

History 705: Introduction to Public History
Committing History in Public
University of Maryland, Baltimore County

Course Instructor

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Office Hours:

Walk-ins welcome on a first come, first served basis with **no** appointment necessary on: Wednesdays from 2:30 to 5:30.
Contact me by email to make an appointment if you need to see me on another day and/or at another time.

Course Learning Objectives:

1. Explore emergence of public history as a profession
2. Provide a forum for expanding our understanding of historical professionalism
3. Analyze and discuss the relationships and responsibilities that compose public history
4. Provide practical experience in collaborative learning, and professional networking, both of which are essential skills for public history practice
5. Develop a history-based product for public consumption
6. Explore scholarship that composes public history as a field of intellectual inquiry

Required Texts to Borrow or Purchase:

Bill Adair, Benjamin Filene, and Laura Koloski *Letting Go? Sharing Authority in a User Generated World* (Philadelphia: Pew Center, 2011) 0983480303

Keith Erikson *Everybody's History: Indiana's Lincoln Inquiry and the Quest to Reclaim a President's Past* (Amherst: University of Massachusetts Press)

Ari Kelman *A Misplaced Massacre: Struggling over the Memory of Sand Creek* (Harvard, 2013) ISBN-10: 0674045858

Cheryl Janifer LaRoche *Free Black Communities and the Geography of Resistance* (University of Illinois Press)

Akum Norder *The History of Here: A House, the Pine Hills Neighborhood, and the City of Albany* (State University of New York Press)

Laura Peers *Playing Ourselves: Interpreting Native Histories at Historic Reconstructions* (Nashville: American Association for State and Local History)

NOTE: Additional Course Readings will be linked through the course website,

www.committinghistoryinpublic.org/blog

Course Description

This course provides an introduction to the professional and intellectual field of public history. Believe it or not, there is more than one definition of public history. This is mine:

Public History is a form of public service. Public historians help create historical understanding by sharing authority and inquiry with a variety of partners: audiences, museum professionals, preservationists, business leaders and others. Public historians are trained, first and foremost, as historians—to conduct research, to craft interpretations and to write well. However, public historians must also be prepared to work collaboratively with partners for whom an understanding of history can have immediate practical implications. Public historians produce original interpretations that build bridges between scholarship and everyday life by respecting the ways in which their partners and audiences use history, and by balancing professional authority against community needs.

This course will give you the tools you need to define public history for yourself and to begin to chart your own professional path. We will read a selection of recent and classic scholarship and engage in weekly discussions that fall roughly into three units: (1) history of the field (2) The role and expectations of the public and best practices for communicating in the public sector; and, (3) Current Examples of professional practice.

During our classroom meetings, we will engage in discussion about the week's readings. In general, I will not lecture. I will typically begin each class by pointing to what I see as the key ethical and professional themes in the weeks' readings. The syllabus also provides you with some questions to guide your reading. You will each take turns shaping and leading classroom discussion, and you will prepare by actively blogging about the course readings.

In addition to classroom work (and in lieu of a more traditional research paper), you will also participate in a semester-long **collaborative** service learning project. This project requires you to put your skills as researchers, writers, and analysts to work in service of an external partner and enables you to find a balance between theory and practice. This project is essential because it makes our discussions more concrete and enables you to bring important and specific questions to our classroom experience.

This semester we will work with two partner institutions.

Our primary partner is the [Patapsco Heritage Greenway](#), a non-profit organization dedicated to the preservation, protection, interpretation, and restoration of the environment, history, and culture of the Patapsco River Valley. In 2015, the organization achieved an important goal when the Patapsco River Valley became one of [Maryland's 13 certified heritage areas](#). The Patapsco Heritage Greenway operates through partnerships with a variety of preservation organizations, and the Executive Director is responsible for building and maintaining a strong network of communication and support. This semester, our project will help her meet that responsibility by working in [Oella](#) Historic District. You will have the opportunity to help organize and develop finding aids for the Oella Archives, which focuses on the history of the [Oella Company](#). You will also conduct research and develop historical content for a smart phone app—[Explore Baltimore Heritage](#)— developed and maintained by our secondary partner, [Baltimore Heritage](#). Founded in 1960, Baltimore Heritage is a nonprofit historic and architectural preservation organization. With two staff members, 33 volunteer board members, and a host of volunteers, the organization works to preserve and promote Baltimore's historic buildings and neighborhoods. The UMBC Public History track's working relationship with Baltimore Heritage began in 2012, and our students have developed content for several neighborhoods, including [Downtown's West Side](#), [Druid Hill Park](#), [UMBC](#), and the [Maryland Zoo](#).

What should I think about?

First: The course schedule is intense, and the service learning project will be due in phases. It is crucial that you make plans **now** to meet each deadline. Because the project is collaborative, your classmates' success depends on your full participation and engagement. I will **not** assign a final grade of "incomplete," except in the most extreme and well-documented circumstances.

Second: This course will **not** teach historical research methods—as young historians, you are already trained or already receiving training in research, historiography, and traditional historical writing. Rather, this course will challenge you to think about the professional ramifications and ethical considerations created when historical research, writing and interpretation are done in a profoundly collaborative environment.

Is Dr. Meringolo an evil, evil task master?

As you might guess, putting this syllabus together is fairly complicated. As the course evolves, the assignments may evolve as well. Fortunately, I do not only teach collaborative, reflexive learning, I practice it, too. There will be opportunities along the way for us to decide—as a class—to modify the syllabus or shift the due dates in response to collective needs and real-world experiences.

Thus, I reserve the right to change requirements, the weight of each grade, and the schedule in response as we deem necessary.

Additional Information and Available Support

GEP Information

This course has NOT been approved to meet any of the requirements of the undergraduate General Education Program.

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University. If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212.

For questions or concerns, you may contact SDS through email at disAbility@umbc.edu or phone (410) 455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Food and Housing Insecurity

The UMBC Counseling Center offers confidential support for students dealing with a variety of issues. You can explore their services by visiting the website <http://counseling.umbc.edu/>. Do not hesitate to contact a counselor if you have questions or need support. In particular, any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact Doha Chibani, LCSW-C, Clinical Social Worker and Referrals Coordinator at the Counseling Center, Student Development and Success Center. Her telephone number is 410-455-2472. Her email is chibani1@umbc.edu. She will help you identify resources that can assist you. Please note that [Retriever Essentials](#) is available to provide you with access to healthy food and other essential supplies free of charge. If you have any questions about Retriever Essentials, you can contact Lauren Kataja. Her email is lakataja@umbc.edu.

Academic Integrity

Academic dishonesty is a serious matter at UMBC. We expect the absolute highest standards from students and faculty in their pursuit of new knowledge through academic coursework. By enrolling in this course, you assume the responsibilities of an active participant in the UMBC scholarly community. Cheating, fabrication, plagiarism and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include but is not limited to suspension or dismissal. The general UMBC statement on Academic Integrity is [here](#). Specific information and training for graduate students can be found [here](#).

Please be further advised that the penalty for academic dishonesty—including plagiarism and other forms of cheating—in any UMBC History Department course is an "F" for the course. ALL cases of academic dishonesty will be reported to the Academic Conduct Committee. For further definitions on what academic misconduct is and how to avoid it at all costs please see <http://library.acadiau.ca/tutorials/plagiarism/>

How will I be Graded?

A. Regular Attendance

This is a collaborative, seminar style course. Your experience as a learner will depend on your participation in discussion, your ability to work well in a small group, and your full engagement with the readings and the project. It is imperative that you attend class regularly, keep up with work, and participate actively both on the blog and in person. *Unexcused* absences, chronic lateness, failure to participate, or obvious inattention **will** adversely affect your grade and may jeopardize your ability to pass this course.

B. Participation in Reading Annotation Class Discussion (10% of final course grade):

This semester you will also gain some experience using digital tools to facilitate both classroom discussion and public facing scholarship. First, we will use an app called [hypothesis](#) to facilitate close reading and discussion. This semester, each student is required to participate in annotating the class readings available in the [course blog](#)—adding a MINIMUM of three comments, questions, and observations to EACH reading for which annotation is available. Annotations are due NO LATER THAN 48 hours before the class session --by 6:00 on Mondays. In order to facilitate in-class discussion, you should read through your classmates' annotations prior to class and be prepared to reference this online conversation.

(Please Note: because of copyright restrictions, these readings and your hypothesis annotations are available ONLY to those registered for the course. They are not public.)

C. Three Part, Semester-Long Project (70% of final course grade):

During the first portion of the semester, you will work in small groups to conduct significant research and write a more-or-less traditional research report designed to explore some specific aspect of the history of Oella and its surrounding communities.

During the second portion of the semester, using this research as your foundation, you will work more or less independently to craft public facing content –both visual and textual—that may be used on Explore Baltimore Heritage and/or on the websites of the Patapsco Heritage Greenway and the Oella Company.

Due dates and project components are as follows

- 1) Part One: Collaborative Research on Relevant Historical Context (50% of TOTAL Project Grade)
 - a) Preliminary Research Proposal and Plan. Due by midnight on Sunday, September 16. (30% of part one grade).
 - b) Research Report and Annotated Bibliography. Due by midnight, Monday, October 22. (70% of part one grade).
- 2) Part Two: Individual Content for the App (50% of Project Grade)
 - a) Post to Class Blog: First Draft of Your Public Facing Content. Due by midnight on Monday, November 12
Your posts will be open for comment by our class partners. (20% of part two grade)
 - b) Oral Presentations to Baltimore Heritage and Oella Stakeholders (30% of part two grade), Wednesday December 12
 - c) Completed Project (50% of part two grade), due by 8:00 pm on Wednesday, December 19 (which is the day and time of the final exam as scheduled by the University)

D. Final Reflection (15% of course grade)

Each student must write a final reflection. This assignment allows you an opportunity to reflect on the value of the group project and your overall course experience. Due by midnight Thursday, December 6.

COURSE INTRODUCTION			
By Class	Read This	Think about This	Be Prepared :
8/29	<p>Course Syllabus</p> <p>“A Shared Inquiry into Shared Inquiry: Public History as Reflective Practice”</p> <p>Prologue from Meringolo <i>Museums, Monuments and National Parks</i></p> <p>Explore www.ncph.org, make sure to read about best practices for graduate student education, found under the Publications and Resources tab “for public history educators” and the statement of ethics located under the About NCPH tab, “board, governance, bylaws, committees” at the bottom of the page.</p>	<p>What do I want or expect from this class?</p> <p>How does this syllabus reflect Dr. Meringolo’s particular philosophy?</p> <p>How does this syllabus reflect Best Practices for Graduate Student Education?</p> <p>How do the readings reflect or challenge my ideas about public history? About public history education? About professional ethics? What do I want to know more about?</p> <p>What can I do to make sure the work is manageable and my efforts are successful?</p>	<p>Participate in general introduction discussion.</p> <p>Engage in preliminary Planning for the semester long project.</p> <p>Ask any questions about the class, about the subject matter, and about the digital tools we are using.</p>
Saturday, 9/1	Driving Tour of Oella 10:00 am to 12:30 pm		
	<u>UNIT ONE: TOUCHSTONES</u> <u>SOME HISTORY OF PUBLIC HISTORY</u>		
9/5	<p>Read Keith Erikson, <i>Everybody’s History: Indiana’s Lincoln Inquiry and the Quest to Reclaim a President’s Past</i></p>	<p>This reading provides a glimpse into the history of commemoration as well as local/regional historical societies.</p> <ol style="list-style-type: none"> 1. What is Erikson’s definition of public? What qualities are central to the field? 2. Where does Erikson’s public history take shape? What influenced it? Who shaped it? 3. What tensions over authority arise in this story? What is at stake and for whom? 4. What are the “dominant” and the “counter” narratives Erikson describes? What happened when the center of the story shifted? Was something lost in translation from local to national? From margin to center? 5. How does this book help you reflect on the nature, purpose, and history of regional historical societies? 6. What is the relationship between local and national public history? 	<p>Although we cannot use hypothesis is to engage with this text, please be prepared to discuss engage in discussion of these and other questions, identify specific sections or passages that you found particularly useful or particularly challenging. Read carefully and critically.</p>

By Class	Read This	Think about This	Be Prepared :
9/12	<p>James Lindgren, “Virginia Needs Living Heroes: Historic Preservation in the Progressive Era” <i>The Public Historian</i> (Winter 1991)</p> <p>Court Carney, “The Contested Image of Nathan Bedford Forrest” <i>The Journal of Southern History</i> (August 2001)</p> <p>Reiko Hillyer, “Relics of Reconciliation: The Confederate Museum and Civil War Memory in the New South” <i>The Public Historian</i> (November 2011)</p> <p>Amber Bailey, “Days of Jubilee: Emancipation Day Celebrations in Chicago, 1853 to 1877” <i>Journal of the Illinois State Historical Society</i> (Winter 2016)</p>	<p>This reading provides a glimpse at the history of commemoration and memory.</p> <ol style="list-style-type: none"> 1. Are there any similarities or intersections between the themes and arguments in Erikson’s book and the themes and arguments in these readings? 2. Are there any differences or tensions between the themes and arguments in Erikson’s book and the themes and arguments in these readings? 3. Does commemoration have value? 4. Are commemoration and/or memorialization “history?” Are they “public history?” 5. What purpose can/should/does commemoration and/or memorialization serve? <p>What role should professional public historians have in this realm?</p>	<p>Your discussion of these and other questions should begin IN the documents. Use hypothesis.is to engage with the text and one another. Come to class prepared to dig deeper into the questions and comments you pose.</p>
9/16 SUNDAY	ASSIGNMENT DUE: email research proposal and plan to ddm@umbc.edu by midnight on Sunday		
9/19	<p>Schneider-Hector, Dietmar “Forging a National Park Service: ‘The Necessity for Cooperation.’” <i>Journal of the Southwest</i> 54, No. 4 (Winter 2014): 643-</p> <p>Coslett, Daniel and Manish Chalana “National Parks for New Audiences: Diversifying Interpretation for Enhanced Contemporary Relevance.” <i>The Public Historian</i> 38, No. 4 (November 2016): 101-128</p> <p>Whisnant, Anne Mitchell and Marla R. Miller. “Pulling from Outside, Pushing from Inside: <i>Imperiled Promise</i> and Change in the National Park Service.” <i>The Public Historian</i> 38, No. 4 (November 2016): 264-292</p> <p>Skim through this to get a sense of how the NPS is seeking to diversify interpretation. Choose one report to look at more closely:</p> <p>https://www.nps.gov/articles/publications-diverse.htm</p>	<p>This reading provides a glimpse into the history of the NPS and provides insight into the current state of affairs for history and for public historians inside the agency.</p> <ol style="list-style-type: none"> 1. What was the original mission of the National Park Service and what tensions and discussions shaped it? 2. What are some of the key issues the agency is facing and what insights do these readings provide about why these issues emerged? 3. How has the agency sought to diversify interpretation and audiences? <p>What do you find particularly important or valuable to know and think about as a burgeoning public history professional?</p>	<p>Your discussion of these and other questions should begin IN the documents. Use hypothesis.is to engage with the text and one another. Come to class prepared to dig deeper into the questions and comments you pose.</p> <p>ALSO: We will devote some time in class to presentations. Each group should be prepared to share something about its preliminary findings and its plans for the semester.</p>

By Class	Read This	Think about This	Be Prepared :
9/26	<p>Gaskell, Tamara, editor. <i>Preserving Places: Reflection on the National Historic Preservation Act at Fifty from The Public Historian</i>. (2016)</p> <p>Leyva, Yolanda Chavez. "A More Inclusive History of El Paso." <i>Forum</i> 30, No. 4, (Summer 2016): 19-28</p> <p>Lee, Toni. "Cultural Diversity in Historic Preservation: Where We Have Been, Where We Are Going." <i>Forum</i> 27, No. 1 (Fall 2012): 20-34</p> <p>Leggs, Brent "Growth of Historic Sites: Teaching Public Historians to Advance Preservation Practice." <i>The Public Historian</i> 40, no. 3 (August 2018): 90-106</p>	<p>This reading provides a glimpse into the history of historic preservation, focusing in particular on the years since the passage of the NHPA of 1966.</p> <ol style="list-style-type: none"> 1. What are some of the problems associated with the history of preservation in American society and culture? 2. What is the role of public history in the field of preservation? 3. What is the value of preservation? 4. What role do public history and preservation play for living communities? <p>How does this reading impact your ideas about our project and its goals?</p>	<p>Your discussion of these and other questions should begin IN the documents. Use hypothesis.is to engage with the text and one another. Come to class prepared to dig deeper into the questions and comments you pose.</p>
	<p><u>UNIT TWO: BEST PRACTICES WRITING AND INTERPRETATION FOR PUBLIC AUDIENCES</u></p>		
10/3	<p>Akum Norder <i>The History of Here: A House, the Pine Hills Neighborhood, and the City of Albany</i></p>	<p>This book is a model –in long form—of the kind of research you are doing.</p> <ol style="list-style-type: none"> 1. How does Akum Norder move between local history and national history? 2. How does she make small, local details or stories seem broadly significant? 3. What kinds of resources did she use? 4. Did she integrate secondary historical scholarship? 	<p>This week we will engage in a discussion of this book as a model for your own research and writing. Pay attention to the pieces that seem particularly well written and well researched. Come prepared to discuss specific aspects, passages, sections as a model for your own work.</p> <p>Book discussion from 6 to 7:30; group project meetings begin at 7:30</p>

By Class	Read This	Think about This	Be Prepared :
10/10	<p>GUEST FACILITATOR: Eli Pousson, Baltimore Heritage</p> <p>Pousson, Eli and Katherine Fusick “Baltimore Heritage Contributor Guide”</p> <p>Leon, Sharon M. “Layers and Links: Writing Public History in a Digital Environment.”</p> <p>Louise, Dany “Writing Gallery Texts and Wall Panels: Common Mistakes to Avoid.” <i>The Gaurdian</i> August 4, 2015</p> <p>Mason, Alane Salierno “Ten Tips for Academics Writing for a General Audience”</p> <p>https://explore.baltimoreheritage.org/</p>	<p>This week’s reading is intended to be entirely practical.</p> <ol style="list-style-type: none"> 1. Which tips and recommendations seem most obvious? 2. Which tips and recommendations will be most difficult for you? 3. Choose two site histories on Explore Baltimore Heritage that you particularly like. What works? How well do they reflect the best practices outlined in your reading? 4. Choose one site history on Explore Baltimore Heritage that seems like a “cautionary tale.” Why don’t you like it? 	<p>Bring to class any and all notes and drafts you have for your research report. You will work independently and in small groups to begin drafting histories for Explore Baltimore Heritage.</p> <p>NOTE: this is a “head start” on Part II of your semester long assignment</p>
10/17	<p>Read Adair, Bill, Benjamin Filene, and Laura Koloski, <i>Letting Go?</i> Pages 6-206</p>	<p>This book further addresses and expands questions regarding audience, interpretation, and collaboration</p> <ol style="list-style-type: none"> 1. How does this book challenge your sense of expertise and authority? 2. What do these readings suggest about how people –audiences and stakeholders—interact with public history in various settings? What do these readings suggest about how people learn in various public history contexts? 3. How do you measure whether or not you have “done a good job?” 	<p>Although we cannot use hypothesis.is to engage with this text, please be prepared to discuss engage in discussion of these and other questions, identify specific sections or passages that you found particularly useful or particularly challenging. Read carefully and critically.</p> <p>Book discussion from 6 to 7:30; group project meetings begin at 7:30</p>

By Class	Read This	Think about This	Be Prepared :
Monday 10/22	ASSIGNMENT DUE: Email Research Report and Annotated Bibliography to ddm@umbc.edu by midnight on Monday		
	UNIT THREE: NEW APPROACHES PUBLIC HISTORY IN PRACTICE or THE CURRENT STATE OF THE FIELD		
10/24	Cheryl Janifer LaRoche <i>Free Black Communities and the Geography of Resistance</i> (University of Illinois Press)	Public History is a broadly collaborative practice in which practitioners do not only seek to share inquiry with audiences and stakeholders, they also collaborate with individuals from a variety of disciplines. <ol style="list-style-type: none"> 1. What does LaRoche mean by “the geography of resistance?” 2. How have archaeologists approached the history of slavery and freedom? 3. How can we learn to see landscapes differently? 4. How can landscapes become interpretive tools for public historians? 5. How does LaRoche think about “sources” and what ideas does she give you about how to “read” a variety of sources? 	Although we cannot use hypothesis.is to engage with this text, please be prepared to discuss engage in discussion of these and other questions, identify specific sections or passages that you found particularly useful or particularly challenging. Read carefully and critically.
10/31	Cortera, Maria “Invisibility Is an Unnatural Disaster:” Feminist Archival Praxis after the Digital Turn” <i>South Atlantic Quarterly</i> (Oct. 2015): 781-801 Hughes-Watkins, Lae’l. “Filling in the Gaps: Using Outreach Efforts to Acquire Documentation on the Black Campus Movement, 1965–1972.” <i>Archival Issues: Journal of the Midwest Archives Conference</i> 36.1 (2014): 27-42. LeGrand, James B. "Whose Voices Count? Oral Sources and Twentieth-Century American Indian History." <i>American Indian Culture and Research Journal</i> 21, no. 1 (1997): 73-105. Springer, Kimberly. “Radical Archives and the New Cycles of Contention.” <i>Viewpoint Magazine</i> Issue 5 (October 2015).	Although archivists are specialists, trained in MLS programs, many public history students go to work in archives. These readings can help you think about the role of public history in the archives. <ol style="list-style-type: none"> 1. How do archivists think about sources? 2. What absences and exclusions have these authors identified? 3. What solutions do they propose? 4. What is a “radical archives?” 5. How can the practices valued by public historians help to build more inclusive and relevant archives? 	Your discussion of these and other questions should begin IN the documents. Use hypothesis.is to engage with the text and one another. Come to class prepared to dig deeper into the questions and comments you pose.

By Class	Read This	Think about This	Be Prepared :
11/7	Ari Kelman, <i>Misplaced Massacre</i> Explore the website for Sand Creek Massacre National Historic Site: http://www.nps.gov/sand/index.htm	This book expands issues we have been reading about all semester, including the difficulty of doing history in the NPS, the nature of collaboration, and the necessity of inclusion. 1. What does this book suggest to you about the role of public historians on contested landscapes? 2. This book documents the process of collaborative interpretation and shared authority. How and when and why was it effective? How and when and why was it less than effective? 3. Who are the various public historians in this narrative and what role did they play? 4. Is the story of the massacre told “correctly?” 5. The chapter titles are often quite poetic and evocative. Think about them critically and challenge yourself to unpack their multiple meanings.	Although we cannot use hypothesis.is to engage with this text, please be prepared to discuss engage in discussion of these and other questions, identify specific sections or passages that you found particularly useful or particularly challenging. Read carefully and critically. Problem solve: How can and should public historians tell difficult stories?
11/12 MONDAY	ASSIGNMENT DUE: Post the working drafts of your public facing content to the google document folder created for this purpose. These documents will be open for public comment from our class partners.		
11/14	Laura Peers <i>Playing Ourselves: Interpreting Native Histories at Historic Reconstructions</i> (Nashville: American Association for State and Local History)	This book looks critically at the practice of “living history” particularly when individuals are asked to “play themselves.” What does this book suggest about the politics of inclusion? What are the limitations of living history, particularly as it relates to issues of race and class? Can living history effectively provide a counter narrative? What does this books suggest about power and authority in the realm of living history?	Although we cannot use hypothesis.is to engage with this text, please be prepared to discuss engage in discussion of these and other questions, identify specific sections or passages that you found particularly useful or particularly challenging. Read carefully and critically.

By Date	Read This	Think about This	Be Prepared :
11/21	NO CLASS: THANKSGIVING HOLIDAY	During the break, review comments on your content drafts.	Plan your revisions.
11/28	<p>Battle-Baptiste, Whitney. "Cruise Ships, Community, and Collective Memory at Millars Plantation, Eleuthera, Bahamas." <i>Historical Archaeology</i> 51 (2017): 60-70</p> <p>Blatt, Martin H. "Holocaust Remembrance and Heidelberg." <i>The Public Historian</i> 24, No. 4 (Fall 2002): 81-96</p> <p>Layne, Valmont. "The District Six Museum: An Ordinary People's Place" <i>The Public Historian</i> 30, No. 1 (February 2008): 53-62</p> <p>Strejilevich, Nora. "Performative Memorial Sites and Resistance in Argentina." <i>Peace Review: A Journal of Social Justice</i> 22, No. 3 (July-September 2010), 236-243</p>	<p>These readings provide a glimpse at international public history</p> <ol style="list-style-type: none"> 1. Based on these readings do you think there is a common set of problems in public history that transcend national or cultural difference? 2. Based on these reading do you think there are problems in public history that are unique and specific to particular nations or cultures? 3. How does exploring public history in a global context impact your understanding of the field? 4. How does reading about each site help you think about –or re-frame for you-- the politics of memory, memorials, commemoration? 5. How does reading about each site help you think about the role of government or other official forms of authority in the construction of memorials or in the process of commemoration? 	<p>Your discussion of these and other questions should begin IN the documents. Use hypothesis.is to engage with the text and one another. Come to class prepared to dig deeper into the questions and comments you pose.</p>
12/5	<p>Philip Scarpino and Daniel Vivian, "What do Public History Employers Want?"</p> <p>"Unpaid Internships: A Foot in the Door or a Step Backward?" http://ncph.org/history-at-work/unpaid-internship-roundtable/</p> <p>"What We Can Learn from our Australian Colleagues" http://ncph.org/history-at-work/what-we-can-learn-from-our-australian-colleagues/</p> <p>"Out of the Academy and Into Public Service" http://ncph.org/history-at-work/out-of-the-academy-and-into-public-service/</p>	<ol style="list-style-type: none"> 1. What do you plan to do after graduation? What do these essays suggest might be important for helping you fulfill your goals? 2. What kind of help would you like from your UMBC History Department? 3. What are you worried about? 	<p>We will have the opportunity to hear from some alumni of the Public History Track. Bring your comments, questions, hopes and anxieties!</p>

By Date	Read This	Think about This	Be Prepared :
12/6 THURSDAY	ASSIGNMENT DUE: Final Reflection, email to ddm@umbc.edu by midnight on Thursday		
12/12	ORAL PRESENTATIONS We will meet in Oella at our regular class time and make presentations to members of the community. Location TBD		
12/19 WEDNESDAY	FINAL PROJECTS DUE Post your final projects which should include a cleaned-up, edited version of your research report, final versions of your public facing project, and any images or lists you created to the course google document folder prepared for this purpose no later than 8:00 pm on Wednesday		