This course explores how public historians can build bridges between the work of academic historians and the interests of diverse public audiences. Through readings, media analysis, visits by working public historians, and project work, students will explore intellectual, political, and pragmatic issues in public history. A semester-long project will require students to work collaboratively to conceptualize a public history project and write a complete funding proposal for it.

Your Responsibilities

- Complete weekly class preparation (readings, media analysis) as required and arrive prepared to participate
- Visit Vietnam exhibit at New-York Historical Society before February 28th class session
- Complete two short writing assignments on the emancipation history readings
- Create and present a short in-class presentation on interaction design
- The course’s major project will entail working in small groups to develop a funding proposal for a public history project (website, museum exhibit, film, oral history project, education program, etc.). At the end of the semester, guest professionals will help to lead in-class peer review of the proposals. Assignments leading toward this culminating project will take place over the course of the semester and will include forming groups, choosing a topic and mode of presentation, reviewing funding guidelines and sample proposals, conducting research to identify historical themes and sources to be used, and drafting the proposal and budget.

Assignments + Due Dates

(2) Emancipation history writing assignments

Wednesday February 7
Wednesday February 14

Interim proposal section drafts

TBD with each group

Complete draft project proposal

Monday April 9

Interaction design oral presentation

Wednesday April 4

Final project proposal

Friday April 27

Reflection paper

Friday May 4
Grading

- Class participation — 35%
- Short papers and oral presentation — 30%
- Final project — 35%

Schedule

January 24: Course Introduction

January 31: Wartime Emancipation


February 7: Negotiating Freedom


February 14: Politics

- Steven Hahn, excerpts from “To Build a New Jerusalem” and “A Society Turned Bottomside Up,” in *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Harvard University Press, 2005), 198-237.

February 21: Teachers and Students as Audience 1: Disciplinary Literacy in Classrooms working with classroom teachers/teachers and students as a constituency for public history

- Common Core standards for Reading and Writing in Social Studies/History (2010)
- C3 Framework for Social Studies Standards
- *Beyond the Bubble* (beyondthebubble.stanford.edu/)
- National Archives *DocsTeach* (docsteach.org)
February 28: Teachers and Students as Audience 2: Museum Education

- N-YHS Vietnam exhibit curriculum materials

GUEST: Mia Nagawiecki, Vice President of Education, New-York Historical Society

March 7: History Museum Exhibits


GUEST: Marci Reaven, Vice President for History Exhibits, New-York Historical Society

SPRING BREAK

March 21: Public Engagement and Public Programming

- Review Indiana Humanities programs (indianahumanities.org)

GUEST: Leah Nahmias, Director of Programs and Engagement, Indiana Humanities (via skype)

March 28: Interactivity and Designed Experiences


April 4: Digital History 1: Sharing Collections (*Please bring a laptop or tablet as we will be looking at sites together in class.)*

- *Perspectives on the Haram* (ibnjubayr.neatline-uva.org/neatline/fullscreen/perspectives-on-the-haram)
- *Mapping Fugitive Slaves in New Orleans* (http://arcg.is/1ZvldhW)
- *The U.S.-Dakota War of 1862* (www.usdakotawar.org/)
- *Frontier to Heartland: Making History in Central North America* (publications.newberry.org/frontiertohartland/)
- An American Family Grows in Brooklyn (http://www.brooklynhistory.org/exhibitions/lefferts/)Lefferts site BHS
April 11: Digital History 2: Inviting Participation (*Please bring a laptop or tablet as we will be looking at sites together in class.)

- Digital Interactive Walls (Copenhagen, El Paso)  
  (http://vaeggen.copenhagen.dk/)  
  (digie.org)  
  (http://www.youtube.com/watch?v=GlxLa0OUCyc)
- Metadata Games (www.metadatagames.org)
- Last Seen: Finding Family After Slavery (informationwanted.org)
- Making History: Transcribe (www.virginiamemory.com/transcribe/)
- Urban Archive app
- Our Marathon: The Boston Bombing Digital Archive (marathon.neu.edu/)
- Preserve the Baltimore Uprising (baltimoreuprising2015.org)
- ICivics (icivics.org)
- Mission US (mission-us.org)

April 18: Audio History 1: Podcasts, Radio Programs, and Audio Documentaries
Select and listen to one podcast or audio documentary each of the three sets below. For your selections from the first two sets (which are all serialized rather than one-time productions), be sure to scan the list of other episodes to get a sense of what kinds of topics they cover and how they frame them.

- You Must Remember This (Karina Longworth/Panoply)  
  www.youmustrememberthispodcast.com
- Ben Franklin’s World (Liz Covart)  
  www.benfranklinsworld.com
- The Memory Palace (Nate DiMeo/Radiotopia)  
  thememorypalace.us

- History of the World in 100 Objects (The British Museum/BBC Radio 4)  
  www.bbc.co.uk/ahistoryoftheworld/
- Back Story with the American History Guys (Virginia Foundation for the Humanities)  
  backstoryradio.org
- More Perfect (Radiolab/WNYC)  
  www.wnyc.org/shows/radiolabmoreperfect
- Footnoting History (www.footnotinghistory.com)
- Flatbush + Main (Brooklyn Historical Society)  
  www.brooklynhistory.org/blog/category/flatbush-main/

- Hearing Hiroshima (Minnesota Public Radio)  
  podcast.cdsporch.org/episode-20-hearing-hiroshima/
- “Little War on the Prairie,” This American Life episode 479  
  www.thisamericanslife.org/479/little-war-on-the-prairie
April 25: Audio History II: Collecting and Using Oral History


- Oral History Works (www.oralhistoryworks.org) (select and explore one project)
- Crossing Borders Bridging Generations (cbbg.brooklynhistory.org/)
- Words in Transit (nepr.net/wordsintransit/)
- Wisdom Project (nunncenter.org/wisdomproject) (select and listen to one episode)
- The Life and Times of Rosie the Riveter (Clarity Films, 1980) (view clips in class)

May 2: Peer review of NEH proposals (GUEST: TBD)

Housekeeping

- If you need to contact me, please use ellen.noonan@gmail.com rather than my NYU email
- If you are very sick or have a genuine emergency that will prevent you from attending class, you must contact me in advance; you must also let me know in advance if unusual circumstances require you to arrive late or leave early. Except in the most urgent situations, missing class will affect your participation grade.
- Digital devices (laptops, tablets, phones) are welcome in class, but only if you are using them to take notes or otherwise participate. Please resist the urge to check email or social media—if I get the impression that you are repeatedly doing so during class time, it will count against your class participation grade.
- Accuracy always matters; take care with the grammar, spelling, and punctuation of all written work. Read it out loud and proofread carefully—you’ll always find something to be fixed or improved.
- You may submit written assignments by emailing your paper as a Word doc or a link to share a Google Doc (with editing access) to me at ellen.noonan@nyu.edu; please do not upload papers via NYU Classes. Please include page numbers on all of your written assignments.
- Assignments turned in after the due date will be penalized by half a grade (e.g., an A will automatically drop to an A-) unless you have obtained advance permission from me.
- If you are experiencing technical difficulties with preparing for class (for example, a website that is down or audio that you can’t get to play on your browser), please let me know in advance rather than coming to class without having completed the assignment.
- Most weeks there will be at least 30 minutes of class time for groups to meet together and work on their final projects. This time is not guaranteed, nor is it optional (e.g., if
your group has plans to meet at another time, that doesn’t mean you can leave class early).