INTRODUCTION TO PUBLIC HISTORY-TIBCUS 430
DOU 210
M - W 1:45-4:00 p.m.; Fall 2003

Professor Julie Nicoletta
GWP 418
253-692-4468; fax: 253-692-5718
Email: in@u.washington.edu
Office hours: M - W 10:30-11:30 a.m. or by appointment

For Campus Info: 253-383-INFO

Course Description:
This course introduces students to the major issues and questions addressed by historians who work in the public sphere. Central themes include the interpretation of history, the role of history in popular culture, issues and aims in exhibiting history, the politics of public history, and historic preservation.

Course Objectives:
Students will gain an understanding of major issues confronting the public historian through course lectures, readings, and field trips. Class discussion of the readings, as well as written analyses will give students training in critical thinking. In addition, students will gain essential research, writing, and speaking skills through a written research project and in a final presentation to the class. Finally, students will learn how to interpret visual resources through slide lectures and field work.

Required readings:
Edward T. Linenthal and Tom Engelhardt, eds. History Wars: The Enola Gay and Other Battles for the American Past, 1996.

Reserve readings are accessible at the following website: http://ereserves.tacoma.washington.edu/ You will need a UW net id to access these readings.

Website:
This course is being taught with a corresponding website; the link to this site will be found at: http://courses.washington.edu/pubhist/intropub/pubhistindex.htm.

Grading and Evaluation:
Class Participation and Preparation
(includes five treatments + oral critique of pamphlet) 35%
Annotated Bibliography 25%
Pamphlet 40%

Note: Doing below average work will earn you a D; average work will earn you a C; above average work will earn you a B; only truly exceptional work will earn you an A.

Class Participation and Preparation:
Class participation and preparation will be evaluated by:
1. Regular class attendance.
2. The amount and quality of discussion.
3. Completion and quality of short assignments.

Attendance is extremely important for a number of reasons. Your insight and participation during discussions are a critical part of the class. We all learn from each other's perspectives; if you miss class, you will miss learning from these insights. Being clear-headed in discussion involves not just reading the assignments, but thinking about them, so allow yourself some time for reflection. Missing more than three class meetings during the quarter, regardless of the reason, will have a negative effect on your class participation grade.
Assignments:

**Short assignments: Five typed treatments for selected readings; (see schedule; instructions for treatments will be handed out in class; assignments will be graded with a ✔+, ✔ or ✔-).**

**Project on a historic site, including an oral critique of a pamphlet for a historic site and one annotated bibliography.**

Note: Work will be graded for clarity of composition and grammar as well as content. All assignments must be typed, double-spaced with one-inch margins, and in a 12- or 10-point font. All assignments must be turned in on time. Late assignments will be dropped one-half grade for each day late, except in extreme circumstances. No extensions will be granted except for a written medical excuse presented before the due date of the assignment.

Project on a Historic Site:

This project is focused on effectively interpreting local history to the public. You will select a local historic site and design and create a pamphlet for it with the public in mind as the site's audience. The final version of the pamphlet will be limited in size to one 8 ½ x 11 inch sheet of paper; both sides of the sheet must be covered. You should use both text and images to convey the most significant historical aspects of the site to your audience as clearly and as concisely as possible. Over the course of the quarter we will examine and critique pamphlets of historic sites to determine what makes the ideal pamphlet work. By submitting your work in increments, you will be able to get feedback and improve the quality of the project before its final due date. The components are as follows:

1. **Oral Critique of Pamphlet:** select a pamphlet from any historic site; prepare a 5-minute presentation for class, pointing out two positive and two negative aspects of the pamphlet; what could improve it in terms of text and visuals? Sign-up sheet will be passed around in class for presentation day.

2. **Proposal:** a brief, typed description of your historic site and why you have chosen it.

3. **Annotated Bibliography:** a list of 20 sources (divided into 10 primary, 10 secondary) with a brief description and evaluation of the subject and scope of each work. Bibliographic format must follow the Chicago Manual of Style (see Marius, pp. 191-192 or Writing From A to Z, pp. 126-131.) Many of these sources will be found in local archives such as the Northwest Room at the Tacoma Public Library, the Seattle Public Library, the Washington State History Museum, and the UW Library system.

4. **Mock-up of Pamphlet:** a rough version of your pamphlet will be due before the final version to get feedback from the professor and your classmates.

5. **Final Version of Pamphlet:** this version should be a perfectly polished and copy-edited version of your pamphlet.

6. **Presentation:** Each student will give a 10-minute presentation on his or her project at the end of the quarter. The presentation should clearly address the problems and solutions your site presents. The use of visual aids is encouraged.

Classroom Behavior:

Food and drink are acceptable as long as you do not disrupt the class or bother your neighbors. Please turn off all electronic devices including cell phones and pagers when you come to class. Please be respectful and attentive when others are speaking in class. If you must arrive late or leave early, please do so in as unobtrusive a way as possible.

Miscellaneous:

If you choose to drop the course, you are responsible for reporting the change to the registrar's office. If you stop coming to class and do not contact the registrar, you will end up receiving a failing grade even if you attended only once.

If you would like to request academic accommodations due to a temporary or permanent disability, contact Lisa Tice, Manager for Disability Support Services (DSS) in the Science Building, Suite 102. An appointment can be made through the front desk of Student Affairs (692-4400), through Student Services (692-4501), by phoning Lisa directly at 692-4493 (voice) or 692-4413 (TTY), or by e-mail (ltice@uwashington.edu). Appropriate accommodations are arranged after you've conferred with the DSS Manager, and presented the required documentation of your disability to DSS.
# SCHEDULE OF CLASSES AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1/M-9/29</td>
<td>Introduction; Framing the Questions</td>
<td>Marius, all.</td>
<td>Send me an email message with your name, email address, and phone number by the end of the week and tell me if you have taken any history courses before.</td>
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<tr>
<td>1/W-10/1</td>
<td>Conducting Research</td>
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<td>2/M-10/6</td>
<td>History and Public Perceptions: The Enola Gay Controversy</td>
<td>Linenthal and Engelhardt, pp. 1-96; See also “The Last Act” in the Nuclear Files Archive; <a href="http://www.nuclearfiles.org/relastact/lastact.html">http://www.nuclearfiles.org/relastact/lastact.html</a></td>
<td>Treatment on Linenthal and Engelhardt, pp. 9-62 due.</td>
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<tr>
<td>4/M-10/20</td>
<td>Marketing the Past</td>
<td>Benson, et. al., pp. xv-49.</td>
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<td>4/W-10/22</td>
<td>Critiquing Pamphlets</td>
<td></td>
<td>Oral critique of pamphlets.</td>
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<td>5/W-10/29</td>
<td>Feminism, History and Film</td>
<td>Benson, et. al., pp. 293-304.</td>
<td>Film: The Life and Times of Rosie the Riveter</td>
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<td>6/M-11/3</td>
<td>The Power of Place</td>
<td>Hayden, Chs. 1, 2 &amp; 3.</td>
<td>Treatment on Hayden, Chs. 1, 2 &amp; 3 due.</td>
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<tr>
<td>6/W-11/5</td>
<td>The Power of Place</td>
<td>Hayden, Chs. 4 &amp; 5.</td>
<td>Annotated bibliography due.</td>
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<td>7/M-11/10</td>
<td>The Power of Place</td>
<td>Hayden, Chs. 6 &amp; 7.</td>
<td>Mock-up of pamphlet due; group critiques.</td>
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<tr>
<td>7/W-11/12</td>
<td>Museums and Historical Agencies</td>
<td>Benson, et. al., pp. 137-161; Ereserve: Kulik, &quot;Designing the Past: History Museum Exhibitions from Peale to the Present.&quot;</td>
<td>Treatment on Kulik due.</td>
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<td>Date</td>
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<td>9/W-11/26</td>
<td>History as Business</td>
<td>Benson, et. al., pp. 225-244.</td>
<td>Final version of pamphlet due.</td>
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<td>10/M-12/1</td>
<td>Student Presentations</td>
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<td>11/M-12/8</td>
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<td>11/W-12/10</td>
<td>Student Presentations</td>
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Selected Bibliography


Serrell, Beverly. *Exhibit Labels: An Interpretive Approach*. Walnut Creek: Alta Mira Press, 1996.**


Journals
* *Museum News*
* *Preservation*
* *The Public Historian*

*on Ereserve
**on reserve at the UW T Library