2016

290-01 Introduction to Public History

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The term 'public history' generally refers to the presentation of history for a broad audience. Whereas the foremost (but not exclusive) purpose of traditional historical scholarship is to discover new facts about, and interpretations of, the past, the primary task of public historians is to present history to the general public. The creative work of "public historians" involves museum exhibitions, film and video production, and, more recently, websites. Public history also incorporates the study of collective historical memory as well as the preservation of the material legacy of the past in documents, buildings, objects, and other media.

Public history is best learned through its practice. There is no substitute for researching, designing, mounting, and administering an exhibition. Doing so presents us with all the challenges of public history. It will also enhance our skills as readers and writers of history generally. For example, the important place of images and objects in public history challenges our discipline's customary bias towards written documentation.

For the 2016-2017 academic year, our subject will be the removal of Indians from Ohio in the 1830s and 40s. We will prepare an exhibition on that subject at Heritage Village Museum in Sharonville.

READINGS:

PUBLIC HISTORY:


David Thelen, "A Participatory Historical Culture" in Rosenzweig and Thelen, PRESENCE OF THE PAST.
Constance Perin, "The Communicative Circle: Museums as Communities" from Ivan Karp et al., eds. MUSEUMS AND COMMUNITIES (Washington, DC: Smithsonian Institution Press, 1992).

Barbara Abramoff Levy, “Interpretation Planning: Why and How”

McKenna-Kress and Kamien, “Advocacy for the Subject Matter”

OHIO INDIANS AND THEIR REMOVAL WESTWARD:


idem., “Borderline Subsistence and Western Adaptations” in EXILES & PIONEERS (2007)

Lloyd Divine, ON THE BACK OF A TURTLE (2016)

SCHEDULE (subject to revision):

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.23</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>08.25</td>
<td>History &amp; the Public</td>
<td>Rosenzweig &amp; Thelen, “Experience is the Best Teacher,” “History in Black &amp; Red”</td>
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<td>08.30</td>
<td>History &amp; the Public</td>
<td>Thelen, “Participatory Historical Culture;” Perin, “Communicative Circle”</td>
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<tr>
<td>09.01</td>
<td>Indians of Ohio &amp; their Removal</td>
<td>Bowes, Introduction to LAND TOO GOOD FOR INDIANS; Stockwell, Prologue &amp; Epilogue to THE OTHER TRAIL OF TEARS</td>
</tr>
<tr>
<td>09.06</td>
<td>Ohio ‘Settler’ Society</td>
<td>Hurt, “Farmers: First and Last” &amp; “Settled Community”</td>
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<tr>
<td>09.08</td>
<td>Indians of Ohio &amp; their Removal</td>
<td>Stockwell chs. 4, 5</td>
</tr>
</tbody>
</table>
09.15 Indians of Ohio & their Removal  Stockwell ch. 6, 7
09.20 Indians of Ohio & their Removal  Stockwell ch. 8, Warren, “Shawnee Struggle Against Removal”
09.22 Indians of Ohio & their Removal  Stockwell chs. 9, 10; Bowen, “Sandusky River Removals”
09.27 In the West  Bowes, “Borderline Subsistence & Western Adaptations”; Divine, ch. 10
09.29 Removed Communities Today  Divine, ch. 11

10.04 EXAMINATION

10.11 ANNOTATED BIBLIOGRAPHY DUE


10.18 HISTORIOGRAPHICAL ESSAY DUE

11.01 MUSEUM CRITIQUE DUE

11.29 ORAL HISTORY PROJECT DUE

EVALUATION

PARTICIPATION (15%)
Students will be expected to participate in class discussions, make formal presentations, and contribute to necessary exhibition planning activities.

EXAMINATION (10%)

MUSEUM EXHIBITION CRITIQUE (15%)

ANNOTATED RESEARCH BIBLIOGRAPHY (15%)

HISTORIOGRAPHICAL ESSAY (15%)

ORAL HISTORY ESSAY (15%)

EXHIBITION-RELATED PROJECT (15%)