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 “Activist New York” and “New York at Its Core” exhibits at Museum of the City of New York before March 8th class session
- Complete two short writing assignments on immigration history
- Complete a written or oral presentation on documentary film
- 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) 5-7 page immigration history writing assignments  
Wednesdays February 1, 8, and/or 15 (two of these dates)

Documentary film short presentation  
Wednesday March 1

Extra credit: Interaction design diagnostic and remedy (in-class presentation or write up)  
Wednesday March 29

Draft project proposal  
Friday April 7

Final project proposal  
Friday April 28

Reflection paper  
Wednesday May 3
Grading

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

Schedule

January 25: Themes and Stories in 20th Century U.S. Immigration History

- *New York Times* Immigration Explorer (*pre-class assignment will be emailed to you*)
- Vincent DiGirolamo “Ellis Island: Place and Paradigm” podcast
  http://ashp.cuny.edu/?podcast=ellis-island-place-and-paradigm

February 1: Law + Citizenship

- Matthew Jacobson, “Immigration, Race, and Citizenship” podcast
  http://ashp.cuny.edu/?podcast=immigration-race-and-citizenship

*Project instruction: narratives*

February 8: Between Worlds

Project instruction: workplans, budgets

February 15: Community + Labor

Project instruction: topic selection

February 22: History Learning 1: Disciplinary Literacy in Classrooms
- Common Core standards for Reading and Writing in Social Studies/History (2010)
- C3 Framework for Social Studies Standards
- Historical Thinking Matters (historicalthinkingmatters.org)
- Beyond the Bubble (beyondthebubble.stanford.edu/)
- National Archives DocsTeach (docsteach.org)
- National History Education Clearinghouse (teachinghistory.org) [REFERENCE]

Project instruction: appendices

March 1: Documentary Film
You will be assigned one of the following documentaries (or episodes from multi-part documentaries) to view and prepare a brief in-class presentation.
- The Civil War (Ken Burns/Florentine Films, 1990)
- Eyes on the Prize: America’s Civil Rights Movement (Henry Hampton/Blackside, 1987 and 1990)
- Radio Bikini (Robert Stone, 1988)
- A Midwife’s Tale (Laurie Kahn-Leavitt and Richard Rogers, 1998)
- Banished (Marco Williams, 2006)
- She’s Beautiful When She’s Angry (Mary Dore and Nancy Kennedy, 2014)
- Triangle Fire (Jamila Wignot, 2011)
- The Black Power Mixtape 1967-1975 (Goran Olsson, 2011)
- The Life and Times of Rosie the Riveter (Connie Field, 1981)
March 8: History Learning 2: Museum Education (GUEST: EY Zipris, Director of Education, Museum of the City of New York)

- Attend “Activist New York” and “New York at Its Core” exhibits and review educational materials

SPRING BREAK

March 22: Interactivity and Designed Experiences


March 29: Games + History (GUEST: Dr. James Diamond, Senior Research Associate, Center for Children and Technology)

- *Walden, A Game* (www.waldengame.com) (if released in time)

April 5: Digital History 1: Varieties of Digital History (*Please bring a laptop or tablet if possible as we will be looking at sites together in class.*)

Prior to coming to class, please download the Old NYC and Cleveland History apps onto your phones and spend a little time using them. If you do not have a smartphone, use the accompanying websites for each app.

- Digital Interactive Walls (Copenhagen, El Paso) (http://vaeggen.copenhagen.dk/)
  (digie.org)
  (http://www.youtube.com/watch?v=Glx1a0OUcYc)
- *Metadata Games* (www.metadatagames.org)
- *Making History: Transcribe* (www.virginiamemory.com/transcribe/)
- *Old NYC* app
- *Cleveland Historical* app
- *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/frontiertoheartland/)
- *Our Marathon: The Boston Bombing Digital Archive* (marathon.neu.edu/)
**April 12:** Digital History 2: Digital History Problem Solving

*Working with classmates, you will develop and present a pitch to a foundation or NEH program officer explaining how you would use grant funding to update an existing digital public history project.*

**April 19:** Audio History 1: Podcasts, Radio Programs, and Audio Documentaries

*Select and listen to one podcast or audio documentary each of these three sets from this list. 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)
  http://www.wnyc.org/shows/radiolabmoreperfect
- **Hearing Hiroshima** (Minnesota Public Radio)
  http://podcast.cdsporch.org/episode-20-hearing-hiroshima/
- **Remembering Jim Crow** (Center for Documentary Studies/American Radio Works)
  http://americanradioworks.publicradio.org/features/remembering/
- “Little War on the Prairie,” *This American Life* episode 479

**April 26:** Audio History II: Collecting and Using Oral History

  http://historymatters.gmu.edu/mse/oral
- **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 3:** 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 or a link to share a Google Doc 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).