

HIST-GA 1757: Approaches to Public History

Spring 2022

Wednesdays 4:55-7:35 pm

King Juan Carlos Center Rm 607

Instructor: Ellen Noonan

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What is this course about?

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, you will explore intellectual, political, and pragmatic issues in public history. A [semester-long project](#) will require you to work collaboratively to conceptualize a public history project and write a complete funding proposal for it. The topic for this project will be drawn from our shared readings of historical scholarship during the first few weeks of the semester. 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 and revising the proposal and budget.

Assignments + Due Dates

[Migration History Writing Assignments](#) (Wednesday February 9, 16)

Project Management Plan (Friday, February 18)

Draft NEH proposal (Friday, April 8)

Final NEH proposal (Friday, April 22)

Reflection paper (Friday, May 6)

Course Grade

- Class participation — 35%
- Migration History writing assignments — 30%
- [Final project](#) — 35%

Office Hours

My Spring 2022 office hours are Mondays 12:00-1:00pm, Tuesdays 2:00-3:00pm, and Thursdays 11:00am-12:30pm. You can [schedule office hour appointments](#) during those days

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and time slots directly on my calendar. If those times are not possible for you or you think you will need longer than a 20 minute appointment, please email me directly to schedule something. All office hours will be presumed in person at my office (KJCC Room 704) unless you let me know otherwise by adding (ZOOM) to your calendar appointment.; Zoom meetings will be held at this link: <https://nyu.zoom.us/my/ellen.noonan>

Ground Rules

If you are not feeling well, please do not attend class in person! NYU classrooms now have much better technical capacity for remote participation if you are worried about missing discussions and project work. The Zoom link for this class is <https://nyu.zoom.us/j/99591078298>

If you have an emergency that will prevent you from attending class, please contact me in advance; you should also let me know in advance if unusual circumstances require you to arrive late or leave early.

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 doing so frequently during class time, it will count against your class participation grade.

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 accessing the materials you need to prepare for class, please let me know in advance rather than coming to class without having completely prepared.

Schedule

January 26: Course Introduction

- [Summary and short analysis of the Immigration and Nationality Act of 1965, commonly known as the Hart-Celler Act](#)
- [President Lyndon B. Johnson's speech announcing Hart-Celler](#)
- [Timeline of immigration history](#), starting with the entry for the Displaced Persons Act in 1948 (read all of the brief entries and click through to a few of the full entries, selecting those that are unfamiliar or interesting to you)
- "In 1965, A Conservative Tried To Keep America White. His Plan Backfired," October 3, 2015, *National Public Radio* (please both [read](#) and [listen](#)—the text is different than the audio).

February 2: Hart Celler and Its Consequences [140]

Before class:

- [Ana Minian, “A Population without a Country,” *Undocumented Lives : the Untold Story of Mexican Migration* \(Harvard University Press, 2018\), 47-76.](#)
- [Erika Lee, “Making a New Asian America Through Immigration and Activism” and “Transnational Immigrants and Global Americans” in *The Making of Asian America: A History* \(Simon & Schuster, 2015\), 283-313 and 357-372.](#)
- [“Introduction” and Bill Ong Hing. “African Migration to the United States Assigned to the Back of the Bus,” in Gabriel J. Chin and Rose Cuison Villazor, eds., *The Immigration and Nationality Act of 1965: Legislating a New America* \(Cambridge University Press, 2015\), 1-8, 82-115.](#)
- [Adam Goodman, “Manufacturing Crisis and Fomenting Fear at the Dawn of the Age of Mass Expulsion,” in *The Deportation Machine: America’s Long History of Expelling Immigrants* \(Princeton University Press, 2020\), 107-133.](#)

In Class:

[NEH Proposal Guidelines: Digital Projects for the Public](#) (pp. 4-middle of 6, bottom of 9 “Content and form of Application Submission”-12)

[NEH Proposal Guidelines: Public Humanities Projects](#) (pp. 4-6, 9-14)

February 9: Refugees and Asylum Seekers [139]

Before class:

- [Carl J. Bon Tempo, “‘They Are Proud People’: The United States and Refugees from Cuba, 1959–1966,” and “‘The Soul of Our Sense of Nationhood’: Human Rights and Refugees in the 1970s,” in *Americans at the Gate: The United States and Refugees during the Cold War* \(Princeton University Press, 2008\), 106-132, 133-166.](#)
- [Brian Soucek, “The Last Preference: Refugees and the 1965 Immigration Act,” in Gabriel J. Chin and Rose Cuison Villazor, eds., *The Immigration and Nationality Act of 1965: Legislating a New America* \(Cambridge University Press, 2015\), 171-194.](#)
- [María Cristina García, first part of “Introduction” and “The Wars in Central America and the Refugee Crisis,” *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada* \(University of California Press, 2006\), 1-6, 13-43.](#)
- [Jenna M. Lloyd and Alison Mountz, “‘America’s Boat People’: Cold War Geopolitics of Refuge,” *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the U.S.* \(University of California Press, 2018\), 31-53.](#)

In class:

[Project management self assessment survey](#)

February 16: Undocumented and Guest Worker Labor [147]

Before class:

- [María Cristina García, “Refugees or Economic Migrants? The Debate over Accountability in the United States,” *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada* \(University of California Press, 2006\), 84-118.](#)

- [Ana Minian, “Introduction,” “Normalizing Migration” and “A Law to Curtail Undocumented Migration,” in *Undocumented Lives : the Untold Story of Mexican Migration* \(Harvard University Press, 2018\), 1-13, 104–124, 183–207.](#)
- [Thomas Jessen Adams. “Immigration Politics, Service Labor, and the Problem of the Undocumented Worker in Southern California,” in Marilyn Halter, Marilynn S. Johnson, Katheryn P. Viens, and Conrad Edick Wright, eds., *What’s New about the “New” Immigration? Traditions and Transformations in the United States since 1965* \(Palgrave MacMillan, 2014\), 265-288.](#)
- [Cindy Hahamovitch, “Introduction” and “For All Those Bending Years’: IRCA, the Dog War, and the Campaign for Legal Status,” in *No Man’s Land: Jamaican Guestworkers in America and the Global History of Deportable Labor* \(Princeton University Press, 2011\), 1-11, 202-226.](#)

February 23: Participation + Design

Before class:

- [Nina Simon, Chapter 1: Principles of Participation, *The Participatory Museum* \(2010\)](#)
- [Michael Frisch, “From A Shared Authority to Digital Kitchen, and Back,” from Bill Adair, Benjamin Filene, and Laura Kosloski, eds., *Letting Go? Sharing Historical Authority in a User-Generated World* \(Pew Center for Arts and Heritage, 2011\), 126-137.](#)
- [Sheila A. Brennan, “Public, First,” *Debates in Digital Humanities* \(University of Minnesota Press, 2016\)](#)
- OPTIONAL: [Kurt Squire, “From Content to Context: Videogames as Designed Experience,” *Educational Researcher*, November 2006, 35\(8\), 19-29.](#)

In class:

[Sample NEH proposal narrative](#)

March 2: Visual + Digital Media

Before class:

- [Decolonial Atlas](#)—pick something history-related to share in class
- [The Atlantic Slave Trade in Two Minutes](#) and [Interactive Time-Lapse Map of Indian land loss 1776-1887](#) (*Slate*)
- [Why Not III, Midwest Queer Spaces](#)
- [Mission U.S. Timesnap video](#) (3:58)
- [Burke, Alison, et. al. “Mission US: TimeSnap: Developing Historical Thinking Skills through Virtual Reality,” *Journal of Interactive Technology and Pedagogy* 17 \(May 2020\).](#)
- [Triangle Fire](#) (Jamila Wignot, 2011) (54 mins)

In what specific ways do these projects use techniques of visualization, immersion, narrative, and participation to convey historical ideas and interpretations? What are the potentials and challenges of these methods?

In class:

[Newburgh project proposal narrative](#)

March 9: Audio Media

Before class:

- [Flatbush + Main](#) (Center for Brooklyn History) Pick at least one episode to listen to in its entirety
- [Once and Future Periods: The Search for the Papyrus Tampon](#) (Alison Burke, 2018)
- [“Little War on the Prairie.” This American Life episode 479](#)
- Radio Diaries DIY Handbook: [Twelve Step Program](#), [Writing Tips](#), [Editing Tips](#)

In class:

[NEH Sample Budget](#)

[NEH Budget Information and Instructions](#)

[NEH Budget Spreadsheet Template](#)

[Budget terms glossary](#)

[ASHP Sample workplan](#)

Newburgh project [workplan](#) and [budget](#)

March 16: SPRING BREAK

March 23: Exhibition

GUEST: Dominique Jean-Louis, co-curator of Black Dolls exhibit

Before class:

- [“Interpreting and Exhibiting History,” in Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, Introduction to Public History: Interpreting the Past, Engaging Audiences \(Rowman and Littlefield, 2017\), 83-108.](#)
- [Richard Rabinowitz, “The Invention of the Cluster,” in Curating America: Journeys Through Storyscapes of the American Past \(University of North Carolina Press, 2016\), 214-233.](#)
- Visit Black Dolls exhibit at New-York Historical Society

In class:

Brief report on research by each group (no slides, nothing fancy!): Who are some of the scholars writing about this topic? What questions are they trying to answer?

March 30: Mobile and Place Based Media

Download the apps (Urban Archive and one of the Curatescape featured projects) onto your phone and play around with them to get a sense of how they work (if you are in NYC, you can try to use the Sites feature of Urban Archive when you are outdoors if you have time). Also spend time on their websites (and historypin.org) to get a sense of what they do, who uses the services, and what their business models are.

- [Urban Archive](#)
- [Curatescape.org](#)
- [Historypin.org](#)

- [Toby Butler, "The Historical Hearing Aid Located: Oral History from the Listener's Perspective," Robert Perks and Alistair Thomson, eds., *The Oral History Reader* \(Taylor & Francis, 2015\), 536-555.](#)

In class:

[Calling your NEH program officer](#)

[NEH Media Production grant guidelines](#)

[sample podcast production grant proposal](#)

[Complete Newburgh proposal and budget](#)

April 6: Oral History Projects

Before class:

- [Doug Boyd, "Designing an Oral History Project: Initial Questions to Ask Yourself," in D. Boyd, S. Cohen, B. Rakerd, & D. Rehberger, eds., *Oral History in the Digital Age* \(2012\).](#)
This essay contains links to several other essays and case studies—select and read two additional readings that interest you.
- [Anne Valk and Holly Ewald, "Bringing a Hidden Pond to Public Attention: Increasing Impact Through Digital Tools," *Oral History Review*, Volume 40, No. 1 \(Winter/Spring 2013\), 8-24.](#)
- [Darnell L. Moore, Beryl Satter, Timothy Stewart-Winter and Whitney Strub, "A Community's Response to the Problem of Invisibility: The Queer Newark Oral History Project," *QED: A Journal in GLBTQ Worldmaking*, Vol. 1, No. 2 \(Summer 2014\), 1-14.](#)
- [NYC Trans Oral History Project](#), [Center for Brooklyn History Oral History Collections Portal](#), and [Queer Newark Oral History Project](#) (1) explore the websites to get a sense of the scope of collections and how they are presented and (2) select at least one interview from each and engage with some portion of it via recording, transcript, or both.

April 13: NO CLASS

April 20: Young Audiences + Historical Thinking/Public Programming

Before class:

- [Samuel Wineburg, "Historical Thinking and Other Unnatural Acts," *Historical Thinking and Other Unnatural Acts* \(Temple University Press, 2001\).](#)
- [Megan Martinko and Jessica Luke, "'They Ate Your Laundry!' Historical Thinking in Young History Museum Visitors," *Journal of Museum Education* Volume 43, No. 3, 245-259.](#)
- [Jon-Paul C. Dyson, "Playing with the Past," in D. Lynne McRaney and John Russick, eds., *Connecting Kids to History with Museum Exhibitions* \(Routledge, 2010\), 137-154.](#)
- [New-York Historical Society Education Programs](#) Review range of programs they offer to young people and educators
- Visit DiMenna Children's History Museum at New-York Historical Society after having done this week's reading
- [Historical Thinking Chart \(Stanford History Education Group\)](#)

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- [“Introduction”](#) and [“Experience Markings.”](#) in Franklin D. Vagnone and Deborah E. Ryan, *Anarchist’s Guide to Historic House Museums* (Left Coast Press, 2016), 33-46, 101-128.
- Review public programs offered by the [Indiana Humanities Council](#)

April 27: Peer review of NEH proposals

GUEST: David Favaloro, Senior Director, Curatorial Affairs & Hebrew Technical Institute
Research Fellow, Tenement Museum

[Peer Review Guidelines](#)

May 4: Peer review of NEH proposals

GUEST: Anne Valk, Executive Director, American Social History Project