

Hist. 300: Introduction to Public History

“History is often not what actually happened but what is recorded as such.” Henry L. Stimson

“Myth, memory, history: these are three alternative ways to capture and account for an elusive past, each with its own persuasive claim.” Warren I. Susman

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Student drop in/office hours:
Mondays 10:30-11:45 am
Tuesday 9-10:15 am
or by appointment

Course Description

The National Council on Public History defines Public History as “a movement, methodology, and approach that promotes the collaborative study and practice of history; its practitioners embrace a mission to make their special insights accessible and useful to the public.” This course is an overview of Public History, offering students an exploration of the diverse ways historians approach preserving and interpreting history, and conveying historical research and topics to public audiences. We will study the changing roles of the field, growing subfield specializations, and key concepts associated with Public History. Analyzing the applied use of history (for example, in archives, consulting, museum studies, government agencies, litigation support, and historic preservation), we will examine the growing employment opportunities for historians outside of the academic setting. We will also investigate the role of history in communities and societies, and how historical memory shapes us all. We will look at the role public historians play in “democratizing” the past, challenging past interpretations, and providing avenues for new research and voices. One of our big questions will be: How do we remember the past?

Readings

- *Horse*, by Geraldine Brooks
- Available on Canvas or online

Goals

This class will be an examination of the different subfields and employment options in Public History, as well as the major issues facing public historians today. For this class, we will be concerned with answering the following questions: What is the role of history in our society? How is history conveyed to the public outside of classrooms? How do different historical sites (such as national parks, museums, and historic buildings) contribute to a larger historical memory? Why is a public memory important for nations, communities, and individuals? What is the relationship between academia and the public where history is concerned? What career opportunities exist for historians besides those within the classroom? Whose history do we document and preserve? Should we talk in public spaces about potentially controversial topics in history, and if so, how? How do we make history exciting and meaningful for many Americans who have been taught to believe that history is simply a compilation of very dry and boring facts? How does Elvis fit into all of this? (oh wait...)

Public historians practice history in a variety of settings. They manage records, interpret historical sites, preserve historic buildings, edit documents, record oral histories, manage cultural resources, film documentaries, and perform public policy research, to name just a few areas. Public historians actively engage the public as their primary audience. Their work has a different audience than academic historians, who often produce historical scholarships for other academics, and therefore their work has different goals, a different tone, and different use. Their methodologies are often the same, but we will examine how the diverging purposes and venues for academic versus public historians bring up new

questions and sources for public historians. A key component of Public History is the collaborative nature of it, as public historians work with different public groups and individuals for specific purposes. Public History is also noted for its interdisciplinary roots, drawing on the work of architects, archaeologists, city planners, marketing and business specialists, computer scientists, communication specialists, and others. We will examine all of this together.

Course Requirements

This course requires active reading and participation. Each week, there will be a variety of assigned readings (typically 3 or 4) and videos that deal with specific subfields in Public History, issues of history and memory, and challenges to preserving and interpreting history. You are required to carefully analyze all of the readings and videos for the week, read through the lesson overview (in each Module within the link “Overview and To Do List”—these overviews are essentially like the opening lecture for each lesson and have specific things I want you to think about as you approach the readings), and participate in a weekly discussion with your classmates on the readings, videos, and topics. Additionally, students will write short papers over the course of the semester, and a final reflection essay. These papers will require outside research and work, taking the theories and ideas of Public History and evaluating how these are put into practice. All due dates are listed in the course schedule, and submissions must come in before 11:59 pm PST on the due date.

Weekly discussions: Online discussions are a major component of the class. There will be 14 total weekly Module discussions, and students are required to participate in ten of these (you can participate in more, and I will just take your top ten scores). Discussion forums are to be, as the name states, discussions. Participating in a discussion forum means that you will also read other students’ comments and engage in a conversation with them. You can’t just post your own comment and get full points. Your initial response is worth thirty points, and your responses to other students are worth an additional ten additional points. Discussions for the semester, then, are worth 400 points (10 discussions @40 points each). These Module discussions are based on the assigned readings and videos for each week. You need to post a response to a question I pose, using the readings and videos as the basis for your analysis. Your post should demonstrate that you have read all assigned pieces and watched any videos required, and thought critically about the major issues. Initial posts are due on Mondays, and your responses to other students’ posts are due Thursdays. I want these discussions to be student-led and student-focused, so while I will provide individual feedback to each of you when I grade your posts, my participation in the discussions will be limited. I will try to only jump in if I see conversations getting derailed or to provide more context or a different perspective. Please note that these weekly discussions are worth 40% of your overall course grade. This is reflective of the time you will be putting in with all the readings each week, as well as your time in writing your posts. Read carefully and thoroughly each week!

****Additionally, you are required to respond to an introductory discussion forum. This response is worth 10 points and is due by noon on Friday, January 20. This will be used as enrollment verification for the course and is hands-down the easiest 10 points of the semester.****

Short Papers

The Module labelled “Short Papers” has additional information necessary for each of the below assignments. Submission links can be found in the Modules when each of the assignments is due. All of the short papers need to be 2-3 pages, in Times New Roman, 12-point font, with one-inch margins, and be double-spaced. Each of these papers is worth 75 points.

- 1) Supreme Court/Legislative Paper:** For this assignment, you will research a particular Supreme Court case or piece of legislation that deals in some way with historic preservation. In the Short Papers Module labeled there is a file labeled “Supreme Court/Legislative Paper” which has a list of

court decisions or legislative acts dealing with preserving history, artifacts, or sites. Choose one of these to write your paper on. You will need to provide an overview of the case/legislation that summarizes its history, its application, and its consequences. This paper is due on **February 24**.

- 2) **History in the News:** One role that public historians play is conveying history to a larger audience through news or events. History is constantly playing out around us, and we see coverage of it often. For this short paper, students need to find a news story (it can be a printed article in a regular newspaper or online newspaper, or a video clip from a news agency or show) that deals with Public History. You need to submit the original story (a photo or PDF of the article if it is from a print publication, or submit a link to anything online) and then write a reflection of how we see Public History at play with the story (preservation? collections? commemorations? changing interpretations of past events? historical memory?). This paper is due **March 17** but you can turn it in early.
- 3) **Museum/Exhibit review:** For this assignment, you need to review a historical or cultural museum of your choice. **Keep in mind Margaret Lindauer's advice in "The Critical Museum Visitor,"** which we will read and discuss in Module 1 (January 22-28). After visiting the museum (and spending a considerable time there, one hopes), write a paper that reviews the museum and evaluates its success. Specific issues to focus on for your review: the goal of the exhibits (primary intent and, if applicable, any secondary goals), the types of objects featured (photographs, material objects, etc.), the design of exhibits and how each exhibit fit into the larger museum (types of cases used, for example, and traffic flow—how was the visitor guided through each exhibit?), any conservation issues apparent (old documents that needed special care, for example), the interpretive aspect (how was the story told? how were the objects labeled? what was the documentation? etc.), the issue of stories told (whose stories are present? whose are missing? any controversial aspects?) and anything else that stood out to you. This paper is due **April 7**. The "Short Papers" module has some regional museum choices, but feel free to email me other suggestions to add to the list.
- 4) **Event reflection paper:** You are required to attend one event or program that is related to Public History. This could be a Women's History Month or Black History Month event on campus, a public history talk in your community (or online in this age of virtual programming), a museum exhibit opening, a Native American Awareness Week event, etc. I will keep a running list in the "Event reflection" link in the "Short Papers" module, but students can also find events on their own. Please let me know if you hear of any events that might qualify that your fellow students might be interested in. You need to summarize the event and make at least two specific connections to content we have covered in class. My goal with this assignment is to help students branch out both on campus and in the community, make connections between class and the outside world, and engage in discussions with others you may not normally encounter. This paper is due **April 14**.

Novel think piece and discussion: One of the themes for this class is how we remember history and how it is preserved. In this light, we will all be reading a historical fiction novel, *Horse* by Geraldine Brooks, which deals with historical memory, artifact preservation, and voices lost in history. This novel deals with the legacy of slavery and the ties between history and present. As an added bonus, the author's husband is Tony Horwitz (now deceased). Horowitz was a noted historian who often dealt with ideas of memory and commemoration (*Confederates in the Attic* is a wonderful example of this) and Brooks was definitely influenced by his work. For this book, we will discuss it online in a discussion board plus all students will write a short (2-3 page) paper reflecting on the novel and the role of history in society. You will choose your own specific theme to pursue in this reflection paper (historic preservation, slavery's legacies, uncovering the past, found voices in history, etc.) and consider what the book reveals about how we use history to define ourselves and shape our lives and our society. For the discussion, you are required to post a short response that summarizes your analysis and the theme

you are exploring, and respond to other students. Your participation in this discussion forum is worth 40 points (30 points for your initial response, and 10 points for your responses to others). Your initial post for this discussion is due **April 17** and your responses to others by **April 20**. Your paper is due by **April 28** and is worth 100 points.

Final reflection essay: I want you to think back over the major topics we have studied this semester and consider the role of public historians in creating a larger dialogue about history, in whatever subfield they might be in. This 4-6-page essay asks you to reflect on what you see as a major issue in Public History, and how you (very much **YOU**) can apply this in your own life and potential career. Public historians are often tasked with conveying difficult or controversial topics to a public audience. For this essay, you need to reflect on how historians can best approach this, using the theories, suggestions, considerations, topics, etc., from the semester to guide you. You need to research a current controversial topic in Public History, and think through different potential solutions to how it could be handled (thinking, for example, about a museum exhibit, or a news interview, or an interpretative sign). How, for example, does a Southern plantation house museum deal with the history of slavery? How does a presidential library handle an 1800s president's racist ideology? How does a museum contend with the legacy of conquest in an exhibit on western expansion? What sort of responsibility do public historians have to address controversial topics, especially ones that challenge national historical memory or community beliefs? If you work for a private museum, who do you answer to as a historian? (think about audience, donors, board of directors, the community, etc.) How do personal and professional ethics factor in? How can you convey controversial and complicated stories through public history, and how do you decide the point of view used? These are just some questions to get you thinking. Public History is largely about conveying complicated issues to a diverse audience, reflecting on ideas, and contending with different perspectives. So, even if you aren't going to be a historian (public or academic), these are areas and skills valuable for a variety of fields, and you should find this applicable no matter your career. This paper is worth 150 points and is due **May 9**. This essay takes the place of a final exam or final research project. **No late work will be accepted on this paper.**

Miscellaneous class information

Late assignments: Assignments are due on the day noted (by 11:59 pm PST) on the course schedule and in the Canvas calendar. All work will be submitted through Canvas. Late work will be accepted, but will lose five percent for each day late, including weekends. Late assignments also have a two-week deadline, after which I will no longer accept them without documentation demonstrating why you could not get your assignments in on time. **Late work will not receive any feedback.**

Excused absences: These definitely still include medical and family issues. Just stay in communication with me if issues come up and I can usually be understanding. Excused absences can include jury duty, school-related activities, documented emergencies, etc. If you have a documented excused absence, let me know as soon as you can so I can work with you.

Student drop-in/office hours: On Mondays from 10:30-11:45 am and Tuesdays from 9 to 10:15 am, I will be in my office (Spalding 218) on the LC campus. These times are for students to come in and meet with me. If you have questions about assignments or course content, or just want to discuss history, class, college in general, or the wonder and beauty that is Elvis, this is a great time to stop in. I am more than happy to meet virtually via Zoom, too, if you do not live locally. If you would like to meet on Zoom, you will need to make an appointment with me so that I can set it up. Just email me so we can set up a time, within or outside of my posted office hours.

Classroom Etiquette: Basic “rules of respect” will be observed at all times in this course. Some of the discussion prompts or responses might bring up sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, class, gender, religion, and politics. Since history is open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in interpretation with evidence. They must be targeted at *ideas* and they must be delivered respectfully. Personal attacks against individuals *will not* be tolerated.

Diversity/inclusivity: One of my goals for this class is to foster a learning environment that supports a diversity of thoughts, perspectives and experiences, and allows for feelings of inclusivity for all students’ identities (including race, gender, class, sexuality, religion, ability, etc.). If you have a name and/or set of pronouns that differ from those that appear on my class roster, please let me know. As we work with each other, let’s be mindful that we are all constantly in a learning process, especially as it comes to diverse perspectives and identities. If something was said in one of the online discussions that made you feel uncomfortable, please talk to me about it. As we will be discussing sometimes sensitive and challenging material in class, we need to work together to create an atmosphere of trust and safety in this class. We will work together to foster an environment in which each class member is able to hear and respect each other. If this is not happening, please let me know so we can find solutions. If you need to miss class for any cultural or religious reasons (including holidays), please let me know so we can find a way to keep you caught up.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should contact Accessibility Services at 208-792-2677 or by visiting their office at LIB 161. Official documentation may be required in order to receive an accommodation and/or adaptation. I am happy to work with you so that you can be successful, and will find the best possible solution. Please communicate with me and the Accessibility Services office so we can do this.

Email: I highly recommend using the email feature in Canvas. If you use my LC email, make sure you use the correct email (aecanfield@lcsc.edu). I do not have an lcmail@lcsc.edu address. I am not responsible for emails sent to an incorrect address. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get it. I only check my work email during work hours (Monday-Friday, 8am-5pm PST), so don’t worry if you don’t get a response from me to an email sent in the evening or on the weekend. If you are emailing me outside of the Canvas email system, please put HIST 300 in the subject line.

Academic Integrity: Academic honesty is expected of all students. Academic dishonesty includes plagiarism (the use of someone else’s *words or ideas* without acknowledgement), cheating on assignments or exams, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and you **will fail the course**. No exceptions.

Feedback: My goal is to provide timely and constructive feedback on all of your assignments. For discussion posts, you will receive feedback and grades within seven days. This means seven days following when responses to others students were due. For all other assignments, you will receive feedback and grades within two weeks (but my aim is still closer to one week). If for some reason I am unable to meet these deadlines, I will announce it. Barring any unforeseen emergencies, though, this shouldn’t be a problem. **If you submit an assignment late, you will not receive any feedback on it.**

Course expectations: I expect college students to be self-directed and self-motivated learners. This is even more important in an online class. You need to successfully manage your time and keep on top of all assignments and due dates. Please take responsibility for your own learning. For this class, I expect

you to be logged on at least two times each week and you should expect to spend between 9-12 hours per week on this course between reading, writing, and research, which is the general workload for a 3-credit class. I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me. Some weeks have heavy reading loads or more assignments due than others. Look at the course calendar at the beginning of the semester to chart out your time. Reminder: you do not need to participate in every discussion. There may be some weeks that are assignment-heavy for other courses; keep this in mind when planning which discussions, for example, you will do.

Incomplete policy: I understand that unforeseen circumstances can arise in students' lives, making them unable to complete a course. You can request an Incomplete grade (I) in certain circumstances; however, you will only have one semester to make up the work before the I turns into an F grade. To receive an Incomplete, you need to discuss the issues and options with me, and then make a "formal" request (an email is fine). You need to have completed at least 80% of the work for the course. Please see me as soon as you can if you believe you will need an Incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well. My mantra over the last year has been all about flexibility and compassion. There is much out of control in everyone's lives and I am here to help you succeed in this class however I can. Just try to stay in communication with me if things change suddenly on you.

Good dates to keep in mind:

- Jan 30: Last day to add classes or drop without "W" grade on transcript
- Feb. 20: Presidents' Day (campus closed)
- March 27-31: Spring Break (no classes)
- April 6: Last day to drop from classes or withdraw from college for the semester
- May 16: Final grades posted to WarriorWeb

Technical Support:

For help with Canvas:

- [Canvas help and community](#)
- [LC's eLearning Service's website](#)

For help with LCMail and WarriorWeb:

- IT Helpdesk: 208-792-2231 (M-F, 8am-5pm PST) or helpdesk@lcsc.edu

<u>Points</u>	<u>Grade scale:</u>
Introductory post: 10 points	A 920-1000 points
Weekly discussions: 400 points	A- 900-919
History in the News short paper: 75 points	B+ 880-899
Supreme Ct./Leg. Act paper: 75 points	B 820-879
Museum/Exhibit review: 75 points	B- 800-819
Event reflection: 75 points	C+ 780-799
Novel discussion: 40 points	C 720-779
Novel think piece: 100 points	C- 700-719
Final reflection essay: 150 points	D+ 680-699
Total: 1000 points	D 600-679
	F 599 and below

Course Schedule

Introductory Module (Jan. 15-21): Welcome, Introduction and Overview of Public History

Read/Watch:

- [“Defining Public History: Is it Possible? Is it Necessary?”](#) by Robert Weible (2008)
- [“What is Public History?”](#) (read this page, but feel free to explore the various links, too)
- [“What is Public History?”](#) (1-minute video)
- [“What do Public History employers want?”](#) (10-minute video)

Due:

- Introductory post due by NOON on Friday, Jan. 20

Module 1 (Jan. 22-28): The Role of Museums and Collections

Read/Watch:

- “History Museums and the Culture of Materialism,” by Michael J. Ettema
- “A Broader Vision: Exhibits That Change the Way Visitors Look at the Past,” by Warren Leon
- “The End of History Museums: What’s Plan B?” by Cary Carson
- “The Critical Museum Visitor,” by Margaret Lindauer
- [“The problem with museums”](#) (13-minute video)

Due:

- Initial discussion post for Module 1, January 23
- Responses to other students’ discussion posts Module 1, January 26

Module 2 (Jan. 29-Feb. 4): The National Register and Architectural History

Read/Watch:

- Section 106 of the National Historic Preservation Act of 1966
- “A Citizen’s Guide to Section 106 Review”
- [National Register Bulletin](#) (Just to page 10, starting with the “Introduction” on page 1. Make sure you are familiar with the six different criterion for properties A-G.)
- “Structure: The Anatomy of American Houses,” by Virginia Savage McAlester
- [“National Register of Historic Places: An Overview”](#) (10-minute video)

Due:

- Initial discussion post for Module 2, January 30
- Responses to other students’ discussion posts Module 3, February 2

Module 3 (Feb. 5-11): Cultural Resources

Read/Watch:

- [Introduction National Park Service Bulletin 28, Cultural Resource Management](#)
- “Cultural Resource Management: Why Is It? What Is It? Who Does It?” by Thomas King
- “Museums and Objects of Empire,” by Kathleen S. Fine-Dare
- [“Career building in Cultural Resource Management”](#) (6-minute video)

Due:

- Initial discussion post for Module 3, February 6
- Responses to other students’ discussion posts Module 3, February 9

Module 4 (Feb. 12-18): Protecting the Past: Legal, Practical, and Ethical Efforts to Preserve History

Read/Watch:

- “Historic Preservationists and Cultural Resources Managers: Preserving America’s Historic Places,” by Antoinette J. Lee
- “At Historical Parks: Balancing a Multitude of Interests,” by Bruce J. Noble, Jr.
- “The Language of Preservation,” by William J. Murtaugh
- [“I, Too, Sing America: Integrating the Voices of All Americans in Historic Preservation,”](#) by Darlene Taylor
- [Federal preservation laws](#)

Due:

- Initial discussion post for Module 4, February 13
- Responses to other students’ discussion posts Module 4, February 16

Module 5 (Feb. 19-25): Oral History and Archives

Read/Watch:

- “Oral Historians: Community Oral History and the Cooperative Ideal,” by Rose T. Diaz and Andrew B. Russell
- [“Is the Greatest Collection of Slave Narratives Tainted by Racism,”](#) by Rebecca Onion
- “Who Controls the Past?” by Helen Willa Samuels
- “Archivists and Records Managers,” by Roy H. Tryon
- [“What is oral history and why does it matter?”](#) (18-minute video)

Due:

- Initial discussion post for Module 5, February 21 (***note that this is a Tuesday because of Pres. Day***)
- Responses to other students’ discussion posts Module 5, February 23
- Supreme Court/Leg. Act paper, February 24

Module 6 (Feb. 26-March 4): Museums, Historic Sites, and Historic Houses

Read/Watch:

- “Excursions into the Unremembered Past: What People Want from Visits to Historic Sites,” by Catherine M. Cameron and John B. Gatewood
- “Museum Curators,” by Anne Woodhouse
- “Interpreters and Museum Educators: Beyond the Blue Hairs,” by Mark Howell
- “Museum Sells Pieces of Its Past, Reviving a Debate,” by Robin Pogrebin
- “In Museums at the National Level: Fighting the Good Fight,” by Lonnie G. Bunch, III
- [“Good raised up”](#) (5-minute video)

Due:

- Initial discussion post for Module 6, February 27
- Responses to other students’ discussion posts Module 6, March 2

Module 7 (March 5-11): History in the Media

Read/Watch:

- “The Movie Maker as Historian: Conversations with Ken Burns,” by David Thelen
- “The (Un)Making of a Historical Drama: A Historian/Screenwriter Confronts Hollywood,” by Daniel Blake Smith
- “Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda’s *Hamilton*,” by Lyra D. Monteiro

Due:

- Initial discussion post for Module 7, March 6
- Responses to other students’ discussion posts Module 7, March 9

Module 8 (March 12-18): Changing views of history

Read/Watch:

- “‘History is a Luxury’: Mrs. Thatcher, Mr. Disney, and (Public) History,” by Douglas Greenberg
- “The Politics of Public History,” by Mike Wallace
- “The 1619 Project and the Long Battle Over U.S. History,” by Jake Silverstein
- [“Where Pride Meets Prejudice,”](#) by Amy Wimmer Schwarb
- [“City Leaders Split over Decision to Rename Yawkey Way”](#) (10-minute video)

Due:

- Initial discussion post for Module 8, March 13
- Responses to other students’ discussion posts Module 8, March 16
- “History in the News” paper, March 17

Module 9 (March 19-25): Historical Memory

Read/Watch:

- “The Presence of the Past: Patterns of Popular Historymaking,” by Roy Rosenzweig and David Thelen
- “Between Memory and History,” by Pierre Nora
- “A Surfeit of Memory? Reflections on History, Melancholy, and Denial,” by Charles Maier
- [“Why Don’t Y’all Let That Die?’ Telling the Emmett Till Story in Mississippi,”](#) by Debbie Elliott (read the article and listen to the accompanying 7-minute audio story)

Due:

- Initial discussion post for Module 9, March 20
- Responses to other students’ discussion posts Module 9, March 23

****Spring Break, March 26-April 1: No assignments or readings!**

Module 10 (April 2-April 8): Commemorations vs. Celebrations

Read/Watch:

- [“Commemoration: The Promise of Remembrance and New Beginnings,”](#) by Bob Beatty
- “Celebration versus Commemoration,” by Ronald Rudin
- “The Wall and Screen Memory: The Vietnam Veterans Memorial,” by Marita Sturken
- “The Memory Debate,” by John Bodnar
- “Mickey Mouse History: Portraying the Past at Disney World,” by Mike Wallace
- [“Why all Americans should honor Juneteenth”](#) (7-minute video)

Due:

- Initial discussion post for Module 10, April 3
- Responses to other students’ discussion posts Module 10, April 6
- Museum/Exhibit review paper, April 7

Module 11 (April 9-15): Controversial History and Ideas of Identity

Read/Watch:

- “Memory and American History,” by David Thelen
- “The Battle of the *Enola Gay*,” by Mike Wallace
- “Three Building Blocks for Developing Ethical Representations of Difficult Histories,” by Julia Rose

Due:

- Initial discussion post for Module 11, April 10
- Responses to other students’ discussion posts Module 11, April 13
- Event reflection paper, April 14

Module 12 (April 16-22): Confronting an Uncomfortable Past

Read/Watch:

- [“Embattled Banner: The True History of the Confederate Flag,”](#) by John M. Coski
- [“No Mere Morality Play: Why We Need Confederate Memorials Now More than Ever,”](#) by Ashley Lusky
- “AHA Statement on Confederate Monuments,” by the American Historical Association
- “Why Lee Should Go, and Washington Should Stay,” by Jon Meacham
- [“Opinion: Confederate Statutes and ‘Our’ History,”](#) by Eric Foner
- [“Why America is wrestling with Confederate monuments”](#) (14-minute video)

Due:

- Initial discussion post for Module 12, April 17
- Responses to other students’ discussion posts Module 12, April 20
- Initial discussion post for *Horse*, April 17
- Responses to other students’ discussion posts on *Horse*, April 20

Module 13 (April 23-29): Interpreting History

Read/Watch:

- “Foundations of 21st Century Interpretation,” from the National Park Service
- “Recovering (from) Slavery: Four Struggles to Tell the Truth,” by Joanne Melish
- [“Confronting Slavery Face-to-face: A Twenty-First Century Interpreter's Perspective on Eighteenth-Century Slavery,”](#) by Karen Sutton
- [“Malcom Gladwell Talks ‘Revisionist History’ from Podcast: The Mood in America and Fries”](#) (8-minute video)

Due:

- Initial discussion post for Module 13, April 24
- Responses to other students’ discussion posts Module 13, April 27
- Think piece paper on *Horse*, April 28

Module 14 (April 30-May 6): Heritage Tourism

Read:

- “Heritage Tourism: Telling the Rest of the Story,” by Ann Farrisee
- “Harnessing the Romance of the Past: Preservation, Tourism, and History,” by Patricia Mooney-Melvin

Due:

- Initial discussion post for Module 14, May 1
- Responses to other students’ discussion posts Module 14, May 4

**Reflection paper due by midnight on Tuesday, May 9.
NO LATE PAPERS**