

Public History
(History 659)

"The history that lies inert in unread books does no work in the world."
-- Carl Becker

Professor Marla Miller
Herter 609, 545-4256
mmiller@history.umass.edu
Office Hours: MW 10-12., and by appt.

Fall 2007
Herter 208
Tuesday, 2:00-5:00

Course objectives: The purpose of this course is to introduce you to the world of public history – both the ideas and questions that make it tick, and the practical, on-the-ground concerns that confront public historians in a variety of professional settings. The course will turn on five key concept areas that inform the world of public history: History and Memory; Shared Authority and/or Inquiry; Agendas and Audiences; Ethics; and Economics and Entrepreneurship. By the end of the semester, you will have read some of the most significant past and contemporary literature in the field of public history, and, through discussions in and beyond the classroom, have formed your own understanding of what constitutes public history. Through our shared readings, forays into the community, conversations with guest speakers, and through your own public history fieldwork, you will also have a clearer idea of what it means to work in a variety of public history settings in terms of both theory and practice.

Course requirements: Formal requirements include: 1) attendance at all seminar discussions and field trips, guided and self-guided; if you must miss something, make arrangements with me in advance; 2) weekly writing assignments (typically ca 2-3 pp); 3) participation in one major project, executed in teams, exploring some facet of public history in more depth (see below); and 4) a ca. 8-10 page paper reflecting on the topic chosen.

Though this course explores the work historians do out in the world, it is itself of course a seminar, and the essence of a seminar is *discussion*; each week, we will meet to discuss, among ourselves and with others, issues and subjects of current concern to the Public History community. It is essential that you come to class prepared to

While I have training and interests and curiosities that have led me to become a historian, I became a public historian when I began actively to look for ways to be of service, to listen and learn about the precise needs of a given community, and to gently challenge a community to push its own sense of boundaries and exclusiveness.

Denise D. Meringolo
Assistant Professor of History
University of Maryland,
Baltimore County

contribute to those conversations, having read the material at hand and having given it some thought as well. I take the idea of contribution very seriously; it is the obligation of each student to guide our shared conversation toward the subjects he or she thinks most important for the course to cover.

Readings: Books listed below are on Reserve at DuBois Library and available for purchase at Jeffrey Amherst Bookstore. Some of these we will read in their entirety, while only selections of others are assigned for the course; you may wish to review your syllabus before making your purchases.

Gary Nash, *History on Trial*


Cathy Stanton, *The Lowell Experiment: Public History in a Postindustrial City*

Richard E. Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision Makers*

Patricia West, *Domesticating History*

Richard White, *Remembering Abanagran: Storytelling in a Family's Past*.

Sam Wineberg, *Historical Thinking and Other Unnatural Acts: Changing the Future of Teaching the Past*

Articles can largely be found through J-stor and other on-line resources. Those available through such routes are marked with the symbol 

Semester-long project: This course, for practicality's sake, by and large emphasizes "theory" apart from "practice." In reality, however, the concepts and ideas that we call theory should never be divorced from practice, and vice versa. To give you an opportunity to consider how theory and practice operate together in the world, you will complete a semester-long field service project that serves the local public history community, reflecting all the while – and, more formally, in a short paper at the course's conclusion -- on how the readings we consider during the semester inform and are informed by everyday experiences in the field of Public History

There are a variety of projects to be completed over the course of the semester: you will be assigned to one of these, and will complete the project as a member of a team. The work is structured this way because a) in most professions, you do not (as in academia) get to follow your own curiosities, but rather must cultivate your curiosity about projects your institution has deemed desirable, and b) in most professions—much unlike academia—people work collaboratively (and for the most part do not self-select the projects they complete, also unlike academia). While this project will give you practical experience and tangible skills in a project that serves a local institution, it will also help you practice the specific skills necessary to work as one member of a well-functioning group. Early on, I will ask each of you to rank your preferences, but I will make the ultimate assignments. Your responsibility will be to complete the project to the best of your abilities, producing those products required by the respective initiative. You will also be required to turn in, at the project's conclusion, a 10-15 page essay reflecting on the project itself, and how the insights and lessons you learned completing it relate to those issues that we've discussed in the classroom. Toward that end, I strongly encourage you to keep some sort of journal or log, reflecting on the readings as you tackle them. Though I won't require these to be submitted at the semester's conclusion, such a journal would also help prepare you for our weekly discussion.

ALSO NOTE: In order to present your work and polish your presentation skills, groups will present their findings in a conference-style event that will be open to the department and invited guests on the afternoon of Friday December 7th (You must clear your schedule for this day: block it off NOW, and make arrangements for any competing responsibilities that afternoon). Each team will make a 30-minute presentation, with 10 minutes of discussion to follow (Session I: 12:30-1:10; Session II: 1:15-1:55; Session III: 2:00-2:40; Session IV: 2:45-3:35; Session V. 3:30-4:10).

Public history is...

- a set of theories, methods, assumptions, and practices guiding the identification, preservation, interpretation, and presentation of historical artifacts, texts, structures, and landscapes in conjunction with and for the public.
- an interactive process between the historian, the public, and the historical object.
- the belief that history and historical-cultural memory matter in the way people go about their day-to-day lives.

Debra DeRuyver, Managing Editor, PHRC

The 2007 Field Service projects for History 659 are as follows:

- 1) Valley Women's History Collaborative [4 students]: The VWHC's purpose is to find, share and preserve contemporary local women's history through a collaboration between those who have participated in this history and those who have knowledge and other resources to contribute. The initial focus of the Collaborative is the two related histories of the Valley feminists and lesbians from 1968 to the present in Franklin, Hampshire and Hampden Counties of Western Massachusetts. In order to recover that history, the VWHC conducts oral history interviews with local women who have indicated an interest in being interviewed.

Students on this project will assist in the ongoing effort to document the Mary V. softball league, an important local institution for many years. Students will be assigned interview subjects already identified by the VWHC, perform an interview or interviews, and supply a transcription. You are also expected to attend a VWHC Oral History Training Session, and to work under the direction of VWHC leaders Joyce Berkman, Julia Sandy Bailey, Jackie Castledine and Laura Lovett.

Recommended Readings:

- Frisch, *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History* (1990)
American Association of State and Local History Technical Leaflet "Using Oral History in Museums" (1995)
Perks and Thomson, *The Oral History Reader* (New York: Routledge, 1998)
Dunaway and Baum, *Oral History: An Interdisciplinary Anthology* (Walnut Creek : AltaMira Press, 1996)

- 2) Hadley Historical Commission [3 students] As the National Trust of Historic Preservation explains, "across the nation, rural communities are seeking new ways to achieve sustainable economic development. Many rural development experts and community leaders agree that "place-based" economic development strategies offer particular advantages to rural communities. Place-based strategies build on the existing, unique assets that are found in rural areas, including natural and scenic amenities, cultural heritage and traditions, and distinctive historic structures and landscapes. Protecting and enhancing these assets contributes to an improved quality of life that helps retain existing residents and attract new investment."

In view of the staggering development pressure faced by Hadley, Massachusetts (as any drive along Ret 9 makes clear), the Hadley Historic Commission is focusing its energies on preserving the unique qualities of its rural landscapes. Like many towns across Massachusetts, the HHC in the 1980s and 1990s completed cultural resource surveys of the houses in the town center, and established three National Register districts encompassing its richest areas of assets. But in keeping with new trends in preservation across the U.S., it now seeks to documents the agricultural buildings in the community—structures overlooked in those early rounds of surveys, but with immense significance to the history of the town and of the Commonwealth.

Students on this project will lay groundwork toward a survey of the community's barns and agricultural support buildings by surveying and photographing barns in the National Register districts as well as across the community, and recommending the 80 most important to survey in greater depth. They will attend the September 25th meeting of the commission, and then, pending that discussion, create resources that in support of the survey and those recommended for further study, as well as thumbnail documentation of each; they will present their recommendations to the November 27th meeting of the HHC.

Recommended Readings:

- James O'Gorman, *Connecticut Valley Vernacular: The Vanishing Landscape and Architecture of the New England Tobacco Fields* (Philadelphia: University of Pennsylvania Press, 2002)
Thomas C. Hubka, *Big House, Little House, Back House, Barn: The Connected Farm Buildings of New England*. Hanover: University Press of New England, 1984.
Thomas Durant Visser, *Field Guide to New England Barns and Farm Buildings* (Hanover, NH: University Press of New England, 1997)
John Michael Vlach, *Barns* (NY: Norton, 2003)
"How to Improve the Quality of Photographs for National Register Nominations,"
NPS publication available at: <http://www.cr.nps.gov/nr/publications/bulletins/photobul/>

Preserve Mass Barns <http://preservemassbarns.org/>
Barn Again! www.barnagain.org

Recommended WORKSHOP. MHC staff member Chris Skelly is giving a workshop presentation on barn inventories with Anne Forbes on November 3rd at the Heritage Museum in Sandwich, MA, at the Preserve Mass Barns conference. For info on the conference, go to the Preservation Mass website www.preservationmass.org.

- 3) Joseph Allen Skinner Museum On Woodbridge Street, just north of the Mount Holyoke College campus in South Hadley, is the Joseph Allen Skinner Museum (JASM), owned and operated by the college. The main building, open to the public, was originally the Congregational church in Prescott, Massachusetts. When that town was flooded due to the creation of the Quabbin Reservoir, Skinner bought the 1846 building and moved it to South Hadley. It became his personal museum, housing his wide-ranging collection of American and European furniture, decorative arts, crafts, tools, and geological specimens. At Skinner's death in 1946, the museum became the property of the College. The other three buildings, including a charming schoolhouse from the Quabbin, are closed to the public but their exteriors are architecturally interesting.
- As the property of Mount Holyoke College, the JASM has as its primary mission and audience the needs of the MHC faculty and students. But faculty do not make as much use of the collection as they could, largely because they are not yet fully aware of the material and its potential in the classroom and beyond. Students on this project will contribute to the mission of the JASM by developing a resource and outreach packet that will be distributed to MHC faculty. To create the kit, they will need to research the current curriculum of MHC, in the usual disciplines and beyond, and suggest ways that the collections of the MHC could be of value to a wide range of courses and departments. Put another way, students will think creatively about teaching with material culture, and use the JASM collections to demonstrate how MHC faculty and students could harness the potential of these rare artifacts.

Recommended Readings:

Material Culture: A Research Guide. Lawrence, Kans.: University Press of Kansas, 1985
Appadurai, Arjun, ed., *The Social Life of Things*, Cambridge U. Press, 1988
Bill Borwn, ““How to Do Things with Things (A Toy Story),” *Critical Inquiry* 24 (4),
Summer 1998, pp. 935-964.
Daston, Lorraine, ed., *Things that Talk: Object Lessons from Art and Science* (MIT Press/
Zone Books, 2004)
Kingery, David, ed., *Learning from Things: Method and Theory of Material Culture Studies*
Washington, DC, (Smithsonian Inst. Press, 1996)
Shirley Wajda, et al, *Material Culture in America: Understanding Everyday Life*

- 4) The Stone House Museum [3 students] is the showcase of the Belchertown Historical Association, founded in March 1903, “for the preservation and exhibition of articles of historic interest on account of age or association with the past history of the town.” The Museum (an 1827 home built by Jonathan Dwight as a wedding gift for his daughter Julia Diantha, and occupied by related branches of the family for nearly a century) includes a unique Federal-style house listed on the National Historic Register and two outbuildings housing the BHA's extensive collection of furniture, decorative art, china, stoneware, textiles, carriages and farm equipment from the 18th through the 20th centuries. The archive contains a collection of early town and church documents, diaries, manuscripts, ledgers, genealogical records, military records, records of town organizations, early business establishments and a large collection of photographs.

The Association, a vital volunteer-led community organization, continues to pursue its original mission in collecting and preserving the history of Belchertown. The Museum's textile collection contains samplers, early crewel work, linens, quilts and an extensive selection of both men's and women's clothing from the eighteenth, nineteenth and twentieth centuries. As part of its ongoing need to curate a large and remarkable clothing collection, students on this team will help the museum curator to develop inventory, registration and description of the Museum's period clothing collection.

Recommended Readings:

- Blackaby, James, *The Revised Nomenclature for Museum Cataloging: Revised and Expanded Version of Robert G. Chenhall's System for Classifying Man-Made Objects* (Walnut Creek, Calif. : AltaMira Press, 1995)
- Serrell, Beverly, *Exhibit Labels: An Interpretive Approach* (Walnut Creek, Calif. :AltaMira Press, 1996)
- Cunningham, Patricia A., and Susan Voso Lab, eds. *Dress in American Culture* (Bowling Green, OH: Bowling Green State University Popular Press, c1993)
- Joan Severa, *Dressed for the Photographer: Ordinary Americans and Fashion, 1840–1900* (Kent State University Press)

- 5) Porter Phelps Huntington Foundation/Amherst College [2 students]: The Porter-Phelps-Huntington House in Hadley, Massachusetts, built by Moses Porter in 1752, was home to the same family continuously over six generations and two hundred years. In 1955, it became a museum filled with a family collection of furnishings and folklore. The Porter-Phelps-Huntington Family Papers document the history of one extended family over 270 years or eight complete generations. It is one of the largest collections of family papers in the region, and contains a wealth of insight into a host of topics. The collection's greatest importance is due to its connection with the family's ancestral home in Hadley, Massachusetts. The papers contain material of each member of the families who spent their lives or their summers there. Not only are there documents of every person who ever lived in the house, also included, are papers of families whose daughters married the Porter, Phelps, and Huntington men. This creates a record of a large extended family, which includes a number of prominent men and women of early New England. Furthermore, the fact that the Porter-Phelps-Huntington House museum in Hadley displays objects owned and used by these families, within the walls of the house where they lived for 200 years, makes this a unique research collection.

The PPHFP have just accessioned a large donation from Elizabeth Wheeler, past president of the PPG board and a longtime minister in New York City. Students on this project will assess the 20 boxes of papers, and determine whether or to what degree the present arrangement is suitable. They will review the relationship of the accession to the papers as they stand, and assess preservation and conversation issues. They will also practice working with a living donor, an unusual situation in archival work.

Recommended Readings:

- Maygene Daniels and Timothy Walch, eds. *A Modern Archives Reader*. Washington, DC: National Archives Trust Fund Board, 1984
- O'Toole, James M. *Understanding Archives and Manuscripts*. Chicago: Society of American Archivists, 1991.
- Schellenberg, Theodore R. *Modern Archives: Principles and Techniques*. Chicago: University of Chicago Press, 1956. Society of American Archivists Archival Classics reprint, 1996.
- PPH Finding Aid:
<http://www.amherst.edu/library/archives/findingaids/pph/index.html>

Course Schedule

TUES SEPT 4: Introduction: What is Public History?

Sam Wineberg, *Historical Thinking and Other Unnatural Acts: Changing the Future of Teaching the Past* (Intro and the 3 chapters comprising Part II)



Shopes, et al, "Public History, Public Historians, and the American Historical Association," Report of the Task Force on Public History, submitted to AHA Council, December 2003 (available on the AHA website, www.historians.org)

James Green, *Taking History to Heart: The Power of the Past in Building Social Movements*, Introduction RESERVE

HISTORY AND MEMORY

TUES SEPT 11: Memory v. History

Richard White, *Remembering Abanagran: Storytelling in a Family's* RESERVE



Margaret Strobel, "Getting to the Source: Becoming a Historian, Being an Activist, and Thinking Archivaly: Documents and Memory as Sources," *Journal of Women's History* Vol 11 No. 1 (Spring 1999): 181-92.

A Family Gathering, Lise Yasui, *The American Experience* (1989) [AVAILABLE ON AV RESERVE] *There are 2 versions of this on reserve, the hour-long PBS version, and her original, 30-minute student edition. Please see the PBS version, nominated for the Oscar for short documentary. Those of you with special interest in documentary, however, will be interested to see the changes in the film from Yasui's original version to the one broadcast nationally.*

ASSIGNMENT: 800-word review of *Remembering Abanagran*. Use as a model the reviews at the back of the AHR. Good reviews summarize the book's main argument/contribution in a nutshell, comment on anything notable about sources or methods, indicate where it fits in larger scholarly literatures, and assess the degree of success with which the author's goals were met.

TUES SEPT 18 The Past in Everyday Life

Roy Rozenzweig and David Thelen, *Presence of the Past: Popular Uses of History in American Life* RESERVE



Cameron and Gatewood, "Excursions into the Unremembered Past: What People Want from Visits to Historic Sites," *The Public Historian* 22 (Summer 2000), 107-127.

David Glassberg, "Public History and the Study of Memory" from *Sense of History* (University of Massachusetts Press) RESERVE

SHARED AUTHORITY, SHARED INQUIRY

TUES SEPT 25: Shared Authority

GUEST SPEAKERS; Joyce Berkman, Julia Sandy-Bailey, Jackie Castledine, Chris Appy

Michael Frish, *A Shared Authority: Essays on the Craft and Meaning of Public History* RESERVE

- Alessandro Portelli, "The Death of Luigi Trastulli: Memory and the Event," in Portelli, *The Death of Luigi Trastulli and Other Stories* (1991), 1-26.
- Alistair Thomson, "Four Paradigm Transformations in Oral History," *The Oral History Review* Winter/Spring 2007, 34:1, 49-70
- Sherna Gluck, "What's So Special About Women? Women's Oral History," in Dunaway and Baum, *Oral History: An Interdisciplinary Anthology* (1996), 215-230.
- Joan Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History," in Perks and Thomson, *The Oral History Reader* (1998), 87-100. RESERVE
- Ronald J. Grele, "Movement Without Aim: Methodological and Theoretical Problems in Oral History," in Perks and Thomson, *The Oral History Reader* (1998), 38-52. RESERVE

You may also wish to examine the website for the New England Center for Oral History: <http://www.ucc.uconn.edu/~cohadm01/neaoh.html>

And

Judith Moyer's "Step-by-Step Guide to Oral History" at:
http://www.dohistory.org/on_your_own/toolkit/oralHistory.html

TUES OCT 2 Contested Authority

- Gary Nash, et al, *History on Trial: Culture Wars and the Teaching of the Past* (chs 1, 5, 7-10) (this book is available electronically on the UMass catalog, and is on RESERVE)
- Berlin, Nash, Melish and Pitcaithley essays in Horton and Horton, *Slavery and Public History: The Tough Stuff of American Memory* RESERVE
- *"Introduction," and "Anatomy of a Controversy," Edward T. Linenthal and Tom Engelhard, eds., *History Wars: the Enola Gay and Other Battles for the American Past* (Holt, 1996), pp. 1-62. RESERVE

ASSIGNMENT: Create a table with a row dedicated to each of today's SIX readings. Your columns will be: 1) key stakeholders, 2) turning points, 3) lessons learned, and 4) "In this text, the author's main argument is:"

Columbus Day weekend, 6-8 October
TUES OCT 9: NO CLASS, MONDAY SCHEDULE

AGENDAS AND AUDIENCES

TUES OCT 16: Public Policy

GUEST SPEAKER: Audrey Altstadt




Richard E. Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision Makers* RESERVE



Victoria Hardin, "What Do Federal Historians Do?," *Perspectives* 1999
<http://www.historians.org/Perspectives/Issues/1999/9905/9905pub4.cfm>



John Hope Franklin, "The Historian and Public Policy," *History Teacher* (May 1978), 11, 3, 371-91.

-  James McCurley III, "The Historians' Role in the Making of Public Policy," *Social Science History*, Vol. 3, No. 2 (Winter, 1979), pp. 202-207
-  Hugh Davis Graham, "The Stunted Career of Policy History," *Public Historian* v.15, no 2 (Spring 1993): 15-37.
-  Philip M. Teigen, "A Kindly, Useful Mentor": Applying the History of Medicine to Public Policy," *Journal of the History of Medicine and Allied Sciences* 1999 54: 353-363

Please browse these websites:

Morgan, Angel & Associates
<http://www.morganangel.com/energy.html>

Public Health Service Historian
(<http://lhncbc.nlm.nih.gov/apdb/phsHistory/>)

The Historian for the U.S. Senate
http://www.senate.gov/artandhistory/history/common/generic/Senate_Historical_Office.htm

And the Society for History in the Federal Government (<http://shfg.org/>)

NOTE: WEDNESDAY, OCTOBER 17, 9:30-3:30

Fall Meeting of the Association of Pioneer Valley Historical Societies (APVHS): "History in the Next Generation" White Church Community Center in Deerfield

Join the regular meeting of the APVHS to learn about the concerns and plans of this one-year-old organization. Cost \$10 + \$10 box lunch if you want one..

For details, contact Mary Ramsay - mramsay@historic-deerfield.org

NOTE: THURSDAY, OCTOBER 18, 12:00

BROWN BAG LUNCH with Graham Black, a public historian visiting from the U.K.


Mr Black's book, *The Engaging Museum : Developing Museums for Visitor Involvement* (London ; New York : Routledge, 2005) is on RESERVE. This lunch is REQUIRED for PH certificate students, and OPTIONAL for other members of the class.


TUES OCT 23: The Politics of Museum Interpretation

Field trip to Historic Deerfield.
MEET AT THE FLYNT CENTER

Patricia West, *Domesticating History* (Intro + chapters on Mount Vernon and Alcott House)
RESERVE

Henry Flynt, introduction, *Frontier of Freedom* (Hastings House, 1952).

 Harold Skramsted, "An Agenda for American Museums in the Twenty-First Century"
Daedalus (Summer 1999),109-129.

 Stephen E. Weil, "From Being *about* Something to being *for* Somebody: The Ongoing
Transformation of the American Museum," *Daedalus* (Summer 1999),109-129.229-258.

Browse website:

"Great Places, Great Debates; Opening Historic Sites to Civic Engagement"
<http://www.nps.gov/nero/greatplaces/indexgreatplaces.htm>

And browse the websites for the Lower East Side Tenement Museum

<http://www.tenement.org/>

AND

International Coalition of Historic Site Museums of Conscience

(<http://www.sitesofconscience.org/>) including 2003 Conference Report.

ASSIGNMENT: Write a 1200-word review of a traditional museum exhibit or historic house
museum tour. Again, use JAH or other exhibit review for your model.

TUES OCT 30TH : New Agendas, New Audiences, New Media

CLASS WILL MEET IN THE COMPUTER LAB, ROOM 1620 OF THE LIBRARY

Guest: Dave Hart?

Daniel Cohen and Roy Rosenzweig, *Digital History: A Guide*

On-line book: <http://chnm.gmu.edu/digitalhistory/>

Browse Cohen's Digital Humanities blog at <http://www.dancohen.org/>

Browse the Tools and Projects sections of the

- Center for History and New Media:
<http://chnm.gmu.edu/>
- The American Association for History and Computing
(<http://www.theaahc.org/cfp.htm>)
- Maine Memory Network <http://www.mainememory.net/>
- Many Stories of 1704 (<http://www.1704.deerfield.history.museum/>)
- Do History (www.dohistory.org)

ASSIGNMENT: Find an example of an innovative Web-based project that deploys historical
insight in new ways to new audiences and write a 1200-word review of it. Come to class ready
to walk us through it.

NOVEMBER 3rd: Barn Preservation Conference, Sandwich, MA

www.preservemassbarns.org

THIS CONFERENCE COUNTS TOWARD THE PROFESSIONAL DEVELOPMENT WORKSHOP
OBLIGATION FOR PUBLIC HISTORY CERTIFICATE STUDENTS

ETHICS

TUES NOV 6: Who Controls the Past? Donors and the Ethics of Collecting

Field Trip to the University of Massachusetts Archives and Special Collections

Host: Rob Cox, Director

√Karen Benedict, *Ethics and the Archival Profession* (excerpts – coursepack)

“A Code of Ethics for Archivists with Commentary,” SAA

√”Guidelines for Museums on Developing and Managing Individual Donor Support”
(AAM)

√International Council of Museums Code of Professional Ethics (ICOM)

Steven L. Hensen, “The President's Papers Are the People's Business,” *Washington Post*, 16 December 2001

Browse website of the Society of American Archivists: www.archivists.org.

NOTE: New England Museum Association Conference November 7-9, 2007, Portland, Maine

AND

“Fields of Vision: The Material and Visual Culture of New England, 1600-1830,” November 9-10, 2007, American Antiquarian Society, Worcester, MA.:

TUES NOV 13: Show Me the Money: Integrity, Interpretation, and Cold Hard Cash

Daniel Penrice, “Can this Museum be Saved?” Parts I & 11 and associated links, *Common-Place* ([vol. 3 no. 1 October 2002](http://www.common-place.org/vol-3-no-1/October-2002))

<http://www.common-place.org/vol-03/no-01/penrice/index.shtml>



Joe Pratt, “Warts and All?: An Elusive Balance in Contracted Corporate Histories about Energy and Environment” *The Public Historian* Winter 2004, Vol. 26, No. 1: 21-40

√James C. Rees, “Forever Changing. Forever the Same: The Dilemma Facing Historic Houses” American House Museums in the 21st Century, An Athenaeum of Philadelphia symposium, December 1998.

√ “Is There Enough History to Go Around?” *HistoryNews* (Winter 1996)

ECONOMICS AND ENTREPRENEURSHIP


Tues Nov 20: History, Integrity, and Marketable Assets: Historic Preservation

Guest: Max Page

Page and Mason, eds., *Giving Preservation a History* (essays by Page, Lowenthal, Greenfield, Wilson & Morley)

Mason, et al, *Economic and Heritage Conversation* (proceedings of a meeting organized by the Getty Conversation Institute, 1998):

http://www.getty.edu/conservation/publications/pdf_publications/econrpt.pdf

 Marla Miller and Anne Digan Lanning, “Common Parlors: Women and the Recreation of Community Identity in Deerfield, Massachusetts, 1870-1920,” *Gender and History* (1994), 435+

Also, please review the below, all on RESERVE

Donovan D. Rypkema, *The Economics of Preservation: A Community Leader's Guide* (NTHP)
“Know-How #3:What You Need to Know About Listing on the National Register
”Local Historical Commissions: Their Role in Government”
(MHC, 1992) RESERVE
”Preservation Through By-Laws and Ordinances” (MHC, 1999)
RESERVE

Recommended: Michael Wallace, “Preserving the Past: A History of Historic Preservation in the U.S.” and “Preservation Revisited,” in *Mickey Mouse History*.

TUES NOV 27TH Heritage Tourism

Cathy Stanton, *The Lowell Experiment*

Browse website: http://www.nationaltrust.org/heritage_tourism/ (especially :Getting Started,” “Benefits” and “Success Stories.”

“Heritage Tourism and the Federal Government”
(<http://www.achp.gov/heritagetourismsummit.pdf>)

“Alternative Enterprises; Heritage Tourism: How to Use your Land’s Legacy to Benefit the Public and Boost your Bottom Line”
http://www.nrcs.usda.gov/technical/RESS/altenterprise/info_heritage.pdf

ASSIGNMENT: Write an 800-word, AHA-style review of *The Lowell Experiment*.

TUES DEC 4 NO CLASS: Use your time this week to finish preparation for conference.
PRACTICE YOUR PRESENTATION AT LEAST TWICE.

FRIDAY DEC 7TH: CLASS CONFERENCE

TUES DEC 11 LAST CLASS: Taking Stock: Public History in Contemporary American Culture
FINAL PAPERS DUE!