DEREE COLLEGE SYLLABUS FOR:	
HY4048 PUBLIC HISTORY (Updated Fall 2025)	**UK LEVEL: 6** **UK CREDITS:15** **US CREDITS: 3/0/3**

PREREQUISITES:	N/A
CATALOG DESCRIPTION:	Overview of public history or the many and diverse ways in which history is represented and debated 'in public'; examination of theory and practice of public history through a variety of sources, including historical novels, websites, apps, social media feeds, documentaries, films, exhibits, material culture, graphic novels, computer games, guest speakers, and physical sites; history-related professional opportunities available outside of academia.
RATIONALE:	This course equips students with the skills required to communicate scholarly research effectively to a non-academic audience and to develop transferable skills beyond the traditional skills of a history degree. The course will also delve into decolonising public history and examine how dominant narratives have shaped our understanding of the past and how these narratives have in turn shaped the public sphere.
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: 1. Develop skills in digital humanities 2. Acquire project-management skills, as they see their piece of public history from initial idea to finished artefact 3. Apply academic learning into practice 4. Reflect on their training as historian
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: • Lectures and class discussions on key issue and practices involved in making public history • Workshops that will equip students with the practical skills of making a digital artefact • Office hours held by the instructor to provide further assistance to students. • Use of library facilities: Students are encouraged to make use of the library facilities for further study as well as for preparation for the exams. • Use of the Blackboard site to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.
ASSESSMENT:	**Summative:**

1st assessment: Digital Artifact (piece of public history presented in digital form; can present any theme of the student's choosing)	70%
2nd assessment: Written Interpretation (1,500 words) extended rationale that accompanies the digital artifact and asks the question: 'How	30%

does the artifact interpret this historical period/topic/issue for a public audience'	

Formative:

Oral engagement on assigned readings	0%
Project proposal and 15 minute oral presentation of project	0%

The 1st summative assessment tests LOs 1,3
The 2nd summative assessment tests LOs 2,4
The formative oral presentation prepares students for public speaking and gives them a forum to test their project proposal.

Students are required to resit failed assessments in this module.

INDICATIVE READING:	**REQUIRED READING:**
	Jerome De Groot, *Consuming History: Historians and Heritage in Contemporary Popular Culture*, 2nd ed. London, 2016

Laura King, Gary Rivett, 'Engaging People in Making History: Impact, Public Engagement and the World Beyond the Campus', *History Workshop Journal*, vol. 80 no. 1 (Autumn 2015), 218-233

Paul B. Sturtevant, 'History is not a Useless Major: Fighting Myths with Data' *Perspectives on History* (April 1, 2017)

RECOMMENDED READING:
Vagnone, F.D., Ryan, D.E. (2016) *Anarchist's Guide to Historic House Museums*, Routledge

Trouillot, M.R. (2015) *Silencing the past: power and the production of history* (Beacon Press)

Laurajane S., Watertone E., Watson, S. (2012) *The Cultural Moment in Tourism*, New York: Routledge, pp. 59-78.

Bos B. A., "Historical Memory and the Representation of History: Forging Connections Between National Historic Sites and Gender History" *Conserveries mémorielles* [online], (15 April 2011) URL: http://journals.openedition.org/cm/836

Cohen, D., Rosenzweig, R. (2005) *Digital History*: *A Guide to Gathering, Preserving, and Presenting the Past on the Web*, University of Pennsylvania Press

Ritchie, D.A. (2003) *Doing Oral History: A Practical Guide* (New York, 2003)

Shelley Bookspan, "Something Ventured, Many Things Gained: Reflections on Being a Historian-Entrepreneur," *The Public Historian* 28:1 (February 2006): 67-74.

Heathcott, J. (2006) "Curating the City: Challenges for Historic Preservation in the Twenty-First Century," *Journal of Planning History*

	5:1, 75-83. Stevens, M. "Public Policy and the Public Historian," *The Public Historian* 32:3 (Summer 2010), pp. 120-38. High, S. "Telling Stories: Oral History and New Media," *Oral History* 38:1 (2010), pp. 101-11. Marsha A.T., "Looking for Laura Secord on the Web: Using a Famous Figure from the War of 1812 as a Model for Evaluating Historical Web Sites," *The History Teacher* 38:2 (February 2005), pp. 225-40. Toplin, R.B. "Cinematic History: Where Do We Go from Here?" *The Public Historian* 25: 3 (Summer 2003), pp. 79-91. Dilenschneider, "The Best Part About Going to Museums," *Know Your Own Bone* (12 February 2012) Lindsey, A. (2013) Virtual Tourist: Embracing Our Audience through Public History Web Experience, *The Public Historian* 35.1, 67-86 Melissa Schorr, "What Makes Millennials Give to Charity?" *Boston Globe* (28 October 2015) "The Sorry State of Nonprofit Boards," *Harvard Business Review* (September 2015) Dilenschneider, "How To Build Brand Credibility For Cultural Organizations," *Know Your Own Bone* (October 2015)
INDICATIVE MATERIAL: *(e.g. audiovisual, digital material, etc.)*	**REQUIRED MATERIAL:** Omeka.net wed-publishing platform for creating online exhibits **RECOMMENDED MATERIAL:**
COMMUNICATION REQUIREMENTS:	Verbal and written skills using professional / academic English
SOFTWARE REQUIREMENTS:	MSOffice, Blackboard CMS
WWW RESOURCES:	https://www.colleendilen.com/ https://ncph.org/history-at-work/resource-or-burden/ For Students | National Council on Public History (ncph.org) https://mylearning.nps.gov/program-areas/programs/career-development/iande/foi/ https://www.heritagedestination.com/hdc-library---tildens-tips/ Careers for Students of History | AHA (historians.org) www.tedxwaterloo.com/speaker/chantler

INDICATIVE CONTENT:	PART I: What, who?
	    1. What is public history
	    2. Audiences
	    3. Heritage tourism
	    4. Museums

	PART II: Where?
	1. Museums
	2. Historic Museums
	3. Defined and undefined Outdoor spaces
	4. Online
	PART III: How?
	1. Narrative and Interpretation Methods
	2. Books and broadcasting
	3. Technology and digital history
	4. Fundraising
	PART IV
	1. What is academic expertise?
	2. History Wars: Contested histories
	3. Ethics and Integrity in the practice of public history
	4. Looking Ahead: Historians after University