



Instructor

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Office Hours

Mondays, 1-4pm (Dalton 100D) and by appointment (in person or Skype)

Course Description

This course explores the theoretical and methodological challenges that surround the public preservation and presentation of history, with a focus on race and gender in the U.S. context. Students will learn the skills professionals use to communicate historical scholarship to wider audiences and will grapple with issues surrounding the expansion of history's stakeholders.

Drawing on the archives of Bryn Mawr College, we will explore the possibilities of campus history as public history, imagining a public history approach that is appropriate for a college campus (as opposed to a museum or historic site, for example). We will engage with current campus conversations as they intersect with the challenges and opportunities of building institutional memory and the processes of collecting and sharing the experiences of diverse communities. Class meetings will focus on discussions of the assigned scholarly texts and public projects, as well as materials located at Bryn Mawr Special Collections and other Philadelphia area sites. Some of our written work will be public-facing, via the course website and blog: **historyinpublic.blogs.brynmawr.edu**.

By the end of this course, each student will propose a project applying the art of public interpretation to historical scholarship on Bryn Mawr College, and will work together as a team to craft a public event, scheduled for the last week of the semester.

Praxis I Course Connections

This is a Praxis I Departmental Course, meaning it provides opportunities for students to explore and develop community connections in relation to our course topic by incorporating travel to local organizations, guest speakers, and assignments that ask students to research local issues. The Praxis Program will **cover the cost of public transportation into Philadelphia** to visit public historians at work; we will also be in conversation with projects originating out of Bryn Mawr's Special Collections and the College Archives, and with colleagues who will visit us for in-class workshops.

Required Books

The following books are on reserve at Canaday Library and for sale at the College bookstore:

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press reissue, 1995/2015)
- Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (Bloomsbury Publishing, 2013)

All other required course readings (articles, book chapters, and digital projects) are available on the course website. Please bring all reading materials with you to class on the day we are discussing them. You are also expected to regularly read and comment on the course blog, where we can flag important conversations worth continuing.

Course Requirements and Grading

This is primarily a discussion class, and almost a third of your grade will be based on **active participation** in class, measured by thoughtful discussion of the assigned readings in class, combined with **blogging and commenting** on the course site. Some weeks have more reading than others; for reading-heavy weeks, I strongly suggest you plan ahead as much as possible or, if necessary, develop the art of mindful skimming.

Participation in this course also include your attendance at **Praxis I site visits** and **in-class workshops**. We will make at least two off campus site visits during this class. If you will have trouble making these visits, please let me know right away.

During the last week of classes, we will present a collaborative session at "Friday Finds," Bryn Mawr Special Collections' monthly public program, designed to showcase student work. During April, we will work together as a class team(s) to plan and execute the event. **This event is scheduled for Friday, April 29 and is required of all students.** We will discuss the event and each of the **writing assignments** in more detail during class. All written assignments are due by noon (12pm) Fridays as follows:

Assignment	Due	Percentage of Grade
Active participation	<i>Ongoing</i>	15%
Blogging (+ commenting)	<i>weekly beginning February 2</i>	15%
Archives reflection paper (2-3pgs)	Friday, February 12	10%
Documenting Bryn Mawr history survey	Friday, March 18	10%
Public History proposal topic and bibliography	Friday, April 8	10%
Collaborative public presentation	Friday, April 29 at 2:30pm in Bryn Mawr Special Collections	15%
Final Project: A Public History Proposal for Bryn Mawr College	Saturday, May 9 (seniors) Friday, May 13 (everyone else)	25%

Policies on Late Work

Extensions for work are generally granted if requested *by email* at least 24 hours in advance of the due date. Assignments turned in late without permission will be graded down a single grade [ie. 3.3 to 3.0] per day that they are late. The course blog is an ongoing responsibility; you should get in the habit of following it regularly, in addition to writing your weekly posts and comments.

Academic Integrity

Plagiarism, fabrication, and facilitating the academic dishonesty of others are grounds for failure in this course. Plagiarism is the representation of the words or ideas of another as your own work. You may not copy another writer's exact words without using quotation marks around them and citing their source. Nor may you use the ideas or information of another without citing their source in a reference (using a footnote or endnote, or a link in blog posts). You may not submit the already written papers of another or the research of another. Look at our course blog – I've even included acknowledgements of other scholars' work that has influenced the writing of this syllabus! Although you are encouraged to discuss the readings and your ideas with your classmates, you must develop, outline, and write your papers alone. *Please ask if you are unsure about how to cite sources.*

Access Services

Students who think they may need accommodations in this course because of the impact of a learning, physical, or psychological disability are encouraged to meet with me privately early in the semester to discuss their concerns. Students should also contact Deb Alder, Coordinator of Access Services (dalder@brynmawr.edu, x7351) as soon as possible, to verify their eligibility for reasonable academic accommodations.

Course Blog and Research in Public

You will notice that I am not using Moodle to store course information. Through my work at Bryn Mawr as Director of The Albert M. Greenfield Digital Center for the History of Women's Education, I am committed to using public platforms to explore our campus histories. I make this work visible through social media: with the Greenfield Center's blog, Twitter, and (occasionally) tumblr, and with colleagues across the country using the Twitter hashtag #campushistories. For those of you who use Twitter, I will use the hashtag #HIST303 to create a digital record of my work for this class, and you should feel free to add to the conversation!

This semester we will share our work with each other, and with the Bryn Mawr College community, using the blogging platform WordPress. During the first weeks of class we will talk about how to use WordPress and define the mission of our blog. We will begin blogging together weekly during the second week of class. In your blog posts and comments (as well as written assignments read only by me), you are creators of knowledge. This means that some of your work will be publicly available. If you wish, you may blog in WordPress under a pseudonym to keep your identity private on the site.

Course Community

This course was founded on the idea that college campuses are sites of history and memory. In light of our topic, some materials might require a more sensitive handling than other historical subjects. Be respectful of the materials we study and the approaches we take to study them, and be honest in your reaction to them, even as we cultivate a scholarly approach to our analysis and discussion.

In addition, I expect the following from all of us:

- Be on time for class, prepared to discuss our readings. Good discussion requires everyone to contribute. Listen to what other students say. Build on what's been said before. Always bring digital and/or print copies of our readings with you to class so that you can reference them in our discussion.
- Check your email: if any announcements to all students need to be made, I will use the email address for each student supplied to me by the registrar. If this is not the email account you regularly use, it is your responsibility to set up your Bryn Mawr account to forward to the appropriate address.
- Cell phones must be turned off, and texting during class is absolutely unacceptable. We will take a short break midway through each class—check then!
- If using a laptop, restrict your activities to the course site, referencing other readings or related sources, and note taking. For a class involving digital projects and methods, I want to trust that when your devices are out, you're using them for the purposes of the class.
- If you have a concern about the course or want to talk more in depth about the material, we can meet in office hours (Mondays, 1-4pmin Dalton 100D). If you are not free at those times, please email me to set up an appointment.

Course Schedule [Subject to Change]

I have deliberately left space in the syllabus during April to pursue new interests as they develop over the semester, leaving the possibility open for additional guest speakers and site visits. We will revise and re-write the syllabus as we go, discovering what we'll learn together as we learn it, questioning what we'll do even as we begin to do it.

The course readings do not offer a comprehensive history of Bryn Mawr College; instead, I have chosen moments in time that are especially fruitful for thinking about the intersections of race and gender in the archives, as we explore possible ways of sharing those histories in public.

Tuesday, January 19 | *What is Public History?*

- [watch] National Council on Public History, “How Do We Define Public History?” (2015) and “What is Public History” videos (2014)
- [review before January 26] WordPress tutorials via Bryn Mawr College LITS.

Tuesday, January 26 | *Who Narrates History?*

BMC History Moment #1 – First Students

Guest speaker – Janice Nimura, author

- James Axtell, “History as Imagination,” in *Beyond 1492: Encounters in Colonial North America* (1992), 3-24.
- Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*: front matter, Bryn Mawr chapters (105-133), and “The Life” (147-178).
- Linda M. Perkins, “The African American Female Elite: The Early History of African American Women in the Seven Sister Colleges, 1880-1960,” *Harvard Educational Review* 4 (Winter 1997): 718-756.
- Karen Tidmarsh, “History of the Status of Minority Groups in the Bryn Mawr Student Body” (Fall 1988), RG 9LG, Diversity, Bryn Mawr College Archives, 1-8.
- Janice Nimura, *Daughters of the Samurai: A Journey from East to West and Back* (2015), 225-77.

In class exercise: setting up blog/commenting policies.

Tuesday, February 2 | *Power, Publics, and the Production of History*

Meet with Kelly Strunk, Praxis program staff

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (20h anniversary edition, 2015), Preface and Chapters 1-3 (xxi- 107)
- Benjamin Filene, “Passionate Histories: ‘Outsider’ History-Makers and What They Teach Us,” *The Public Historian* (February 2012): 11-33.

Discussion: Archives Reflection Paper (and first visit to Bryn Mawr Special Collections).

Tuesday, February 9 | Libraries, Archives, and their Publics
Visit Library Company of Philadelphia, GLBT Archives of Philadelphia

- Rodney G.S. Carter, "Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence" *Archivaria* 61 (September 2006): 215-233.
- *Perspectives on Women's Archives*, ed. Tanya Zanish-Belcher with Anke Voss (Society of American Archivists, 2013), selection TBA.
- Nanci A. Young, "Educate a Girl?? You Might as Well Attempt to Educate a Cat!" *Journal of Archival Organization* 1.2 (2002): 53-64.
- Kimberly Springer, "Radical Archives and the New Cycles of Contention," *viewpointmag.com* (2015)
- Browse Library Company and GLBT Archives of Philadelphia websites.

Archives Reflection Paper due Friday, February 12 by noon.

Tuesday, February 16 | A Library of the Future? Wikipedia & Public History
BMC History Moment #2 – The Summer School

In-Class Workshop with Jami Mathewson, Wikipedia Education Foundation

- [watch] "The Women of Summer" (58 min., 1986), Filmmakers Library Online.
- [browse] "The Summer School for Women Workers: Diversity, Class and Education" digital exhibit and Summer School archives finding aids.
- Roy Rosenzweig, "Can History be Open Source? Wikipedia and the Future of the Past," originally published in *The Journal of American History* 93.1 (June 2006): 117-46 and Lori Byrd Phillips and Dominic McDevitt-Parks, "Historians in Wikipedia: Building an Open, Collaborative History," *Perspectives on History* (December 2012).
- [browse] Wikipedia entries for Bryn Mawr College and Hilda Worthington Smith.

Tuesday, February 23 | NO CLASS - COMMUNITY DAY OF LEARNING

- [watch] Dean Spade, *Trans Students at Women's Colleges* (32 min., 2014), Barnard Center for Research on Women.
- [begin reading!] Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (2013).

Tuesday, March 1 | Campus Histories as Public Histories

- [finish] Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (2013).
- Ta-Nehisi Coates, "Hope and the Historian," *theatlantic.com* (December 10, 2015).

Tuesday, March 8 | NO CLASS - SPRING BREAK (Go find some history!)

Tuesday, March 15 | Monuments and Memorials

- Erika Doss, *Memorial Mania: Public Feeling in America* (2010), 1-60, 313-376.
- Mason B. Williams, “The Crumbling Monuments of the Age of Marble,” *theatlantic.com* (2015).
- Timothy J. McMillan, “Remembering Forgetting: A Monument to Erasure at the University of North Carolina,” in *Silence, Screen, and Spectacle: Rethinking Social Memory in the Age of Information* (2014), 137-62.

Bryn Mawr College History Survey due Friday, March 18 by noon.

Tuesday, March 22 | The “Diversity Box”

BMC History Moment #3 – 1969

Guest speakers Rachel Appel, digital collections librarian (Bryn Mawr College) and Jarrett Drake, digital archivist (Princeton University)

- Ibram H. Rogers, *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965-1972* (2012), 1-8, 107-170.
- Black at Bryn Mawr (2014-present) blackatbrynmawr.blogs.brynmawr.edu and “Black Alumnae and Students Speak,” [Bryn Mawr College] *Alumnae Bulletin* (1969).
- Black Liberation 1969 Archive (2015), blacklib1969.swarthmore.edu.
- Lae’l Hughes-Watkins, “Filling in the Gaps: Using Outreach Efforts to Acquire Documentation on the Black Campus Movement, 1965-1972,” *Archival Issues* (2014): 27-42.
- Jarrett Drake, “Announcing ASAP: Archiving Student Activism at Princeton” (2015) <https://blogs.princeton.edu/mudd/2015/12/announcing-asap-archiving-student-activism-at-princeton/>

Tuesday, March 29 | Power of Place: Oral History & Community Memory

Philadelphia Public History Truck studio visit with Erin Bernard

- Dolores Hayden, “Place Memory and Urban Preservation” in *The Power of Place: Urban Landscapes as Public History* (1995), 44-81.
- Stephanie Kingsley, “History on Wheels,” *Perspectives on History* (November 2015).
- Additional readings from Erin Bernard TBA.

Tuesday, April 5 | TBA

Final Project Topic/Bibliography due Friday, April 8 by noon.

Tuesday, April 12 | Digital Memory, Public History? + Projects Workshop

Guest Speakers Purdom Linblad (UVA Scholars Lab) and Rebecca Onion (Slate.com)

- Take Back the Archive (2015-present) takeback.scholarslab.org.
- Slate Vault timeline (2016)

- Readings from UVA Scholars Lab and Rebecca Onion, TBA.

**Tuesday, April 19 | Material Culture, Student Cultures?
Meet at Special Collections**

- Gail Anderson, ed., *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*, 2nd ed. (2012), selections.
- “Preface,” “The Truth of Material Culture: History or Fiction?,” “An Heirloom: Interpreting a Gilded Age Tortoiseshell Locket,” and “The Light of the Home: Dialectics of Gender in an Argand Lamp,” in Jules David Prown and Kenneth Haltman, eds., *American Artifacts: Essays in Material Culture* (2000), ix - 27, 213-27, 243-51
- Thom Hecht, *Dancing Archives - Archive Dances: Exploring Dance Histories at the Radcliffe College Archives* (2014), selections.

Tuesday, April 26 | TBD

**“Friday Finds” HIST 303 public presentations
[Friday, April 29, 2-4:30pm, Canaday 205]**

Final projects due Friday, May 13 (senior deadline: Saturday, May 9)

Notes? Questions?
