

<b>Academic Year</b>	2024-25   Semester 1
<b>Course Coordinator</b>	Roslynn Ang (Dr.), email: <a href="#">TBA</a>
<b>Course Code/Title</b>	HH4021 / Public and Applied History
<b>Location</b>	TR+66
<b>Schedule</b>	Tuesday, 13:30pm – 17:20pm
<b>Office hour</b>	TBA
<b>Pre-requisites</b>	HH1001
<b>No of AUs</b>	4

### Course Content

Experimental, problem-focused and socially useful, HH4021 offers a unique opportunity to reach out from beyond the walls of the NTU classroom. It is a course that will ground you in both the various methodological practices, and professional contexts of Public History.

We begin by thinking about the ways in which our understandings of the past, and the uses it is put to, are shaped by the present. We move on to address how the past is encountered imaginatively, through objects and in the media.

During the second half of the course we move away from the consumption of public history and begin to focus on its production. This will require you to pull together a range of non-textual sources to produce a compelling, intellectually robust but widely appealing set of public history projects.

HH4021 will push you to find ways of applying historical methodologies to non-academic contexts, to evaluate the way in which these methodologies are applied and to reflect on the ethical, methodological and intellectual consequences of making historical knowledge 'useable'. Over the semester we have a range of workshops and guest speakers. To get the most out of the course you'll need to participate fully in these.

### Intended Learning Outcomes

By the end of this course, you (as a student) would be able to:

- 1) Demonstrate awareness of the various professional contexts and practices of public history
- 2) Design and implement strategies for the application of historical methodologies to non-academic contexts
- 3) Compare and evaluate methods for collaborating and engaging with a variety of non-academic partners
- 4) Define and evaluate ethical, methodological and intellectual issues relating to the task of making academic history 'useable'

### Course Website and Readings:

The NTU Learn course website and Perusall are important sources of information for this subject. Useful resources such as this subject guide, links to further readings, details of assessment, and subject announcements will be available through these websites. Make sure you check the website regularly for subject announcements and updates.

The readings for each week will be made available online. Since we will be discussing these in class each week, please bring along copies (electronic or paper) of the readings

so you can refer to them.

**Assessment (includes both continuous and summative assessment)**

**Individual portfolio, around 2000 words (30%):**

You will be tasked to take on an individual article that will be available on Wikipedia.

**Group portfolio and presentation, around 2000 words (30%):**

You will be tasked to take on a group project that will be available on a public platform. Some potential outputs can include a website (blog format), podcast, video essay, travelling exhibit etc.

Regular in-class attendance and your ability to work in a group is a necessary component of assessment as we will be conducting progress report and consultation.

**Reflective Essay, 2000 words (20%):**

Reflect on your work process in your Individual and/or Group portfolio, with reference from selected texts in the course reading list.

**Perusall (10%):** weekly online questions/comments (4 to 5) on Perusall by Mondays 12pm

**Participation - 10%:** In-class discussion

**Formative feedback**

Formative feedback will come through written responses to your essay proposal and midterm evaluation, responses to your online questions/comments via Perusall, as well as through oral consultations with team-led seminar groups.

**Online resources:**

TBA

**Course Policies and Student Responsibilities**

**Participation and Attendance:** This is a workshop and project based course. You are expected to respect the time and work of the invited workshop speakers and your peers. You are also expected to show a level of professionalism, as your work will be available to the public, either via the course blog or the NGOs and National Heritage Board (NHB).

**Absenteeism:** Absence from class without a valid reason will affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

**Class readings:** *All readings are available through NTU Learn.* They are for your personal use, and not broader distribution. **Complete all assigned readings prior to class meetings and lectures.**

**Active learning:** Because of the online interactive nature of the seminar, the use of laptops, and tablets during class is **allowed**. Take thoughtful notes on your readings either on your device

or handwritten on a notebook. Before coming to class, please make sure your cell phone is turned off or set to silent mode, and placed in your backpack. You may not receive or send text messages during class. Students who violate this policy will be asked to leave and will receive no credit for the session.

**E-mail, consultations, and class notes:** I encourage you to come see me during my regular consultation hours and to e-mail me with questions not provided in the syllabus. However, I will not provide class notes (ask a classmate) nor will I offer advice about essays in the 48 hours before they are due; you simply won't have time to use it. Check NTU Learn regularly for announcements.

### **Academic Integrity:**

Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University's policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism.

Plagiarism does not have to be intentional in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

### **Late work and extensions:**

Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

### **GAI Usage:**

Use of General Artificial Intelligence (GAI) is permitted in the following situations: 1) Assist in generating key ideas only; 2) Assist in refining syntax and grammar for correct language submission only. The final write-up **MUST** be the student's own work. Students must preserve a digital paper trail showing the way the GAI assistant was used. This should be a Word document specifying the particular GAI assistant used and include the prompts given to the GAI assistant and the GAI output, or outputs if several are generated. **Use of GAI assistance is not permitted in the development or generation of this assignment or project.**

### On the Digital Paper Trail:

Students are required, besides submitting the final work in the NTU Learn facility, to also submit the paper trail as a Word document or documents, in a second and separate assignment section for this purpose under NTU Learn. For assignments where the submission is non-digital, the students can create a photo journal or a blog to document the journey and submit the pdf of this instead.

This digital paper trail must be maintained for later reference, at least until the end of the Academic Year following the semester in which the relevant assignment is submitted. This is to preserve the potential evidence in case there is a later complaint or suspicion relating to academic integrity violations regarding that submission, or for further investigation by the school or other schools or the university when other academic integrity matters are raised regarding the same student, and it is deemed desirable to cross-check conduct in earlier courses.

The student must sign and submit with the assignment/project write-up a declaration regarding such use. In addition, the student must provide footnote or in-text references in the submission indicating any text paraphrase or significant fact or idea that originated with the GAI assistant.

The updated referencing guideline from NTU library is now available. Click here to see.

**See example below:**

Reference list entry example (with a shareable link generated by the AI tool)

OpenAI. (2023). ChatGPT (Aug 7 version) [Large language model].

<https://chat.openai.com/share/46ce4720-19bd-4c21-84f0-7a69ec4af03d>

\*\*\*Students should note that failure to submit this paper trail fully or in a timely fashion may lead to a presumption that the student has an improper intention or purpose in such failures in any relevant academic integrity proceeding regarding that assignment submission. It may even, on its own be an independent academic integrity violation if found to be deliberate.

**Weekly Schedule and readings: Check “NTULearn -> Information tab” for updates**

Week 1: Introduction

You will discuss and decide on your responsibilities and assessment for individual and group portfolio, with a co-produced grading rubric.

Week 2: What is Public and Applied History?

De Ridder, B. (2022). “And what Do You Do, Exactly?” Comparing Contemporary Definitions and Practices of Applied History. *International Public History*, 5(1), 29-41. <https://doi.org/10.1515/iph-2022-2038>

Lyon, C. M., Nix, E. M., & Shrum, R. K. (2017). *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Rowman & Littlefield Publishers. (Chapter 1)

Complete:

Wikipedia essentials assignments in Wiki dashboard.

Week 3: Oral Histories in public

Murphy, K. P., Pierce, J. L., & Ruiz, J. (2019). What makes queer oral history different. *The Oral History Review*. Vol. 43, No. 1, pp. 1–24

Blackburn, K. (2008) History from Above: The use of oral history in shaping collective memory in Singapore. In Ed. Hamilton and Shopes. *Oral History and Public Memories*. Temple University Press

Week 4: The production of history and public narratives

Trouillot, M.-R. (2015). *Silencing the Past: Power and the Production of History*. Beacon Press. (Preface, Chapter 1, Chapter 5)

Week 5: Archives and Curated Knowledge base (Workshop speaker: TBA)

Belantara, A. and Drabinski, E. (2022). Working Knowledge: Catalogers and the Stories They Tell. *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 6(3).

Allison-Cassin, S. and Seeman, D. (2022). Metadata as Knowledge. *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 6(3).

Haberstock, L. (2020). Participatory description: decolonizing descriptive methodologies in archives. *Archival Science* 20, 125–138.

Supplementary reading

Chiu, A., Ettarh, F., & Ferretti, J. (2021). Not the Shark, but the Water: How Neutrality and Vocational Awe Intertwine to Uphold White Supremacy. In Leung & Lopez-McKnight. *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory*. The MIT Press

#### Week 6: Museums, artifacts and curation

Lyon, C. M., Nix, E. M., & Shrum, R. K. (2017). *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Rowman & Littlefield Publishers. (Chapter 4 & 5)

#### Supplementary reading

Lipscomb, S. (2010). Historical Authenticity and Interpretative Strategy at Hampton Court Palace. *The Public Historian*, 32(3), 98–119. <https://doi.org/10.1525/tph.2010.32.3.98>

#### Documentary

Totem: The Return of the G'psgolox Pole

#### Week 7: Journalism and Education (Deadline for Individual Project: Wiki article)

(Workshop speaker: TBA)

Faulkenbury, E. (2020) Journalism, COVID-19, and the Opportunity of Oral History, *The Oral History Review*, 47:2, 253-259

Zelizer, B. & Teneboim-Weinblatt, K. (2014). *Journalism and Memory*. Palgrave, Macmillan (Chapter 3)

#### Recess Week

#### Week 8: Community engagement, Decolonization in practice

(Workshop speaker: TBA)

Sandul, P. (2019) Of Sharing Authority and Historic Blocs: Toward New Historiographies of Counter-Hegemony and Community in Nacogdoches, East Texas. *The Public Historian*, Vol. 41 No. 3 (pp. 91-112)

Russell-Ciardì, M. (2008). The Museum as a Democracy-Building Institution: Reflections on the Shared Journeys Program at the Lower East Side Tenement Museum. *The Public Historian*, Vol. 30 No. 1 (pp. 39-52)

Ševčenko, L. (2023). *Public History for a Post-Truth Era*. Routledge (Chap 11)

#### Supplementary reading:

Ševčenko, L. (2023). *Public History for a Post-Truth Era*. Routledge (Chap 10 and conclusion)

#### Week 9: Digital History and the augmented museum

Groot, J.D. (2009) *Consuming History*. Routledge. (Digital history: Archives, information architecture, encyclopaedias, community websites and search engines)

Coyle, L. (2018). Right from the Start: The Digitization Program at the Smithsonian's National Museum of African American History and Culture. *The Public Historian*, 40(3), 292–318. <https://www.jstor.org/stable/26504435>

Geismar, H. and Knox, H. (2021) *Digital Anthropology*. Routledge (Chapter 14 Museum + Digital =?)

#### Week 10: Economics of Public History and Tourism

Tyler-McGraw, M. (2006) Southern Comfort Levels: Race, Heritage Tourism, and the Civil War in Richmond. in James Oliver Horton and Lois Horton, eds., *Slavery and History: The Tough Stuff of American Memory*. The New Press

Figal, G. (2008). Between War and Tropics: Heritage Tourism in Postwar Okinawa. *The Public Historian*, 30(2), 83–107.

*Group project progress report*

Week 11: Wiki project reflections

Ford, H. (2015) *Fact Factories: Wikipedia and the Power to Represent*. Kellogg College, Oxford. [https://ora.ox.ac.uk/objects/uuid:b34fdd6c-ec15-4bcd-acba-66a777739b4d/download\\_file?safe\\_filename=thesishford\\_thesis.pdf&file\\_format=application%2Fpdf&type\\_of\\_work=Thesis](https://ora.ox.ac.uk/objects/uuid:b34fdd6c-ec15-4bcd-acba-66a777739b4d/download_file?safe_filename=thesishford_thesis.pdf&file_format=application%2Fpdf&type_of_work=Thesis).

Davis, LiAnna. "Using Wikidata to Promote Epistemic Equity." *Wiki Education Blog*, 19 Nov. 2021, <https://wikiedu.org/blog/2021/11/19/using-wikidata-to-promote-epistemic-equity/>.

Supplementary reading:

Danniau, F. (2013). Public History in a Digital Context: Back to the Future or Back to Basics?. *BMGN - Low Countries Historical Review*, 128(4), 118–144. <https://doi.org/10.18352/bmgn-lchr.9355>

*Group project progress report: plus individual group consultations*

Week 12:

*Group project Presentation*

Week 13:

*Group project Presentation*

Provisional Syllabus