

LOCAL HISTORY

SPRING 2019

**HISTORY 3151 | SECTION 001 | 3 CREDIT HOURS
TUESDAYS / THURSDAYS | 2 - 3:20PM | GLADFELTER 839**

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Office Hours: Tuesdays 8:45-9:15 and 11:00-noon; Thursdays 8:45-9:15; 11:00-noon; and 3:30-4:30. Additional times can be arranged. See or contact me with any questions or concerns. Be sure to bring to my earliest attention any problem related to your successful completion of assignments.

Course Description: This course provides an introduction to doing local and regional historical research, especially in collaborative partnership with community organizations such as museums and historical societies. We will learn how to design community research projects and how to harness resources that are particularly relevant to them, such as: census records, fire insurance maps, municipal archives, online databases, public records, images, artifacts, and recorded interviews. Along the way, we will consider the perils and possibilities of doing local history and the extent to which successful collaboration can pivot on competing notions of the past. This course is organized around an actual collaborative partnership with a Philadelphia-area cultural organization wherein you will provide the historical expertise.

Course Goals and Learning Outcomes:

- Develop competencies in research methods and sources essential for doing local history.
- Learn to organize and community-oriented history projects.
- Understand the logistical and intellectual challenges of sharing historical authority.
- Sharpen reading, writing, and critical thinking skills.
- Develop public presentation skills and learn to collaborate with peers.

Readings: Course readings include a variety of books, essays, and audiovisual documents. Required texts (see below) will be read in full and must be purchased. Other readings, images, and videos will be made available electronically.

- Kenneth Finkel, *Insight Philadelphia: Historical Essays Illustrated* (New Brunswick: Rutgers University Press, 2018)
- David E. Kyvig and Myron A. Marty, *Nearby History: Exploring the Past Around You* (Lanham, MD: Altamira Press, 2000).

Participation: In addition to occasional lectures, each class meeting will rely principally on student participation by way of discussion, debate, presentations, breakout groups, conversations with guest speakers. Active participation in all class meetings is necessary to pass the course.

Grading:

- Five written assignments – 75 points
- Pop quizzes on readings - 15 points
- Participation – 10 (including attendance)
- Total = 100 points

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Research and Writing Assignments: Students are required to present their work in a variety of formats including emails, on Canvas, PowerPoint compilations of research, and finished essays accompanying archival images. Assignments submitted up to one week late will be graded at 50%. Missing assignments earn failing grades. All writing assignments must be completed in order to pass the course.

January 17 - #1 – Introduction - 5 points

January 31- # 2 – Research - 10 points

February 14 - #3 – Essay – 10 points

February 28 - #4 – Research – 10 points

March 21 - #5 – Essay - 10 points

April 4 - #6 – Research - 10 points

April 23-25 – Presentation - 10 points

April 29 - #7 – Final Essay – 10 points

Total = 75

Letter grades for the entire course will be assigned as follows: Final grades are determined by how many points are earned out of a possible total of 100:

92.5 and higher = A; 90.0 to 92.49 = A-; 87.5 to 89.99 = B+; 82.5 to 87.49 = B; 80 to 82.49 = B-; 77.5 to 79.99 = C+; 72.5 to 77.49 = C; 70 to 72.49 = C-; 67.5 to 69.99 = D+; 62.5 to 67.49 = D; 60 to 62.49 = D-; 59.99 and lower = F

Prerequisites or co-requisites: None.

Disability Statement: This course is open to all students who met the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, you may have an opportunity to make up the class or course requirement if you make arrangements by informing me as to the dates of your religious holidays **within two weeks** of the beginning of the semester (or **three days** before any holidays which fall within the first two weeks of class).

COURSE SCHEDULE:

Tuesday January 15 - Course Introduction & Reading the Past

PPT: Introduction to *Insight Philadelphia*

Thursday January 17 – What & Where: Introduction to Archival Holdings

READ:

Insight Philadelphia, pp. IX-22

PPT: Reading Images for Research

Assignment #1 DUE – 5 points

Assignment #1 – 5 points - Introduction

Email me (in the body of the email) a 350 to 500-word statement of purpose including:

- Description of your intellectual interests, educational background, and career goals
- What you hope to achieve by participating in this course
- Contact information if your TU info is not current
- Identification and short description of a place or artifact you'd like to profile

Tuesday January 22 - Introduction to Archival Holdings & Research

REVIEW:

-PPT: Exploring the Equity Club / Phillis Wheatley Social Club

-Websites of Institutional Collections and other resources

Thursday January 24 – Conducting Research in Special Collections – Visit Special Collections Research Center – Paley Lower Level

READ:

Laura Schmidt, *Using Archives: A Guide to Effective Research* (Society of American Archivists, 2011).

Tuesday January 29 – Exploring the Local Past

READ:

Nearby History, Chapter 1 - Why Nearby History? pp. 1-15

Thursday January 31 – Exploring the Local Past

READ:

Nearby History, Chapter 2 - What Can Be Done Nearby? pp. 17-43

Assignment #2 – DUE – Research package for assignment #3 in PPT format - 10 points

Tuesday February 5 – Published and Unpublished Documents

READ:

Nearby History, Chapters 4 and 5, pp. 61-111.

Thursday February 7 – Defining the City's DNA

READ:

Insight Philadelphia, pp. 23-85

Tuesday February 12 – Reading the Built Environment

READ:

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Stewart Brand, “Vernacular: How Buildings Learn From Each Other,” in *How Buildings Learn: What Happens After They’re Built* (New York: Penguin, 1994), pp. 132-155.

Thursday February 14 – Built Environment, continued

READ:

Nearby History: Chapter 9 – Landscapes and Buildings, pp. 177-192

Assignment #3 – DUE - 10 points - 750-900 word illustrated essay

Tuesday February 19 – Themes in Architecture & Urban Design

READ:

Insight Philadelphia, chapter 4, pp. 87-127

Thursday February 21 – Issues in Preservation & Stewardship

READ:

Insight Philadelphia, chapter 5, pp. 129-147

Tuesday February 26 –Traces and Storytelling

READ:

Nearby History, Chapter 3, pp. 45-60.

Thursday February 28 – Working with Artifacts

READ:

-*Nearby History*, Chapter 8, pp. 159-175;

-Steven Lubar and Kathleen Kendrick, Guide to Doing History with Objects,

<http://objectofhistory.org/guide/>

Assignment #4 – DUE - Research package for assignment #5 in PPT format - 10 points

SPRING BREAK - (No classes on Tuesday March 5 & Thursday March 7)

Tuesday – March 12 – Urban Improvements

READ:

Insight Philadelphia, chapter 6, pp. 149-171

Thursday – March 14 – Innovation & Industry

READ:

Insight Philadelphia, chapter 7, pp. 173-196

Tuesday March 19 –Intersections of Public Art, Monuments, Place and Past

READ:

Whose Heritage? Public Symbols of the Confederacy (The Southern Poverty Law Center, ca. 2016) <https://www.splcenter.org/20160421/whose-heritage-public-symbols-confederacy#findings>

Thursday March 21 – What is an appropriate monument for the city of Philadelphia?

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READ:

Monument Lab, Report to the City (October 2018)

<http://monumentlab.com/news/2018/9/30/report-to-the-city>

Assignment #5 – DUE - 750-900 word illustrated essay - 10 points

Tuesday March 26 – Fires & Disasters

READ:

Insight Philadelphia, chapter 9, pp. 219-234

Thursday March 28 – Riots, Upheaval & Protests

READ:

Insight Philadelphia, chapter 10, pp. 235-269

Tuesday April 2 – The Role of Oral History

READ:

Barbara W. Sommer and Mary Kay Quinlan, *The Oral History Manual*, pp. 1-9, 79-81

Thursday April 4 – Oral History Case Study: The Great Migration

READ:

Great Migration - Goin' North <https://goinnorth.org/>; <http://talkinghistory.org/hardy.html>

DUE: Assignment #6 – Research package for final essay – 10 points

Tuesday April 9 – Performance & Entertainment

READ:

Insight Philadelphia, chapter 11, pp. 271-297

Thursday April 11 – Art, Public Art & Landmarks

READ:

Insight Philadelphia, chapter 12, pp. 299-236

Tuesday April 16 – Preserving Material of the Past

READ:

Nearby History, Chapters 10-11, Preserving Material Traces and Research, Writing and Leaving a Record; Appendix B, pp. 193-226 and 263-266.

Thursday April 18 –Workshop

Tuesday April 23 – Presentations – 10 points

Thursday April 25 – Presentations continued - 10 points

Monday April 29 - Assignment #7 – final essay – 10 points