

H547: Historic Site Interpretation
Syllabus
Tuesday, 6:00pm-8:40pm
Room ES 2108

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COURSE DESCRIPTION:

This graduate level seminar is designed to introduce students to the craft of historic site interpretation through readings, assignments, class discussion, guest speakers, case studies, and field trips. Topics to be explored will include current issues in historic site interpretation, the relationship between interpretation and historical scholarship, and the philosophy of meaningful interpretation. Since all quality historic site interpretation is based on scholarship, emphasis will be placed on linking historiography and research methodology with real places for presentation to the public. The course will require students to research a historic site using both primary and secondary sources and then develop either a lesson plan (using the National Park Service's *Teaching with Historic Places* guidelines) or a comprehensive or thematic interpretive plan.

POLICIES:

Attendance

Attendance is required and will be taken at class meetings.

Cheating and plagiarism

Students who cheat or plagiarize will receive a zero for the work in question and will be reported to the Dean. According to the *Academic Handbook*, Indiana University, August 2001, pp. 172-173, "Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism."

For comprehensive information on IUPUI's policy on cheating and plagiarism consult *Code of Student Rights, Responsibilities, and Conduct* available on-line at <http://hoosiers.iupui.edu/studcode/studcode.htm>.

Incompletes

I will be very reluctant to give a grade of Incomplete (I). I assign Incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignments.

Classroom Courtesy

Please arrive on time and turn off cell phones and pagers prior to the beginning of class.

READINGS:

The following are available for sale in the IUPUI bookstore:

- Jennifer Eichstedt and Stephen Small, *Representations of Slavery, Race and Ideology in*

Southern Plantations Museums

- Lawrence Foster, *Religion and Sexuality: The Shakers, the Mormons, and the Oneida Community*, University of Illinois, 1984
- *Interpreting Historic House Museums*, ed. Jessica Foy Donnelly, AltaMira Press, 2002
- Seth Kamil and Eric Wakin, *The Big Onion Guide to New York City*, 2002
- Barbara Abramoff Levy, Sandra Mackenzie Lloyd, and Susan Porter Schreiber, *Great Tours! Thematic Tours and Guide Training for Historic Sites*, AltaMira Press, 2001
- *Restoring Women's History Through Historic Preservation*, ed. Gail Lee Dubrow and Jennifer B. Goodman
- Dorothy Redford Spruill, *Somerset Homecoming*, The University of North Carolina Press, 2000

The following is available at Indy's College Bookstore

- Patricia West, *Domesticating History: The Political Origins America's House Museums*, 1999

The following is available on reserve at the IUPUI Library:

American Sacred Space, ed. David Chidester and Edward Linenthal, 1995. (also available as an electronic resource through IUCAT)

Jay Anderson, *The Living History Reader*, vol. 1, 1991.

Philip Burnham, *How the Other Half Lives*, 1995.

Web resources:

Articles available on-line through University Library Course Reserves

CRM articles are available on-line at www.cr.nps.gov/CRMJournal

ASSIGNMENTS:

Class Participation:

Students will be expected to complete the assigned readings prior to class in order to participate in class discussion. In preparation for the case studies, please review each site's webpage prior to class. In addition, students should review websites for sites that discussed in the readings.

National Park Service sites are italicized and can be accessed via the NPS website at

www.nps.gov.

Field Trips:

Students will be expected to participate in a minimum of five field trips:

March 2nd **Fort Ouiatenon**, <http://www.tcha.mus.in.us/forthistory.htm>

Tippecanoe Battlefield, <http://www.tcha.mus.in.us/battlefield.htm>

Prophetstown, <http://www.prophetstown.org/> and
http://www.in.gov/dnr/parklake/properties/park_prophetstown.html

Wabash and Erie Canal Park and Interpretive Center
<http://www.wabashanderiecanal.org/>
<http://americantrails.org/nationalrecreationtrails/trailNRT/Delphi-IN.html>

- March 9-10th** **Midwest Open Air Museum conference, Glenview, IL***
<http://www.momcc.org/Conferences.htm>
 (if you choose to participate, the Department will provide you with a partial stipend to help cover hotel, registration, and transportation)
- March 16th** **The Hermitage, Nashville, TN***
<http://www.thehermitage.com/>
- March 23rd** **General Lew Wallace Study and Museum, <http://www.ben-hur.com/>**
Eugene V. Debs, <http://www.eugenevdebs.com/index.html>
- March 30th** **Loblolly Marsh and Gene Stratton Porter Limberlost State Historic Site,**
<http://www.genestrattonporter.net/> and
<http://www.in.gov/ism/StateHistoricSites/Limberlost/index.aspx>
- Billy Sunday Home and Visitors Center**
<http://www.villageatwinona.com/billy-sunday-home.asp>
- April 6th** **Pleasant Hill Shaker Village, KY**
<http://www.shakervillageky.org/>
- April 20th** **Levi Coffin**
<http://www.in.gov/ism/StateHistoricSites/LeviCoffinHome/index.aspx>
- Conner Prairie**
<http://www.connerprairie.org>

**Students will need to pay for hotel and possibly admission or registration*

Please review the website for each site prior to our field trip and come prepared to engage in rigorous discussion with the staff members who have graciously agreed to share their expertise.

Written Assignments for Readings:

All written assignments are due one week after the class discussion. Papers must be typed, edited, and demonstrate graduate-level writing skills. When a book is assigned, identify the thesis and supporting arguments. Your focus should be on the book, however, you may also find it relevant to include a brief discussion of the assigned articles/chapter selections. In the case that multiple articles are assigned, create an introductory paragraph that synthesizes your thoughts on the topic. The body of your paper should identify and summarize those articles that best support your introduction. In either case, your review should be no longer than 1-2 pages, single-spaced.

Book/Topic	Due Date
Patricia West, <i>Domesticating History</i>	Jan. 23
Dubrow, <i>Restoring Women's History Through Historic Pres.</i>	Jan. 30
Eichstedt & Small, <i>Representations of Slavery & Spruill, Somerset Homecoming</i>	Feb. 6
Kamil, Wakin, Jackson, <i>The Big Onion Guide</i>	April 3
Foster, <i>Religion and Sexuality</i>	April 10

Review of *Midwest Open-Air Museums Magazine* Due Feb. 20

Review one entire issue of *Midwest Open-Air Museums Magazine*. Read all of the articles, peruse advertisements, notice the professional background of the authors, and look for other clues to assess this publication. Your review should focus on the intended audience and how the material contained within the publication is geared to that audience.

Assignment from *Great Tours!* Due March 20th

Select a site and complete activity 7.1 *Field Assignment—Taking a Tour* on page 103. After completing this assignment, contact education staff to learn more about its docent/interpreter training program. Issues you may want to address:

- Length of training
- Evaluation of new and experienced docents
- Percentage of time dedicated to content vs. interpretive technique
- Format of training (mostly lecture, activities like those in *Great Tours!*)
- Challenges
- Sensitive topics
- Training for working with school tours, mixed audiences, etc.
- Course materials (books, handbooks, worksheets, etc.) Schedule an appointment to review handbooks and other printed material
- Training in visitor services (ADA, membership recruitment, public relations, etc.)
- How are docent/interpreter expectations communicated in the training?

Your 3-4 page single-spaced paper should answer the questions included on worksheet 7.1 and describe the site's docent/interpreter training. What other questions would you add to worksheet 7.1? Did you see a connection between the training format and strategies and your assessment of the tour? Include ideas you have for improving the training to address any weaknesses you observed in the tour.

This website is a pretty good list of historic house museums in Indiana

<http://www.vpa.org/museumsin.html>

Interpretive Project:

The purpose of this assignment is to give students the opportunity to practice the craft of applying historical scholarship to develop an interpretive project. As you will continually hear throughout the semester, all quality historical interpretation is based on scholarship. For the purposes of this assignment, you will select, read, and synthesize the content of three monographs as the basis for your research for your interpretive project. Monograph selection will depend on the site you select and the type of project you choose to create.

Select an interpretive project from one of the following:

- Create a curriculum unit based on the National Park Service's "Teaching With Historic Places" template. Completion of this project would be an excellent addition to a resume and portfolio. Go to www.cr.nps.gov/nr/twhp for more information.
- Assess opportunities for incorporating additional historical scholarship into an existing interpretation or for reinterpreting a site and develop an interpretive plan based on the guidelines for thematic tours described in the readings.
- Develop a special focus tour (i.e. women's history, labor history, environmental history).

Your tour may be of one site, or a walking tour (i.e. Big Onion tours).

- Develop a plan for a series of interpretive programs to enhance the existing interpretation and introduce new audiences to the site.

Consult *Great Tours!* and chapter 2 of *Interpreting Historic House Museums* for guidance.

In order to fulfill the requirements of this assignment, you must demonstrate how the readings you selected provided the content for your project. Historical content should be the driving force for your project. Although the two are inseparable, I will ask you to hand in the historiographical essay first. Your final project will include the essay with the addition of your applied project. You may choose to integrate the two into one large narrative paper or keep them separate. Estimated length of project is 20-25 pages of narrative text (double-spaced) although some of you may want to submit an alternative format. For example, if you choose to do the “Teaching With Historic Places” project, it should be web-based.

Several sites included in our field trips are in need of interpretive projects. For example, the General Lew Wallace site is currently embarking on a major interpretive planning project. Several state parks may also need historical expertise including Fort Harrison. None of the field trip sites has a TWHHP curriculum.

Historiographical essay (3 monographs) due March 27

Final version of interpretive project due May 1st

Oral presentation of Interpretive Project

Students will develop and deliver a 10 to 15 minute presentation of their interpretive project.

GRADING:

Class & field trip participation	25
Book Reviews (5)	25
Review of <i>Midwest Open-Air Museums Magazine</i>	7.5
<i>Great Tours!</i> Assignment	7.5
<u>Interpretive Project (15 historiographic essay/20 interpretive application)</u>	<u>35</u>
	100

COURSE SCHEDULE:

Jan. 9 **Course overview**

Readings: “Homes Sell, and History Goes Private,” *New York Times*, December 31, 2006

Case Studies: Glessner House, Chicago, IL; Robert Mills House, Columbia, SC; Hampton Preston Mansion, Columbia, SC; Historic New England; Newport Mansions, RI

Jan. 16 Political origins of Historic Site Interpretation

Readings: Patricia West, *Domesticating History: The Political Origins America's House Museums*, 1999.

Interpreting House Museums, Intro and Chapter 1, pp. 1-42.

Case Studies:

Betsy Ross House; Juliette Gordon Lowe Birthplace, Savannah, GA; *Sagamore Hill, Oyster Bay, NY* (review planning material on-line); *JFK Birthplace, Brookline, MA*. Review websites of the four sites explored in this book.

Jan. 23 Interpreting Women

**Please hand in list of field trip selections*

Readings: *Interpreting Historic House Museums*, chpt. 4.

Restoring Women's History Through Historic Preservation, ed. Gail Lee Dubrow and Jennifer B. Goodman, chpts 1-2, 5-6, 8-12, 14, 17-19, Afterword.

Case Studies: Review websites of sites discussed in essays from readings

Jan. 30 Interpreting Slavery

Readings: Jennifer Eichstedt and Stephen Small, *Representations of Slavery, Race and Ideology in Southern Plantations Museums*.

Stanley Lemons, "Rhode Island and the Slave Trade," *Rhode Island History*, 2002, pp. 94-104.

Karen Byrne, "We Have a Claim to This Estate: Remembering Slavery at Arlington House," *CRM*, No. 4 (2002), 27-29.

Case Studies: John Brown House, Providence, Rhode Island; *Arlington House*, VA;

Feb. 6 Interpreting Slavery

Readings: Dorothy Redford Spruill, *Somerset Homecoming*;

"Reproduction Stocks Installed at Somerset Place," *Somerset News*, Winter 2004, p. 5-6

Catherine Bishir, *The Bellamy Mansion, Wilmington, North Carolina*, pp. 3-34, 76-79 (optional—please request copy from me)

Case Studies: Somerset Place, NC

<http://www.ah.dcr.state.nc.us/sections/hs/somerset/somerset.htm>

Bellamy Mansion, Wilmington, NC, <http://www.bellamymansion.org/>

Feb. 13 Approaches to site interpretation

Readings:

Interpreting Historic House Museums, chpt. 3, 7

Deborah G. Rossi, "To Build A Historic House: J. Frederick Kelly And The Henry Whitfield House, 1916-1937," *Connecticut History* 2002 41(1): 1-14;

Lorett Treese, "Through A Looking Glass: Colonial and Colonial Revival Hope Lodge, *Pennsylvania Heritage* 1997 23(2): 30-39;

Case Studies: Spencer-Pierce-Little Farm, MA; House museums without furniture: Drayton Hall, Kensington, Bellamy House, *Ulysses S. Grant National Historic Site, St. Louis, MO*; House museums that interpret change over time: Henry Whitfield House, CT; Hope Lodge, PA; Eastern State Penitentiary, <http://www.easternstate.org/> (especially 6 page history).

Feb. 20 Living History, Dramatic Performances, and Open Air Museums

Readings:

Jay Anderson, *The Living History Reader*, 1991, Intro, Part II, IV, and V;

Patricia Mandell, "Details, Details, Details: At Plimoth Plantation, The Quest For 17th-Century Authenticity Never Ends. Polyester Is Out, Tree Stumps Are In, And The *Mayflower* Has A New Coat Of Paint," *Americana* 1989 17(5): 48-54;

Michelle Evans, "Conner Prairie and Funerals," *Midwest Open-Air Museums Magazine*, 2000, vol. xi, no. 2, pp. 11-13.

Nancy Kriplen, "On The Stump At Conner Prairie," *American History Illustrated* 1984 19(7): 34-39;

Steve Davis, Rick Finch, and Sandi Yoder, "Get Your Grip on History at Living History Farms," *History News*, vol. 59, no. 4, Autumn 2004, pp. 28-29.

Thomas A. Woods, "Living Historical Farming: A Critical Method For Historical Research And Teaching About Rural Life," *Journal of American Culture* 1989 12(2): 43-47.

Burnham, *How the Other Half Lives*, pp. 28-34.

Case Studies: sites from Anderson; Plymouth Plantation, MA; Mystic Seaport, CT; Old Salem, NC;

Feb. 27 Developing Interpretive Plans

Readings:

Interpreting Historic House Museums, chpts. 2, 6, 9

Cary Carson, "Colonial Williamsburg And The Practice Of Interpretive Planning In American History Museums," and Ayres, Edward, Colonial Williamsburg's Choosing Revolution Storyline," *The Public Historian* 1998 20(3): 11-92.

Fort Raleigh National Historic Site Historic Resource Study, 1999. Long Range

Interpretive Plan available on-line at <http://www.nps.gov/archive/fora/mgt.htm>

Case studies: *Fort Raleigh, Roanoke, NC;*

Mar. 6 Docent Training & Museum Myths

Readings: *Interpreting Historic House Museums*, chpts. 8-14; Barbara Abramoff Levy, Sandra Mackenzie Lloyd, and Susan Porter Schreiber, *Great Tours! Thematic Tours and Guide Training for Historic Sites*, 2002; "Myths of Charleston,"

Mar. 13 SPRING BREAK

Mar. 20 Immigrant and Labor History

Readings:

Bodnar, John Bodnar, "Symbols and Servants: Immigrant America and The Limits Of Public History," *Journal of American History* 1986 73(1): 137-151; Kristin Herron, "Re-discovering Lost Lives--Domestic Servants at Glenmont, Edison NHS," *CRM Magazine*, vol. 20, no. 3, 1997; Dara Horn, "The Tenement Museum," *American Heritage* 2000 51(2): 52-58, 60; Theodore Z. Penn, "The Slater Mill Historic Site And The Wilkinson Mill Machine Shop Exhibit," *Technology and Culture* 1980 21(1): 56-66; Dublin, Thomas. "Lowell, Massachusetts And The Reinterpretation Of American Industrial Capitalism," *Public Historian* 1989 11(4): 159-164. Burnham, *How the Other Half Lives*, pp. 138-145.

Case Studies: *Lower East Side Tenement Museum, NYC; Ellis Island, NYC; Lowell National Historic Park, MA; Slater Mill, Pawtucket, RI; Hopewell Furnace, PA;*

Mar. 27 Walking Tours and Historic Transportation Corridors

Readings: Kamil, Wakin, Jackson, *The Big Onion Guide to New York City: Ten Historic Tours*, 2002; "Historic Transportation Corridors," *CRM Magazine*, vol. 16, no. 11, 1993.

Case Studies: *Blackstone River Valley National Heritage Corridor, RI, MA; all sites in CRM*

Apr. 3 Separation of Church and Site

Readings: Foster, *Religion and Sexuality*; William Moore, "Interpreting the Shakers: Opening the Villages to the Public, 1955-1965," *CRM: The Journal of Heritage Stewardship*, Winter 2006.
http://crmjournal.cr.nps.gov/04_article_sub.cfm?issue=Volume%203%20Number%201%20Winter%202006&page=1&seq=2

Case Studies: Beehive House, Salt Lake City, UT; *Pipe Springs*, AZ; Hancock Shaker Village; Canterbury Shaker Village.

Apr. 10 **Military History Sites & Sacred Space**

Readings: Robert Hayashi, “Transfigured Patterns: Contesting Memories at the Manzanar National Historic Site,” and Frank Hays, “The National Park Service: Groveling Sychophant or Social Conscience: Telling the Story of Mountains, Valleys, and Barbed Wire at Manzanar National Historic Site,” *The Public Historian*, Fall 2003, pp. 51-80.

Chidester & Linenthal, *American Sacred Space*, Introduction & chpts 2-4.

Stephen C. Jett, “Respecting Sacred Landscapes. Navajo Sacred Places: The Management and Interpretation of Mythic History,” *The Public Historian*, Spring 1995, 39-47.

Burnham, *How the Other Half Lives*, pp. 3-40.

Robert Utley, “Whose Shrine is it? The Ideological Struggle for Custer Battlefield,” *Montana: the Magazine of Western History*, Winter 1992, pp. 70-74.

Douglas C. McChristian, “In Search of Custer Battlefield,” *Montana: the Magazine of Western History*, Winter 1992, pp. 75-76.

Case Studies: *Valley Forge, PA; Manzanar, USS Arizona, Battleship North Carolina; Fort Macon, NC; Fort Sumter, SC; Little Bighorn Battlefield National Monument, MT.*

Apr. 17 **Landscape, Architecture & the environment**

Tentative meeting at Lilly House, 4000 Michigan Road, Indianapolis, 46208

Readings:

Interpreting Historic House Museums, chpt. 5

Case Studies: Frank Lloyd Wright, *Frederick Law Olmstead, MA;*

Apr. 24 **Class Presentations**

May 1 **Class Presentations**

Syllabus is tentative and subject to change