Public History of the Built Environment: Theory and Practice

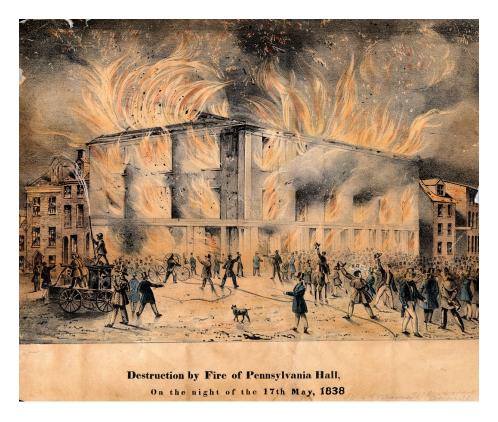
HSPV 534 – Spring Semester 2022 Class Time: Thursdays, 1:30-4:20 PM

Location: TBD

Instructor: Elizabeth Milroy

Email: TBD

Office Hours: Generally, Wednesdays, 2-5, but please schedule in advance via email.



This seminar will explore ways of bringing histories of place before the public. How do designed places and structures inform or reflect the ways in which individuals, communities, and nations remember and forget? While landscapes and buildings are in one sense simply large forms of material culture, they work differently than smaller objects and collections in forming frameworks for public and private life. The seminar will foreground interpretation and dissemination through multiple media – everything from signage and public monuments to websites and exhibits. It is not an introduction to the technical aspects of those media but a chance to reflect critically on the strengths and weaknesses of historiographies in different contexts. In addition to discussing readings in history, art history, historic preservation, sociology, anthropology, geography and material culture, students will design and conduct original research projects that may involve:

- The exploration of a particular landscape feature, building, or object.
- Archival research involving architecture, planning, infrastructure, civic culture, and historical commemoration.
- Interviews with Philadelphians from diverse backgrounds about their experiences of various urban landscapes.
- The conceptual design of monuments, installations, public events, and other forms of commemoration.

Core Texts (available via Franklin)

Barber, Sarah and Corinna M. Peniston-Bird, (eds.). *History Beyond the Text: A Student's Guide to Approaching Alternative Sources*. Oxon, UK: Routledge, 2009.

Cresswell, Tim. Place: A Short Introduction. Malden, MA: Blackwell Publishing, 2004.

DuBois, W.E.B., *The Philadelphia Negro: A Social Study* [1896] (Philadelphia: University of Pennsylvania Press, 1996).

Kaufman, Ned. *Race, Place, and Story: Essays on the Past and Future of Historic Preservation.* New York: Routledge, 2009.

Participation & Classroom Conduct

Attendance at all scheduled meetings is mandatory and <u>students must come to class ready to discuss</u> <u>assigned readings</u> (this is what keeps a seminar afloat). Each student is permitted one unexcused absence without a doctor's note over the course of the semester. Students are responsible for any work missed while absent.

Class-time use of electronic devices other than those required for participation in class activities is prohibited without written consent from the instructor.

Expectations for Written Assignments

Grades will reflect the substance and persuasiveness of your argument, your ability to advance new ideas, your analysis and synthesis of supporting evidence, your grasp of the course's themes, your use of scholarly apparatus (footnotes, bibliography, etc.), and your familiarity with the mechanics of writing (e.g., spelling, grammar, punctuation, sentence and paragraph structure). All written submissions except Weekly Observations must employ the conventions of academic citation, and even the Observations will benefit from citation of page numbers.

Written assignments should use:

- 12-point type, with 1" margins all around
- page numbers at bottom
- footnotes (not endnotes) following the Chicago Manual of Style

Assignments

Weekly Observations & Questions. Beginning in Week 2, use our Canvas website to upload a Word document with two paragraphs of reflections on that week's readings. These should be submitted by 5 p.m. on the evening before class, tie into previous weeks' readings when possible, and aim to promote discussion during class.

Accordingly, please make sure to include two to three brief questions at the bottom of your page. These submissions and class participation count for 30% of your final grade.

Assignment 1: Close Study. For this assignment, you will pick an object, building, or site as a focus point for indepth research. Although you should make this choice with an eye to Assignment 2 (see below), we recognize that your subsequent research may shift or broaden your focus, e.g., from a building to a building type, a single monument to "Remembering the Lenni Lenape in Tacony," or an object to an industry. In any case, expect to relate your chosen subject to the project you undertake in the final assignment (a substantial amount of your research should carry over). For this first assignment, you will write a 8-10-page paper (length does not include images, footnotes, and bibliography) that explains what you have learned through archival research and close physical analysis of your chosen "thing." <u>Due March 17th by 5pm; counts for 30% of your final grade.</u>

Assignment 2: Going Public. Since a major goal of this course is to encourage creative forms of interpretation, your final project may take the form of an On-the-Ground Tour, an On-Site Interpretive Program, a Site-Based Curriculum, an Exhibit, a Monument (broadly defined), or a Website. An extensive, well-researched article or blog post for a venue such as *Hidden City* or History@Work (https://ncph.org/history-at-work/ may also be acceptable. In any case, you should expect to provide 15 pages of double-spaced text accompanied by scholarly apparatus (footnotes or endnotes), and supporting materials (e.g., floor plan and case layouts for an exhibit, specifications and drawings for a monument). While neither the supporting materials nor the scholarly apparatus count toward the official length of the submission, they are integral to its success. Due May 10th, at 5PM; counts for 40% of your final grade.

Academic Integrity

Everyone, at all times, is expected to abide by the academic honesty principles set out in the University's Code of Academic Integrity—see

https://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity

Land Acknowledgment

This course is being taught in and from Philadelphia, Pennsylvania, and we respectfully acknowledge our location upon the Lenapehoking, the ancestral and spiritual homeland of the Lenni-Lenape, their kin and neighbors. We acknowledge the importance of recognizing the colonial warfare and removal practices that displaced this land's original inhabitants or drove them into hiding. We also recognize and support the ongoing struggle for sovereignty and self-determination faced by indigenous groups both here and across the world. As researchers, practitioners, and students committed to the land and its vast collectives, we commit to strive toward policies and practices that work more closely with indigenous communities, listen to and value their knowledge and perspectives, and recognize their continued presence on and relationships with their ancestral homelands.

Land Acknowledgment Resources

Angela Flournoy - What Does It Mean to Acknowledge the Past?

https://www.nytimes.com/2016/12/31/opinion/sunday/what-does-it-mean-to-acknowledge-the-past.html Indigenous Land Acknowledgement, Explained

https://www.teenvogue.com/story/indigenous-land-acknowledgement-explained

Chip Colwell – "Why Land Acknowledgements Matter" https://www.sapiens.org/culture/land-acknowledgment/#:~:text=Like%20a%20memorial%2C%20land%20acknowledgment,about%20a%20region's%20Indigenous%20history.

Native Governance Center – "A Guide to Indigenous Land Acknowledgement" https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/

Guide to Indigenous Land and Territorial Acknowledgements for Cultural Institutions

http://landacknowledgements.org/wp-content/uploads/2018/10/Acknowledgement-Guide-finalfinal.pdf

CBC Radio – "I regret it: Hayden King on writing Ryerson University's territorial

 ${acknowledgment"} \underline{\text{https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371}$

Course Calendar

Barring unforeseen circumstances, any changes to the syllabus made during the term will be communicated by the instructor to students at least one week in advance via email and on Canvas

Week 1 (January 13) Introduction

Overview of course syllabus, objectives, sites, tools, & repositories.

Week 2 (January 20) Public History of the Built Environment – What, Where, Why

Michael Crowley and Jennifer Schuessler, "Trump's 1776 Commission Critiques Liberalism in Report Derided by Historians," *New York Times*, 18 January 2021.

Rosenzweig and Thelen, "The Presence of the Past: Popular Uses of History in American Life," chapter 2 in Kean and Martin, eds., *The Public History Reader*, 30-55.

Labrador and Silberman, "Introduction: Public History as Social Practice," in *The Oxford Handbook of Public Heritage Theory and Practice*, 1-17.

Paul Groth, "Frameworks for Cultural Landscape Study" in Paul Groth and Todd W. Bressi, eds., *Understanding Ordinary Landscapes* (New Haven: Yale University Press, 1997), pp. 1-21.

Week 3 (January 27) Place and People: Methodology, Philadelphia

Cresswell, Place, 1-51.

Steven Conn, *Metropolitan Philadelphia: Living with the Presence of the Past* (Philadelphia: University of Pennsylvania Press, 2006), 29-41.

Gary Nash, First City: Philadelphia and the Forging of Historical Memory (Philadelphia: University of Pennsylvania Press, 2002), chap. 1.

W.E.B. DuBois, *Philadelphia Negro*, 1-9, 46-65 (skim), 287-308.

Week 4 (February 3) Place and People pt. 2: Germantown Then and Now

Guest Lecture and Virtual Tour (first half of class): Laura Keim, Curator, Stenton

S. F. Hotchkin, *Ancient and Modern Germantown, Mount Airy and Chestnut Hill* (Philadelphia: P.W. Zeigler & Co., 1889), 9-29, skim 30-45.

Elijah Anderson, *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (New York: W.W. Norton & Co., 1999), 15-34.

Katie Day, Faith on the Avenue: Religion on a City Street (New York: Oxford University Press, 2014), chap. 1.

Week 5 (February 10) Material Culture and History – The American Galleries at the Philadelphia Museum of Art

Cary Carson, "Doing History with Material Culture," in Ian Quimby, ed., *Material Culture and the Study of American Life* (New York: W.W. Norton & Co., 1978), 41-74.

Jules David Prown, "Mind in Matter: An Introduction to Material Culture Theory and Method," in Robert Blair St. George, ed., *Material Life in America*, 1600-1860 (Boston: Northeastern University Press, 1988), 17-37. Dell Upton, "The Power of Things: Recent Studies in American Vernacular Architecture," *American Quarterly* 35, no. 3 (1983): 262-279.

Laura Keim, "Remembering the Olden Time: John Fanning Watson's Cultivation of Memory and Relics in Early National Philadelphia," in George Boudreau and Margaretta Lovell, eds., *A Material World: Culture, Society, and the Life of Things in Early Anglo-America* (University Park: Pennsylvania State University Press, 2019), pp. 289-315.

4

Week 6 (February 17) Story and Memory

Ned Kaufman, *Race, Place, and Story: Essays on the Past and Future of Historic Preservation* (New York: Routledge, 2009), 1-20, 38-74.

Corinna M. Penniston-Bird, "Oral History: The Sound of Memory," in Barber & Penniston-Bird, 105-121.

David Young, The Battles of Germantown (Philadelphia: Temple University Press, 2019), 43-88.

Thomas E. Clemens, *Quaint Old Landmarks in East Germantown* (East Germantown: printed for the author, 1939), 6-48.

Harry M. Tinkcom and Margaret B. Tinkcom, *Historic Germantown From the Founding to the Early Part of the Nineteenth Century: A Survey of the German Township* (Philadelphia: American Philosophical Society, 1955) – **skim**, examining maps and floor plans.

Week 7 (February 24) Groups and Identities, Buildings and Stories

Dolores Hayden, The Power of Place, 44-48, 53-62.

Ned Kaufman, *Race, Place, and Story: Essays on the Past and Future of Historic Preservation* (New York: Routledge, 2009), 75-92.

Sam Otter, *Philadelphia Stories: America's Literature of Race and Freedom* (New York: Oxford University Press, 2010), 3-24.

Noel Ignatiev, How the Irish Became White, chap. 6 (pp. 148-176 in 1995 edition).

DuBois, Philadelphia Negro, ch. 15.

Mark Pfeifer (interviewer) and Elizabeth Geary (interviewee), "Of Life in McNabbtown and East Germantown," *Germantown Crier* 69, no. 1 (Spring 2019): 32-42.

J. Gordon Baugh, Souvenir of Germantown (1913) digital scan.

Week 8 (March 3) Industry

Philip Scranton, *Proprietary Capitalism: The Textile Manufacture at Philadelphia, 1800-1885* (New York: Cambridge University Press, 1983), 224-271.

Society for Industrial Archaeology, Oliver Evans Chapter, *The Workshop of the World: A Selective Guide to the Industrial Archeology of Philadelphia* (Wallingford, PA: Oliver Evans Press, 1990), II-2 through II-8 and 3-1 through 3-15.

Martha C. Halpern, "Germantown, Philadelphia: An Émigré Textile Settlement, c.1680-1960," *Textile History*, vol. 29, Issue 2 (January 1998): 157-176.

Spencer, Historic Germantown, chapter 8, 62-68.

Contosta and Franklin, *Metropolitan Paradise*, "Industrial Powerhouse, 1690-1830," v. 1, pp. 104-148, **skim**. Copy on reserve in **Fisher Fine Arts.**

Peruse Adam Levine's website, especially on creeks: http://www.phillyh2o.org/creek.htm

SPRING BREAK - NO CLASS March 10th

Week 9 (March 17) Suburban Landscapes, Suburban Lots – ASSIGNMENT 1 DUE

Paul Groth, "Lot, Yard, and Garden: American Distinctions," Landscape 30:3 (1990): 29-35.

Marina Moskowitz, "Backyards and Beyond: Landscapes and History," in *History and Material Culture: A Student's Guide to Approaching Alternative Sources*, Karen Harvey, ed. (New York: Routledge, 2009), 67-84. Elizabeth Milroy, "Greening the Consolidated City," in *The Grid and the River: Philadelphia's Green Places*, 1682-1876 (University Park: Penn State University Press, 2016), 239-268.

Sources on Pulaskitown; Wiese on Af-Am Suburbs

Week 10 (March 24) Houses

Thomas Carter and Elizabeth Cromley, *Invitation to Vernacular Architecture* (Knoxville: University of Tennessee Press, 2005), 45-64.

John A. Herbst, "Historic Houses," in Warren Leon and Roy Rosenweig, *History Museums in the United States: A Critical Assessment* (Urbana: University of Illinois Press, 1989), 98-114.

Neil Harris, Building Lives: Constructing Rites and Passages, 1-5, 130-152 plus endnotes.

Daniel Bluestone, *Building, Landscapes, and Memory: Case Studies in Historic Preservation* (New York: W.W. Norton & Co., 2011), 78-103 (on Dutch homesteads).

Week 11 (March 31) Nature Remade – IN CLASS: Choose a Reading from Next Week's Student Picks.

Frederick Law Olmsted, "Park" (1875) in Robert Twombly, Frederick Law Olmsted: Essential Texts (New York: Norton, 2010), 253-282.

Tom Williamson, "Landscape: The Configured Space," in Barber and Penniston-Bird, 136-154.

Matthew Gandy, Concrete and Clay: Reworking Nature in New York City (Cambridge, MA: MIT Press, 2002), 19-59.

Anne Whiston Spirn, "Landscape Literacy and Design for Ecological Democracy: The Nature of Mill Creek, West Philadelphia," in Henrik Ernstson and Sverker Sorlin, eds., *Grounding Urban Natures: Histories and Futures of Urban Ecologies* (Cambridge, MA: MIT Press, 2019), 109-136.

Elizabeth Milroy, "The Fairmount Park Commission," in *The Grid and the River: Philadelphia's Green Places,* 1682-1876 (University Park: Penn State University Press, 2016), 239-268.

Week 12 (April 7) Tourism, Recreation, and Promotion

Will B. Mackintosh, *Selling the Sites: The Invention of the Tourist in American Culture* (New York: NYU Press, 2019), 1-21.

Philip Stevick, *Imagining Philadelphia* (Philadelphia: University of Pennsylvania Press, 1996), 40-54.

David R. Contosta, "Philadelphia's 'Miniature Williamsburg': The Colonial Revival and Germantown's Market Square," *Pennsylvania Magazine of History and Biography* 120, no. 4 (October 1996): 283-320.

Then each student picks one of the following to present:

Charles F. Jenkins, *Guide-Book to Historic Germantown* (Philadelphia: Innes & Sons for the Site and Relic Society of Germantown, 1902).

Germantown Past and Present: Business Men's Parade Souvenir (Germantown: Germantown Independent Gazette, 1896).

Francis Burke Brandt and Henry Volkmar Gummere, *Byways and Boulevards in and about Historic Philadelphia* (Philadelphia: Corn Exchange National Bank, 1925), "Route 3: Founding and Founders of Germantown," 41-49. Cornelius Weygandt, "The Wissahickon and the World," in *The Wissahickon Hills* (Philadelphia: University of Pennsylvania Press, 1930) 25-50.

Alfred Bendiner, Bendiner's Philadelphia (New York: A.S. Barnes & Co., 1964, originally pub. 1961), 76-83.

Week 13 (April 14) Monuments and Public Art

Invited Speakers: Paul Farber

Erika Doss, *Memorial Mania: Public Feeling in America* (Chicago: University of Chicago Press, 2010), 313-349. Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America* (Princeton: Princeton University Press, 1997), 162-208.

Dell Upton, "Why Do Contemporary Monuments Talk So Much?" in David Gobel and Daves Rossell, eds., *Commemoration in America: Essays on Monuments, Memorialization, and Memory* (Charlottesville: University of Virginia Press, 2013), 11-35.

Paul Farber and Ken Lum, eds. *Monument Lab: Creative Speculations for Philadelphia*. Philadelphia: Temple University Press, 2020, preface and "Battle is Joined," x-xv and 147-154.

Week 14 (April 21) Final Presentations

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COURSE BIBLIOGRAPHY (a work in progress)

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- Cauvin, Thomas. Public History: A Textbook of Practice. New York and Oxford: Routledge, 2016.
- Cresswell, Tim. Place: A Short Introduction. Malden, MA: Blackwell Publishing, 2004.
- Fellows, Will. A Passion to Preserve: Gay Men as Keepers of Culture. Madison: The University of Wisconsin Press, 2004.
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- Hurley, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010.
- Kean, Hilda and Paul Martin, eds. The Public History Reader. New York and London: Routledge, 2013.
- Labrador, Angela M., and Neil Asher Silberman, eds. *The Oxford Handbook of Public Heritage Theory and Practice*. Oxford: Oxford University Press, 2018.
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- Loewen, James W. Lies Across America: What Our Historic Sites Get Wrong. New York: The New Press, 1999.
- Lyon, Cherstin, M., Elizabeth M. Nix, and Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Lanham, MD: Rowman & Littlefield, 2017.
- Chad, Randl and Gregory Donofrio (eds.) Preservation Education and Research 10 (2018).
- Ritchie, Donald A. *Doing Oral History: A Practical Guide [to] Using Interviews to Uncover the Past and Preserve it for the Future*. Oxford: Oxford University Press, 2003.
- Storey, William Kelleher. Writing History: A Guide for Students. Oxford: Oxford University Press, 1999 and subsequent reprints.
- Van Balgooy, Max. *Interpreting African American History and Culture at Museums and Historic Sites*. Lanham, Maryland: Rowman and Littlefield, 2015.

Buildings, Landscapes, Memory

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- Bluestone, Daniel. Buildings, Landscapes, and Memory: Case Studies in Historic Preservation. New York: W.W. Norton and Co, 2001.
- Foote, Kenneth. Shadowed Ground: America's Landscapes of Violence and Tragedy. Austin: University of Texas Press, 1997.
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- Kelman, Ari. A Misplaced Massacre: Struggling over the Memory of Sand Creek. Cambridge, MA: Harvard University Pres, 2013.
- Longstreth, Richard, ed. *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*. Minneapolis: University of Minnesota Press, 2008.
- Schama, Simon. Landscape and Memory. New York: Alfred A. Knopf, 1995.
- Wilson, Chris. The Myth of Santa Fe: Creating a Modern Regional Tradition. Albuquerque: University of New Mexico Press,

Houses

- Butcher-Younghans, Sherry. *Historic House Museums: a Practical Handbook for Their Care, Preservation, and Management.*New York: Oxford University Press, 1993.
- Clark, Clifford E. "Domestic Architecture and an Index to Social History: The Romantic Revival and the Cult of Domesticity in America, 1840-1870." *Journal of Interdisciplinary History* 7, no. 1 (1976): 33-56.
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Memory

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso, 1983.
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Tourism

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Material Culture

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Place

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Monuments and Public Art

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