Nicknamed “the cradle of Revolution” the city of Boston possesses an indelible connection to the events that helped to spark the American Revolution. Within its limits and surrounding area remain commemorations of the people, places, and ideas that gave birth to the United States. Today, Boston’s Freedom Trail attracts over four million visitors each year and continues the city’s Revolutionary legacy. But how is this history presented? This course will examine the ways in which history is presented for public consumption. This class will be centered on Boston’s Revolutionary past and its connections to public and digital history. Students will receive a background in archival training, exhibit creation, writing for a general audience, digital mapping, and website creation. The goal of this course is to understand how to present history beyond academia. Students will learn not only how public and digital history are used, but will make their own contributions to these fields.

Course Goals

- Introduction to public history and digital humanities
- Creation of a public history website with a digital component
- Present historical themes to the public
- Learn the history of Revolutionary era Boston
- Develop strong interpretive skills through analysis and discussion
- Engage students in writing and research
- Acquaint students with archival and primary research
- Participate in historical tours and reenactments

Requirements and Grading

Tour and Scavenger Hunt on the Freedom Trail: (5%) Take a tour of the Freedom Trail, which leaves from Boston Common. Each team will be responsible for taking a tour, answering the scavenger hunt clues, and taking a group photo with their tour guide.
http://thefreedomtrail.org/book-tour/
Due: Feb. 3.

Archives & Special Collections Spotlight: (20%) Each student will write a 500-word article on an item housed within the Brandeis’ archival collections. The top three articles will be submitted for publication on the library’s official website. Students must select their topic from a list of choices by Jan. 15. Those articles selected for publication may be subjected to additional editing/revision. All students must meet with the instructor and/or TA to discuss the drafts. Draft due: Feb. 5. Final Article Due: Feb. 12.

Exhibit Participation/Preparation: (20%) Students will develop and participate in an exhibit/commemoration of the 250th Anniversary of the Stamp Act and its history from passage to repeal in Boston. Each student will be assigned a task from a list that includes: publicity, image editing, co-curators, historical interpreter, guest services, and production. Students will also visit the Massachusetts Historical Society exhibit on the American Revolution. Due: varies depending on assignment, exhibit date Mar. 24

- Publicity: posters, copies, emails (2)
- Guest services: greeting visitors, passing out flyers, refreshments, and providing information (3)
- Historical interpreters: answer questions and explain the perspective of or play one of the following roles in character: Samuel Adams, James Otis, Thomas Hutchinson, Andrew Oliver, John Adams, John Hancock, Mercy Otis Warren, Benjamin Franklin (8)
- Image Design/Acquisition/Editing: locate and prepare images/art for display (2)
- Production: Prepare displays for materials (2)

Historic Site/Event Evaluation: (25%) Each student will write a 500-word article evaluating and reviewing the history, portrayal, and historical accuracy of a site and/or event commemorated along Boston’s Freedom Trail. It must be accompanied by both historical images and original photographs with descriptions (not part of the word count). Students must select their topic from a list of choices by Feb. 10. Each article will be featured on the course website, “Following the Freedom Trail.” These articles will also be peer-reviewed on at least two occasions. All students must meet with the instructor and/or TA to discuss the drafts. Each student must visit and/or take a tour of the location they select. Draft 1 Due: Feb. 24; Draft 2 Due: Apr. 14; Final Version Due: Apr. 21.

Choose one of the following: Boston Common, Granary Burial Ground, Old South Meeting House, Old State House, Site of the Boston Massacre, Faneuil Hall, Paul Revere House, Old North Church, Bunker Hill, Site of the Liberty Tree, the Black Heritage Trail, the Green Dragon Tavern, Boston Common Central Burial Ground, Benjamin Franklin’s Birthplace, Longfellow House/Washington’s Headquarters, Dorchester Heights, Copp’s Hill Burying Ground, Powder House Square, Boston Tea Party Ships and Museum, Massachusetts Historical Society, Boston Women’s Heritage Trail, Boston Massacre Monument.
Website Design/Digital Content Creation: (10%) Each student/group will be assigned a specific task for creating/editing/selecting/uploading digital content for the course website. Portions of this work will be completed in class and at home. Due: varies depending on assignment

Class Participation and Attendance: (20%) Each student is required to actively attend and participate in class discussions, bring up relevant points for inquiry, ask appropriate questions, and show a prior knowledge of the assigned readings. Students will also engage in in-class assignments, workshops, website creation/management, exhibit/website premiere development, and deliver research presentations.

All assignments are to be turned in (in hard copy) and uploaded to the course website by the end of the class they are due. No e-mailed papers will be accepted. Late papers will be marked down 1/3 of a grade per day. All assignments must be submitted in order to pass the course. All papers must receive at least one session at the Writing Center, thus no standard 24-hour extensions will be given for making an appointment.

Academic Accommodations

If you are a student with a disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me.

Academic Integrity

Please review the University policies on academic integrity, described in Section Four of the Rights and Responsibilities handbook: (http://www.brandeis.edu/studentaffairs/srcs/rr/RR11.12.pdf)

Books and Articles

Required Texts

Archer, Richard. As If an Enemy’s Country: The British Occupation and the Origins of Revolution
Boston and the American Revolution: Boston National Historical Park, Massachusetts (National Park Service Handbook)
Young, Alfred. The Shoemaker and the Tea Party
Fischer, David Hackett. Paul Revere’s Ride
Gladstone, Steve. Freedom Trail Boston - Ultimate Tour & History Guide
Philbrick, Nathaniel. Bunker Hill: A City, a Siege, a Revolution
York, Neil L. The Boston Massacre: A History with Documents

Course Schedule, Readings, and Assignments

1. (Jan. 13) Introduction: Colonial and Revolutionary Boston, Public History, and Digital Humanities
Discussion of possible spotlight and evaluation topics

2. (Jan. 15) Meet at the Robert D. Farber Archives & Special Collections (Goldfarb Library Level 2): An Introduction to Using Archives and Special Collections Materials

   Special Guests: Anne Woodrum (Special Collections Librarian) and Maggie McNeely (University Archivist)

   **Spotlight topics due**

3. (Jan. 20) The Stamp Act, Riots, Taxes, and Occupation

   Archer, p. 65-144.

4. (Jan. 22) How to Read Eighteenth-Century Sources

   **Assignment, Jan. 25-27:** Watch the “Sons of Liberty” on the History Channel 9pm.

5. (Jan. 27) Meet at the Robert D. Farber Archives & Special Collections (Goldfarb Library Level 2): Manuscript and Rare Book Research Tutorial

   Special Guests: Anne Woodrum (Special Collections Librarian) and Maggie McNeely (University Archivist)

6. (Jan. 29) Meet at the Robert D. Farber Archives & Special Collections (Goldfarb Library Level 2): Creating an Exhibit: Tutorial and Workshop

   Special Guest: Surella Seelig (Archives and Special Collections Coordinator)
   Tour: Brandeis Archival Exhibit
   Discussion and Training

7. (Feb. 3) The Boston Massacre


   Archer, p. 207-230

   York, p. 3-47, 145-157, 216-238

   Young, p. 33-41.

   **Tour/Scavenger Hunt assignment due**
8. (Feb. 5) **Meet at the Goldfarb Library (Room TBD):** Understanding Digital Humanities

   Special Guest: Patrick Gamsby (Scholarly Communication Librarian)

   **Spotlight Draft due**

9. (Feb. 10) From the Tea Act to the Tea Party


   **Evaluation Topic Due**

10. (Feb. 12) Writing for the Web: Website Design and Blog Posts

    Freedom Trail
    [http://www.thefreedomtrail.org/index.html](http://www.thefreedomtrail.org/index.html)
    Boston Women’s Heritage Trail
    Black Heritage Trail
    [http://www.afroammuseum.org/trail.htm](http://www.afroammuseum.org/trail.htm)

   **Spotlight articles due**

11. (Feb. 17) - No Class

12. (Feb. 19) - No Class

13. (Feb. 24) Peer Review Workshop: **Evaluation Draft 1**

14. (Feb. 26) Digital Mapping

    Special Guest: Abby Mullen (Digital Historian, Northeastern University)
    Assignment TBD

    **Feb. 27-Mar. 10 Visit the Massachusetts Historical Society’s “God Dave the People!: From the Stamp Act to Bunker Hill.”**
    [http://masshist.org/2012/exhibitions](http://masshist.org/2012/exhibitions)

15. (Mar. 3) The Power of Images: From Portraits and Engravings to Photos and Videos

    “The Bloody Massacre,” [Engraving by Paul Revere].

16. (Mar. 5) Presenting History: Tour Guides and Interpreters
Ross, Pippin. “Becoming a freedom trail player: on Boston's 2.5-mile Freedom Trail, the birth of the American Revolution comes alive--but only if the tour guide brings it to life.(Here in New England),” *Yankee*, May-June, 2011, Vol.75(3), p.16(6)


17. (Mar. 10) Fact and Fiction: The Midnight Ride of Paul Revere

   Fischer, p. 93-112, 138-183
   Henry Wadsworth Longfellow, “Paul Revere’s Ride”
   *[http://poetry.eserver.org/paul-revere.html](http://poetry.eserver.org/paul-revere.html)*

18. (Mar. 12) Artifacts and Material Culture


   Discussion of MHS exhibit.


20. (Mar. 19) Exhibit Preview/Rehearsal

21. (Mar. 24) 250Th Anniversary of the Stamp Act Commemoration/Exhibit

   Location: TBD
22. (Mar. 26) Bunker Hill or Breed’s Hill?

Philbrick, p. 161-230


23. (Mar. 31) The Siege and Evacuation of Boston

Philbrick, p. 231-291

Richard Frothingham, *History of the Siege of Boston*, p. 207-297 selections. (http://galenet.galegroup.com.resources.library.brandeis.edu/servlet/Sabin?dd=0&finalAuth=true&locID=mlin_m_brandeis&d1=SABCP01358400&src=servlet/Sabin?dd=0&finalAuth=true&locID=mlin_m_brandeis&d1=SABCP01358400&src=0&an=SABCP01358400&d2=3&docNum=CY3801961232&h2=1&af=RN&d6=3&ste=10&dc=tiPG&stp=Author&d4=0.33&d5=d6&ae=CY101961230)

24. (Apr. 2) What’s Missing from the Freedom Trail?


Young, p. 108-142.

25. (Apr. 7) - No Class

26. (Apr. 9) - No Class

27. (Apr. 14) Peer Review Workshop: **Evaluation Draft 2**

28. (Apr. 16) Contested Memory


Young, p. 143-194.

29. (Apr. 21) Research Presentations

**Final Historic Site/Event Evaluation Due**
30. (Apr. 23) Research Presentations

31. (Apr. 28) Final Website Editing / Mock-Premiere

**Website Premiere** – TBD (Apr. 30-May 7)