Prepare for Careers in Public History

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Archives
Museums
Art Galleries
Smithsonian Parks
Historic sites
Historical Associations
Cultural Heritage
Research Institutes
Camps
National and State Parks
Conservatories
Colleges

Pictured: Tenement Museum NYC

*Historical Preservation Sites*
*Special Collections * National Park Service
* Arts and Humanities Councils *
Public History Certificate

Earn your Public History Certificate in 15 credit hours:

1. History Workshop 506:299 [also counts for your history major]
2. Public History 506:301
3. Introduction to Oral History 506:302 and/or Digital History 506:303
4. One elective from attached list of classes http://history.rutgers.edu/undergraduate/public-history-certificate
5. Public History Internship 506:451

Rutgers’ public history certificate program trains students to think critically about the public presentation of history and culture. Students will develop tangible skills that enable them to pursue graduate study in a number of fields as well as professional work at historic and cultural sites.

If you are passionate about History and desire to share your knowledge with others, then Public History makes a wise career choice. A properly trained public historian possesses personal and professional assets which help a person negotiate an impressive array of career choices and callings.
506:299:01 *History Detectives The Camden 28*  In August 1971, a group of devout anti-war Catholics broke into a federal draft office in Camden, New Jersey, and destroyed selective service records for the Vietnam War. However, a jury decided that their anti-war cause was just. We use the Camden 28 as a case study in order to learn the methods of doing history. *Mittelstadt,* M/Th 2

506:299:02 *Empire City*  The course emphasizes traditional interpretations of the city in history, and uses case studies of historical episodes in New York City history in the 19th and early 20th Centuries. These will include the Draft Riots, the Triangle Shirtwaist Fire, the General Slocum disaster, and the construction of the Brooklyn Bridge. *DiBattista,* T/Th 4

506:299:04 *The Wars of Colonial and Revolutionary America*  We will learn our way through historical methodology by looking at various primary and secondary sources on the American Revolution. Students will explore colonial wars, from Native American warfare of the early seventeenth century to the battles of the American Revolution. *Clemens,* T/Th 7

506:299:05 *Slavery, Captivity, and Abolition in Black and White*  We explore the histories of Haitian Revolution, Barbary Piracy in the Mediterranean, and the so-called "White Slavery" panic of the turn of the 20th century in order to understand how these events shaped (and continue to shape) the modern world. We will trace global histories of capitalism and migration, race and gender, violence and humanitarianism. *Surkis,* M/W 5
506:302 Oral History
Illingworth and Graham, T 4/5
Explore the History of Rutgers and its environment by learning about oral history and conducting interviews about the history of Rutgers. What was Rutgers like during the Civil rights movement? How did students experience the 1960s and 1970s on campus? What was it like to work at Rutgers during the tumultuous times of the antiwar and student movement? Learn how to produce podcasts to document this history.

506:303 Digital History, Mapping the Past
This course explores how Americans have imprinted space onto the land through maps and diplomacy, elections and protest, migration and warfare. We will explore three case studies: How did European powers and native peoples make maps of colonial North America? What was the topography of the Gettysburg battlefield and how did it shape the outcome of the Civil War? What were the historical patterns of spatial inequality that helped give rise to #BlackLivesMatter and other modern protest movements? Blevins, W 2/3

Electives
See http://history.rutgers.edu/undergraduate/public-history-certificate for approved electives

070:333 Colonial Archaeology
Schrire, T 4/5
This is a practical lab course that is based on a large collection of colonial era ceramics, pipes, glass and small finds. The course is designed to familiarize students with the rudiments of identification and analysis of colonial artifacts dating from about 1600-1900 AD. Students sort collections, draw objects, measure objects and identify them according to numerous criteria. They then learn how to use data in order to describe a collection and date its production.

070:333 Colonial Archaeology
351:314 Documentary Filmmaking for Writers
Haimowitz, T 2/3

In this course, documentary films are understood to be character driven non-fiction narratives created from the selecting, organizing and presenting of factual material. Students will learn how to conduct an interview, film additional visual material and b roll, utilize archival footage, and layer sound, music and image into a compelling film. [must be taken with introductory, 1-credit editing class: 07:632:200]
450:331 New Jersey
Robinson, T/Th 5

This course will focus on the spatial dynamics of the physical and human phenomena that make up New Jersey's environments and places. Their characteristics; past, present and future, will be explored individually and in relation to one another. Topics include Hurricane Sandy, ecology, human impact, population, demography, culture, recreation and tourism. The New Jersey newspaper, The Star Ledger, will be used frequently to learn about current events.

506:391:01 Preserving the Past in the Digital Age: Museums, Monuments, and Cultural Management
Spratt, W 4:30-7:30

This course examines the current use and future potential of computers to analyze, curate, and digitally preserve monuments and artifacts in an increasingly technologically reliant world. The course will examine the role of vision technology in negotiating our relationship with the past and its entanglement with our understanding of human perception itself.

506:391:02 Significant Objects: Material Culture Studies and Cultural Heritage
Woodhouse-Beyer, M 4:30-7:30

What are “significant” objects in the grand scope of history, museum collecting, and cultural heritage? Course discussion will include topics such as collecting, collections, and museums, globalization and cultural tourism, colonialism and post-colonialism, monuments and memorials, art/artifact “markets,” repatriation and restitution, historic preservation and conservation, and the relationships between tangible and intangible heritage.

506:03 Laws of Cultural Heritage and Preservation
Jacob, T 4:30-7:30

This course will acquaint students to the laws applicable to the art world in general, such as legal problems of museums as institutions, and legal obligations of dealers, auction houses and art merchants, and rights of private parties as owners of art. Other topics include the movement of cultural property in wartime and statutory responses arising out of cultural heritage issues unique to the United States.
[Prerequisite 082:430 or permission of instructor]
Round out your public history training with a history internship for some experiences in the real world of public history jobs. More than 100 different internships are available for history majors. Select from sites such as the Camden Shipyard and Maritime Museum, the Center for World War II Studies and Conflict Resolution, the Newark Archives, the Delaware Water Gap National Recreation Area, and many more. Internships are offered each semester. To earn credit, students must work a minimum of 112 unpaid hours at the site and attend several class meetings. Contact Professor Saretzky if you are interested at saretzky@rci.rutgers.edu.
Internship Examples

**Historic Village at Allaire**
Internship opportunities are available throughout the year. Internships available include:

- Historical Research and Archiving
- Museum Collections
- Museum Program Coordinating
- Event Coordinating

Intern testimony: "I feel that I have truly been a person of value here, doing projects that actually matter to the overall picture. After only a few hours in the office, my supervisor made it clear I would be given plenty of freedom and would act as an employee, not someone's assistant. The people who work here make it a warm and comfortable environment. It is typically not stressful, and the variety of work you will be given will keep the job from becoming repetitive."

**Howell Living History Farm**
Howell Living History Farm, a Mercer County Park located in Titusville, NJ, interprets farm life at the turn of the 20th century. Howell Farm is a living history museum, historic site and working farm where school groups and visitors learn about life on a farm by actively participating in its operation. Over 60,000 visitors come to the Farm annually to take part in the seasonal programs based on farming schedules.

Howell Farm seeks an intern to assist in the museum operations. Intern opportunities may include:

- Develop digital interpretation
- Collections
- Public programs and interpretation
- And more!

Intern testimony: "Working at the farm for the past four months has been a truly great experience. I learned a great deal about how historical farms are run and about preservation. It motivated me to apply for the Cultural and Historic Preservation program at Rutgers. I am typically a pretty shy person and this internship helped me open up a little bit and acted as a tool for me to better understand communication in an historic work environment."
Internship Examples

Historic Walnford
Historic Walnford, located at the western edge of Monmouth County, is the small industrial and agricultural village and country estate of the Waln family, prominent Philadelphia Quaker merchants, from 1772 to 1973. The site focuses on various examples of the evolution of industry, economics, social custom and the environment through the historical structures, landscape and the collection of primary source material of the Waln family in Upper Freehold Township. Interns could select a research topic related to the site for use in creating an exhibit, program development, and general interpretation, or work with staff and other resources to become familiar with a trade or craft along with interpretive theory, in order to present focused hands-on demonstrations and provide general site interpretation.

New Jersey Historic Trust
The New Jersey Historic Trust advances historic preservation in New Jersey. The Trust supports the preservation of historic properties throughout the state through competitive funding, outreach and technical programs.

Interns have the opportunity to help design their work experience, based on personal interests and career goals. Past interns have assisted with GIS mapping projects, archiving and cataloging work documents, communicating with grant recipients both from the office and in the field, assembling materials for educational workshops and conferences, researching heritage tourism themes and marketing materials, and designing and implementing programs to promote the Trust’s programs through social media.

Intern testimony: "Through the Trust, I have learned that there are many different avenues those interested in history can pursue. Above all, my experience at the New Jersey Historic Trust has allowed me to gain an idea of the type of career I would like to pursue... in historic preservation. The New Jersey Historic Trust has given me a wonderful internship experience."

More internships available here:
http://history.rutgers.edu/undergraduate/internships