



University of the
West of England

MODULE SPECIFICATION

Code: UPHPLN-30-2 **Title:** Public History: Representations of the past in the public sphere, 1400 to the present

Version: 3

Level: 2

UWE credit rating: 30

ECTS credit rating: 15

Module type: Standard

Owning Faculty: CAHE

Field: History

Faculty Committee approval: CAC **Date:**

Approved for Delivery by: N/A

Valid from: September 2010

Discontinued from: N/A

Contributes towards: Awards up to BA (Hons)

Pre-requisites: None

Co-requisites: None

Entry requirements: *If the module is offered as CPD or stand alone, indicate the entry requirements*

Excluded combinations: None

Learning outcomes:

On successful completion of this module, students will be able to:

1. Understand and interpret the variety of ways in which the past has been used in the past and presently (A, B1-3);
2. Debate the significance of the public sphere and the relationship to it of collective identity through the notion of public history, heritage and historical dissemination (A, B1-3);
3. Compare and evaluate two broad levels of uses of the past: academic history and public 'popular' representations of the past (A, B1-3);
4. Analyse conceptually and practically the multiple forms by which historical representations shape the world beyond university (A, B1-3);
5. Discuss historical representations within the mass communications media (A, B1-3);
6. Reflect upon the notion of collective memory (A, B1-3);
7. Appraise various popular history approaches and methods, including oral history (A, B1-3);
8. Explore the problems of traumatic events and the public culture and politics of reconciliation and apology (A, B1-3).

Syllabus outline:

Students will explore understanding, representation and use of the past beyond the academic/professional sphere in the past and in the present. The syllabus facilitates engagement with the meeting points of academic history with communities, groups, bodies and institutions that have a use for history and have helped construct the shape and nature of its popular understanding. The primary focus is the public intersection of communities, heritage, and collective memory.

The syllabus is based on weekly lectures and seminars/lecturals. The two terms will be based on two broad themes: 1. Sites of Public History, and 2. Presenting Public History.

Both lectures and seminars in both terms will focus on particular themes which benefit from the range of the expertise of the teaching team. Module content, broadly, will include material selected from, public history, oral traditions and oral history, official memory and the state, nationalisms, national and regional identity, the effects and representations of war, colonialism, conflict and memory, and trauma, reconciliation and apology.

Specific subjects for discussion will vary from year to year but could include some of the following.

1. Historical study of notions of the past: foundation myths and their use in the Middle Ages; physical spaces and landscapes; the beginnings of modern classical scholarship and archaeology in the Renaissance; community and memory in early-modern Europe, symbolic destruction of the past during the French Revolution; the famine and Irish identity; the Republic in the French sense of the past; cultural critiques of industrialisation; Spanish Catholic theories of history in the nineteenth century; British Empire and the past; collective memory and the Russian Revolution, 1914-18 in popular memory; Stalinism and history; twentieth-century civil wars and foundation myths.

2. Contemporary popular culture dealing with the past: local, regional and national identities and contemporary representations of the past (including Bristol and the West of England, but also other localities and regions, beyond the West and beyond Europe – decline of the nation?); societies and associations for the discussion of history; slavery and the culture and politics of museums; the colonial legacy and forms of patrimony; monuments and other sites of memory of the Great War; coming to terms with the Nazi past; the Jewish Holocaust (museums, politics, personal and public narratives, etc); post-1945 commemorations; oral history: its aims, popularity and organisation; the Women's History Society; 1989 and 'the end of history'; Ireland, history and the peace process; heritage, tourism and the economy; publishing and the 'branding' off the past; TV history, the internet and mass media; education and the national curriculum; generational evolution and popular history; excavating the past (archaeology and war memories); truth and reconciliation: comparative analysis of the culture and politics of apology (slavery, empire, Africa, Latin America, Eastern Europe, death in Russia, etc.).

Teaching and learning methods:

Weekly lectures and seminars/lecturals. Lectures will provide a thematic overview and each one will be delivered by a specialist in the field. The seminars will develop ways of tackling the conceptual and methodological problems associated with public dissemination, debate and commercialisation. Students will be expected to submit a weekly log, on-line, for most of the teaching weeks, and these logs will provide them with material for their two reflective essays. Students will also reflect upon their progress leading to the Group Presentation in an Individual Progress Report. The Group Presentation will involve researching a negotiated topic and presenting this through an audio-visual presentation.

Reading Strategy

There is no set text as such for this module though there are a number of key texts for many of the areas covered. A reasonable number of these are already held in the library and efforts will be made to consolidate these and to order extra copies and further titles as necessary between now and the beginning of 2007. There are also a great number of sources available electronically, either in the form of articles in scholarly journals (for which JSTOR will be recommended and made available through UWEOnline). Students will have direct access to the following relevant journals: *History Today*, *Oral History*, *History & Memory*, *The History Teacher*, and *The Regional Historian*. Students will be supplied with detailed reading lists for each topic studied via UWEonline. Certain important book chapters can be digitised and made available via UWEonline. Since this module is concerned with the uses of History in contemporary culture, students will also be expected to be alert to examples of the uses of History in the media and other areas of their direct experience, and to use these as examples in discussions and assignments.

Indicative Reading List: (all available in St Matthias library):

Hilda Kean, Paul Martin & Sally J Morgan (eds), *Seeing History: Public History in Britain Now* (London: Francis and Taylor, 2000)

Susan Porter Benson, Stephen Brier & Roy Rosenzweig (eds), *Presenting the Past Essays on History and the Public* (Philadelphia: Temple University Press, 1986)

Peter J. Fowler, *The Past in Contemporary Society: Then, Now* (London: Routledge, 1992)

Gerald Strauss, 'The Dilemma of Popular History', *Past and Present*, 132 (1991), pp. 130-149 (JSTOR)

Richard Evans, *In Hitler's Shadow: West German Historians and the attempt to escape from the Nazi Past*, (London: Tauris, 1989).

Tim Barringer and Tom Flynn (eds), *Colonialism and the Object: Empire, Material Culture and the Museum* (London: Routledge, 1998)

Tony Bennett, *The Birth of the Museum: History, Theory, Politics* (London: Routledge, 1995)

David Boswell & Jessica Evans (eds), *Representing the Nation, a Reader: Histories, Heritage, Museums* (London: Routledge, 1999)

Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (London: MIT, 1995)

Robert Hewison, *The Heritage Industry: Britain in a Climate of Decline* (London: Methuen, 1987)

Barbara Kirshenblatt-Gimblett, *Destination Culture: Tourism, Museums, and Heritage* (Berkeley: University of California Press, 1998)

David Lowenthal, *The Past is a Foreign Country* (Cambridge: CUP, 1985)

David Lowenthal, *The Heritage Crusade and the Spoils of History* (Cambridge: CUP, 1998)

Robert Lumley (ed), *The Museum Time-Machine: Putting Cultures on Display* (London: Comedia, 1988)

Kevin Moore, *Museums and Popular Culture* (Leicester: LUP, 1997)

Pierre Nora (ed), *Realms of Memory: Rethinking the French Past*, (Columbia University Press, 1996).

Marcus Wood, *Blind Memory: Representations of Slavery in England and America, 1780-1865*, (MUP, 2000).

Assessment

Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)

Weighting between components A and B (standard modules only) A: 50% B: 50%

ATTEMPT 1

First Assessment Opportunity (Sit)

Component A

Description of each element

1 Group Presentation of digital Project (30 minutes) FINAL

Element weighting

50%

Component B

Description of each element

1 Reflective Essay I (2500 words)

20%

2 Reflective Essay II (2000 words)

15%

3 Individual Progress Report (2000 words)

15%

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)

Component A

Description of each element

1 Exam (3 hours)

Element weighting

50%

Component B

Description of each element

Element weighting

1 Reflective Essay I (2500 words)	20%
2 Reflective Essay II (2000 words)	15%
3 Literature Review (2000 words)	15%

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

Specification confirmed byDate
(Associate Dean/Programme Director)