

**PLYMOUTH STATE UNIVERSITY**  
**HERITAGE STUDIES FOUNDATIONS**  
HS 5100

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This course is designed for those interested in bringing heritage studies to areas such as schools, museums, and historical societies. Relevant concepts and techniques used in history, geography, English, anthropology, and sociology will be presented so participants may create models for class exercises, build museum exhibits, and/or incorporate heritage studies methodology into their work. Participants will learn methods of social science interpretation and inference about historical events, structures, artifacts, settlement patterns, and various ideologies of the past. Multi-disciplinary techniques will be used in interpretations of nearby history and in the development of materials that may be used in educating the general public and students in the classroom.

**This course requires computer access because part of the course is online.**

**Course Aims:** The meetings, online discussions, and assignments in this course are based on three specific aims.

1. To encourage you to think deeply and critically about heritage. What does the term “Heritage” mean? Whose heritage do we consider?
2. To consider how to address the seeming paradox between, on the one hand, the relative lack of an historical consciousness and, on the other, the burgeoning interest in all things regarding history or heritage.
3. To engage with the tools - physical, practical, and intellectual – needed to study heritage and to recognize the diverse cultural products that contribute to the construction of heritage.

**Course Objectives:**

1. To develop further your analytical abilities through close readings of primary documents and secondary texts.
2. To recognize how different methods can be used to investigate a region’s heritage.
3. To explore the interdisciplinary nature of heritage and create a sense of place.
4. To use place-based analysis to find out more about the past and its impact on the present.
5. To begin to understand the impact of larger events on a small locale.

**Course Requirements:**

**Readings:**

Edward L. Ayers, et. al., *All Over The Map: Rethinking American Regions*  
David Glassberg, *Sense of History: The Place of the Past in American Life*  
Allen Koop, *Stark Decency: German Prisoners of War in a New England Village*  
Stephen A. Mrozowski, Grace H. Ziesing, and Mary C. Beaudry, *Living on the Boott: Historical Archeology at the Boott Mills Boarding Houses, Lowell, Massachusetts*  
Tom Wessel, *Reading the Forested Landscape: A Natural History of New England.*

There will also be a number of articles and excerpts from books accessible through **Moodle**. (PSU’s learning management system.)

**Field Trips:** We will be taking several field trips. On the days we will be outside you should wear comfortable clothing appropriate to short hikes. On Friday, July 12 you will need to bring food and drinks, along with bug repellent and other needs for the outdoors.

**Papers and Projects:** Three projects are required. There will be short two papers based on class work. You will also be responsible for a larger project: a research paper, or another project on which you and I

agree. You will present an overview of your project to your classmates on the last day of class using a 10-12 minute PowerPoint presentation.

**Moodle:** This is a hybrid or blended course. **You must have access to the internet! You will need to review Moodle daily during the session.** You are required to take part in Moodle discussions. There you will discuss observations from various readings, class exercises, and field trips in a section set up for that purpose.

One characteristic of a successful researcher is the ability and willingness to analyze and reflect on what s/he has learned in an attempt to integrate the new information into current understanding of a subject. Moodle will be an avenue through which you will analyze, reflect on, and evaluate ideas, class presentations, readings, and activities. It is an opportunity to connect what you already know with what you are learning, to respond to your classmates' observations, and to help you become a more successful teacher or public historian. **How will you apply what you are learning?**

**When using Moodle discussion,** I expect that you will offer thoughtful (but not too long – the size of the screen is usually long enough) ideas and responses and will respond to what others have written. Think of it as a discussion. Do not pontificate! I have also created a discussion area where you will discuss your final paper ideas. Think of what kinds of sources you would like to use in your final project and PowerPoint presentation.

### **Important Information:**

**ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

**Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

**Lamson Library and Learning Commons:** Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.

**Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University". Please sign up for PSU Alert Emergency Text Messaging at: [plymouth.edu/alerts](http://plymouth.edu/alerts) Following are the PSU curtailed operations and/or class cancellation notification procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU

website. Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

**Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

**Assignment Due Dates (all assignments will be submitted through Moodle)**

Assignment 1 (see Moodle) - **July 11**

Assignment 2 (oral history) - **July 16**

Final Project PowerPoint - **July 18**

Final Project - **July 28**

**Class schedule:**

**July 8 (1:00 to 4:30)**

**Today's topic:** Introduction

Basic concepts and techniques of the Heritage Studies program: goals, knowledge, and skills to be learned. Discussion of connections among various disciplines of the social sciences: Anthropology, Geography, and History. Discussion of students' hopes and goals for the class. Introduction to Moodle.

**Library Resources.** We will meet with Alice Staples, PSU Archives and Special Collections Librarian in Lamson Library at 2:30.

We will close with a brief discussion of possible final project topics.

**Reading:**

Glassberg, Sense of History, Preface, Chapters 1 & 2.

Explore the Lamson Library website (available through [www.plymouth.edu](http://www.plymouth.edu)). Visit the New Hampshire Historical Society website ([www.nhhistory.org](http://www.nhhistory.org)) or the website of your state historical society to find out what they have available that may be useful to you for your project and for future projects.

**Moodle discussion:** go the discussion section of Moodle and join in the discussion of your readings. I have questions there to help you **begin**.

**Assignment 1** - see Moodle

**July 9 (1:00 to 4:30)**

**Oral History Workshop:** After learning oral history techniques, students will apply those techniques with each other. We will then discuss the reality of oral history versus the workshop just conducted. How do you create an oral history project? What techniques may be useful in conducting such a project? How could you take the idea beyond the classroom and into the community?

**Readings:**

Oral History articles on Moodle

**Assignment:** Conduct a short interview (30 minutes) with someone who has lived in your chosen locality for more than 40 years. Present what you have learned of the town and the person in a 2 - 3 page paper.

**Due July 16** (Submit the assignment through Moodle.)

**July 11 (1:00 to 4:30):**

**Today's Topic:** The Industrial Landscape

Over time, manufacturing interests have flourished and then faded away, but they have left a lasting impression on the landscape. These industries have shaped a region's cultural, political, social and environmental landscape. We will examine the contours and consequences of New England's industrial experience.

**Readings:** Mrozowski, et al, *Living on the Boott*; Online articles accessed through Moodle.

**Moodle discussion:** Spend time discussing your final projects. Ask for and share suggestions, critiques, comments, and so forth.

**July 12 (9:30 - 3:30):**

**Today's topic:** Lost Towns in the WMNF

Field Trip to Thornton

We will meet with WMNF Heritage Program Leader Sarah Jordan at 9:30 at the WMNF headquarters off exit 27 in Campton. You will need to bring a lunch and good walking shoes. This class will be outside so come prepared. We will explore the layers of a lost agricultural community.

**Readings:** Glassberg, Chapters 3 & 4; Wessel, *Reading the Forested Landscape*, Chapters 2, 3, & 5 and a number of online readings regarding the Weeks Act.

**Moodle discussion.**

**July 15 (1:00 to 4:30):**

**Today's topic:** Historic Resources

What methods can we use to unravel the past? What can photographic resources tell us about work, culture and landscape? How can do we use historic maps to interpret place? How can we use probate and real estate records?

There will also be a discussion on how to create an effective PowerPoint presentation.

**Readings:** Koop, *Stark Decency*; Online articles

**Moodle discussion:** Over the next 2 days, spend some time 'discussing' not only the readings but also your final projects on Moodle. Ask for and share suggestions, critiques, comments, and so forth.

**July 16 (1:00 to 4:30):** Regionalism

What is regionalism? Is it a viable tool for analyzing a region's heritage?

**Readings:** Glassberg, chapters 5 & 6; Ayers, *All Over The Map*

**Moodle discussion:** Continue discussing Glassberg and Heritage methodologies. Also share any revelations regarding your own research with your class mates.

**July 18 (1:00 to 5:00):**

Presentation of final projects.

Using PowerPoint, students will give the class an overview of their final project in a 10-12 minute presentation.

**Readings:** Glassberg, Chapters 7 & conclusion

**Moodle discussion:** address the final chapters of Glassberg and other readings, assignments etc.

**Final Project due through Moodle on or before July 28.**

**GRADING:**

Grades will be based on satisfactory completion of projects, assignments, and Moodle discussions.

Assignment 1	10 %
Assignment 2 - Oral History Interview	20%
Moodle Discussions	20%
Class Participation	10%
Final project (30% project; 10% presentation)	40%