

Public History, Cultural Heritage & Commemoration

7.1 Module Overview									
Module Number		Module Title	Public History, Cultural Heritage and Commemoration						
Stage of Principal Programme			2	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓ if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Research, preparation and completion of assessment 					✓	55			
<ul style="list-style-type: none"> Independent reading and engagement with VLE, 					✓	42			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in History or closely cognate area
Tutor	A minimum level 9 qualification in History or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	50%	Proctored Exam – in person		Practical Skills Based
Project	50%	Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #

1. Demonstrate a knowledge of public history, cultural heritage and commemoration and interpret the debates and issues.	1, 2, 3, 5, 8
2. Enhance an ability to communicate the past in clear and concise ways, through a variety of mediums by producing a piece of history for public consumption.	1, 5, 8
3. Engage critically and reflectively with primary texts and secondary literature	1, 2, 3, 5, 8
4. Analyse public commemorative events and gain a greater understanding of the nature of monuments and other forms of remembrance.	1, 2, 3, 5, 8

7.3 Indicative Module Content, Organisation and Structure

Lectures and seminars will be organised in thematic blocks for coherency, as follows:

- Public History Theory and Practice
- Digital History
- Consuming History
- Cultural Heritage Theory and Practice
- Cultural Heritage examples, issues and solutions (National and Global)
- Museums and Physical Encounters with the Past
- Public History and Heritage and the Irish Town
- Memory and Commemoration: Theory
- Practice: War and Rebellion, Festivals and Pageants, Controversy

Lectures will be in lecture style with the lecturer introducing a theme by providing knowledge on the theory and practice and evolve into seminar style with discussion for shared opinion. Formative group work will be facilitated. There will be a field trip to a public history or cultural heritage site.

The module will examine a variety of public history (such as TV, film, documentary, buildings and public artefacts and spaces) and examine the ways in which commemorations are created and produced. The role of the heritage officer will be discussed and opportunities for analysing public history and cultural heritage in the world today will be provided. Different understandings of the past will be explored and analysed.

The course is intended to blend theory and experience by providing an informed and engaging overview of the many practical aspects of, trends in, and professional opportunities offered by public history, heritage and commemoration. The definitions of 'public history', 'cultural heritage' and 'commemoration' are broad and this module will explore all through the production of and consumption of history in modern society, including television, film, podcasts, websites, etc. The role of museums, galleries and the media in shaping public perceptions of the past will be examined. The concept that professional historians and the media as active agents in creating history will be evaluated, as well as those involved in community, local, genealogical and commercial history projects. The potential audience for public history and commemoration events will be explored, including ensuring inclusivity and diversity in both project and attendees. Digital history has made many primary sources available to history researchers and the wider public and the use of these sources by professionals and amateurs will be explored, alongside novel ways to use digital sources in the public arena; secondary sources such as blogs and podcasts (e.g. the Irish History Podcast) will also be explored and discussed – examples and discussions will take place during the smaller forums of tutorials.

Commemoration, iconoclasm, counter-cultures, and the evolution of memory will be among the concepts tackled from a historical standpoint. Case studies will be provided to prompt debate also, e.g. 1916 rebellion, the Holocaust, Syrian War and 9/11 USA, and monument/statue destruction and cancel culture.

The module will extend the learner's knowledge of this field and be of particular benefit to situating history in the public world for those learners that want to become employed in the fields of public history and heritage. It will also benefit those learners that want to go into teaching as the practical skills and knowledge will enable participation in wider history events. The module will extend the learner's comprehension of this field and will deepen their ability to hone critical and analytical skills and competencies.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will present information and knowledge to learners in a variety of ways:

Lecturer-led presentations

Discursive teaching formats to engage in critical debate and analysis

Visual material, e.g. film

Digital material, e.g. primary source documents

Learners' opinions will be invited to garner a range of interpretations because public history, heritage and commemoration are public topics. Tutorials will provide an opportunity for more in-depth debate where learners will be provided with a topic through, for example, a reading, a public article (e.g. newspaper or podcast) or topical media debate. Tutorials will also offer a space to discuss assessments in greater detail.

Learners will access class PowerPoints on Moodle, with relevant articles, readings, online links to digital sources which will facilitate their learning for in-class debates and for assignments.

The assessment for this module consists of a digital website evaluation, a poster and a project.

Digital Website Evaluation:

Learners will be provided with a list of primary source websites from which they will select one. They will analyse the benefits/advantages and assess the limitations of digital primary sources and for the specific site they choose. This will enable them to learn how to navigate digital history primary source sites, learn from them, find source material and develop a more critical eye towards digital sources. From this they will demonstrate achievement of MIMLOs 3 and 4 particularly. (20%)

Poster Design

Learners will design a poster to promote their essay topic (see below). Full details on poster design will be provided in lectures/tutorials.

The project will be graded under the following criteria:

Content ☒ Image ☒ Creativity ☒ Information Details ☒ Overall presentation

From this they will demonstrate achievement of MIMLOs 1, 2 and 4. (20%)

Project

Learners will be asked to create their own public history, heritage or commemorative event, e.g. select a public history site in your local town and create a commemorative event that will be open to the public. Learners will be asked to show how the activities they devise teach the history of the site to the public. Primary and secondary source material will be used and visual aids.

The project will be graded under the following criteria:

Content ☒ Visual Aids ☒ Creativity ☒ Primary sources ☒ Secondary sources ☒ Overall presentation

From this they will demonstrate achievement of MIMLOs 1, 2, 3 and 4. (50%)

Formative assessment will be facilitated through in-class/tutorial debates and the provision of opinions and interpretations.

10% will also be awarded for attendance.

Upon completion of the module and the module assignments all learning outcomes should be met.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
3-4	Analysis and reflection of Digital Website and demonstration of knowledge sources.	40%
1-4	Poster and Project: to create their own public history commemorative event aimed at the general public to create awareness of a history topic	50%

7.8 Sample Assessment Materials

DIGITAL WEBSITE EVALUATION (800-1,000 words)

Select a website from the list below and provide a critical evaluation of that site (use primary sources from the site and use academic secondary sources. Evaluate the benefits and limitations of digital history websites and for your specific site:

Ireland

Military Archives: <https://www.militaryarchives.ie/collections/online-collections/bureau-of-military-history-1913-1921>

The Down Survey of Ireland: <http://downsurvey.tcd.ie/>

United States

9/11 Memorial and Museum: <https://www.911memorial.org>

POSTER & PROJECT

POSTER

Poster of Public History/Cultural Heritage Site/Commemorative Event

Note: READ ESSAY QUESTION FIRST as poster will promote the event that you select.

Select a public history or cultural heritage site from your own town or village: This site/monument/museum will also be the topic for your essay. [Make sure there is enough academic source material available for the site you choose]

Design a poster to promote the cultural heritage site/commemorative event – details on poster design will be provided in a one hour lecture on this assignment.

The project will be graded under the following criteria:

Content · Image · Creativity · Information Details · Overall presentation

PROJECT (1,500 words)

Using the cultural heritage site selected for your poster, present a proposal for a history event/exhibition to be held in your town that will be open to the public to commemorate this site. The public history or cultural heritage site can be a monument, a plaque commemorating someone, a big house, an historic person, an historic era relevant to your town or an historic building.

Please check source material prior to selecting your project.

The project will be graded under the following criteria:

Content · Visual Aids · Creativity · Primary sources · Secondary sources · Overall presentation

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Ashton, Paul, and Hilda Kean (eds), *Public History and Heritage Today, People and their Pasts* (Hampshire and New York: Palgrave Macmillan, 2012)

de Groot, Jerome, *Consuming History, Historians and heritage in contemporary popular culture* (London and New York: Routledge, 2009)

Kalay, Yehuda E., Thomas Kvan and Janice Affleck, *New Heritage, New Media and Cultural Heritage* (London and New York: Routledge, 2008)

Ashplant, T.G., Graham Dawson and Michael Roper (eds), *The Politics of War Memory and Commemoration* (London and New York, Routledge, 2000)

Indicative Other Resources:

Beiner, Guy, *Forgetful Remembrance: Social Forgetting and Vernacular Historiography of a Rebellion in Ulster* (Oxford: Oxford University Press, 2018).

Cameron, Fiona and Sarah Kenderdine, *Theorizing Digital Cultural Heritage, A Critical Discourse* (Massachusetts: MIT, 2007)

Cohen, Daniel J. and Roy Rosenzweig, *Digital History, A Guide to Gathering, Preserving and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2006)

Gray, Ann and Erin Bell, *History on Television* (London and New York: Routledge, 2013)

Harty, Kevin, ed., *The Reel Middle Ages: American, Western and Eastern European, Middle Eastern and Asian Films about Medieval Europe* (UK: McFarland, 1999)

Brenner, Elma and Meredith Cohen, Mary Franklin-Brown, *Memory and Commemoration in Medieval Culture* (London and New York: Routledge, 2013).

Dolan, Anne, *Commemorating the Irish Civil War* (Cambridge: Cambridge University Press, 2006).

Gensburger, Sarah, *National Policy, Global Memory: The Commemoration of the 'Righteous' from Jerusalem to Paris, 1942-2007*, trans by Katharine Throssell (New York: Bergahn Publ., 2016)

Horne, John and Edward Madigan, *Towards Commemoration: Ireland in war and revolution 1912-1923* (Dublin: Royal Irish Academy, 2013)

Simpson, David, *9/11: The Culture of Commemoration* (Chicago: University of Chicago Press, 2006)

West, Brad, (ed) *War Memory and Commemoration* (London and New York: Routledge, 2017)

Other Sources:

- whc.unesco.org
- Newspapers
- Podcasts and websites
- Radio & Television news, i.e. RTE Archives
- Digital primary source sites, e.g. Bureau of Military History Witness Statements [Google search]; original digitized documents in museums such as 9/11 Memorial Museum, Primary Resources [9/11memorial.org].
- County Library Local History Department
- National Repositories such as National Library of Ireland – very good for viewing images but be aware of copyrights; National Archives of Ireland – see 1901 and 1911 census particularly.