



9/11 Pace University Oral History Project

Dr. Maria T. Iacullo

Pace University

Spring 2006

HIS 113P Introduction to Public History: Pace University 9/11 Oral History Project

Course Objectives and Goals

This course is designed to integrate community-based learning and civic engagement with the discipline of History.

Students will be introduced to the content areas of Public History and Oral History and deepen and broaden their knowledge of September 11, 2001. They will study the meaning of civic engagement through readings in history, literature and political theory. Simultaneously they will engage in experiential community-based learning by their participation in the Pace University 9/11 Oral History project.

Students will fulfill requirements designed to enhance their oral presentations, strengthen writing abilities, develop critical thinking skills, and enlarge their substantive knowledge base. Additionally, collaboration among students will be fostered through small group assignments that include pairing students to critique interview practicums.

For class meetings students are required to analyze readings and participate in discussion. Students will hone their oral and written skills and will apply their historical studies and skills to the contemporary scene.

Students will provide project substance by conducting oral history interviews. Oral history interviews will record the 9/11 experiences of individuals affiliated with, or living and/or working near Pace University in the context of their life narratives. Within Pace itself these individuals may be students, faculty, administrators and staff. In addition to the 9/11 experience, universal themes and on-going struggles that continue to figure significantly in contemporary life will be addressed in the interviews.

For the Pace Centennial Year of 2006, this course will give special focus to the Pace community to highlight the history of Pace.

Experiential Learning and Community Service

By focusing on the New York City Pace community and environs within the context of the 9/11 catastrophe, the course will provide students with an informed awareness of recent history and present-day issues and conflicts in American life and the world-at-large. Public value will be based in students' central role as interviewers and researchers. Student work will be critical in creating a historical record of the events of 9/11 and the life narratives of participants.

Additionally, contributions also will be made to the institutional history of Pace University. At the conclusion of the course students will present their work to class members and interested members of the Pace community. This public presentation works to underscore the civic value of student work in this course.



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Required Reading

Barber, Benjamin R. and Richard Battistoni, eds. Education for DemocracyCitizenship, Community, Service: A Sourcebook for Students and Teachers. Dubuque, Iowa: Kendall/ Hunt Publishing Company, 1994.

Meyerwitz, Joanne. History and September 11th. Philadelphia: Temple University Press, 2003.

National Commission on Terrorist Attacks. The 9/11 Commission of the National Commission on Terrorist Attacks Upon the United States Report, 2004.

Perks, Robert and Alistair, Thomson, eds. The Oral History Reader. New York: Routledge, Second Edition, 2005.

Students will be directed to relevant recommended Web sites in public history, oral history, and 9/11 to augment their knowledge of these areas and complement assigned readings.

This class is a combination of lecture and discussion with an emphasis on student participation.

Course Requirements

Class Participation/ Practicum	10%
Student Journal	10%
Midterm	20%
Two Interviews	20%
Transcription and Audio-Editing of Two Interviews	20%
Final Paper/Presentation	20%

This class is a combination of lecture and discussion with an emphasis on student participation. If possible, several field trips also will be planned along with use of an electronic classroom.



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Assignments

Students should purchase the required books, which have been ordered in the campus bookstore, and complete the required readings before each class session. All papers must be submitted and exams taken at the required times. Only a legitimate difficulty such as illness excused by a doctor's note will make a student eligible for a make-up or extension. Student participation in class is required and questions are welcome.

Student Journals

Each student is required to keep a journal throughout the course. The journal is to be a forum for reflection about the readings, class discussion and field research. Each entry should be dated and submitted weekly. At times, a special focus will be specified by the instructor; if not, students should critically consider their course based activities for the week.

Attendance and Tardiness

Attendance in class is mandatory. Students are expected to be present from the beginning of a class session until dismissal. If students habitually arrive late they will be marked absent.

Honor Code

The highest standards of academic honesty and integrity are required in this course. Any plagiarism and dishonesty in student work will be handled in accordance with university guidelines and standards of conduct.

Schedule of Topics

January 23

Course Introduction

Education For Democracy, vii-ix

The Oral History Reader, vii-x iii , 448-456

History and September 11th, Introduction The
9/11 Commission Report, Preface

January 30

Citizenship and Democratic Community/ Assessing September 11th, 2001

Education For Democracy, 17-60

History and September 11th, "In the Wake of September 11: The Clash of What?", 8-21 The
9/11 Commission Report, 1-46



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February 6

Citizenship and the Psychology of Belonging/ Defining Public History and Oral History

Education For Democracy, 61-126 The Oral History

Reader, 21-37 History and September 11th, 22-55 Public

History Websites: www.publichistory.org

www.ncph.org

February 13

Citizenship. Morals and Responsibility/ Oral History Methodologies

Education For Democracy, 127-179

The Oral History Reader, 38-100

History and September 11th, 73-80, 117-130

The 9/11 Commission Report, 47-70

www.911digitalarchive.org

February 20

University Holiday--No Class

February 27

Community, Citizenship and Service/ The Interviewing Process/ The Interviewing Practicum

Education For Democracy, 181-242

The Oral History Reader, 101-182

History and September 11th, 81-93

The 9/11 Commission Report, 71-107

March 6

Challenges To Democratic Citizenship/ Interviewing Practicum Education For

Democracy, 245-247, 249-273, 303-330, 339-352, 381-387 The Oral History

Reader, 183-268

The 9/11 Commission Report, 108-144

March 13—

Service and the University/ Transcription and Audio-editing

Education For Democracy, 475-500

The Oral History Reader, 269-319, 357-401

The 9/11 Commission Report, 145-173

March 20

Spring break--No Class



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March 27

Service and the University /International Reaction to 9/11

Education For Democracy, 501-551

History and September 11th, 131-156, 246-248

The 9/11 Commission Report, 174-214

April 3

Neighborhood and Nation/Interpreting Oral History/ Reactions, Memorials and Websites

Education For Democracy, 553-593

The Oral History Reader, 311-355

The 9/11 Commission Report, 215-253

April 10

Neighborhood and Nation/ 9/11 and History

Education For Democracy, 594-634

The Oral History Reader, 402-447

History and September 11th, 94-116, 157-174, 223-236

The 9/11 Commission Report, 254-277

April 17

Service and the World/ Constructing an Oral History Narrative/ 9/11 and American Foreign Policy

Education For Democracy, 635-676

The Oral History Reader, 457-467

History and September 11th, 175-210, 237-245

The 9/11 Commission Report, 278-338

April 24

Service and the World/Applications of Oral History/ Assessing September 11, 2001

Education For Democracy, 677-680

History and September 11th, 211-219, 249-261

The 9/11 Commission Report, 339-428

May 1

Final Presentations

