

Introduction to Public History History 308/535 – Spring 2008

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305 Vera Dugas Liberal Arts North
Office Hours: M & W 9:00-10:00,
11:00-12:00, and 2:00-5:00



Course Description

This graduate and undergraduate level introduction to public history will familiarize the students with development of the four major fields of public history while providing hands-on opportunities. Throughout the semester the students will explore through readings, site visits, and class discussions, the wide range of career options in public history including archives, museums, nonprofit historical organizations, government agencies and programs, and private sector venues such as business corporations and consulting firms. Of particular importance this semester will be the role of history, memory and heritage in the public arena.

*Required Texts (*graduate level only)*

Gardner, James B. and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Rev. ed. Malabar, FL: Krieger Publishing Company, 2004. ISBN 1575242443

Kyvig, David E. and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 2nd ed. Walnut Creek, CA: AltaMira Press, 2000. ISBN 0742502716

Rosenzweig, Roy and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 2000. ISBN 9780231111492

*Breen, T. H. *Imagining the Past: East Hampton Histories*. Athens: University of Georgia Press, 1996. ISBN9780820318103

*Thomas, David Hurst. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books, 2000. ISBN 9780465092253

*Wallace, Michael. *Mickey Mouse History and Other Essays on American Memory (Illustrated)*. Chicago: Temple University Press, 1996. ISBN 978156639445

Suggested Style Guides – Please note the proper History style is the Chicago Manual of Style.

Strunk, William Jr. and E. B. White. *The Elements of Style*. 4th ed. New York: Longman Pub. Group, 1999.

Truss, Lynne. *Eats Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2004.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996.

Grading Scale - Undergraduate

| | | |
|--|-------------|-------------------|
| Presence Critique: 20% of final grade (100 points) | A = 500-450 | points 100%-90% |
| Individual Project: 15% of final grade (75 points) | B = 449-400 | points 89.99%-80% |
| Archival Project: 15% of final grade (75 points) | C = 399-350 | points 79.99%-70% |
| Survey Project: 20% of final grade (100 points) | D = 349-300 | points 69.99%-60% |
| Transcription: 15% of final grade (75 points) | F = 299—0 | points 59.99%-0% |
| Participation: 15% of final grade (75 points) | | |

Grading Scale - Graduate

| | | |
|---|-------------|-------------------|
| Presence Critique: 20% of final grade (100 points) | A = 500-450 | points 100%-90% |
| Mickey Review: 7.5% of final grade (37.5 points) | B = 449-400 | points 89.99%-80% |
| Imagining Review: 7.5% of final grade (37.5 points) | C = 399-350 | points 79.99%-70% |
| Individual Project: 15% of final grade (75 points) | D = 349-300 | points 69.99%-60% |
| Museum Project: 15% of final grade (75 points) | F = 299—0 | points 59.99%-0% |
| Survey Project: 20% of final grade (100 points) | | |
| Participation: 15% of final grade (75 points) | | |

The final grade in the course is determined by the total number of points earned on the assignments and participation (including attendance) according to their listed weights. Final grades will be posted by the deadline provided by the registrar (May 14) – do not ask for them prior to this date. You are also expected to have proficiency in computer usage, if you do not know how to use a particular program, please seek help before your assignments are due. Gross formatting errors may result in a penalization of up to ten percent (10%) of an assignment grade.

Attendance Policy

Students are expected to attend all classes and pre-scheduled outside meetings. One unexcused absence during the semester is allowed without penalty. After that, five points per unexcused absence will be deducted from the participation grade. Although excused absences are allowed, please note that students not in class will be unable to participate fully thus there will be a detrimental effect upon the participation grade and, usually, the student's overall quality of work in the course.

Participation

Each student is expected to contribute to small group and class-wide discussions of assigned readings, projects, videos, handouts, and other materials. Students should check the course's WebCT page for updated notices, handouts, and deadlines. As a college-level student, each student is expected to be prepared for each class session and outside meeting.

Book Critique - all

Each student will write a critique of *Presence of the Past*. Each student, referencing the posted grading rubric, will write a five-page, double-spaced, 1" margin, 12-point font critique. The critique should include not only explain the authors' thesis, evidence, and contributions to the public history field, but also show an arrangement of material and statements that interpret, compare, and contrast your life-experiences and course experiences with the authors' thesis. This is to be a critical analysis, not merely a summary or recitation of a few examples from the book. The following steps must be completed for full credit. Each student will need to submit

his/her paper by 11:59 p.m. on the due date, April 28, to the anti-plagiarism website <http://www.Turnitin.com>. The class ID# is **2115146** and the password is **Context**.

- 1) Review the posted rubric – this will be used to evaluate your essay.
- 2) Please read the posted “Review Essay Writing Tips” and “Formatting Page Numbers” guides. I strongly suggest the purchase of a style guide (under recommended books) if you do not already own an appropriate reference source. All formatting should correspond to *CMS*.
- 3) Write a five (5) page critique. The essay should provide references for specific examples (both paraphrased and directly quoted) used to illustrate the essay’s thesis and supporting points. If you mention or paraphrase information that came from the book **you must** cite that information using a properly formatted footnote even if you have not directly quoted the material. *If in doubt, quote directly, use quotation marks, and supply the appropriate page number(s)*. You should show you both read and comprehended the book and its relevancy for studying and practicing public history.
- 4) Turn in a hardcopy of your essay on time at the beginning of class on the due date.

Book Reviews - Graduate only

Each graduate student, referencing the posted grading rubrics, will write a two-page, double-spaced, 1” margin, 12-point font review of each outside reading, *Mickey Mouse* and *Imagining*. The review should include not only an overview of the author’s thesis, evidence, and contributions to the field, but also how the work shows history, heritage, and memory as practiced in public history. This is to be a review, not a summary or recitation of a few examples from each work. What was the author’s thesis and supporting evidence -- their construction and acceptability? What is the monograph’s position within the historiography (at least according to the author if not from your own perspective)? Who is/are the audience(s) who may find this work to be of value (do not always go for the obvious)? Did the author make a supportable argument for the thesis? How might this work contribute to the field of public history as a whole? How does this work contribute to the discussion of history, memory, and heritage? Please read and study at least five *Journal of American History* reviews to prepare for these assignments. You should have the bibliographic information in the JAH format, your name and date in the upper right-hand corner of page one, staple in upper left, and only the page numbers in upper right of pages two and three. A hard copy of the paper is due at the beginning of class. Each student will need to submit his/her paper by 11:59 p.m. on the due date, February 18 (*Mickey Mouse*) and March 24 (*Imagining*), to the anti-plagiarism website Turnitin.com in order to receive credit for the paper.

Individual Project - all

Each student will give a ten-minute in class overview and analysis of history in the contemporary public arena. The subject of the recent debate must be at least twenty-five years old and the debate itself must have occurred within the last five years. The student should research the historic subject’s applicable context, significance, and interpretation and be prepared to explain why the subject has been a topic of debate. The student should identify all concerned stakeholders and place them within the context of the practice of public history as examined within this course. Is this an issue pertaining to history, heritage, memory, or a combination thereof? What are the larger implications of this debate as it relates to one or more fields of

public history? Each student will write a two-page, double-spaced, 1” margin, 12-point font summary of the subject, its context, the stakeholder(s), and the implications for the public practice of history. The student should also be prepared to give a ten-minute presentation of this material to the class using MS PowerPoint as a visual tool. The presentation should have at least four and no more than eight slides. The student must provide the instructor with the project topic by February 11. Please be prepared to spend a significant time researching to find a quality topic. Suggested topic source locations include newspapers, journals, magazines, National Public Radio, NPS *Heritage News*, and organizational newsletters.

| <u>Sample Topics</u> | | |
|-----------------------------------|--------------------------|------------------------|
| Tomb of the Unknown Soldier | Jamestown 400 | MLK Library in DC |
| Civil War battlefield protection | Captain Kidd’s ship | Nazi Holocaust Archive |
| Public funds & church restoration | Katrina & historic sites | Highways & NA burials |
| Newly discovered slave narratives | Rusk-Palestine railroad | Antiquities & Iraq war |

Archival Project - Undergraduate

Each student will devote at least five hours per week for six weeks (a total of 30 hours) to working in the East Texas Research Center, Steen Library, SFASU. Students will write a three-page essay summarizing their accomplishments and how this experience developed their understanding of archives and curatorial practices. The report should include a summary and critique of his/her hands-on experience and an analysis of the materials’ potential contribution to the discussion of history, heritage, and memory. Please keep up with your hours, you will not be able to do all of your hours in the last week. The ETRC is open from 8:00-5:00 Monday-Friday. The ETRC will be closed during spring break. The report is due March 17.

Museum Project - Graduate

Each group will develop a set of documents and a museum panel exhibit for the Heritage Center of Cherokee County in Rusk, Texas. A recent editorial about the museum is linked on WebCT. The packet will include management statements and policies with supporting documents and a grant proposal. The exhibit will include scanning original images, researching and writing exhibit labels, and creating the panel components. The group’s final report will be typewritten and submitted on disk and on paper as individual documents with footnotes and bibliographies as needed. Each individual will also write a one-page reflection of his/her experience in the team. A detailed instruction sheet will be provided on January 14. The project and individual reflections are due March 17.

Group A

Amick W.
Melanie H.
Chris E.
Tori B.

Group B

Mike G.
Angie L.
Angela H.
James V.

Historic Survey Project - Undergraduate

Each group will perform a historic assets survey in the areas along Mound Street and Starr Avenue between the SFASU campus and the Washington Square Historic District of Nacogdoches. Each group will be responsible for completing a survey form for each structure

including digital photographs and GPS locations (if the equipment is available). The group’s final report, summarizing and evaluating the historic assets, will become part of the city-wide survey established as part of Nacogdoches’ Visionaries in Preservation program. The report must be typewritten and submitted on paper and on disk. Each individual will also write a one-page reflection of his/her experience in the team. A detailed instruction sheet will be provided on March 17. The project and individual reflection are due May 5.

| Group A | Group B | Group C | Group D |
|---------|---------|---------|---------|
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Historic Survey Project - Graduate

Each group will perform a historic assets survey on Walker Street near downtown Nacogdoches. This report will include an architectural description, historic integrity evaluation, owner interviews, and documentary research of each property. The group will be expected to provide documentation through deed research, tax records, census records, Sanborn maps, historic photographs, newspapers, and other sources. The group’s final report will become part of the city-wide survey established as part of Nacogdoches’ Visionaries in Preservation program as well as a copy for each participating property owner. The report must be typewritten and submitted on paper and on disk. Each individual will also write a one-page reflection of his/her experience in the team. A detailed instruction sheet will be provided on March 17. The project and individual reflection are due May 5.

Group A
 Amick W.
 Angie L.
 Tori B.
 James V.

Group B
 Mike G.
 Chris E.
 Melanie H.
 Angela H.

Transcription Project – Undergraduate

Each undergraduate student will transcribe one oral interview from the Dr. Bobby H. Johnson Collection in the ETRC. The interview will be provided on CD and must be returned with each submission of the transcription. The students will submit a complete transcription on March 24 and a revised transcription on April 21. A detailed instruction sheet and the oral history will be provided on February 25.



Notifications

Non-discrimination

Each student will be free of discrimination or harassment on the basis of sex, race, color, religion, national origin, age, disability, political affiliation, sexual orientation, veteran status, or physical appearance.

Disability Services

In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services (from the Student Handbook http://www.sfasu.edu/upp/pap/academic_affairs).

Academic Integrity

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit (from the Student Handbook, http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html).

Acts of plagiarism or cheating will result in an action report filed in the dean's office and/or a failing grade for the assignment and/or course. If you are at all unsure about plagiarism when writing your paper, speak with the instructor **before** the due date.

Undergraduate Archival Projects in the ETRC

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| Matthew Del Campo | 1. Tindall Family Collection/Photos , (.5 linear feet), mostly photos which have been sleeved, already in acid free folders. A lot of information is with each photograph, this would be a good collection to scan and put on TIDES. Family located in Appleby. NEEDS: Finding aid, including biographical sketch, scope & content note. |
| Zach Taylor | 2. Anna Mary Schott Motley Collection , (1 linear foot), Nacogdoches and family historic documents and photographs. In acid free folders and some photos have been properly sleeved. NEEDS: Putting material in folders appropriate for the box, sleeve some photos, finding aid, including biographical sketch, scope & content note. |
| Weston Griffis | 3. Legg General Store , (.5 linear feet), ledgers from the general store 1800s-1900s located in Douglass. Including land deeds. Material has roughly been arranged in acid free folders. NEEDS: A bit of organizing, finding aid, including biographical sketch, scope & content note. |
| Jessica Storment & Randy Reed | 4. Bob Fagelson Collection , (1.5 linear feet), World War II material, Indo-Burma-China. WWII scrapbooks, veteran's scrapbook and ex-CBI roundup. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. (2 students) |
| Edward Gooch | 5. A.D. Folweiler , (.5 linear feet), papers about the suit of minority stockholders vs. Kirby Lumber Company/Santa Fe Industries. Letters, legal papers. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Jenna Smith | 6. John August Tubbe Sr. Family Collection , (.5 linear feet), family photographs, documents, letters, newspaper clippings. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Nate Ferguson | 7. Joe Ericson Research Collection , (.5 linear feet), papers, notes and other material prepared by Dr. Ericson for publication on Texas banks. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Adam Grimes | 8. F.I. Tucker Collection , (.5 linear feet), research on historic Nacogdoches. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note |
| Lesley Driscoll | 9. U.S. Weather Bureau, Nacogdoches , (.5 linear feet), various papers associated with documenting weather in Nacogdoches, 1906-1961. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note |

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| Jessica Wood | 10. Hulie Freeze Papers , (1 linear foot), a prolific writer of “letters to the editor” the collection includes those letters, his research on JFK & his visit to Dallas the day after and WWII letters some of which are written in French. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Cassie Bennett | 11. Ed Gaston Research , (.5 linear feet), manuscript and other papers relating to the publication of “Conrad Richter” NEEDS: re-housing, make a box to fit the material, organizing, Finding aid, including biographical sketch, scope & content note. |
| Scott Robertson | 12. Clarence P. Harrison Jr. Papers , (.5 linear feet), family papers and photographs NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Malcolm LeBlanc | 13. J.W. Christian Family Papers , (.5 linear feet), land deeds, receipts, NEEDS: organizing, finding aid, including biographical sketch, scope & content note. |
| Chris Shipp | 14. Stephen W. Blount Collection , (.5 linear feet), letters, legal deeds, personal papers, land surveys, mostly from San Augustine County, Republic of Texas. NEEDS: re-housing, make a box to fit the material, organizing, finding aid, including biographical sketch, scope & content note. |
| Diana Parrott | 15. George & Bertha Petty Hogan Photographs , (.5 linear feet), photographs of family members, most are unidentified. This collection is still in the box that it came in. It has hundreds of photographs. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Michael Murphy | 16. A.L. Wise Collection , (.5 linear feet), some family papers, audio tape, newspaper clippings and a lot of newspapers that will probably not be kept. All material in original box it came in. NEEDS: re-housing, organizing, finding aid, including biographical sketch, scope & content note. |
| Marissa Church | 17. Canton Area/Easley-Thornton Families Collection , (.25 linear feet), letters, photos and one document, about 50 items. NEEDS: research done to find out how all these documents relate to each other, finding aid, organization. |
| Kevin Anderson, Megan Morgan, Sean Lackey | 18. Maps/Robinson Collection Photographs/Kirby Collection Documents , (n/a), three stations, ten hours each, with up to three people on the project NEEDS: maps from businesses, surveyors, and forest projects flattened, the photographs re-housed, and the documents re-folded. |
| | 19. Scanning/ContentDM , (n/a), the ETRC and TIDES have a list of items to be pulled, scanned, and entered into ContentDM, two people can work on this project (must share one scanner). |