

## INTRODUCTION TO PUBLIC HISTORY – HIS535.040

Dr. Perky Beisel  
History Dept.  
Phone: 936-468-2093  
E-mail: [pbeisel@sfasu.edu](mailto:pbeisel@sfasu.edu)

305 Vera Dugas Liberal Arts North  
Office Hours: MWF 8:00-9:00, 10:00-Noon & by appointment  
Class Hours: Thurs 6:00-8:30 PM  
Class Room: F186



### *Course Description*

An introduction to the ways in which traditional academic history and public history complement and enrich one another. Addresses historical work in such areas as oral history, historical societies, editing projects, businesses, libraries, historic preservation projects, museums, and archives. Includes lectures, guest speakers, field trips, and individual projects.

### *Additional Course Description*

This graduate 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 significance of local history as a means of researching, analyzing, and interpreting broad themes and events U. S. history.

### *Program Learning Outcomes*

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This section of this course will focus on PLOs 3, 4, and 5.

### *Student Learning Outcomes*

The more specific outcomes for this particular course are as follows:

1. The student will be able to explain the role of three historical professions within their legal and professional frameworks as well as their relationships with the public.
2. The student will be able to explain how historians utilize documentary, artifactual, and landscape sources to educate and to work with the public.
3. The student will be able to handle properly primary source documents and artifacts.
4. The student will be able to utilize documentary and artifactual primary sources for evidence appropriate in historic research.

### *Required Texts*

Gardner, James B. and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Rev. ed.

King, Thomas. *Cultural Resource Laws and Practice*. 4<sup>th</sup> ed.

Levin, Amy K., ed. *Defining Memory: Local Museums & the Construction of History in America's Changing Communities*.

Meringolo, Denise. *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*.

Rosenzweig, Roy and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*.

Tilden, Freeman. *Interpreting Our Heritage*. 4<sup>th</sup> edition, expanded, 50<sup>th</sup> anniversary.

*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*. 4<sup>th</sup> 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*. 6<sup>th</sup> ed. Chicago: University of Chicago Press, 1996. (This an abbreviated version of the *Chicago Manual of Style*)

### *Course Requirements (400 points total)*

All assignments are due at the beginning of class. All assignments should be submitted, in person, as a printed hard copy unless directed otherwise.

### *Book Reviews (50 points each)*

Each student, referencing the posted departmental rubrics (4 & 5), will write two four-page, double-spaced, 1" margin, 12-point Times New Roman font review of outside readings. The outside readings will be indicated by week. Each student is responsible for obtaining a copy of his/her works. The review should include not only a summary of the author's thesis, evidence, and contributions to the field but also an analysis of the monograph's strengths and weaknesses. The author's training/background is often a good starting point to understanding his/her methodology. Secondly, the review should explain which field(s) of public history and/or primary source(s) are examined in the work. Thirdly, how does this book expand/develop/ exemplify our understanding/practice/ theory of public history and/or one of its subfields? And lastly, explain which audience(s) may find this work to be of value (do not always go for the obvious). Your name, the date, and the bibliographic information in the JAH format should be in the upper left-hand corner, single spaced, and page numbers in upper right of pages two through four. A stapled hard copy of the paper is due at the beginning of class. Your reviews will be evaluated using departmental rubrics 4 & 5 as well as an extra class rubric based on the four questions/subjects listed above. Bring ten additional copies to class for your colleagues.

### *Archival Internship (75 points total)*

Each student will devote fifteen hours during the course of the semester processing the Kirby Lumber Company Collection at the East Texas Research Center. Each student will maintain a log of hours that will be verified by the supervisor. As you conduct your project, consider what the management/personnel/duties of this local repository, what is the role of history at the institution, and how the public interacts with history and historic resources at the site. Each student will write a four-page, minimum, double-spaced, 1" margin, 12-point Times New Roman response to these three questions as well as summarizing their activities (see department rubrics 4 & 5 and class-based rubric as a guide). Each student will submit the time log, reflective essay, and sample of produced work – in this case finding aid for processed boxes – on the due date. Please keep up with your hours.

Group A – ETRC then Millard's Crossing	Group B – Millard's Crossing then ETRC

### *Transcription Project (75 points total)*

Each student will transcribe an oral interview from the Dr. Bobby H. Johnson Collection in the East Texas Research Center, Steen Library, SFASU. The interview and any previous transcriptions will be provided on a USB and must be returned with each submission of the

transcription. Each student will submit a first draft in hardcopy which is expected to be complete, albeit with stylistic edits and revisions to be completed. Each student will edit another student's interview and the comments/edits will be evaluated – provide the hardcopy with your edits on the due date. With the final transcript, each student will submit an analysis of the primary source, potential research topics, and the transcription process. This will be a four-page, minimum, double-spaced, 1" margin, 12-point Times New Roman font analytical essay evaluating the historical evidence included in the essay. As a historian, what are the avenues of research one could best utilize with these interviews? How might this local example be used in the research of national or broad themes or events? Evaluate the quality of the interview with respect to best practices as discussed in this course. Your essay will be evaluated using Rubrics 3, 4, and 5. A style guide and sample transcript for formatting will be posted on D2L.

### *Millard's Crossing & ContentDM (75 points)*

This class will process archival and artifactual objects from the collections of Millard's Crossing Historic Village, Inc. located in Nacogdoches, Texas. The museum was established by Lera Thomas who was a close associate of Ima Hogg and Lady Bird Johnson, two other notable Texas preservation pioneers. Both Mrs. Thomas and her husband, Albert Thomas, were born and raised here in Nacogdoches. After their marriage they moved to Houston where they began a family while Albert practiced and became involved in politics. A few years later Albert became a U.S. Representative and served in that position until his death at which time he was the longest serving Representative in the House. Mrs. Thomas was elected to complete his term and then held several appointed positions on behalf of the U.S. government. She then returned to Nacogdoches where she began to collect artifacts and building as eventually forming the Village. These items have been selected for digitization and inclusion in the Village's digital repository (hosted by the ETRC) due to their local, state, and national significance. Each student will be evaluated based on his/her attention to detail, quality of the imaging, and overall progress. Each student will write a confidential self assessment of the process including ContentDM, an analysis of the final product, and evaluation of the primary sources for future research. The individual paper will be evaluated using departmental rubrics 4 and 5 and the class-based rubric. A detailed "how-to" guide and in-class training will be provided.

### *Participation (75 points)*

Each student is expected to contribute to small group and class-wide discussions of assigned readings, projects, videos, handouts, and other materials. A successful graduate student has read the materials, drawn conclusions, identified parallels and contradictions, is prepared to explain your analysis of the author's thesis and evidence. Only through such preparation can we have excellent class discussions. Students should check the course's D2L page for updated notices, additional readings, handouts, and deadlines. There will be a resume component which must be completed in order to receive full credit for participation, otherwise it will be a ten point penalty.

### *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. The determination of the participation grade (prior to unexcused absence subtractions) is at the discretion of the instructor.

This is a qualitative, completely subjective, score. 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. Students should be on time for the commencement of each class. Late arrivals will be considered as inadequate participation, and repeated late arrivals may incur point penalties.

### *Grading Scale (Standard)*

Book Reviews: 25% of final grade (50 points each, 100 points total)	400-360 A
Archival Internship: 18.75% of final grade (75 points total)	359-320 B
Transcription Project: 18.75% of final grade (75 points)	319-280 C
Millard's Crossing: 18.75% of final grade (75 points)	279-240 D
Participation: 18.75% of final grade (75 points)	239-0 F

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 (December 23<sup>rd</sup>) – 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.



## *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.

### *Withheld Grades (Semester Grades Policy, A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### *Students with Disabilities*

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

### *Academic Integrity (A-9.1)*

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

#### Definition of Academic Dishonesty

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. Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

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.

## HIS535 Fall 2015 - Course Schedule (Part 1)



	9/3	9/10	9/17	9/24	10/1	10/8	Sat. 10/10	10/15
Introduction						[10-5-15 7:00 PM BPSC, GBR] [10-8-15 4:15 PM BPSC, Twilight] Class with Dwight Pitcaithley, Ph.D.	NCPH Mini-Con in San Marcos	
The History of Public History		Rotation 1 Starts						
Historic Preservation				Resume Due				
Oral History						ETHA Fall Meeting		

## HIS535 Fall 2015 - Course Schedule (Part 2)



	10/22	10/29	11/5	11/12	11/19	11/26	12/3	12/10	12/17
Archives	Rotation 1 Due	Rotation 2 Starts				THANKSGIVING			
	POWER TOOLS FOR HISTORIANS								
Museums & Historic Sites				Transcription Due	Resume Due				
			FABRIC CARE AT THE STONE FORT MUSEUM						
Cultural Resources Management							Transcription Peer Review Due		
FINALS WEEK									Final Transcript Due Rotation 2 Due