

Internship in Public History
HIS582.040 – Summer II 2011
2:45–4:40 MTWR – Ferguson 477

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305 Vera Dugas Liberal Arts North
Office Hours: MTWR 10:00-Noon
and by appointment

Course Description

A hands-on exploration of the practice of historic preservation with training in historic surveys, architectural styles, and archival research.

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 PLO 3.

Student Learning Outcomes

1. The student will utilize the primary sources in the regional archive and county offices to research the structures' ownership history and significant individuals and events associated with the properties.
2. The student will conduct a historic survey in order to demonstrate proficiency with photographic, GIS, and computer technology as well as develop a plan for future research and preservation.

Required Texts

Carter, Thomas and Elizabeth Collins Cromley. *Invitation to Vernacular Architecture*.

City of Nacogdoches Multiple Property Documentation Form.

<http://pdfhost.focus.nps.gov/docs/NRHP/Text/64500647.pdf>

Guidelines for Local Surveys: A Basis for Preservation Planning (formerly NR Bulletin 24)

<http://www.nps.gov/history/nr/publications/bulletins/nrb24/>.

McAlester, Virginia and Lee McAlester. *A Field Guide to American Houses*. New York: Alfred A. Knopf, 1987.

Internship in Public History

HIS582.040 – Summer II 2011

2:45–4:40 MTWR – Ferguson 477

Recommended Texts

Longstreth, Richard. *Buildings of Main Street*. Updated edition. Walnut Creek, CA: AltaMira, 2000.

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

A = 100-90	points 100%-90%
B = 89-80	points 89.99%-80%
C = 79-70	points 79.99%-70%
D = 69-60	points 69.99%-60%
F = 59—0	points 59.99%-0%

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 (August 17) – 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 absence during the semester is allowed without penalty. After that, five points per absence will be deducted from the final participation grade.

Participation

Each student is expected to contribute to small group and class-wide discussions of assigned readings, projects, videos, handouts, and other materials. Contribution is defined as the demonstration of higher-order thinking skills: analysis, synthesis, and evaluation. A student can do this when he/she has developed a dialog with the materials on one's own prior to class discussion. Students should check the course's WebCT page for updated notices, handouts, and deadlines.

Course Project

Each group will perform a historic assets survey in the Washington Square, Sterne-Hoya, and/or Outside Overlay Districts. Each group will be responsible for completing a survey form, taking digital photographs, recording GIS data for each structure, and updating the property's entry on the project website. Each group's ten-page final report will summarize and evaluate the individual historic assets

Internship in Public History
HIS582.040 – Summer II 2011
2:45–4:40 MTWR – Ferguson 477

and the neighborhood as a whole within the appropriate historic contexts as well as suggest future preservation and interpretation opportunities. Each member of the group will submit an individual two-page reflection of the process and skills acquired. A detailed instruction sheet will be provided. Individually, each student will be responsible for research his/her assigned structures to located relevant historic photographs, census records, maps, deeds, wills, etc., analyze materials, and upload the material on the project website. This material will also be submitted as an individual report with electronic copies of all available primary sources.

Notifications

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

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/>.

Internship in Public History
HIS582.040 – Summer II 2011
2:45–4:40 MTWR – Ferguson 477

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.

Course Calendar

Week 1 – Introduction to Course, Introduction to Historic Surveys, Introduction to Nacogdoches

Week 2 – Architectural Styles, GIS, Resources, and Website

Weeks 3-5 – Fieldwork, Research, and Processing

The City of Nacogdoches Historic Survey is an opportunity for the local government, home owners, and researchers to access up-to-date information about the historic structures of Nacogdoches. In 1986 the city hired a historical consulting firm, Victor and Victor, to survey structures in and around downtown. The result of survey was a three-volume work containing descriptions of hundreds of properties' physical condition including architectural and historical significance. Based on that survey, the City of Nacogdoches established five historic overlay zoning districts and a list of individual properties whose structures are subject to review by the Nacogdoches Historic Landmarks Preservation Committee whenever exterior work is being considered. Between 1986 and 1992 the city hired several consulting firms to research, write, and submit over ten National Register of Historic Places individual and district nominations based on the findings of the Victor & Victor 1986 survey. Although the NR listings are similar to the zoning districts, they are not exact duplications and the NR properties are subject to NHLPC review only if they are in a zoning district, not because they have been listed on the Register. When the city submitted its most recent nomination, the Downtown NR Historic District in 2007 it became quite apparent that the 1986 survey information was outdated. In addition, the city staff needed a better way to maintain and update the information about each structure's condition and alterations.

In the summer of 2010, Brian Bray, the city historic sites manager, and Perky Beisel and Paul Sandul, public historians in the Department of History at SFASU, outlined a plan to resurvey the properties included in the Victor & Victor survey as well as establish an online database for use by the city, property owners, and the public. The group decided to begin with the properties within the five historic zoning districts (Washington Square, Downtown, Virginia Avenue, Zion Hill, and Sterne-Hoya) and the individual properties zoned historic yet outside a district. In the fall of 2010 students in Dr. Beisel's American Architecture class resurveyed the Downtown district and helped develop a procedure for the larger project. Funding for their supplies came from an Office of Student Affairs Service Learning Grant. In the spring of 2011 the City applied for and was awarded a Certified Local Government grant from the Texas Historical Commission to purchase two Trimble Yuma units for the re-surveying project. In the future, the city staff will be able to access the database and update each structure's condition while in the field as well as take reference photographs and record GPS locations

Internship in Public History HIS582.040 – Summer II 2011 2:45–4:40 MTWR – Ferguson 477

using the units. The Center for Regional Heritage Research, SFASU, agreed to host the online website for the city (<http://www.sfasu.edu/heritagecenter/622.asp>) and beginning in Spring 2011 provided student workers to upload the previous survey and National Register information as well as the work conducted in Fall 2010. The final section of Phase I (updating all properties in the 1986 Victor & Victor survey zoned historic) will be finished in Summer 2011. The collaboration between the City of Nacogdoches, the Center for Regional Heritage Research, and the Public History graduate program in the Department of History at SFASU is providing an excellent opportunity for SFASU students while enabling the local government and the public to manage and promote the historic resources of Nacogdoches.

The project will have both public and private submission components. The student will be expected to study and utilize the required readings and materials. The student will be assigned to a combination of districts and/or outside properties. Each student will be provided with paper survey forms, GPS units, USB drive(s), and a digital camera (if needed) in order to document the structures. The student will submit two public reports (double-spaced, 1" margin, 12 pt. Times New Roman or Arial font) as well as all fieldwork both electronically and in hardcopy.

Overall Instructions – Please go out in daylight hours. Wear your nametag (the holder must be returned, but the insert is yours to keep). If a property owner has any questions they can call Brian Bray, City of Nacogdoches Historic Sites Manager at 936-560-4441 or Dr. Beisel at 936-468-2093. If there is a problem, then just move on to the next property. Do not trespass onto private property, please remain on the sidewalk or on the edge of the road.

Survey Forms – The student will use the City of Nacogdoches Survey Form to record each historic resource (structure, object, or site). Ideally, the form will be available on Trimble Yuma unit, but if this is not possible, then the student will use a paper copy. Please be sure to write legibly with #2 pencil or a pen. If you need additional forms, a pdf is available on Blackboard.

Photographs – The student will take a minimum of three images of each structure and at least two of each object. For a structure take an image from the direct front, from the left front, and from the right front. Try to frame the structure as tightly as possible meaning no other structures visible if possible – leave just a small margin. For each object (plaque, statue, marker – except those noting listing on the National Register) take one showing the object in location and one close-up showing as much detail as possible. Each image should be saved in a .TIFF file format. Set the camera resolution or pixel dimension to the largest setting possible. Each image needs to be named in the following format: Unique ID-01 (and going up to 99 images per resource). So the third image for the a resource would be 52-03. See also “National Register Photo Policy Factsheet.”

GPS – The student will use a Trimble Yuma unit to record the GPS location of the resource. For objects such as plaques take a reading as nearby as possible. For a structure, take the reading in the center of the front façade of the property. You will be using TerraSync to record GPS locations. Please refer to the basic user’s guide written by a Forestry Professor for an introduction to the unit and the 1-2-3 Guide PowerPoint on Blackboard.

Internship in Public History
HIS582.040 – Summer II 2011
2:45–4:40 MTWR – Ferguson 477

Documentation – The student will, for each property, conduct a search of the ETRC’s physical and digitized holdings to include, at a minimum, relevant Sanborn Maps, historic photographs, published histories of Nacogdoches, and collections linked to the properties and/or their owners. When possible, the student should submit a digital copy or link to a digital copy of these primary sources along with the other fieldwork. All other materials should be provided in a list subdivided by property address. For example, the student may be able to locate the 1920 census record for the family who built a property in 1916 on Virginia Avenue or there may be a set of historic photographs of the neighborhood that include several houses and so each time a structure appears in a photograph it will be listed. The ETRC has a subscription to Heritage Quest which can be used to search US census data (do not use compiled data in county histories). In addition the student should utilize county records such as deeds, wills, and other transaction data. All of this material will be added to the website. (See the THC Guide to Researching Historic Properties for more suggestions.)

Internship in Public History
HIS582.040 – Summer II 2011
2:45–4:40 MTWR – Ferguson 477

Sample pictures (as submitted).

These images are labeled correctly with unique ID-image number. There are several shots from a good variety of angles. However the quality of the photographs and the lack of rotation do not make these acceptable for the online system. Some shots are clearly too dark or in shadow. Remember – can one evaluate the condition of the structure based on your photographs? If the answer is no, then your photographs are not up to standard.



203-01



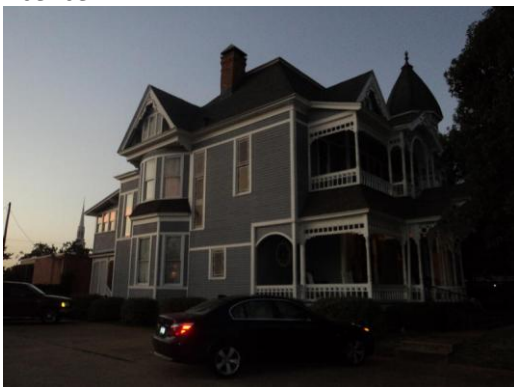
203-02



203-03



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204-05