

HISTORY 536 – SECTION # 001

INTRODUCTION TO PUBLIC HISTORY

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Office Hours: T/Th 12:30-2pm; W, 8-10am

Department: History

Class meeting time and place: TBA

GENERAL BULLETIN 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, individual projects.

PROFESSOR'S COURSE DESCRIPTION:

This is a reading-discussion-lecture course (so three times the fun) on the many classic and late-breaking developments in the exciting world of public history. The three primary aims are: (1) to introduce you to the practice of public history and what it is, exactly (or so many think); (2) look at leading fields associated with public history, such as museums, historic preservation, cultural resources management, oral history, archives, and commemoration; and (3) ponder some of the interests, issues and problems, demands and concerns of public history and history in the public.

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 1-5.

STUDENT LEARNING OUTCOMES FOR HISTORY 536:

A student who completes this course will be expected to be able to (1) demonstrate a thorough working knowledge of public history and its practice, (2) recognize the significance of history outside academia, (3) demonstrate an awareness of the intimate relationship between historical narrative and personal / community identity, (4) complete a term paper about a field associated with public history to gain more awareness about, and (5) critically analyze and present written work associated with public history, such as cultural resources management, historic preservation, archives, museums, memory and memorialization, and oral history.

REQUIRED TEXTS:

1. John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century* (Princeton, NJ: Princeton University Press, 1992).
2. G. Ellis Burcaw, *Introduction to Museum Work* (Walnut Creek, CA: Alta Mira, 1997).
3. Daniels, Maygene F. and Timothy Walch, eds., *A Modern Archives Reader: Basic Readings on Archival Theory and Practice* (Washington, D.C.: National Archives and Records Service, 2004).
4. James B. Gardner and Peter S. LaPaglia, eds., *Public History: Essays from the Field* (Malabar, FL: Krieger Publishing Co., 1999).
5. David Glassberg, *Sense of History: The Place of the Past in American Life* (Amherst: University of Massachusetts Press, 2001).
6. Delores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, MA: MIT Press, 1995).
7. James Horton and Lois Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory* (New York: New Press: Distributed by Norton, 2006).
8. King, Thomas F. *Cultural Resource Laws and Practice*. Lanham, MD: AltaMira Press, 2013.
9. Martha K. Norkunas, *The Politics of Public Memory: Tourism, History, and Ethnicity in Monterey, California* (Albany: State University of New York Press, 1993).
10. Stanton, Cathy, *The Lowell Experiment: Public History in a Postindustrial City* (Boston: University of Massachusetts Press, 2006).
11. David Thelen and Roy Rosenzweig, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998).
12. Paul Thompson, *The Voice of the Past: Oral History*, second edition (New York: Oxford University, 1988).

ADDITIONAL READING MATERIAL (PROVIDED BY PROFESSOR):

In the “Schedule” section of this syllabus you will see additional reading material has been assigned throughout the semester. All additional reading materials are available on D2L.

COURSE REQUIREMENTS:

Participation: 50

Exhibit Review: 50

Web Review: 50

Book Reviews: 100 points

Final Paper: 100

Total: 350 points

GRADING SCALE:

A 315-350

B 280-314.9

C 245-279.9

D 210-244.9

F 209.9→

COURSE REQUIREMENTS:

- ATTENDANCE POLICY :

Students are expected to attend all classes.

- PARTICIPATION (OUT OF 50 POINTS):

Much of this class revolves around class discussion. You are therefore expected to show up to class prepared, having read the assigned readings, and ready to participate in class discussion and activities. Oh, please, have fun and, well, think.

- EXHIBIT REVIEW (OUT OF 50 POINTS):
 - **Due: Week 11 (3/27)**
 - You may choose a history exhibit, or an art exhibit that includes a historical dimension. The reviews should be 3-4 pages (750-1000 words) and should provide an analysis of the site or exhibit in terms of organization, design, themes, execution, and issues. The reading assignments are designed to help you develop your critical thinking and analysis skills as they relate to assessing the impact, effectiveness, and quality of public history displays. You should use *Chicago Manual of Style* and include footnotes as appropriate.

- WEB REVIEW (OUT OF 50 POINTS):
 - **Due: Week 15 (4/24)**
 - Peruse at least four websites and write a review on one from the list of websites given in the “Web Review” handout.
 - Follow guidelines from the *Journal of American History* and write a three- to four- page review.
 - ◆ You should use *Chicago Manual of Style* and include footnotes as appropriate.
 - Present website and review to class.

- BOOK REVIEWS (WORTH 10 POINTS EACH):
 - **Due: Weeks 2, 3, 4, 6, 7, 10, 11, 12, 13, 15, and 16**
 - Note: You are required to turn in ten reviews out of the eleven possible readings. If you miss a week, then that will be your missed one. If you turn in all, I will simply drop the worst grade.
 - In about three pages (excluding title page, footnotes / endnotes, and bibliography) define the thesis or theses, give a content summary and analysis, and share your personal reaction. To define a thesis you are trying to give a brief explanation of what the author’s or authors’ purpose was, i.e., the overall point. A content summary is a summary of the entire work or works. Be concise, no need to give a chapter-by-chapter replay. I know what was written, I am seeing if you do. Analysis is flushing out essential features and their relations with material covered in class. Let me be clear: content summary and analysis should be the bulk of your paper and should blend in the text of your paper (so do not use subheadings as replacements for good topic sentences). Be sure to relate the material in question to what we discuss in earlier classes and with other materials we have read. Specifically, then, incorporate class discussion and other readings into your analysis to show you have a command of the material at hand (do not just simply footnote it). [Obviously this will get more nuanced as both the class progresses and your understanding of collections management deepens.] Finally, give me a summary of your (intelligent) reaction to the assigned reading(s).
 - **PLEASE NOTE:** All written assignments must follow *Chicago Manual of Style* and formatting requirements: To review such, see handouts concerning writing format on my website. Make sure that you footnote correctly and that you use the English language properly. If you fail to submit the paper in proper format, if your paper is semiliterate, or if your paper is full of high-school errors, I will not even accept the paper and ask you to rewrite it (we can go over the mistakes together, of course).

- FINAL PAPER (OUT OF 100 POINTS):
 - **Final Draft Due during finals week by 5/8, noon, in my office.**
 - While this will be discussed more in class, you are to write a twelve-page paper on one field of public history that interests you (e.g., oral history, historic preservation, cultural resources management, museums, archives). You are required to seek out at least five books (but more is preferred), plus any relevant articles, that apply to your chosen field. While I will help you find books, I expect you to search out some on your own as well. The overall purpose is to review the history, evolution, methodology, and best practices of your chosen field. Keep in mind, also, that as a public history graduate student, your public history project that is your cumulative project to earn your MA degree requires a chapter on the history, evolution, methodology, and best practices associated with a field relevant to your project. Ideally, this will be the basis for that chapter.

SCHEDULE

Week 1 (1/16): Introduction & Discussion

Week 2 (1/23): Distinctiveness of Public History

READ: Patricia Mooney-Melvin, “Professional Historians and the Challenge of Redefinition,” in Gardner and LaPaglia, *Public History*, pp. 5-21; and Cathy Stanton, *The Lowell Experiment* (2006).

READ HANDOUTS:

1. Robert Kelley, “Public History: Its Origins, Nature and Prospects,” *The Public Historian* 1, no. 1 (Fall 1978): 16-28. Available through J-Stor.
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Week 3 (1/30): Audience & the Public’s History: Revisiting Distinctiveness

READ: Thelen & Rosenzweig, *The Presence of the Past*; and Glassberg, *Sense of History*, ch. 1, pp. 3-22.

READ HANDOUT: “Roundtable: Responses to *Presence of the Past*,” *The Public Historian* 22, no. 1 (Winter 2000), available on J-Stor.

Week 4 (2/6): Collecting History: Archives

READ: Roy H. Tyron, “Archivists and Records Managers,” in Gardner and LaPaglia, *Public History*, 54-74; and selections from Daniels, and Walch, *A Modern Archives Reader*

Week 5 (2/13): Visit ETRC with Linda Reynolds to learn more about Archives

Week 6 (2/20): The Place of Public History: CRM-Preservation & Site Remembrance

READ: Hayden, *The Power of Place*, chs. 1-3, pp. 2-78; and chs. 6-7, pp. 139-87; Glassberg, *Sense of History*, cp. 5, pp. 111-27, and chs. 6-7, pp. 128-63; and George W. McDaniel, “At Historic Houses and Buildings: Connecting Past, Present, and Future,” in Gardner and LaPaglia, *Public History*, pp. 233-55.

Week 7 (2/27): History & Public Policy: More CRM & Historic Preservation

READ: Antoinette J. Lee, “Historic Preservationists and Cultural Resources Managers: Preserving America’s Historic Places,” in Gardner and LaPaglia, *Public History*, 129-39; and Thomas King, *Cultural Resource Laws and Practice*.

READ HANDOUTS:

1. Peruse National Register of Historic Places Website: <http://www.nps.gov/nr/>
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Week 8 (3/6): Visit with Brian Bray and learn more about CRM & Preservation

Week 9: No class, Spring Break

Week 10 (3/20): Making A Place for Remembering: Museums

READ: Mark Howell, “Interpreters and Museum Educators,” pp. 141-55; and Anne Woodhouse, “Museum Curators,” pp. 187-210 (both in Gardner and LaPaglia, *Public History*); and *Slavery and Public History*.

Week 11 (3/27): Visit Texas Forestry Museum with Kaitlin Wieseman

READ: Burcaw, *Introduction to Museum Work*

DUE: Exhibit Review

Week 12 (4/3): Commemoration, Public Memory, & Public History

READ: Bodnar, *Remaking America*; and Glassberg, *Sense of History*, chs. 2-3

Week 13 (4/10): Recording Memories: Oral History

READ: Rose T. Diaz and Andrew Russell, “Oral Historians,” in Gardner and LaPaglia, *Public History*, pp. 203-16; and Thompson, *Voices of the Past*

Week 14 (4/17): **No class, holiday break**

Week 15 (4/24): Google, Wikipedia, & Historical Knowledge: A Tangled Web

❖ Web Reviews Due & Presentations (see Web Reviews Handout for details of assignment)

READ HANDOUTS:

1. Dan Cohen & Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, chapters: Intro, Becoming Digital, Exploring the History Web, <http://chnm.gmu.edu/digitalhistory>
2. Roy Rosenzweig, “Can History Be Open Source? Wikipedia and the Future of the Past,” *The Journal of American History* (June 2006): <http://www.historycooperative.org/journals/jah/93.1/rosenzweig.html>
3. Michael Eamon, “A ‘Genuine Relationship with the Actual’: New Perspectives on Primary Sources, History and the Internet in the Classroom,” *The History Teacher* (May 2006) <http://www.historycooperative.org/journals/ht/39.3/eamon.html>
4. Stephen Mihm, “Everyone’s a Historian Now: How the Internet – and You – Will Make History Deeper, Richer, and More Accurate,” *Boston Globe*, May 25, 2008:

Week 16 (5/1): Politics of Public Space & History

READ: Norkunas, *The Politics of Public Memory*

READ HANDOUTS:

1. Yael Zerubavel, "The Politics of Remembrance and the Consumption of Space: Masada in Israeli Memory," in Walkowitz and Knauer, *Memory and the Impact of Political Transformation in Public Space*, pp. 233-52.
 2. Sarah Schrank, "Nuestro Pueblo: The Spatial and Cultural Politics of Los Angeles' Watt Towers," in Prakash and Kruse, *The Spaces of the Modern City* (2007), pp. 275-309.
 3. Harold Marcuse, "Memories of World War II and the Holocaust in Europe" in Gordon Martel, ed., *A Companion to Europe, 1900-1945* (2006), pp. 487-503
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Finals Week: **Final Paper Due to my office by noon on 5/8.**

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/>.