

# Introduction to Public History

History 535 - Thursday 6:00-8:30

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Office Hours  
356 Vera Dugas Liberal Arts North  
MW: 9-12; 1-4 and by appointment



## 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 within each division. 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.

## Required Texts

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

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

Linenthal, Edward T. and Tom Englehardt, eds. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Henry Holt and Company, 1996.

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

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

## Suggested Style Guides

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

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

## Grading Scale

Survey Project: 20% of final grade (160 points)	A = 800-720	points 100%-90%
Admin. Project: 20% of final grade (160 points)	B = 719-640	points 89.99%-80%
Individual Project: 20% of final grade (160 points)	C = 639-560	points 79.99%-70%
Book Review 1: 10% of final grade (80 points)	D = 559-480	points 69.99%-60%
Book Review 2: 10% of final grade (80 points)	F = 479—0	points 59.99%-0%
Participation: 20% of final grade (160 points)		

The final grade in the course is determined by the total number of points earned on the individual papers, group reports, participation, and attendance according to their listed weights.

### *Attendance Policy*

Students are expected to attend all classes. One absence during the semester is allowed without penalty. After that, five points per unexcused absence will be deducted from the 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. Students should regularly check the course's WebCT page for notices, handouts, and deadlines. As a graduate student, each student is expected to be prepared for each class session and outside meeting.

### *Book Reviews*

There will be two book reviews, one each for *Skull Wars* and *History Wars*. Each student, referencing the posted grading rubric, will write a three-page, double-spaced, 1" margin, 12 point font review of each outside reading. The review should not only include an overview of the author's thesis, evidence, and contributions to the field, but also how the work fits into the historiography of 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? Did the author make a supportable argument for the thesis? How did the author place this work within the field's historiography? How might this work contribute to the field of public history as a whole? The *due dates* are noted on the class schedule. Each assignment is worth a total of 160 points. The following steps must be completed for each review. Each student will need to submit his/her paper by 11:59 p.m. on the due date to the anti-plagiarism website Turnitin.com in order to receive credit for the paper.

- 1) Review the posted rubric – this will be used while grading your exam.
- 2) Please reference the posted "Common Mistakes Guide." 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 Turabian, *A Manual for Authors of Term Papers, Theses, and Dissertations*.
- 3) Write a three (3) page essay reviewing the author's main thesis and supporting points, their construction and acceptability, the monograph's position within the historiography (at least according to the author if not from your own perspective), and the audience(s) who may find this work to be of value (do not always go for the obvious). The essay should provide references for specific examples given to illustrate the essays supporting points and thesis. If you mention a specific event or describe a particular person **you must** cite that information using a parenthetical reference 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 your essay on time at the beginning of class: *Skull Wars*                      *History Wars*  
Due date: **11/2/06**                      Due date: **11/20/06**
- 5) Turn in your paper in its electronic format by 11:59 p.m. by the due date to Turnitin.com. Instructions including a link to the website, the class id, and password will be sent to each student via the communication tool of WebCT.

### *Individual Project*

Each student will complete a review of a thesis or dissertation or a series of websites. If the student chooses to review a thesis or dissertation there is a large number of recent public history related theses and dissertations posted on WebCT. The student must submit (paper or email) the title of the work to the professor by Monday, November 20<sup>th</sup>. The student may choose another title, but it must be approved in advance by the instructor. The report format will follow the format of the two published monograph reviews with a few modifications. The review must also consider the thesis or dissertation's primary sources, especially archival or artifactual research, any consideration of interpretation or the work's relevance for such use, and organizational structure. The review will be at least seven pages in length. The second option is to review a set of three historical websites: collection or site based. All three websites must focus on either the organization's artifacts (museum) or historic structures and landscapes (site). The first organization must be a local (small); the second is to be a regional- or state-based (medium) organization; and the third must be a national-level (large) organization. The seven page (minimum) review should include background information about each organization's establishment, structure, and mission. The review must also consider each website's usefulness for historic primary research (specifically the level of detail and accessibility via the web) and presenting the past to the public including any interpretive materials and/or lesson plans. The name of each organization must be submitted on paper or via email by Monday, November 20<sup>th</sup>.

### *Administration Project*

Each group will develop a set of documents for the Harrison County Visitors' Center in Crockett, Texas. This packet will include six statements, a collection policy, an interpretive plan outline, and a grant proposal. The final report will be typewritten and submitted on disk and in paper as individual documents with footnotes and bibliographies as needed. A detailed instruction sheet will be provided on October 12<sup>th</sup>. The project is due November 16<sup>th</sup>.

#### Group A

Nolan Boles  
Paul Maleski  
Tiffany Eurich  
Joshua Johnson

#### Group B

Jennifer Brancato  
Curtis Odom  
Janice Watkins

#### Group C

John Garbutt  
William Foley  
Laura Williams

### *Historic Survey Project*

Each group will perform a historic assets survey in the Pecan Orchard area of Nacogdoches. The group's final report 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. A detailed instruction sheet will be provided on September 7<sup>th</sup>. The project is due October 5<sup>th</sup>.

#### Group A

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Curtis Odom  
Laura Williams

#### Group B

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William Foley  
Tiffany Eurich  
Joshua Johnson

#### Group C

John Garbutt  
Paul Maleski  
Janice Watkins

### *Grades, Study Guides, and Writing Assistance*

Assignments, grades, study guides, handouts, and any other applicable materials will be posted on the course's WebCT page. It is the student's responsibility to regularly check WebCT for updates. Final grades will be posted by the deadline provided by the registrar (December 20<sup>th</sup>) – do not ask for them prior to this date. Please take advantage of the writing assistance offered by the History Department. Melissa Darlington is available for individual consultation.



## **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](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](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.