HISTORY 535 – SECTION # 040 / CALL # 13444
INTRODUCTION TO PUBLIC HISTORY

Professor: Paul J. P. Sandul  
Email:  
Phone: 468-6643  
Office: Liberal Arts North (Vera Dugas) # 392  
Office Hours: MW: 9:00 – 10:30 am; MW: 1:30 – 3:00 pm; and TR: 3:30 – 5:30 pm.  
Department: History  
Class meeting time and place: Room F-480; Thursdays, 6:00 pm – 8:30 pm.

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 535:  
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 project typically associated with public history to gain quality experience as a public history practitioner, 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:

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 as .pdf at http://docsandul.wordpress.com. They are also available as hardcopies at the SFA Library through the Access Services Department via the Circulation Desk on the first floor.

COURSE REQUIREMENTS:

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<th>Attendance: 50</th>
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<tr>
<td>Participation: 50</td>
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<td>Exhibit Review: 50</td>
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<td>Web Review: 50</td>
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<td>A Monumental Assignment Essay: 50</td>
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<td>Crocket Assignment: 50</td>
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<td>Book Review/Lead Discussion: 100 points</td>
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<td>Final Project: 100</td>
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GRADING SCALE (IN %):

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<th>Grade</th>
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COURSE REQUIREMENTS:

- ATTENDANCE (OUT OF 50 POINTS):
  - 0 Absences: 50 points
  - 1 Absence: 47 points
  - 2 Absences: 44 points
  - 3 Absences: 40 points
  - 4 Absences: 35 points
  - 5-15 Absences: 0 points (risk being dropped from course)

- I will need a documented medical or legal excuse to forgive an absence.
  - This includes a death certificate for the loss of a loved one.
  - This includes a doctor’s note for an ailing loved one.
• **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 7 (10/15)**
  - 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.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).

• **A Monumental Assignment Essay (Out of 50 Points):**
  - **Due: Week 8 (10/22)**
  - Write a two- to three- page essay discussing the importance and impact of monuments. Our readings for Week 8 (i.e., Bodnar’s *Remaking America* and Glassberg’s *Sense of History*), as well as previous readings (particularly Hayden’s *The Power of Place* and Thelen & Rosenzweig’s *The Presence of the Past*), should greatly aid in your thinking about this assignment.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).

• **Web Review (Out of 50 Points):**
  - **Due: Week 10 (11/5)**
  - 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.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).

• **Book Review / Lead Discussion (Out of 100 Points) (Only for Graduate Students):**
  - **Due: Week that you sign up for**
  - 50 points for book review / 50 points for leading discussion
  - At some point in the semester, you are to lead a discussion and share information about a book you have read among the graduate students after we excuse the undergraduates. With that said, the time allotted is not very long at all, a mere ½-hour or so.
  - Select a book from the “Further Readings” Handout. You can select a series of articles, more than two, in lieu of a book.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).
CROCKET ASSIGNMENT (OUT OF 50 POINTS):

- **Due: Week 11 (11/12)**
  - The local group Friends of Historic Nacogdoches, Inc. has requested SFA history department’s help in erecting a statue of George Crocket on the grounds of Christ Episcopal Church and would like to help in fundraising and other informational literature. For those of you not in the know, Crocket was a member of the history department here at SFA in the 1930s and was the author of a well-respected historical work entitled *Two Centuries in East Texas*. He also served for many years as rector of Christ Episcopal Church, hence the choice for location of the statue.
  - Our task is to help provide informational literature, which will be your final project. Specifically, you and your esteemed classmates will be making a brochure about Crocket and the statue. Be that as it may, to better complete what will undoubtedly be an assemblage of brilliant and beautiful brochures, we need to first learn a little bit more about George Crocket. So, the objective of this assignment is to familiarize yourselves and each other with the life and times of one George Crocket. We are, collectively, going to approach this understanding from four angles: (1) biographical information on Crocket; (2) a brief history of Christ Episcopal Church with a specific focus on the years Crocket was there; (3) a brief history of Nacogdoches, again, with a specific focus on the years Crocket was here; and (4) a review and understanding of the impact of Crocket’s history book, *Two Centuries in East Texas*.
  - You will be divided into four groups and write a four- to five-page essay regarding your group’s angle (to be assigned) regarding George Crocket. Only one essay needs to be turned in to me with everyone’s name on it. You will, however, be making enough copies for everyone in class so they can benefit from your hard and splendid work. The goal is to provide everyone with a great deal of good information that will be most useful to them in the construction of a brochure on Crocket and the Crocket statue (i.e., the Final Project).
  - Present to class.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).

FINAL PROJECT (OUT OF 100 POINTS):

- **Rough Draft & Presentation Due in week 15 (12/10)**
- **Final Draft Due during finals week by 12/17, noon, in my office.**
  - This project centers on creating informational literature for the George Crocket statue.
  - Based on discussions, lectures, and readings throughout the course, you and a partner(s) will produce a brochure that can potentially be used, ideally, for the Crocket statue project or, at the least, provide many wonderful ideas and examples that project leaders can benefit from.
  - Whether via your own skills as a designer or with the aid of brochure templates provided in the “Thinking About Brochures” handout, you are to design and create a brochure with the public in mind as the target audience.
  - We will examine and analyze rough drafts of brochures in class during week 15 (12/10) to offer humble suggestions and critiques (and praise!).
  - You will be broken up into teams of two or three people depending on class size and assigned a “Team Foci” for guiding your design and production of a brochure.
  - For a more detailed explanation see class handout, which is also posted on [http://docsandul.wordpress.com](http://docsandul.wordpress.com).
**Schedule**

*Note: Reading Items in Bold are materials undergraduates are not reading*

*We will often excuse the undergraduates ½ hour before class ends to meet and discuss readings on our own*

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**Week 1 (9/3): Introduction & Discussion**

**Week 2 (9/10): Distinctiveness of Public History**

**READ:** Patricia Mooney-Melvin, “Professional Historians and the Challenge of Redefinition,” in Gardner and LaPaglia, *Public History*, pp. 5-21.

**READ HANDOUTS:**

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**Week 3 (9/17): Audience & the Public's History: Revisiting Distinctiveness**

**READ:** Thelen & Rosenzweig, *The Presence of the Past*, pp. 1-146; and Glassberg, *Sense of History*, ch. 1, pp. 3-22.


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**Week 4 (9/24): Collecting History: Archives**

- Field Trip and Guest Speaker: SFA Library.
- Learn about where collections/info about Crocket, Nacogdoches, and the Church are located.


**READ HANDOUTS:**
Week 5 (10/1): The Place of Public History: CRM-Preservation & Site Remembrance
    Guest Speaker (Brian Bray) and Field Trip to Durst-Taylor or Sterne-Hoya House.

Week 6 (10/8): History & Public Policy: More CRM & Historic Preservation
    Guest Speaker:: Victor Galan
   READ HANDOUTS:

Week 7 (10/15): Making A Place For Remembering: Museums
    Exhibit Reviews Due (see exhibit review handout for details of assignment)
    Guest Speaker (Carolyn Spears) and Field Trip to Stone Fort Museum
   READ HANDOUTS:

Week 8 (10/22): Commemoration, Public Memory, & Public History
    A Monumental Assignment Due (see A Monumental Assignment handout for details of the assignment)
   READ HANDOUT:
Week 9 (10/29): Recording Memories: Oral History

- Guest Speaker: Bobby Johnson.


READ HANDOUTS:
2. Peruse some of the websites listed in the “Further Readings Handout,” week 9, “Recommended Websites Regarding Oral History.”

Week 10 (11/5): Google, Wikipedia, & Historical Knowledge: A Tangled Web

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

READ HANDOUTS:

Week 11 (11/12): Crocket Assignment & Making Brochures: Thinking/Talking About the Final Project

- Crocket Assignment Due & Presentations (see Crocket Assignment Handout for details of the assignment).
  - Group A: Crocket Bio & Info.
  - Group B: Church History.
  - Group C: Nacogdoches History.
  - Group D: Review of *Two Centuries in East Texas*.

Week 12 (11/19): Politics of Public Space & History

READ: Norkunas, *The Politics of Public Memory*

READ HANDOUTS:


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**NO CLASS WEEK 13:**

*But, we can set up an optional, non-mandatory meeting, say either 11/23 or 11/24; or even sometime during finals week? This is good stuff, you should not miss out!*

Reckoning with the Past: Investigations, Restorative Justice, & Unmaking History

**READ HANDOUTS:**


5. Peruse: Greensboro Truth and Reconciliation Commission, [http://www.gtc rp.org](http://www.gtc rp.org)


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**Week 14 (12/3): Reckoning with the Toughest Past: Public History & Slavery**

**READ:** Hortons, *Slavery and Public History*.

**READ HANDOUTS:**


3. Excerpts from Tony Horwitz, *Confederates in the Attic* (1998), TBA.

4. Peruse some “Southern Heritage” websites and Civil War websites listed in Further Readings section for Week 14.

Week 15 (12/10): Reports & Conclusions
  - Presentations of (Rough Draft) Brochures (see Brochures Handout for details of the assignment)
  - Bring munchies and soda for everyone to share!

Finals Week: **Final Brochure Due to my office by noon on 12/17.**

**ACADEMIC INTEGRITY (A-9.I):**
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)

**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/](http://www.sfasu.edu/disabilityservices/).

**PAUL SANDUL’S HISTORY WEBSITE:** [http://docsandul.wordpress.com](http://docsandul.wordpress.com)
I have created a website for all my students. On this website you will have electronic access to additional reading material in .pdf format. Simply click on the “Introduction to Public History” link. Once there, go to “Additional Reading Material.” Only for this section will you be asked for a password, which is: publichistorysandul. I have also placed other potentially valuable information there, such as all handouts and assignment descriptions, writing guidelines and tips, style
advice and useful website links, syllabi for all my courses, and examples of well written and properly formatted essays. So, please feel free to use and/or peruse the website.