

INTRODUCTION TO PUBLIC HISTORY

HIS535.040 – FALL 2018

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305 Vera Dugas Liberal Arts North
Office Hours: 10:00-Noon & by appointment
Class Hours: Tuesday 6:00-8:30 PM
Class Room: To be determined



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. May include lectures, guest speakers, field trips, group projects, 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 in American history. **Please note:** this course will require group work and class meetings outside of the regularly scheduled class period.

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 historic and contemporary 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.
5. The student will be able to explain the types, functions, and applications of interpretation within public history.

Required Texts

Cauvin, Thomas. *Public History*.

King, Thomas. *Cultural Resource Laws and Practice*. 4th ed.

Lyon, Cherstin M., Elizabeth M. Nix, and Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*.

Tilden, Freeman. *Interpreting Our Heritage*. 4th edition, expanded, 50th anniversary.

Tyler, Norman et al. *Historic Preservation: An Introduction to Its History, Principles, and Practices*. 2nd edition. [a new 3rd edition comes out Oct. 2018]

Recommended Text

Gardner, James B. and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Rev. ed. Malabar, FL: Krieger Publishing Co., 2004.

*Suggested Guides – Please note the proper History style is the **Chicago Manual of Style**.*
Grammarly.com.

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. (This an abbreviated version of the *Chicago Manual of Style*)

Course Requirements (500 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.

Summary Essays and Presentation (100 points total)

Each student will write a series of three brief essays responding to student learning outcomes 1, 2, and 5. These should be written in a format which would enable the author to present them as a summary presentation to a public audience in ten to twelve minutes per topic. Each student must incorporate an explanation of the definition(s) of public history. Footnotes should be utilized to provide the rationale and historiographical context for each topic rather than in the “presentation” itself. The footnotes should also provide sources appropriate for dealing with potential follow-up questions. A single bibliography (not works cited) should be provided for the full series of essays. The mechanical guidelines are as follows: double-spaced, 1” margin, 12-point font, name and date in the upper left corner of first page, page numbers in upper right of the remaining pages (numbering should continue through bibliography). Each student will present one of the essays to the class. Each essay is worth 20 points, the bibliography is 20 points and the presentation is 20 points. The reviews will be evaluated using departmental rubrics 4 & 5. These will be due during the final exam period and the presentations will be given at that time. Students may submit a rough draft of their essays for a non-graded review no later than October 30, 2018.

Book Reviews (50 points each; 150 points total)

Each student, after reviewing departmental rubrics 4 & 5 and the class rubric, will write three four-page, double-spaced, 1” margin, 12-point font reviews of outside readings. Your name, the date, and the bibliographic information in the *Public Historian*’s format should be in the upper left, single spaced, and page numbers in upper right of pages two through four. The available outside readings will be indicated by week. Each student is responsible for obtaining a copy of the publication(s). 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/employment 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). Bring printed copies to class for your colleagues.

Archival Internship (75 points total)

Each student will devote time during the course of the semester processing at least one box of the Kirby Lumber Company Collection at the East Texas Research Center. Each student will maintain a log of hours verified by the supervisor. As you conduct your project, consider the research potential of the box(es) and how collections management practices can influence future research and interpretation. Each student will write a five-page minimum, double-spaced, 1” margin, 12-point response to these two questions as well as summarizing the internship activities and placing the work in the context of alternative approaches in archival management (see department rubrics 4 & 5 and class rubric as a guide). Your single-spaced name and the date should be in the upper left of page one and page numbers in upper right of pages two through five. Each student will submit the time log, reflective essay, and a sample of produced work – in this case a finding aid for the processed box(es) by the due date or earlier if finished. Please keep up with your hours. The essay is 40 points, the time log is 5 points, and the processing itself and resulting finding aid is 30 points.

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 using the project template and style guide. Each student will submit a complete first draft in hardcopy and electronically (25 points). Each student will edit another student's interview and those comments/edits will be evaluated – provide the hardcopy with your edits on the due date (15 points). The original transcriber will incorporate the edits and submit a final transcript (10 points). With the revised transcript, each student will submit an analysis of the oral history itself in the context of best practices, the interview's potential research topics, and the transcription/editing process (25 points). This will be a five-page, minimum, double-spaced, 1" margin, 12-point 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.

Cemetery Evaluation and Cleaning (75 points)

The class will evaluate a local cemetery (location to be determined) including but not limited to the gravestone condition reporting, site management issues such as access, interpretation, plantings, and historic resources. The students will also have hands-on instruction in all aspects of gravestone cleaning – this will require physical labor in a cemetery, the date will be determined based upon weather and accessibility. Each student will write a five-page minimum, double-spaced, 1" margin, 12-point reflective essay on the role of cemeteries as historic resources and the evaluation and cleaning processes, footnotes and a bibliography (not part of page minimum) should be included. Your name and the date should be in the upper left and single spaced on page one and page numbers in upper right of pages two through five. The paper will be 25 points, the on-site evaluation contributions will be 25 points, and the cleaning contributions will be 25 points. The reflective essay is due during the final exam session.

Cason-Monk 125th Anniversary Exhibit (75 points)

The class will work together to design and install a commemorative interpretive exhibit for Cason Monk-Metcalf Funeral Home (Dignity Memorial) in honor of the local company's 125th anniversary. A background history of death and funerals in the United States and relevant artifacts will be provided as well as materials, supplies, and basic training. The accompanying auction and gala will be Oct. 19, and the exhibit opening will be October 20, 2018. Students will have relevant readings in interpretation, exhibit design, and artefactual handling. As a group the students will prepare and submit a list of assigned duties for each student and a basic timeline of proposed work. The group will submit preliminary and final drafts of interpretive materials with accompanying lists of linked archival and artefactual materials. The group will submit a list of required materials as noted on calendar. Finally, the group will submit (collectively) a summary report of the exhibit rationale and interpretive goals (formatting to follow other assignments). Each member will submit a three-page minimum reflective essay about the exhibit process and group work – these will be submitted individually. The exhibit development and design will be worth 25 points total, the exhibit creation and installation will be 25 points total, the group essay will be worth 15 points, the self-reflective essay will be worth 10 points.

Participation (50 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 an analysis of the week's group and independent readings by placing them in their topical, historical, and theoretical frameworks including but beyond each author's thesis and evidence. Only through such preparation can we have excellent class discussions. Group work is a key part of public history – we work with the public! – gross un-cooperation, lack of contribution, or other unacceptable behavior will be penalized at the instructor's discretion. 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 satisfactorily completed in order to receive full credit for participation; otherwise it will be up to a twenty-five point penalty. The first draft of the resume is due no later than November 13th and the revised version is due at the final meeting. Students will be provided with occasional evaluations of their class participation throughout the semester. 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.

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. 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

Summary Essays & Presentation: 20% of final grade (100 points total)	500-450 A
Book Reviews: 30% of final grade (50 points each, 150 points total)	449-400 B
Archival Internship: 15% of final grade (75 points total)	399-350 C
Transcription Project: 15% of final grade (75 points total)	349-300 D
Exhibit Creation & Installation: 15% of final grade (75 points total)	299-0 F
Cemetery Evaluation & Cleaning: 15% of final grade (75 points total)	
Participation: 10% of final grade (50 points)	

At the graduate level an A is expected, a B is passing, C and below are not acceptable.

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 19th) – 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 (2.11 Discrimination Complaints)

It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

Withheld Grades (5.5 Course Grades)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. 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 (6.1 Academic Accommodation for 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/>.

Student Academic Dishonesty (4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit of the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

For more information see the complete policy at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf> (last revision January 31, 2017).

HIS535 Fall 2018 - Course Schedule



	8/28	9/4	9/11	9/18	9/25	10/2	10/9
Introduction	Meet at ETRC						
The History of Public History		Exhibit Duties & Timeline Due					
Material Culture							
Museums and Historic Sites				Exhibit Draft Interpretation Due	List of Needed Materials Due		
Oral History							
Cemeteries							Exhibit Final Interpretation Due

HIS535 Fall 2018 - Course Schedule



	10/16	10/23	10/30	11/6	11/13	11/20	11/27	12/4	12/11
Archives		Exhibit Self Reflection Due Exhibit Group Report Due				THANKSGIVING			Summary Essays and Presentation Due <u>By 5:00 p.m. 12/14</u> Final Transcription (e & hard) and Reflective Essay Due Revised Resume Due Archival Log, Finding Aid, and Reflective Essay Due Cemetery Reflective Essay Due
	10/19 – Banquet 10/20 – Exhibit Opening								
Historic Preservation			Summary Essays Draft Due (Optional)	Transcription Due					
Public History Professionals					Resume Due				
Cultural Resources Management							Transcription Peer Review Due		
The Future of Public History									
FINALS WEEK									

Outside reviews are due at the beginning of the class as indicated on outside readings list.

HIS535 Fall 2018 – Readings/Resources for Assignments

Students are responsible for obtaining all readings. Some materials may be provided in hardcopy, others made available digitally on D2L, some will be on reserve, and finally some will be available electronically through the library.

8/28 Introduction

Ruiz, Vicki L. “The Power of Public History.” *Perspectives on History* (February 2015): 5-6.
Pitcaithley, Dwight. “Taking the Long Way from Euterpe to Clio.” In *Becoming Historians*.
James M. Banner Jr. and John R. Gillis, eds. Chicago: The University of Chicago Press, 2009.

9/4 The History of Public History

Cauvin, Thomas. *Public History: A Textbook of Practice*, xi-25.
Conard, Rebecca. “The Pragmatic Roots of Public History Education in the United States.” *The Public Historian* 37, no. 1 (February 2015): 105-120.
Gardner and LaPaglia, *Public History*, Pages 5-22, 23-40, and 357-370 (Mooney-Melvin, Schulz, and Stiller).
Kelley, Robert. “Public History: Its Origins, Nature, and Prospects.” *The Public Historian* 1, no. 1 (Autumn, 1978): 16-28.
Lyon, Cherstin M. et al. *Introduction to Public History*, ix-32.
Weyeneth, Robert B. “What I’ve Learned Along the Way: A Public Historian’s Intellectual Odyssey.” *The Public Historian* 36, no. 2 (May 2014): 9-25.

9/11 Material Culture

Deetz, James. “Remember Me as You Pass By” in *In Small Things Forgotten: An Archaeology of Early American Life*. Expanded and Revised. New York: Anchor Book, 1996.
Prown, Jules David and Kenneth Haltman, eds. *American Artifacts: Essays in Material Culture*. East Lansing: Michigan State University Press, 2000. Jules David Prown, “The Truth of Material Culture: History or Fiction?” and Jeffrey Collins, “In *Vino Vanitas*? Death and the Cellarette in Empire New York.”
Reid, Debra A. and Cameron L. Saffell. “Documenting Agriculture in Three Dimensions: Artifacts.” (Chapter 6.) In *Interpreting Agriculture at Museums and Historic Sites*. Debra A. Reid, ed. AASLH Interpreting History Series. Lanham, MD: Rowman & Littlefield, 2017.
Sando, Linnea C. “The Enduring Finnish Sauna in Hamlin County, South Dakota.” *Material Culture* 46, no. 2 (2014): 1-20.
Schlereth, Thomas J. ed. *Material Culture Studies in America*. Walnut Creek, CA: AltaMira Press, 1999. Chapter 10 “Artifact Study: A Proposed Model” by E. McClung Fleming and Chapter 14 “Meaning in Artifacts: Hall Furnishings in Victorian America” by Kenneth L. Ames.

9/18 Museums & Historic Sites – Interpretation at

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. 2nd Edition. Fort Collins, CO: InterPress, 2008. Foreword-Chapter 2.
Cauvin, Thomas. *Public History: A Textbook of Practice*, 107-113 and 140-162.
Gardner and LaPaglia, *Public History*, Pages 141-155, 279-294, and 345-356 (Howell, Noble, and Bunch).

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Lyon, Cherstin M. et al. *Introduction to Public History*, 83-140.
Tilden, Freeman. *Interpreting Our Heritage*.

9/25 Museums & Historic Sites – Preserving Our Past

Gardner and LaPaglia, *Public History*, Pages 233-255 and 295-306 (McDaniel and Patterson).
Levin, Amy. “Why Local Museums Matter. In *Defining Memory: Local Museums & the Construction of History in America’s Changing Communities*. Amy K. Levin and Joshua G. Adair, eds. 2nd ed. Lanham, MD: Rowman & Littlefield, 2017.
Pitcaithley, Dwight. “Abraham Lincoln’s Birthplace Cabin: The Making of an American Icon.” In *Myth, Memory, and the Making of the American Landscape*. Paul A. Shackel, ed. Gainesville: University Press of Florida, 2001.
Weininger, Christie. “Centennial is Catalyst for Change.” *AASLH History News* 73, no. 2 (Spring 2018): 29-30.
Whisnant, Anne Mitchell and Marla R. Miller. “*Imperiled Promise* and Change in the National Park Service.” *The Public Historian* 38, no. 4 (November 2016): 264-292.

10/2 Oral History

Benmayor, Rina. “Contested Memories of Place: Representations of Salinas’ Chinatown,” *Oral History Review* 37, no. 2 (2010) in Oral History and Public History Virtual Issue, https://academic.oup.com/ohr/pages/public_history.
Cauvin, Thomas. *Public History: A Textbook of Practice*, 89-105.
Conlin, Erin L. “Organizing and Executing Meaningful and Manageable Community-Based Oral History Projects.” *The Public Historian* 38, no. 3 (August 2016): 50-77.
Gardner and LaPaglia, *Public History*, Pages 203-216 (Diaz and Russell).
Lyon, Cherstin M. et al. *Introduction to Public History*, 33-56.
Oral History Association. Principles and Best Practices (2009) available at www.oralhistory.org.
Ryan, Kathleen M. “‘I Didn’t Do Anything Important’: A Pragmatist Analysis of the Oral History Interview.” *The Oral History Review* 36, no. 1 (2009): 25-44.

10/9 Cemeteries

AGS Members. “Symbolism in the Carvings on Old Gravestones.” AGS Field Guide 8. Greenfield, MA: Association for Gravestone Studies, 2012.
Drinkwater, Bob. “Marble for the Multitudes: Industrialization of the Monument Trade in Western New England, c. 1790-1850.” *Markers* XXX (2015): 116-141.
Elliott, Bruce S. “Memorializing the Civil War Dead: Modernity and Corruption under the Grand Administration.” *Markers* XXVII (2011): 14-55.
Graham, Stacey. “The Plantation Community Cemetery: Reading Black and White Relationships in the Landscape.” *Markers* XXX (2015): 68-91.
Kewley, Jonathan. “Behind the Bedheads; The Earliest American Gravemarkers and the Question of English Roots.” *Markers* XXXII (2016): 64-95.
Pritsolas, Joshua and Gillian Acheson. “The Evolution of a Small Midwestern Cemetery: Using GIS to Explore Cultural Landscape.” *Material Culture* 49, no. 1 (Spring 2017): 40-77.
Rust, Thomas C. “Losing Its Sharp Edge: Changing Group Identity in the Gravestones of Montana Dutch Calvinists, 1890-2008. *Markers* XXIX (2014): 78-107.

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10/16 Archives – What and Why

- Cauvin, Thomas. *Public History: A Textbook of Practice*, 27-54.
- Filene, Benjamin. “Letting Go? Sharing Historical Authority in a User-Generated World.” *History News* 66, no. 4 (Autumn 2011): 7-12.
- Gardner and LaPaglia, *Public History*, Pages 57-74, 169-185, and 371-384 (Tryon, Ham, Adkins).
- Hastings, Emiko. “‘No Longer a Silent Victim of History:’ Repurposing the Documents of Japanese American Internment.” *Archival Science* 11, no. 1-2 (2011): 25-46.
- Jimerson, Randall C. “Archives for All: Professional Responsibility and Social Justice. *The American Archivist*. Vol. 70 (Fall / Winter 2007): 252-281.
- Lyon, Cherstin M. et al. *Introduction to Public History*, 57-59, 60-68, 70-81.

10/23 Archives – Processing & Use

- Caswell, Michelle. “Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation.” *The Public Historian* Vol. 36, No. 4 (November 2014): 26-37.
- Cox, Robert S. “Maximal Processing, or, Archivist on a Pale Horse.” *Journal of Archival Organization* Vol. 8 (2010): 134-148.
- Greene, Mark A. and Dennis Meissner. “More Product, Less Process: Pragmatically Revamping Traditional Processing Approaches to Deal with Late 20th-Century Collections.” *The American Archivist* 68 (Fall/Winter 2005): 208-263.
- Phillips, Jessica. “A Defense of Preservation in the Age of MPLP.” *The American Archivist* 78, 2 (Fall/Winter 2015): 470-487.

10/30 Historic Preservation – The Foundations and Theory

- Cauvin, Thomas. *Public History: A Textbook of Practice*, 55-88.
- Gardner and LaPaglia, *Public History*, Pages 129-140 (Lee).
- Glass, James A. “Fifty Years of the National Historic Preservation Act.” *History News* 69, no. 2 (Spring 2014): 13-17.
- King, *Cultural Resource Laws & Practice*, Chapters 3, 4, 5, 6 and Appendices 1-4.
- Lyon, Cherstin M. et al. *Introduction to Public History*, 57-60.
- NPS. *Secretary of the Interior’s Standards & Guidelines*. www.nps.gov/tps/standards.htm (be prepared to discuss all four approaches)
- Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. 2nd ed. New York: W. W. Norton & Co., 2009. Chapters 1, 2, 4, 6, and 10.

A11/6 Historic Preservation – In Practice

- Grimmer, Anne. “Revising Preservation Brief 14: New Exterior Additions to Historic Buildings: Preservation Concerns.” *The Alliance Review* (May/June 2012). Available online at <http://www.nps.gov/tps/how-to-preserve/revisingPB14.htm>.
- Grimmer, Anne E. and Kay D. Weeks. *Preservation Brief 14. New Exterior Additions to Historic Buildings: Preservation Concerns*. Technical Preservation Briefs. Washington, DC: National Park Service, 2010. Available online at <http://www.nps.gov/tps/index.htm>.
- Nacogdoches Historic Landmarks Preservation Committee. COA Packet. (Provided in Class)
- Page, Max and Marla A. Miller, eds. “Introduction.” In *Bending the Future 50 Ideas for the Next 50 Years of Historic Preservation in the United States*. Amherst: University of

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Massachusetts Press, 2016.

Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. 2nd ed. New York: W. W. Norton & Co., 2009. Chapters 3, 5, and 7-9.

11/13 Public History Professionals

Beard, Rick. "If It Was Easy, Anyone Could Do It: Training Professionals for History Institutions." *AASLH History News* 72, no. 3 (Summer 2016): 7-13.

Brescia, Michael M. "Bridging Troubled Waters: Historians, Natural Resource Litigation, and the Expert Witness Phenomenon." *The Public Historian* 37, no. 1 (February 2015): 11-24.

Cauvin, Thomas. *Public History: A Textbook of Practice*, 250-272.

Lyon, Cherstin M. et al. *Introduction to Public History*, 163-175.

Miller, Heather Lee. "The Business of History: Working as a Historical Consultant." *Journal of Women's History* 25, no. 4 (Winter 2013): 342-349.

National Council on Public History. "NCPH Code of Ethics and Professional Conduct." (2007)

Stevens, Jennifer A. "From Archive to Evidence: Historians and Natural Resource Litigation." *The Public Historian* 37, no. 1 (February 2015): 68-87.

11/27 Cultural Resources Management - The Foundations and Practice

King, *Cultural Resource Laws & Practice*, Chapters 1, 2, 7, 8, 9 and Appendix 5

Dark, K. D. *Theoretical Archaeology*. Ithaca, NY: Cornell University Press, 1995. Chapters 1 and 4.

Hume, Ivor Noël and Henry M. Miller. "Ivor Noël Hume: Historical Archaeologist." *The Public Historian* 33, no. 1 (Winter 2011): 9-32.

Lyon, Cherstin M. et al. *Introduction to Public History*, 68-69.

Marr, Paul. "In Search of Fort Morris." *Material Culture* 42, no. 1 (2010): 70-83.

12/4 The Future of Public History

Cauvin, Thomas. *Public History: A Textbook of Practice*, 217-249.

Filene, Benjamin. "Passionate Histories: "Outsider" History-Makers and What They Teach Us." *The Public Historian* 34, no. 1 (Winter 2012): 11-33.

Grove, Tim. "Historical Thinking is an Unnatural Act." *AASLH History News* 72, no. 2 (Spring 2016): 22-25.

Lyon, Cherstin M. et al. *Introduction to Public History*, 141-161.

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Archival Project

Roe, Kathleen. *Arranging & Describing Archives & Manuscripts*. Archival Fundamentals Series II. Chicago: Society of American Archivists, 2005. (on reserve)

Transcribing Project

Charlton, Thomas L., Lois E. Myers, and Rebecca Sharpless, eds. *History of Oral History. Foundations and Methodology*. Lanham, MD: AltaMira Press, 2007. Chapter 7. (ETRC)

Ritchie, Donald A. *Doing Oral History: A Practical Guide*. 2nd edition. New York: Oxford University Press, 2003. Chapter 2, Processing Section, 64-75. (ETRC & ebook)

Sommer, Barbara W. and Mary Kay Quinlan. *The Oral History Manual*. 3rd edition. Lanham, MD: Rowman & Littlefield, 2018. Chapter 8, Preservation. (photocopy provided)

Cason Monk-Metcalf Exhibit

Braden, Donna R. “Not Just a Bunch of Facts: Crafting Dynamic Interpretive Manuals.” AASLH Technical Leaflet #267. *History News* 69, no. 3 (Summer 2014).

Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. 2nd Edition. Fort Collins, CO: InterPress, 2008. Chapter 4. (2002 on reserve)

Hague, Stephen. “How to Plan and Implement Interpretation.” AASLH Technical Leaflet #262. *History News* 68, no. 2 (Spring 2013).

Leftridge, Alan. *Interpretive Writing*. Fort Collins, CO: The National Association for Interpretation, 2006. (on reserve)

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