

INTERPRETING AND PRESERVING TEXAS HISTORY

HIS536.001 – MAYMESTER 2019

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Office Hours: 8:00-10:00 MTWTF
Class Hours: Various
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Course Description

History 536 is an exciting opportunity for students to come **face-to-face** with the multiple identities of Texas's history through a study of its preservation and interpretation. We will explore Texas's notable and common buildings, sites, objects, structures, and historic sites to see how Texans' values of the past have changed. Students will learn how the preservation and presentation of Texas's long history has reflected local biases and conditions as well as national social, cultural, technological, and economic developments. **As a traveling course we will visit sites from all eras of Texas history** representing all major phases and types Texas's love affair with its past. Open to all students regardless of major, this course will be of particular relevance to those interested in folklore, heritage tourism and hospitality, recreational management and resource interpretation, and interior design and architecture as well as history and social studies education. *Sign up, pack up, and load up to begin this adventure across Texas!*

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, 2, 4, and 5. (See corresponding rubrics.)

Student Learning Outcomes

The more specific outcomes for this particular course are as follows:

1. The student will be able to demonstrate an ability to identify and to analyze the interpretation and preservation of Texas History at historic sites and museums by local, state, and federal agencies and organizations.

2. The student will be able to explain changes in the interpretation and preservation of at least one topic in Texas History based on the sites visited during the course.
3. The student will be able to explain interpretive and preservation changes at one historic site or museum visited as part of the course from the venue's opening to the present.
4. The student will be able to convey the significance and context of the historic, historiographical, and theoretical development of ONE interpretive or preservation approach/ topic/method and analyze its implementation at the historic sites and museums.

Required Texts (available on Brightspace) and additional readings as provided

Beck, Larry, Ted T. Cable, and Douglas M. Knudson. *Interpreting Cultural and Natural Heritage for a Better World*. Urbana, IL: Sagamore-Venture Publishing LLC, 2018. (Front materials, Chapters 1, 5, 6, 7, and 11, pages 262, 275-279, and Chapter 15.)

Alexander, Edward P., Mary Alexander, and Juilee Decker. *Museums in Motion: An Introduction to the History and Functions of Museums*. 3rd Edition. AASLH Book Series. Lanham, MD: Rowman & Littlefield, 2017. (Front materials, Chapters 1 and 5, Part II Intro, Chapters 10 and 11, and Bibliography.)

Dean, David. *Museum Exhibition: Theory and Practice*. New York: Routledge, 1994. (Front materials, Chapters 1, 2, and 6, Glossary, Notes, and Bibliography.)

Levy, Barbara Abramoff, Sandra Mackenzie Lloyd, and Susan Porter Schreiber. *Great Tours! Thematic Tours and Guide Training for Historic Sites*. Lanham, MD: AltaMira Press, 2001. (Front materials, Introduction, Chapter 1, 2.1, 3.1, pages 61, 67, 81, and 82, Readings 5.1, 5.2, 7.1, and 7.3, and Bibliography.)

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

Recommended Texts

Campbell, Randolph B. *Gone to Texas: A History of the Lone Star State*. 3rd edition. New York: Oxford University Press, 2017.

Cashion, Ty. *Lone Star Mind: Reimagining Texas History*. Norman: University of Oklahoma Press, 2018.

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

National Council on Public History and American Association for State and Local History. *The Inclusive Historian's Handbook*. To be published late summer 2019.

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

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 (400 points total)

All assignments are due when specified in the syllabus. All assignments should be submitted as a printed hard copy unless directed otherwise.

Survey Forms (200 points total)

The student will complete a historic site/museum survey form for at least twenty of the locations visited as part of the course. If a student completes more than twenty and submits the extras, only the top twenty will be utilized for determining the course grade. The student will be expected to show a thoughtful analysis and critique of each site's interpretation and preservation of Texas History including but not limited to its historic resources, themes, methods, resources, programming, and publications. These forms are due Friday, July 12, 2019, 5:00 p.m. This will satisfy SLO#1.

Research Paper (150 points total)

The student will write a graduate-level research paper (with proper footnote citations, bibliography, 1" margins, 12 pt. font, double-spaced, page numbers, and title page) to address SLOs#2-4. SLOs #2 and #3 should be at least five pages in length each and SLO #4 should be at least ten pages in length. The title page, bibliography, and any supplemental materials do not contribute to the page count. The student should demonstrate a knowledge of relevant Texas history and its historiography, a thoughtful analysis of the transformation of a historic site or museum, and the best practices of interpretation and preservation and their historic development with regards to the aspect chosen for your in-depth analysis. Students will be required to select their Texas History topic, individual site, and interpretive or preservation technique by Wednesday, June 5th. These selections should be emailed to Dr. Beisel by 5:00 p.m. Students should meet with the instructor promptly if there are any questions about the research process, obtaining sources, or analysis of the topics. The paper itself is due no later than Friday, July 12, 2019, 5:00 p.m.

A note on research resources: The students should refer to the bibliographies in the required and recommended texts as a starting point for their research. However, there are several other journals and other resources which may useful starting points: AASLH's *History News*, NCPH's *Public Historian*, NAI's *Legacy* and *Journal of Interpretation Research*, TSHA's *Handbook of Texas* and *Southwestern Historical Quarterly*, relevant NPS park histories, NR nominations, THC marker and designation applications, and the Federal Writers' Project's *American Guide* series. If you have any questions or concerns, meet with the instructor, sooner than later.

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 resources and readings by placing them in their topical, historical, and theoretical frameworks including but beyond each author's thesis and evidence. 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 up to and including failure of the course. Students should check the course's Brightspace page for updated notices, additional readings, handouts, and deadlines. 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 inadequate participation, and repeated late arrivals may incur point penalties.

Grading Scale

Survey Forms: 50% of final grade (10 points each, 200 points total)	400-360 A
Research Paper: 37.5% of final grade (150 points total)	359-320 B
Participation: 12.5% of final grade (50 points total)	319-280 C
	279-240 D
	239-0 F

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 end of Summer II's deadline provided by the registrar (August 21st). All students will receive a WH at the end of Maymester due to the compressed nature of the course.

You are 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).