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305 Vera Dugas Liberal Arts North
Office Hours: MTWR 10:00-Noon
and by appointment

Internship in Public History

HIS582.040 – Summer II 2013

2:45-4:40 MTWR – Ferguson 477

Course Description

This course will be a hands-on application in primary resource research, analysis, and writing with focused readings in cultural landscapes studies and practice in interpretation.

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 PLO 3, 4, and 5.

Student Learning Outcomes

1. The student will demonstrate a thorough knowledge of the types of primary sources relevant to cultural landscape studies.
2. The student will demonstrate the ability to search primary sources efficiently and effectively.
3. The student will utilize the local primary sources to research the assigned properties' history, to place the properties in their historic contexts, and to develop an interpretation of the properties based on primary sources.
4. The student will design a wayside exhibit that incorporates the primary sources for the assigned properties while placing them within their contemporary and historic cultural landscapes.
5. The student will demonstrate competence in RedDot while simultaneously enhancing the City of Nacogdoches's Historic Sites Survey through their primary resource research.
6. The student will demonstrate an understanding of the basic themes and approaches to cultural landscape studies.

The following texts will be read in whole or in large part.

Groth, Paul and Todd W. Bressi, eds. *Understanding Ordinary Landscapes*. New Haven, CT: Yale University Press, 1997.

Kammen, Carol. *On Doing Local History. Reflections on What Local Historians Do, Why, and What it Means*, 2nd ed. Nashville: American Association for State and Local History, 2003.

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

Students are expected to obtain assigned books, articles, and selections with enough time to allow for a thorough reading. Although some of the items will be provided by the instructor in hard copy, digitally on D2L, or on reserve in Steen Library, SFASU, neither an inability to locate / to borrow / to purchase the materials nor delayed shipping will excuse unpreparedness.

Suggested Style Guides. Please note the proper History style is the *Chicago Manual of Style*. You must format all citations and bibliographic references using CMS.

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.

Grading Scale

A = 100-90	points 100%-90%
B = 89-80	points 89.99%-80%
C = 79-70	points 79.99%-70%
D = 69-60	points 69.99%-60%
F = 59—0	points 59.99%-0%

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 (August 14) – 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.

Attendance Policy

Students are expected to attend all classes and pre-scheduled outside meetings. One absence during the semester is allowed without penalty. After that, five points per absence will be deducted from the final participation grade.

Participation – 25 points

Each student is expected to contribute to small group and class-wide discussions of assigned readings, projects, videos, handouts, and other materials. Contribution is defined as the demonstration of higher-order thinking skills: analysis, synthesis, and evaluation. A student can do this when he/she

has developed a dialog with the materials on one's own prior to class discussion. Students should check the course's WebCT page for updated notices, handouts, and deadlines. Students should follow directions in order to be considered for full participation points.

Reading Responses – 20 points (10 points each)

Each student will submit a minimum of two responses to assigned readings. Student may submit up to four responses, the best two of which will be used to determine the grade. The dates available for review are Week 2 Days 1 & 4 and Week 3 Days 1 & 4. Other days, even if reading is assigned, are not open for review.

Course Project – 55 points total

Individually, each student will be responsible for research his/her assigned structures to locate relevant historic photographs, census records, maps, deeds, wills, etc., analyze materials, and upload the material on the project website. This material will also be submitted as an individual report with electronic copies of all available primary sources. Each student will develop a wayside exhibit to interpret his/her assigned properties. Each student will submit an individual two-page reflection of the process and skills acquired. Detailed instructions to follow.

Notifications

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/>.

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.

Course Calendar (20-8=16)

Week 1 (July 9-11) – Introduction and Research

- Day 1 - Introduction to Course, Introduction to Historic Research, and Introduction to Nacogdoches
 - Readings [all of this week's readings are available on D2L]
 - Kammen, Carol. *On Doing Local History. Reflections on What Local Historians Do, Why, and What it Means*, 2nd ed. Nashville: American Association for State and Local History, 2003. Preface, Introduction, Chapter 1, Coda to Chapter 1, and Coda to Chapter 2.
 - Maxwell, Robert S. and Robert D. Baker. *Sawdust Empire: The Texas Lumber Industry, 1830-1940*. College Station: Texas A&M University Press, 1983. Chapters 1 & 3.
- Days 2 & 3 - Research

Week 2 (July 15-18) – Research and Cultural Landscape Studies

- Day 1 – Discussion & Updates
 - Readings
 - Groth, Paul and Todd W. Bressi, "Preface," vii-ix, and Paul Groth, "Frameworks for Cultural Landscape Study," 1-21 in *Understanding Ordinary Landscapes*, edited by Paul Groth and Todd W. Bressi (New Haven, CT: Yale University Press, 1997).
 - Groth, Paul and Chris Wilson, "The Polphony of Cultural Landscape Study," 1-21 in *Everyday America. Cultural Landscape Studies after J. B. Jackson* edited by Paul Groth and Chris Wilson (Berkeley: University of California Press, 2003).
 - Jackson, John Brinkerhoff. *Discovering the Vernacular Landscape*. New Haven, CT: Yale University Press, 1984. Preface, "The Word Itself," "Country Towns for a New Part of the Country," "Vernacular," and "Concluding with Landscapes."
- Days 2 & 3 – Research

- Day 4 – Discussion & Updates
 - Training in RedDot
 - Readings

Deryck W. Holdsworth, “Landscape and Archives as Texts,” 44-55, Delores Hayden, “Urban Landscape History: The Sense of Place and the Politics of Space,” 111-133, and Wilbur Zelinsky, “Seeing Beyond the Dominant Culture,” 157-161 in *Understanding Ordinary Landscapes* edited by Paul Groth and Todd W. Bressi (New Haven, CT: Yale University Press, 1997).

Richard Longstreth, “Preface,” vii-ix, and “Introduction: The Challenges of Cultural Landscape for Preservation,” 1-20, Julie Riesenweber, “Landscape Preservation and Cultural Geography,” 23-34, Hillary Jenks, “The Politics of Preservation: Power, Memory, and Identity in Los Angeles’s Little Tokyo,” 35-54,” and Robert Z. Melnick, “Are We There Yet? Travels and Tribulations in the Cultural Landscape,” 197-209 in *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice* edited by Richard Longstreth (Minneapolis: University of Minnesota Press, 2008).

Week 3 (July 22-25) – Research, Cultural Landscape Studies, and Interpretation

- Day 1 – Discussion & Updates
 - Draft timeline of properties due
 - Draft summary list of relevant primary sources due
 - Readings

Fanelli, Doris Devine. “History, Commemoration, and an Interdisciplinary Approach to Interpreting the President’s House Site.” *The Pennsylvania Magazine of History and Biography*, 129, no. 4 (Oct 2005): 445-460.

Jakle, John A. and Keith A. Sculle. *Remembering Roadside America: Preserving the Recent Past as Landscape and Place*. Knoxville: University of Tennessee Press, 2011. Preface, Chapters 1 & 6.

Lipscomb, Suzannah. “Historical Authenticity and Interpretive Strategy at Hampton Court Palace.” *The Public Historian*, 32, no. 3 (Summer 2010): 98-119.
- Days 2 & 3 – Research & Writing
- Day 4 – Discussion & Updates
 - Draft of contextual historical essay due
 - Readings

Kammen, Carol. *On Doing Local History. Reflections on What Local Historians Do, Why, and What it Means*, 2nd ed. Nashville: American Association for State and Local History, 2003. Chapters 3, 4, and 7 and Codas to Chapters 3, 4, and 7.

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

Uzzell, David L. “Interpreting Our Heritage: A Theoretical Interpretation.” In *Contemporary Issues in Heritage and Environmental Interpretation: Problems and Prospects*. Edited by David L. Uzzell and R. Ballantyne, 11-25. London: The Stationery Office, 1998.

Week 4 (July 29-August 1) – Website Updates and Development of Wayside Exhibit

- Day 1 – Discussion & Updates

- Readings

Harpers Ferry Center. "Wayside Exhibits." National Park Service, U.S. Department of the Interior. <http://www.nps.gov/hfc/products/waysides/>, accessed 6/11/2013. Read all sections, guides, etc.

Borowsky, Larry. "Telling a Story in 100 Words: Effective Label Copy." Technical Leaflet #240. Nashville: American Association for State and Local History, 2007.

- Days 2, 3, & 4 – Development of Wayside Exhibit
 - Email wayside exhibit draft to colleagues for review by 11:59 p.m. August 1

Week 5 (August 5-9) – Finalization of Course Materials

- Day 1 – Discussion & Updates
 - Wayside exhibit reviews due
- Days 2, 3, and 4 – Revisions, Final Research
- Day 5 – Submission of Materials
 - Revised wayside exhibit due
 - Revised summary list of relevant primary sources due
 - Revised timeline of properties due
 - Revised contextual historical essay due
 - Reflective essay due

Selected Bibliography

- Alexander, Drury Blakeley. *Texas Homes of the 19th Century*. Austin: University of Texas Press, 1966.
- Allen, Douglass. "Memory and Place: Two Case Studies." *Places* 21, No. 1 (Spring 2009): 56-61.
- ArchitTexas, Mamie McKnight, Urban Prospects/Ron Emrich. "Zion Hill Historic District National Register Nomination and Preservation Strategy." 1992.
- Beck, Larry and Ted Cable. *Interpretation for the 21st Century*. Champaign, IL: Sagamore Publishing, 1998.
- Black Rock Institute. <http://blackrockinstitute.org/landscape/>, accessed 6/11/2013.
- Boland, Beth Grosvenor. "Guidelines for Evaluating and Documenting Properties Associated with Significant Persons." *National Register Bulletin* #32. Washington, DC: U.S. Department of the Interior, National Park Service, 1999.
- Borders, Gary B. *A Hanging in Nacogdoches: Murder, Race, Politics, and Polemics in Texas's Oldest Town, 1870-1916*. Austin: University of Texas Press, 2006.
- Borowsky, Larry. "Telling a Story in 100 Words: Effective Label Copy." Technical Leaflet #240. Nashville: American Association for State and Local History, 2007.
- Brand, Stewart. *How Buildings Learn. What Happens after They're Built*. New York: Penguin Books, 1994.
- Brochu, Lisa. *Interpretive Planning*. Fort Collins, CO: InterPress, 2003.
- Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Fort Collins, CO: InterPress, 2002.
- Bush, David and Jim Parsons. *Fair Park Deco: Art and Architecture of the Texas Centennial Exposition*. Fort Worth: TCU Press, 2012.
- Bush, David and Jim Parsons. *Hill Country Deco: Modernistic Architecture of Central Texas*. Fort Worth: TCU Press, 2010.
- Bush, David and Jim Parsons. *Houston Deco: Modernistic Architecture of the Texas Coast*. Albany, TX: Bright Sky Press, 2008.
- Campbell, Randolph B. *Gone to Texas: A History of the Lone Star State*. New York: Oxford University Press, 2003.
- Cantrell, Greg. *Stephen F. Austin, Empresario of Texas*. New Haven, CT: Yale University Press, 1999.

- Carley, Rachel. *The Visual Dictionary of American Domestic Architecture*. New York: Henry Holt and Company, LLC,
- Chipman, Donald E. *Spanish Texas, 1519-1821*. Austin: University of Texas Press, 1992.
- City of Nacogdoches Historic Sites Survey. <http://www.sfasu.edu/heritagecenter/622.asp>.
- Conn, Steven. "Our House? The President's House at Independence National Historic Park." *The Pennsylvania Magazine of History and Biography*, Vol. 135, No. 2 (April 2011): 191-197.
- Conzen, Michael P. *The Making of the American Landscape*. Boston: Unwin Hyman, 1990.
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- Cross, John A. "Disappearing Cheese Factories in America's Dairyland." *PAST:Pioneer America Society Transactions*, Vol. 34 (2011): 34-43.
- Culbertson, Margaret. *Texas Houses: Built by the Book. The Use of Published Designs, 1850-1925*. College Station: Texas A&M University Press, 1999.
- Davis, William C. *Lone Star Rising: The Revolutionary Birth of the Texas Republic*. New York: Free Press, 2004.
- East Texas Historical Association. *East Texas Historical Association Journal*.
- East Texas Research Center, Steen Library, Stephen F. Austin State University, Nacogdoches, TX.
- Erickson, Joe E. *Early East Texas: A History from Indian Settlements to Statehood*. Bowie, MD: Heritage Books, 2002.
- Fanelli, Doris Devine. "History, Commemoration, and an Interdisciplinary Approach to Interpreting the President's House Site." *The Pennsylvania Magazine of History and Biography*, 129, No. 4 (Oct 2005): 445-460.
- Fox, Stephen, Gerald Moorhead, Yolita Schmidt, American Institute of Architects – Houston Chapter. *Houston Architectural Guide*. Houston: Herring Press, 1999.
- Fox, Stephen and Richard Cheek. *The Country Houses of John F. Staub*. College Station: Texas A&M University Press, 2007.
- Galloway, Edward A. "Washington Square Historic District. National Register of Historic Places Registration Form, 1992.

- Glasrud, Bruce A. *The African American Experience in Texas: An Anthology*. Lubbock: Texas Tech University Press, 2007.
- Glassie, Henry H. *Folk Housing in Middle Virginia: A Structural Analysis of Historic Artifacts*. Knoxville: University of Tennessee Press, 1975.
- Groth, Paul and Todd W. Bressi, eds. *Understanding Ordinary Landscapes*. New Haven, CT: Yale University Press, 1997.
- Hardin, Stephen L. *Texan Iliad: A Military History of the Texas Revolution, 1835-1836*. Austin: University of Texas Press, 1994.
- Harpers Ferry Center. "Wayside Exhibits." National Park Service, U.S. Department of the Interior. <http://www.nps.gov/hfc/products/waysides/>, accessed 6/11/2013.
- Hayden, Dolores. *The Power of Place: Urban Landscapes as Public History*. Cambridge: MIT Press, 1995.
- Hayley, James L. *Sam Houston*. Norman: University of Oklahoma Press, 2002.
- Heathcott, Joseph. "Reading the Accidental Archive: Architecture, Ephemera, and Landscape as Evidence of an Urban Public Culture." *Winterthur Portfolio*, 41, no. 4 (Winter 2007): 239-268.
- Henry, Jay C. *Architecture in Texas, 1895-1945*. Austin: University of Texas Press, 1993.
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- Howe, Barbara J., Dolores A. Fleming, Emory L. Kemp, and Ruth Ann Overbeck. *Houses and Homes: Exploring Their History*. Nearby History Series. Nashville: American Association for State and Local History, 1987.
- Howe, Jeffery, ed. *The Houses We Live In: An Identification Guide to the History and Style of American Domestic Architecture*. San Diego: Thunder Bay Press,
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- Keller, J. Timothy. "How to Evaluate and Nominate Designed Historic Landscapes." *National Register Bulletin 18*. Washington, DC: U.S. Department of the Interior, National Park Service, 1994.
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