

INTRODUCTION TO PUBLIC HISTORY – HIST 3308 – FALL 2020

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305 Vera Dugas Liberal Arts North
Office Hours: MWF 10:00-Noon & by appointment
Class Hours: MWF 9:00-9:50, F474



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, and individual projects.

Additional Course Description

This undergraduate 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.

Program Learning Outcomes

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History.

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs 1, 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 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 analyze or “read” documentary, artifactual, and landscape primary sources for evidence appropriate in historic research.
5. The student will be able to explain the history of the role of history in public venues as well as its use by the public.

Required Texts

Cauvin, Thomas. *Public History: A Textbook of Practice*. New York: Routledge, 2016.

Kyvig, David E., Myron A. Marty, and Larry Cebula. *Nearby History: Exploring the Past Around You*. 4th edition. Lanham, MD: Rowman & Littlefield, 2019.

Lyon, Cherstin M., Elizabeth M. Nix, and Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Lanham, MD: Rowman & Littlefield, 2017.

Any other class wide required or supplemental readings will be provided as pdfs on D2L.

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

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.

University of Chicago Press Staff. *The Chicago Manual of Style*. 16th Edition. Chicago: University of Chicago Press, 2010. <http://www.chicagomanualofstyle.org/home.html>

Course Requirements

All assignments are due at the beginning of class. All assignments should be submitted, in person, as a printed hard copy unless directed otherwise. All submitted materials are to be double-spaced, 1” margin, 12-point font with your name and the date in the upper right-hand corner of page one, the paper stapled in upper left, and page numbers in upper right beginning with page two. ***See the separate course calendar for reading and assignment due dates.***

Book Reviews

Each student, referencing the posted grading rubric, will write a four-page review of two readings from the provided list. The review should include not only an overview of the author’s thesis, evidence, and contributions to the field, but also how the work addresses the practice 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 -- their construction and acceptability? What is the monograph’s position within the historiography (at least according to the author if not from your own perspective)? Who is/are the audience(s) who may find this work to be of value (do not always go for the obvious)? How does this type of public historian work with or for society? Did the author make a supportable argument for the thesis? How might this work contribute to the field of public history as a whole? How does this work contribute to the discussion of a particular field of public history and/or local resources? Please read and study at least five *Journal of American History* reviews to prepare for these assignments. You should have the bibliographic information in the JAH format. A hard copy of the paper is due at the beginning of relevant class (see list). Copies of the outside reading review will be given to all other students in the course.

Oral History Transcription Project

Each student will transcribe an interview and edit a transcription. Dr. Bobby H. Johnson conducted these interviews between 1970 and 2005. His collection is in the ETRC. Each student will email Dr. Beisel submit an electronic Word version of the interview prior to class on the due date. The student will submit the transcription edit in hardcopy on the due date. Each student will write a four-page review of the

potential historical research value of the two interviews as well as placing the transcription and editing process within the best practices of oral history.

Historic Women Come to Life Project

Each student will produce two biographical sketches of notable historic women on behalf of the Stone Fort Museum. The sketch will include a seventy-five (75) word statement of significance and a three-minute first-person interpretive overview to accompany two minutes of selected historic speeches and/or writings. These will be submitted separately as both hardcopies and electronic documents on the due date.

Gravestone Cleaning at Zion Hill Cemetery

As a socially distanced group we will assess, document, and clean selected gravestones at Zion Hill Cemetery on Park Street in Nacogdoches. This historic African American cemetery has a combination of commercial and vernacular markers. There is a larger community-based project to restore the cemetery and this project will be done in conjunction with the Cemetery Department of the City of Nacogdoches with support from Friends of Historic Nacogdoches, Inc. and the African American Heritage Project. Students will be evaluated on their professionalism, their work in the cemetery, and a three-page reflective essay placing the project in its historic and contemporary contexts and the field's best practices.

Historic Resource Survey Update

Since 1990 the City of Nacogdoches has worked to identify, document, and preserve its historic structures and landscapes. This has resulted in individual and district national register nominations, the creation of a historic preservation office and commission, and additional surveys of resources by SFASU students. This semester you will, individually, conduct a walking survey of your assigned area in order to update and/or expand our records of Nacogdoches's historic resources. Each student will submit survey documentation and write a three-page reflective essay placing the project within the field's best practices.

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 check the course's D2L page for updated notices, handouts, and deadlines. As a college-level student, each student is expected to be prepared for each class session and outside meeting(s).

Grading Scale

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| Book Reviews: 20% of final grade (100 points each) | 1000-900 A |
| Oral History Transcription: 15% of final grade (150 points) | 899-800 B |
| Oral History Transcription Editing: 5% of final grade (50 points) | 799-700 C |
| Oral History Reflective Essay: 5% of final grade (50 points) | 699-600 D |
| Two Biographical First-Person Interpretive Sketches: 10% of final grade (50 points each) | 599-0 F |
| Gravestone Cleaning and Reflective Essay: 10% of final grade (100 points) | |
| Historic Resource Survey Update and Reflective Essay: 20% of final grade (200 points) | |
| Participation: 15% of final grade (150 points) | |

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 16th) – 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. Failure to follow directions or gross formatting errors may result in a penalization of up to ten percent (10%) of an assignment grade.

Attendance Policy:

Regular and punctual attendance is expected. Attendance comprises not only physical presence and prompt arrival but also mental alertness – watching videos, text messaging, working puzzles, and speaking with others will not be considered as full participation. Students should strive to regularly communicate their understanding of the material in class and immediately seek additional help if needed. Students may be excused from attendance for certain reasons, among these are absences related to health, family emergencies, and student participation in university-sponsored events. However, students are responsible for notifying the instructor in advance whenever possible for excusable absences. Students are responsible for providing timely documentation satisfactory to the instructor for each absence. Regardless of the reason for absence, a student is still responsible for all course content and assignments. (see [Class-Attendance](#), 6.7-January 30, 2018 for more information)

Makeup Policy:

Makeup times for the reading quizzes, primary source responses, and Exams 1 and 2 should be made in advance and are subject to instructor's approval if you are sick, injured, broken car, death in the family, etc. Usually a makeup quiz or exam must be completed by 5:00 p.m. of the next MWF class day. There is no makeup of the third (final) exam. Please do not ask to take an exam early to leave before a university break.

SFA's COVID-19 Mask Policy (for face-to-face classes only):

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

Explanation of credit hours awarded for course:

HIST 3308 (Introduction to Public History) is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Student Academic Dishonesty (4.1-January 28, 2020):

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 of 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 were 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 an Internet source or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf>.

Appeals are acceptable when done according to policy.

Instructor's Notes: Memorizing passages from the textbook, websites, or other sources and using them verbatim, rather than internalizing the information and making it your own, is, in essence, using the words of another person or source as if they were your own, thus **plagiarism** and since this is not a memorization course, simply citing the source in your answer does not meet the spirit or goals of the course.

In this course, if you cheat or plagiarize you will receive a zero for the assignment and will possibly be expelled from the course. In addition, during exams all students are expected to leave all materials – except writing implements, Kleenex, or drinks – at the front of the room. Cell phones are to be turned OFF and at the front of the room. A student with a cell phone at the desk or on his/her person during the exam is assumed to be cheating. A student may not leave the room during an exam. Do not give the suggestion of impropriety! Should you have a legitimate issue and are waiting for a call during the exam, speak with me AHEAD of time to make appropriate arrangements. While taking any quizzes or exams online, students are expressly forbidden to utilize any notes, textbooks, or online sources whether in hardcopy, on one's phone, or on a computer.

Withheld Grades (Course Grades, 5.5-April 18, 2020):

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodation for Students with Disabilities (6.1-April 30, 2019):

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments of Act of 2008 (ADAAA). 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/>. Please read the complete policy at <http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf>.

Instructor's Note: It is the policy of the Office of Disability Services that students should communicate directly with the instructor about their needs, simply completing the paperwork is not acceptable.

Discrimination Complaints/Sexual Harassment (2.11-July 21, 2020):

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, sexual orientation, gender identity, gender expression, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this Policy is subject to disciplinary action up to and including termination. A student that violates this Policy is subject to disciplinary action up to and including expulsion.

