

## INTRODUCTION TO PUBLIC HISTORY – HIS308.001 – SPRING 2017

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305 Vera Dugas Liberal Arts North  
Office Hours: MWF 9:00-11:00; MW 2:00-3:00  
Class Hours: MWF 11:00-11:50, 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. Of particular importance this semester will be the significance of local history resources as a means of researching, analyzing, and interpreting broad themes and events in U. S. history.

### *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. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

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 Text*

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

*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*. 4<sup>th</sup> 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*. 6<sup>th</sup> ed. Chicago: University of Chicago Press, 1996. (This an abbreviated version of the *Chicago Manual of Style*)

University of Chicago Press Staff. *The Chicago Manual of Style*. 16<sup>th</sup> 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.

### *Book Reviews*

Each student, referencing the posted grading rubrics, will write a four-page, double-spaced, 1” margin, 12-point font 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, your name and date in the upper right-hand corner of page one, staple in upper left, and only the page numbers in upper right of pages two through four. 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. See grading rubric for additional details about evaluation standards.

### *Field Trips/Events*

Each student will participate in at least two field trips/events during the semester. Due to the shortness of our scheduled class time, these field trips will be in the afternoons, evenings, and on weekends to accommodate students' schedules. Each student will submit a reflective essay (three pages, double-spaced, 12 pt. font, 1" margins) about the relevant field of public history and local history resources for each field trip. The essay should link assigned readings to the site/facility. See the calendar for field trips and due dates. Students must sign up for the field trips by January 23<sup>rd</sup> – if none of the dates are compatible with school, work, and family requirements, alternative arrangements must be made by the 23<sup>rd</sup>.

### *Research Project*

Each student will complete a series of research briefs about three crimes and two punishments in East Texas between 1600 and 1975. The crimes and punishments do not need to be linked. The briefs will be based on in-depth research of local historic resources using standard secondary monographs and articles as well as local primary and secondary sources. Each brief should include a minimum of at least five local primary source examples – archival, historic sites, structures, artifacts, oral histories, visual, etc. Each brief will be between 500 and 750 words – 12 pt. font, 1" margins, double-spaced – with properly formatted footnotes. See the calendar for due dates of intermediate and final submissions. Detailed instructions, including a list of potential topics, will be available on D2L as well as the grading rubric.

### *Museum Exhibit Panels Project*

In groups of two or three, students will prepare an equal number of exhibit panels highlighting one of each student's brief topics. Each panel set needs to have a cohesive design and layout and follow the Stone Fort Museum's guidelines. Each student will write a reflective essay of the group project. Detailed instructions will be available on D2L as well as the grading rubric. The panels will be placed on display at the ETRC.

### *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*

Book Reviews: 30% of final grade (150 points each)	1000-900 A
Required Field Trips: 20% of final grade (100 points each)	899-800 B
Research Project: 25% of final grade (250 points)	799-700 C
Museum Panels Project: 15% of final grade (150 points)	699-600 D
Participation: 10% of final grade (100 points)	599-0 F

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 (May 17<sup>th</sup>) – 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. Three unexcused absences during the semester is allowed without penalty. After that, five points per unexcused absence will be deducted from the participation grade. 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. 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.



### *Notifications*

Attendance Policy:

**Regular and punctual attendance is expected.** Attendance comprises not only physical presence and prompt arrival but also mental alertness – listening to your iPod, 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 certain 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.

### **Student Academic Dishonesty (4.1-July 29, 2014):**

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. *(Note: In this course, if you cheat or plagiarize you will receive a zero for the*

*assignment and will possibly be expelled from the course).*

#### 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; and/or;
- 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 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; and/or
- 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/student\\_academic\\_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

#### **Withheld Grades (Course Grades, 5.5-July 16, 2013):**

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.

#### **Academic Accommodation for Students with Disabilities (6.1-April 14, 2015):**

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). Please read the complete policy at

<http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf>. For additional information please go to <http://www.sfasu.edu/disabilityservices/>.

#### **Discrimination Complaints/Sexual Harassment (2.11-July 28, 2015):**

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. 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.