

INTRODUCTION TO PUBLIC HISTORY – HIS535.040

Dr. Perky Beisel, History Dept.
Phone: 936-468-2093
E-mail: pbeisel@sfasu.edu

305 Vera Dugas Liberal Arts North
Office Hours: MWF 9:00-10:00, 11:00-noon MW 1:00-3:00
Class Hours: W 6:00-8:30 F477



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 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 U. S. history.

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 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.

Required Texts

Gardner, James B. and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Rev. ed. Malabar, FL: Krieger Publishing Company, 2004. ISBN 1575242443

King, Thomas. *Cultural Resource Laws and Practice*. 3rd ed. AltaMira.

Kyvig, David E. and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, CA: AltaMira Press, 2010. ISBN 0742502716

Levin, Amy K., ed. *Defining Memory: Local Museums & the Construction of History in America's Changing Communities*. AltaMira Press, 2007.

Rosenzweig, Roy and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. Columbia University Press.

Tilden, Freeman. *Interpreting Our Heritage*. 4th edition, expanded, 50th anniversary. University of North Carolina Press.

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. 9780393732733

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.

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

All assignments are due at the beginning of class. All assignments should be submitted, in person, as a printed hard copy unless directed otherwise. There will be six opportunities for assessment of progress.

Book Reviews

Each student, referencing the posted rubrics (4 & 5), will write two four-page, double-spaced, 1" margin, 12-point Times New Roman font review of outside readings. The outside readings will be indicated by week. Each student is responsible for obtaining a copy of his/her works. 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/background 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). Your name, the date, and the bibliographic information in the JAH format should be in the upper left-hand corner, single spaced, and page numbers in upper right of pages two through four. A stapled hard copy of the paper is due at the beginning of class. Your reviews will be evaluated using Rubrics 4 & 5 as well as an extra rubric based on the four questions/subjects listed above.

Individual Internship Project

Each student will devote thirty hours during the course of the semester at a local museum or historic site. Each student will have the opportunity to gain experience in one or more of the processing, use, and management of collections, educational activities, exhibition design, construction, and installation, administration, and visitor services. Each student will maintain a log of hours that will be verified by the supervisor. As you conduct your project, consider what the management/personnel/duties of this local museum or historic site, what is the role of history at the institutions, and how does the public interact with history and historic resources at the site. Each student will write a four-page, minimum, double-spaced, 1" margin, 12-point Times New Roman response to these three questions as well as summarizing their activities. Each student will submit a log of his/her time on this project with the reflective essay. Please keep up with your hours. You will not be able to do all of your hours in the last week or two, so don't delay. Your essay will be evaluated using Rubrics 4 & 5 as well as an extra rubric based on the three questions/subjects listed above.

East Texas Research Center, SFASU	Millard's Crossing Historic Village @ SFASU
1. Cody Stanley	1. Krystal Hawk
	2. Briana Bacon
Stone Fort Museum, SFASU	3. Liz Nanney
1. Melissa McKinney	Museum of East Texas, Lufkin
2. Samuel Tadlock	1. Mark Musquiz
City of Nacogdoches Historic Survey - Jake	2. Kendall Gay
	Caddo Mounds State Historic Site, Alto
Vanishing Texana Mus., Jacksonville - Pamela	1. David Aguilar

Transcription Individual Project

Each student will complete the transcription of two or more oral interviews (based on their current status and length) from the Dr. Bobby H. Johnson Collection in the East Texas Research Center, Steen Library, SFASU. The interview and any previous transcriptions will be provided on a USB and must be returned with each submission of the transcription. Each student will submit an analysis of the primary sources along with the final transcripts. This will be a four-page, minimum, double-spaced, 1" margin, 12-point Times New Roman 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. You will be giving a general guide to transcriptions, specific project directions, and a sample of the first four pages of the transcript format.

Millard's Crossing Group Project

This class will produce a new, permanent exhibit for Millard's Crossing Historic Village, Inc. located in Nacogdoches, Texas. The museum was established by Lera Thomas who was a close associate of Ima Hogg and Lady Bird Johnson, two other notable Texas preservation pioneers. Both Mrs. Thomas and her husband, Albert Thomas, were born and raised here in Nacogdoches. After their marriage they moved to Houston where they began a family while Albert practiced and became involved in politics. In a few years Albert became a U.S. Representative and served in that position until his death at which time he was the longest serving Representative in the House. Mrs. Thomas was elected to complete his term and then held several appointed positions on behalf of the U.S. government. She then returned to Nacogdoches where she began to collect artifacts and building as eventually forming the Village. It is long past time to have an exhibit on this significant couple. There will be two groups of students who will be responsible for the entire exhibit process: conceptualization, outline, research, text development, artifact identification, and, at a minimum, mockups of the final product. If possible there will be a final installation as well (depending upon funding). Each student will contribute to the project in self-assigned tasks. The evaluation will be based on the group's final product as well as group progress reports for the six stages listed above. Each student will write a confidential self assessment of the process and analysis of the final product. The individual paper will be evaluated using Rubrics 4 and 5. The group project will be evaluated on a checklist provided with additional instructions.

Lera Millard Thomas	Albert Thomas
1. Pamela	1. Briana
2. Krystal	2. Samuel
3. Liz	3. Cody
4. Jake	4. David
5. Mark	5. Kendall
6. Melissa	

Participation

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 your analysis of the author's thesis and evidence. Only through such preparation can we have excellent class discussions. Students should check the course's D2L page for updated notices, additional readings, handouts, and deadlines.

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. 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.

Grading Scale (Standard)

Book Reviews: 20% of final grade (50 points each, 100 points total)	500-450 A
Individual Internship: 20% of final grade (100 points total)	449-400 B
Transcription Project: 20% of final grade (100 points)	399-350 C
Group Project: 20% of final grade (100 points)	349-300 D
Participation: 20% of final grade (100 points)	299-0 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 (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

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.

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/>.

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

Acts of plagiarism or cheating will result in an action report filed in the dean's office and/or a failing grade for the assignment and/or course. If you are at all unsure about plagiarism when writing your paper, speak with the instructor **before** the due date.

HIS535 Fall 2012 - Course Schedule (Part 1)



	8/29	9/5	9/12	9/19	9/26	10/3	10/10	10/17
Introduction								
History, Memory, Heritage		Select Outside Readings						
Archives & Oral History			Oral History Provided	Begin Individual				
Museums & Historic Sites						Begin Group		

Reading List



9/5	Rosenzweig & Thelen, <i>The Presence of the Past</i> Pages x-43, 75-86, 357-370, and 385-396 in <i>Public History</i> by Gardner & LaPaglia (The field, contracting, federal) Chapter 12 in <i>Nearby History</i> by Kyvig & Marty (local and universal)
9/12	Pages 203-216 in <i>Public History</i> by Gardner & LaPaglia (oral) Chapters 1, 2, 3, and 6 in <i>Nearby History</i> by Kyvig & Marty (oral & nearby) Selected readings posted online
9/19	Pages 57-74, 87-128, 157-186 in <i>Public History</i> by Gardner & LaPaglia (archivists, editors, publishers, producers, librarians, curators) Chapters 4, 5, 7 in <i>Nearby History</i> by Kyvig & Marty (published, unpublished, and visual docs) Selected readings posted online
9/26	All selected readings posted online
10/3	Pages 141-156, 187-202 in <i>Public History</i> by Gardner & LaPaglia (interpreters & museum educators, curators) Chapter 8 in <i>Nearby History</i> by Kyvig & Marty (artifacts) Freeman Tilden Selected readings posted online
10/10	Pages 231-356, 371-384 in <i>Public History</i> by Gardner & LaPaglia (running museums – private, public, corporate) Selected readings posted online
10/17	Amy Levin

HIS535 Fall 2012 - Course Schedule (Part 2)



	10/24	10/31	11/6	11/14	11/21 Thanksgiving	11/28	12/5	Final 12/12
Historic Preservation		Time for group project meetings						
Cultural Resources Management								All Due

Reading List



10/24	Tyler et al, <i>Historic Preservation</i>
11/6	All selected readings posted online
11/14	All selected readings posted online
11/28	Thomas King, CRM
12/5	Pages 45-56, 129-140 in <i>Public History</i> by Gardner & LaPaglia (administrators, crm) Chapters 9, 10 and 11 in <i>Nearby History</i> by Kyvig & Marty (landscapes, material culture, research et al)

HIS535 Fall 2012 – Additional Readings Posted on D2L

9/5 (History, Memory, Heritage)

- Grafton, Anthony. "Historians at Work, III: Public History." *Perspectives on History* (December 2011): 5-7. (provided in class)
- Kammen, Carol. "Water Buffalos, Wildebeests, and Gazelles." *History News* 67, no. 3 (summer 2012): 3-4.
- Lord, Alexandra M. "History Matters." *Perspectives on History* (December 2011): 23-24. (provided in class)

9/12 (Oral History)

- "Agricultural History Roundtable – Complicating the Story: Oral History and the Study of the Rural South: Lu Ann Jones, Adrienne Petty, Mark Schultz, Rebecca Sharpless, and Melissa Walker". *Agricultural History* 84, no. 3 (Summer 2010): 281-326.
- Oral History Association. Principles and Best Practices available on line 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.
- Shopes, Linda. "Oral History and the Study of Communities: Problems, Paradoxes, and Possibilities." *The Journal of American History* 89, no. 2 (Sept. 2002): 588-598.

9/19 (Archives – Jobs & Materials)

- Dearstyne, Bruce W. *Managing Historical Records Programs: A Guide for Historical Agencies*. Walnut Creek, CA: AltaMira Press, 2000. (Chapters 1, 3, 5, 6, and 8)
- Filene, Benjamin. "Letting Go? Sharing Historical Authority in a User-Generated World." *History News* 66, no. 4 (Autumn 2011): 7-12.
- 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.

9/26 (Archives – Processing & Use)

- Bellmore, Audra, Claire-Lise Bénaud, and Sever Bordeianu. "J. B. Jackson, Cultural Geographer: Evolution of an Archive." *Collection Building* 31, no. 3 (2012): 115-119.
- Clareson, Thomas E. R., Liz Bishoff, and Ann Russell. "The Next Generation of Preservation." *History News* (Autumn 2008): 7-10.
- "Copyright Issues, Rights Management, and Licensing Programs for Digital Collections by Historical Institutions." Technical Leaflet #251. *History News* 65, no. 3 (Summer 2010).
- Ferriero, David. The American Founders Online. *History News* 66, no. 2 (Spring 2011): 7-11.
- Grinstead, Leigh A. "How to Plan Your Digitization Project." Technical Leaflet #246. *History News* 64, no. 2 (Spring 2009).
- Grove, Tim. "Writing for the Web." *History News*. (Autumn 2008): 5-6.
- Hsin, Annabel. "Texas Triumph." *Traditional Building* 25, no. 2 (April 2012): 22-24. Available online at www.traditional-building.com.
- Sherman, Rose and Linda Cameron. "Sharing Stories Online: Connections Made, a Legacy Preserved." *History News* 64, no. 1 (Winter 2009): 5-6.

10/3 (Museums & Historic Sites – Jobs & Materials)

- Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Fort Collins, CO: InterPress, 2002. (Chapter 1)
- Genoways, Hugh H. and Lynne M. Ireland. *Museum Administration: An Introduction*. Walnut

HIS535 Fall 2012 – Additional Readings Posted on D2L

Creek, CA: AltaMira Press, 2003. (Chapter 8)
Reibel, Daniel B. *Registration Methods for the Small Museum*, 4th edition. Walnut Creek, CA: AltaMira Press, 2008. (Chapter 1 and Appendix B)

10/10 (Museums & Historic Sites – Processing & Use: Interpretation)

Brooms, Derrick R. "Lest We Forget: Exhibiting (and Remembering) Slavery in African-American Museums." *Journal of African American Studies* 15, no. 4 (2011): 508-523.
Butler, Patrick III. "Past, Present, and Future: The Place of the House Museum in the Museum Community." In *Interpreting Historic House Museums*, ed. Jessica Foy Donnelly, 18-42. Walnut Creek, CA: AltaMira Press, 2003.
Filene, Benjamin, Brian Horrigan, et al. "Exhibition Reviews." *Journal of American History* (December 2011): 774-782.
Rose, Julia. "Interpreting Difficult Knowledge." Technical Leaflet #255. *History News* 66, no. 3 (Summer 2011).
Van Winkle, Christie M. "The Effect of Tour Type on Visitors' Perceived Cognitive Load and Learning." *Journal of Interpretation Research* 17, no. 1 (2012): 45-58.
Whisnant, Anne Mitchell, Marla R. Miller, Gary B. Nash, and David Thelen. *Imperiled Promise: The State of History in the National Park Service*. Bloomington, IN: Organization of American Historians, 2011.

10/17 (Museums & Historic Sites – Idealism & Reality) – no additional readings

10/24 (Historic Preservation – Who, What, When, Where)

McDonald, Martha. "Postmodernism: A Look Back, and Ahead." *Traditional Building* 25, no. 1 (February 2012): 16-19. Available online at www.traditional-building.com.

11/6 (Historic Preservation – Case Studies A)

Berry, Nancy E. "National Treasure." *Traditional Building* 24, no. 6 (December 2011): 12-14. Available online at www.traditional-building.com.
Bock, Gordon. "Changing Styles – Historic Wood Windows." *Traditional Building* 25, no. 3 (June 2012): 16-19. Available online at www.traditional-building.com.
_____. "Preservation Trades Education." *Traditional Building* 24, no. 2 (April 2011): 12-16. Available online at www.traditional-building.com.
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>.
Hsin, Annabel. "2010 Palladio Awards: Flowing Procession, Sympathetic Addition." *Traditional Building* 23, no. 3 (June 2010): 28-30. Available online at www.traditional-building.com.
Hsin, Annabel. "2012 Palladio Awards: Saved from the Brink, Adaptive Reuse." *Traditional Building* 25, no. 3 (June 2012): 26-29. Available online at www.traditional-building.com.
Lavelle, Lynne. "2012 Palladio Awards: Open to All, Restoration & Renovation." *Traditional*

HIS535 Fall 2012 – Additional Readings Posted on D2L

Building 25, no. 3 (June 2012): 34-37. Available online at www.traditional-building.com.

McDonald, Martha. "2008 Palladio Awards: Temple in the Hill, Sympathetic Addition." *Traditional Building* 21, no. 3 (June 2008): 28-30. Available online at www.traditional-building.com.

_____. "2011 Roundtable: Compatibility vs. Differentiation." *Traditional Building* 24, no. 1 (February 2011): 12-20. Available online at www.traditional-building.com.

Ruling, Nancy. "Lone Stars." *Traditional Building* 24, no. 5 (October 2011): 8-11. Available online at www.traditional-building.com.

Semes, Steven W. "After the Roundtable: Moving Forward in Preservation." *Traditional Building* 24, no. 2 (April 2011): 90. Available online at www.traditional-building.com.

Strasberg, Hadiya. "2010 Palladio Awards: From Night to Day, Restoration & Renovation." *Traditional Building* 23, no. 3 (June 2010): 19-22. Available online at www.traditional-building.com.

11/14 (Historic Preservation – Case Studies B)

Bowen, Dawn S. "Preservation Through Recreation: The Dahlgren Railroad Heritage Trail." *PAST*, Vol. 31 (2007): 39-47.

Hunter, William M. "The Uses of History in Western Maryland: The Little Meadows Historic Site." *PAST* Vol. 31 (2007): 27-38.

Nacogdoches Historic Landmarks Preservation Committee. Mound Street House and Garage. (Provided in Class)

11/28 (Cultural Resources Management) – no additional readings

12/5 (Cultural Resources Management – Material Culture)

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

Hardesty, Donald L. and Barbara J. Little. *Assessing Site Significance: A Guide for Archaeologists and Historians*. Walnut Creek, CA: Alta Mira Press, 2000. (There is a 2009 second edition). (Chapters 1, 2, 4, and 7)

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

Levin, Jed. "Activism Leads to Excavation: The Power of Place and the Power of the People at the President's House in Philadelphia." *Archaeologies* 7, no. 3 (December 2011): 596-618.

LaRoche, Cheryl Janifer. "Archaeology, the Activist Community, and the Redistribution of Power in New York City." *Archaeologies* 7, no. 3 (December 2011): 619-634.

Reid, Debra. "Tangible Agricultural History." *Agricultural History* 86, no. 3 (Summer 2012): 57-76.

HIS535 Fall 2012 – Books for Review

9/5 (History, Memory, Heritage) – no outside readings

9/12 (Oral History)

- Ball, Edward. *Slaves in the Family*. New York: Ballantine Books, 1998.
- MacKay, Nancy. *Curating Oral Histories: From Interview to Archive*. Walnut Creek, CA: Left Coast Press, Inc., 2006.
- MacKay, Nancy, Mary Kay Quinlan, and Barbara W. Sommer. *Community Oral History Toolkit*. Walnut Creek, CA: Left Coast Press, Inc., 2012. (Forthcoming Dec. 2012)
- Ritchie, Donald A. *Doing Oral History: A Practical Guide*. 2nd ed. New York: Oxford University Press, 2003.

9/19 (Archives – Jobs & Materials)

- Breen, T. H. *Imagining the Past: East Hampton Histories*. Athens: University of Georgia Press, 1996.
- Holland, Ailsa C. and Kate Manning, eds. *Archives and Archivists*. Dublin: Four Courts Press Ltd., 2007.
- Ulrich, Laurel Thatcher. *A Midwife's Tale. The Life of Martha Ballard, Based on her Diary, 1785-1812*. New York: Vintage Books, 1990.

Pamela

9/26 (Archives – Processing & Use)

- Burton, Antoinette, ed. *Archive Stories: Facts, Fictions, and the Writing of History*. Durham, NC: Duke University Press, 2006.
- Hackbart-Dean, Pam. *How to Manage Processing in Archives and Special Collections*. Chicago: Society of American Archivists, 2012.
- Koelling, Jill Marie. *Digital Imaging: A Practical Approach*. Walnut Creek, CA: AltaMira Press, 2004.
- Zamon, Christina J. *The Lone Arranger: Succeeding in a Small Repository*. Chicago: Society of American Archivists, 2012.

Pamela

10/3 (Museums & Historic Sites – A)

- Beck, Larry and Ted T. Cable. *Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture*. 2nd edition. Urbana, IL: Sagamore Publishing, 2002.
- Brochu, Lisa and Tim Merriman. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. 2nd edition. Fort Collins, CO: InterpPress, 2008.
- Hoving, Thomas. *Making the Mummies Dance: Inside the Metropolitan Museum of Art*. New York: Touchstone, 1994.

Liz

10/10 (Museums & Historic Sites – B)

- Bergman, Teresa. *Exhibiting Patriotism: Creating and Contesting Interpretations of American Historic Sites*. Walnut Creek, CA: Left Coast Press, Inc., 2012. (Forthcoming Dec.)
- Conn, Steven Conn. *Museums and American Intellectual Life, 1876-1926*. Chicago: The University of Chicago Press, 1998.
- Donnelly, Jessica Foy, ed. *Interpreting Historic House Museums*. Walnut Creek, CA: AltaMira Press, 2002.
- Jackson, Antoinette T. *Speaking for the Enslaved: Heritage Interpretation at Antebellum*

It is the student's responsibility to ensure access to the titles. They may not be available in Steen Library so please be sure to request them via ILL ahead of the due date. Each student needs to provide twelve copies of her/his book review on the due date. See the syllabus for additional instructions.

HIS535 Fall 2012 – Books for Review

Krystal

- Plantation Sites*. Walnut Creek, CA: Left Coast Press, Inc., 2012.
- Pustz, Jennifer. *Voices from the Back Stairs: Interpreting Servants' Lives at Historic House Museums*. DeKalb: Northern Illinois University Press, 2009.
- Peers, Laura. *Playing Ourselves: Interpreting Native Histories at Historic Reconstructions*. Walnut Creek, CA: AltaMira Press, 2007.
- Weil, Stephen E. *A Cabinet of Curiosities: Inquiries into Museums and Their Prospects*. Washington, DC: Smithsonian Institution Press, 1995.

10/17 (Museums & Historic Sites – Idealism & Reality)

Mark

- Duck, Berkley W. III. *Twilight at Conner Prairie*. Walnut Creek, CA: AltaMira Press, 2011.
- Greenspan, Anders. *Creating Colonial Williamsburg*. 2nd ed. Chapel Hill: The University of North Carolina Press, 2009. (or the 1st edition published by the Smithsonian Institution Press, 2002.)

Jake

- Handler, Richard and Eric Gable. *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*. Durham, NC: Duke University Press, 1997.
- Moyer, Teresa S. and Paul A. Shackel. *The Making of Harpers Ferry National Historical Park: A Devil, Two Rivers, and a Dream*. Walnut Creek, CA: AltaMira Press, 2007.
- Stanton, Cathy. *The Lowell Experiment: Public History in a Postindustrial City*. Amherst: University of Massachusetts Press, 2006.
- Treese, Loretta. *Valley Forge: Making and Remaking a National Symbol*. University Park: The Pennsylvania State University Press, 1995.

Cody

10/24 (Historic Preservation – Who, What, When, Where)

- Benson, Virginia O. and Richard Klein. *Historic Preservation for Professionals*. Kent, OH: The Kent State University Press, 2008.
- Murtagh, William J. *Keeping Time: The History and Theory of Preservation in America*. 3rd edition. New York: John Wiley & Sons, Inc., 2005.
- Rains, Albert, Laurance G. Henderson, and Lady Bird Johnson. *With Heritage so Rich: A Report of a Special Committee on Historic Preservation*. New York: Random House, 1966.

David

11/6 (Historic Preservation – Case Studies A)

- Tiya Miles. *The House on Diamond Hill: A Cherokee Plantation Story*. University of North Carolina Press, 2010.

Melissa

- Carroon, Jean. *Sustainable Preservation: Greening Existing Buildings*. Hoboken, NJ: John Wiley & Sons, Inc., 2010.

Jake

- Longstreth, Ricahrd. *Cultural Landscapes. Balancing Nature and Heritage in Preservation Practice*. Minneapolis: University of Minnesota, 2008.
- Schmickle, Bill. *Preservation Politics: Keeping Historic Districts Vital*. Walnut Creek, CA: AltaMira Press, 2012.

Briana

- Stilgoe, John R. *Outside Lies Magic: Regaining History and Awareness in Everyday Places*. New York: Walker and Company, 1998.

11/14 (Historic Preservation – Case Studies B)

- Bluestone, Daniel. *Buildings, Landscapes, and Memory: Case Studies in Historic Preservation*. New York: W. W. Norton & Co., 2011.

It is the student's responsibility to ensure access to the titles. They may not be available in Steen Library so please be sure to request them via ILL ahead of the due date. Each student needs to provide twelve copies of her/his book review on the due date. See the syllabus for additional instructions.

HIS535 Fall 2012 – Books for Review

- Glassie, Henry. *Folk Housing in Middle Virginia: A Structural Analysis of Historic Artifacts*. Knoxville: University of Tennessee Press, 1977.
- Groth, Paul and Todd W. Bressi, eds. *Understanding Ordinary Landscapes*. New Haven, CT: Yale University Press, 1997.
- Hayden, Delores. *Building Suburbia: Greenfields and Urban Growth, 1820-2000*. New York: Vintage Books, 2004.
- Hurst, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010.
- Jackson, John Brinkerhoff. *Discovering the Vernacular Landscape*. New Haven, CT: Yale University Press, 1984.

11/28 (Cultural Resources Management)

- Cody Chase, Arlen F. and Diane Z. Chase, and Robert Schyberg. "Loot: The Plundered Past." DVD and VHS. Walnut Creek, CA: Left Coast Press, Inc., 2012. (Forthcoming Oct. 2012)
- Hester, Thomas J., Harry Shafer, and Kenneth Feder. *Field Methods in Archaeology*. 7th edition. Walnut Creek, CA: Left Coast Press, Inc., 2008.
- Krystal Pape, Janet and Adrian Praetzelis. "Privy to the Past." DVD and VHS. Walnut Creek, CA: Left Coast Press, Inc., 2007.
- Thomas, David Hurst. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books, 2000.

12/5 (Cultural Resources Management – Material Culture)

- Deetz, James. *In Small Things Forgotten: An Archaeology of Early American Life*. Expanded and revised. New York: Anchor Books, 1996.
- Briana DuLong, Jessica. *My River Chronicles: Rediscovering America on the Hudson*. New York: Free Press, 2009.
- Galland, China. *Love Cemetery: Unburying the Secret History of Slaves*. New York: HarperOne, 2008.
- Jordan, Terry G. *Texas Graveyards: A Cultural Legacy*. Austin: University of Texas Press, 1982.
- Mark Kinder, Gary. *Ship of Gold in the Deep Blue Sea*. New York: The Atlantic Monthly Press, 1998.
- Mansfield, Howard. *The Same Ax, Twice. Restoration and Renewal in a Throwaway Age*. Hanover, NH: University Press of New England, 2000.
- Marling, Karal Ann. *Graceland: Going Home with Elvis*. Cambridge, MA: Harvard University Press, 1996.
- Prown, Jules David and Kenneth Haltman, eds. *American Artifacts: Essays in Material Culture*. East Lansing: Michigan State University Press, 2000.
- Schlereth, Thomas J. ed. *Material Culture Studies in America*. Walnut Creek, CA: AltaMira Press, 1999.
- Liz Spector, Janet D. *What This Awl Means: Feminist Archaeology at a Wahpeton Dakota Village*. St. Paul: Minnesota Historical Society Press, 1993.
- Yentsch, Anne Elizabeth. *A Chesapeake Family and Their Slaves: A Study in Historical Archaeology*. Cambridge, England: Cambridge University Press, 1994.

It is the student's responsibility to ensure access to the titles. They may not be available in Steen Library so please be sure to request them via ILL ahead of the due date. Each student needs to provide twelve copies of her/his book review on the due date. See the syllabus for additional instructions.