

HISTORY 535 – SECTION # 040 / CALL # 13444
INTRODUCTION TO PUBLIC HISTORY

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Office Hours: MW: 9:00 – 10:30 am; MW: 1:30 – 3:00 pm; and TR: 3:30 – 5:30 pm.

Department: History

Class meeting time and place: Room F-480; Thursdays, 6:00 pm – 8:30 pm.

GENERAL BULLETIN 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, individual projects.

PROFESSOR'S COURSE DESCRIPTION:

This is a reading-discussion-lecture course (so three times the fun) on the many classic and late-breaking developments in the exciting world of public history. The three primary aims are: (1) to introduce you to the practice of public history and what it is, exactly (or so many think); (2) look at leading fields associated with public history, such as museums, historic preservation, cultural resources management, oral history, archives, and commemoration; and (3) ponder some of the interests, issues and problems, demands and concerns of public history and history in the public.

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 1-5.

STUDENT LEARNING OUTCOMES FOR HISTORY 535:

A student who completes this course will be expected to be able to (1) demonstrate a thorough working knowledge of public history and its practice, (2) recognize the significance of history outside academia, (3) demonstrate an awareness of the intimate relationship between historical narrative and personal / community identity, (4) complete a project typically associated with public history to gain quality experience as a public history practitioner, and (5) critically analyze and present written work associated with public history, such as cultural resources management, historic preservation, archives, museums, memory and memorialization, and oral history.

REQUIRED TEXTS:

1. John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century* (Princeton, NJ: Princeton University Press, 1992).
2. James B. Gardner and Peter S. LaPaglia, eds., *Public History: Essays from the Field* (Malabar, FL: Krieger Publishing Co., 1999).
3. David Glassberg, *Sense of History: The Place of the Past in American Life* (Amherst: University of Massachusetts Press, 2001).
4. Delores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, MA: MIT Press, 1995).
5. James Horton and Lois Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory* (New York: New Press: Distributed by Norton, 2006)
6. Martha K. Norkunas, *The Politics of Public Memory: Tourism, History, and Ethnicity in Monterey, California* (Albany: State University of New York Press, 1993).
7. David Thelen and Roy Rosenzweig, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998).

ADDITIONAL READING MATERIAL (PROVIDED BY PROFESSOR):

In the "Schedule" section of this syllabus you will see additional reading material has been assigned throughout the semester. All additional reading materials are available as .pdf at <http://docsandul.wordpress.com>. They are also available as hardcopies at the SFA Library through the Access Services Department via the Circulation Desk on the first floor.

COURSE REQUIREMENTS:

Attendance: 50
Participation: 50
Exhibit Review: 50
Web Review: 50
A Monumental Assignment Essay: 50
Crocket Assignment: 50
Book Review/Lead Discussion: 100 points
Final Project: 100
Total: 500 points

GRADING SCALE (IN %):

| | | | |
|----|--------|----|-------|
| A | 93-100 | C | 73-77 |
| A- | 90-92 | C- | 70-72 |
| B+ | 88-89 | D+ | 68-69 |
| B | 83-87 | D | 63-67 |
| B- | 80-82 | D- | 60-61 |
| C+ | 78-79 | F | 59→ |

COURSE REQUIREMENTS:

- ATTENDANCE (OUT OF 50 POINTS):
 - 0 Absences: 50 points
 - 1 Absence: 47 points
 - 2 Absences: 44 points
 - 3 Absences: 40 points
 - 4 Absences: 35 points
 - 5-15 Absences: 0 points (risk being dropped from course)
- I will need a **documented** medical or legal excuse to forgive an absence.
 - This includes a death certificate for the loss of a loved one.
 - This includes a doctor's note for an ailing loved one.

- PARTICIPATION (OUT OF 50 POINTS):
Much of this class revolves around class discussion. You are therefore expected to show up to class prepared, having read the assigned readings, and ready to participate in class discussion and activities. Oh, please, have fun and, well, think.
- EXHIBIT REVIEW (OUT OF 50 POINTS):
 - **Due: Week 7 (10/15)**
 - You may choose a history exhibit, or an art exhibit that includes a historical dimension. The reviews should be 3-4 pages (750-1000 words) and should provide an analysis of the site or exhibit in terms of organization, design, themes, execution, and issues. The reading assignments are designed to help you develop your critical thinking and analysis skills as they relate to assessing the impact, effectiveness, and quality of public history displays. You should use *Chicago Manual of Style* and include footnotes as appropriate.
 - For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.
- A MONUMENTAL ASSIGNMENT ESSAY (OUT OF 50 POINTS):
 - **Due: Week 8 (10/22)**
 - Write a two- to three- page essay discussing the importance and impact of monuments. Our readings for Week 8 (i.e., Bodnar's *Remaking America* and Glassberg's *Sense of History*), as well as previous readings (particularly Hayden's *The Power of Place* and Thelen & Rosenzweig's *The Presence of the Past*), should greatly aid in your thinking about this assignment.
 - For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.
- WEB REVIEW (OUT OF 50 POINTS):
 - **Due: Week 10 (11/5)**
 - Peruse at least four websites and write a review on one from the list of websites given in the "Web Review" handout.
 - Follow guidelines from the *Journal of American History* and write a three- to four- page review.
 - ◆ You should use *Chicago Manual of Style* and include footnotes as appropriate.
 - Present website and review to class.
 - For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.
- BOOK REVIEW / LEAD DISCUSSION (OUT OF 100 POINTS) (ONLY FOR GRADUATE STUDENTS):
 - **Due: Week that you sign up for**
 - **50 points for book review / 50 points for leading discussion**
 - At some point in the semester, you are to lead a discussion and share information about a book you have read among the graduate students after we excuse the undergraduates. With that said, the time allotted is not very long at all, a mere 1/2-hour or so.
 - Select a book from the "Further Readings" Handout. You can select a series of articles, more than two, in lieu of a book.
 - For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.

- CROCKET ASSIGNMENT (OUT OF 50 POINTS):

- **Due: Week 11 (11/12)**
- The local group Friends of Historic Nacogdoches, Inc. has requested SFA history department's help in erecting a statue of George Crocket on the grounds of Christ Episcopal Church and would like to help in fundraising and other informational literature. For those of you not in the know, Crocket was a member of the history department here at SFA in the 1930s and was the author of a well-respected historical work entitled *Two Centuries in East Texas*. He also served for many years as rector of Christ Episcopal Church, hence the choice for location of the statue.
- Our task is to help provide informational literature, which will be your final project. Specifically, you and your esteemed classmates will be making a brochure about Crocket and the statue. Be that as it may, to better complete what will undoubtedly be an assemblage of brilliant and beautiful brochures, we need to first learn a little bit more about George Crocket. So, the objective of this assignment is to familiarize yourselves and each other with the life and times of one George Crocket. We are, collectively, going to approach this understanding from four angles: (1) biographical information on Crocket; (2) a brief history of Christ Episcopal Church with a specific focus on the years Crocket was there; (3) a brief history of Nacogdoches, again, with a specific focus on the years Crocket was here; and (4) a review and understanding of the impact of Crocket's history book, *Two Centuries in East Texas*.
- You will be divided into four groups and write a four- to five- page essay regarding your group's angle (to be assigned) regarding George Crocket. Only one essay needs to be turned in to me with everyone's name on it. You will, however, be making enough copies for everyone in class so they can benefit from your hard and splendid work. The goal is to provide everyone with a great deal of good information that will be most useful to them in the construction of a brochure on Crocket and the Crocket statue (i.e., the Final Project).
- Present to class.
- For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.

- FINAL PROJECT (OUT OF 100 POINTS):

- **Rough Draft & Presentation Due in week 15 (12/10)**
- **Final Draft Due during finals week by 12/17, noon, in my office.**
- This project centers on creating informational literature for the George Crocket statue.
- Based on discussions, lectures, and readings throughout the course, you and a partner(s) will produce a brochure that can potentially be used, ideally, for the Crocket statue project or, at the least, provide many wonderful ideas and examples that project leaders can benefit from.
- Whether via your own skills as a designer or with the aid of brochure templates provided in the "Thinking About Brochures" handout, you are to design and create a brochure with the public in mind as the target audience.
- We will examine and analyze rough drafts of brochures in class during week 15 (12/10) to offer humble suggestions and critiques (and praise!).
- You will be broken up into teams of two or three people depending on class size and assigned a "Team Foci" for guiding your design and production of a brochure.
- For a more detailed explanation see class handout, which is also posted on <http://docsandul.wordpress.com>.

SCHEDULE

Note: Reading Items in Bold are materials undergraduates are not reading
We will often excuse the undergraduates 1/2 hour before class ends to meet and discuss readings on our own

Week 1 (9/3): Introduction & Discussion

Week 2 (9/10): Distinctiveness of Public History

READ: Patricia Mooney-Melvin, "Professional Historians and the Challenge of Redefinition," in Gardner and LaPaglia, *Public History*, pp. 5-21.

READ HANDOUTS:

1. Robert Kelley, "Public History: Its Origins, Nature and Prospects," *The Public Historian* 1, no. 1 (Fall 1978): 16-28. Available through J-Stor.
 2. Shelley Bookspan, "Liberating the Historian: The Promise of Public History," *The Public Historian* 6, no. 1 (Winter 1984): 59-62. Available through J-Stor.
 3. Peruse: Public History Resource Center, Definitions of Public History, http://www.publichistory.org/what_is/definition.html
 4. Peruse: National Council of Public History: <http://www.ncph.org>
 5. **Ch. 1 of Cathy Stanton, *The Lowell Experiment* (2006), pp. 3-28.**
 6. **Excerpt Peter Novick, *That Noble Dream*, pp. 510-21.**
 7. **Peter N. Stearns and Joel A. Tarr, "Applied History: A New-Old Departure," *The History Teacher* 14, no. 4 (August 1981): 517-31. Available on J-Stor (think about what makes applied history and public history different, or the same).**
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Week 3 (9/17): Audience & the Public's History: Revisiting Distinctiveness

READ: Thelen & Rosenzweig, *The Presence of the Past*, pp. 1-146; and **Glassberg, *Sense of History*, ch. 1, pp. 3-22.**

READ HANDOUT: "Roundtable: Responses to *Presence of the Past*," *The Public Historian* 22, no. 1 (Winter 2000), available on J-Stor.

Week 4 (9/24): Collecting History: Archives

- ❖ Field Trip and Guest Speaker: SFA Library.
- ❖ Learn about where collections/info about Crocket, Nacogdoches, and the Church are located.

READ: Roy H. Tyron, "Archivists and Records Managers," in Gardner and LaPaglia, *Public History*, 54-74.

READ HANDOUTS:

1. T. R. Schellenberg, "The Appraisal of Modern Public Records," *National Archives Bulletin* 8 (Washington, D.C.: National Archives and Records Service, 1956). Available online at <http://www.archives.gov/research/alic/reference/archives-resources/appraisal-of-records.html>
 2. Hillary Jenkinson, "Reflections of an Archivist," *Contemporary Review* 165 (1944): 355-61.
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Week 5 (10/1): The Place of Public History: CRM-Preservation & Site Remembrance

- ❖ Guest Speaker (Brian Bray) and Field Trip to Durst-Taylor or Sterne-Hoya House.

READ: Hayden, *The Power of Place*, chs. 1-3, pp. 2-78; and chs. 6-7, pp. 139-87; Glassberg, *Sense of History*, cp. 5, pp. 111-27, **and chs. 6-7, pp. 128-63**; and George W. McDaniel, "At Historic Houses and Buildings: Connecting Past, Present, and Future," in Gardner and LaPaglia, *Public History*, pp. 233-55.

Week 6 (10/8): History & Public Policy: More CRM & Historic Preservation

- ❖ Guest Speaker:: Victor Galan

READ: Antoinette J. Lee, "Historic Preservationists and Cultural Resources Managers: Preserving America's Historic Places," in Gardner and LaPaglia, *Public History*, 129-39.

READ HANDOUTS:

1. Excerpts from Thomas King, *Cultural Resource Laws and Practice: An Introductory Guide* (1998), ch. 1, "Introduction," pp. 3-18; ch. 2, "A Brief History of U.S. Cultural Resources Management," pp. 19-34; **ch. 3, "The Players," pp. 35-50; and ch. 5, "Impacts on Historic Properties: Section 106 of the NHPA," pp. 81-190.**
 2. Excerpts from William Murtagh, *Keeping Time: The History and Theory of Preservation in America* (1988), Introduction and ch. 1, pp. 11-24.
 3. Peruse National Register of Historic Places Website: <http://www.nps.gov/nr/>
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Week 7 (10/15): Making A Place For Remembering: Museums

- ❖ Exhibit Reviews Due (see exhibit review handout for details of assignment)

- ❖ Guest Speaker (Carolyn Spears) and Field Trip to Stone Fort Museum

READ: Mark Howell, "Interpreters and Museum Educators," pp. 141-55; and Anne Woodhouse, "Museum Curators," pp. 187-210 (both in Gardner and LaPaglia, *Public History*)

READ HANDOUTS:

1. **"Nuclear Reactions: The (Re)Presentation of Hiroshima at the National Air and Space Museum,"** in Luke, *Museum Politics*, pp. 19-36.
 2. **Daniel Seltz, "Remembering the War and the Atomic Bombs: New Museums, New Approaches,"** in Walkowitz and Knauer, *Memory and the Impact of Political Transformation in Public Space*, pp. 127-45.
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Week 8 (10/22): Commemoration, Public Memory, & Public History

- ❖ A Monumental Assignment Due (see A Monumental Assignment handout for details of the assignment)

READ: Bodnar, *Remaking America*, **try to read whole book** (undergrads read: chs. 1-2, pp. 13-38, ch. 4, pp. 78-93, chs. 5-6, pp. 113-66); and Glassberg, *Sense of History*, **chs. 2-3** (undergrads read ch. 2, pp. 22-57).

READ HANDOUT:

1. **Cynthia Paces, "The Rise and Fall of Prague's Marian Column,"** in Walkowitz and Knauer, *Memory and the Impact of Political Transformation in Public Space*, pp. 47-64.
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Week 9 (10/29): Recording Memories: Oral History

❖ Guest Speaker: Bobby Johnson.

READ: Rose T. Diaz and Andrew Russell, "Oral Historians," in Gardner and LaPaglia, *Public History*, pp. 203-16.

READ HANDOUTS:

1. Alesandro Portelli, "What Makes Oral History Different," in *The Oral History Reader*, pp. 63-74.
 2. Peruse some of the websites listed in the "Further Readings Handout," week 9, "Recommended Websites Regarding Oral History."
 3. **Donald A. Ritchie, *Doing Oral History: A Practical Guide* (2003), pp. 19-46.**
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Week 10 (11/5): Google, Wikipedia, & Historical Knowledge: A Tangled Web

❖ Web Reviews Due & Presentations (see Web Reviews Handout for details of assignment)

READ HANDOUTS:

1. Dan Cohen & Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, chapters: Intro, Becoming Digital, Exploring the History Web, <http://chnm.gmu.edu/digitalhistory>
 2. Roy Rosenzweig, "Can History Be Open Source? Wikipedia and the Future of the Past," *The Journal of American History* (June 2006): <http://www.historycooperative.org/journals/jah/93.1/rosenzweig.html>
 3. **Michael Eamon, "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom," *The History Teacher* (May 2006) <http://www.historycooperative.org/journals/ht/39.3/eamon.html>**
 4. **Stephen Mihm, "Everyone's a Historian Now: How the Internet – and You – Will Make History Deeper, Richer, and More Accurate," *Boston Globe*, May 25, 2008: http://www.boston.com/bostonglobe/ideas/articles/2008/05/25/everyones_a_historian_now/**
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Week 11 (11/12): Crocket Assignment & Making Brochures: Thinking/Talking About the Final Project

❖ Crocket Assignment Due & Presentations (see Crocket Assignment Handout for details of the assignment).

- Group A: Crocket Bio & Info.
 - Group B: Church History.
 - Group C: Nacogdoches History.
 - Group D: Review of *Two Centuries in East Texas*.
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Week 12 (11/19): Politics of Public Space & History

READ: Norkunas, *The Politics of Public Memory*

READ HANDOUTS:

1. Yael Zerubavel, "The Politics of Remembrance and the Consumption of Space: Masada in Israeli Memory," in Walkowitz and Knauer, *Memory and the Impact of Political Transformation in Public Space*, pp. 233-52.
2. Sarah Schrank, "*Nuestro Pueblo*: The Spatial and Cultural Politics of Los Angeles' Watt Towers," in Prakash and Kruse, *The Spaces of the Modern City* (2007), pp. 275-309.
3. Harold Marcuse, "Memories of World War II and the Holocaust in Europe" in Gordon Martel, ed., *A Companion to Europe, 1900-1945* (2006), pp. 487-503

NO CLASS WEEK 13:

But, we can set up an optional, non-mandatory meeting, say either 11/23 or 11/24; or even sometime during finals week? This is good stuff, you should not miss out!

Reckoning with the Past: Investigations, Restorative Justice, & Unmaking History

READ HANDOUTS:

1. Robert W. Weyeneth, "The Power of Apology and the Process of Historical Reconciliation," *The Public Historian* 23, no. 3 (Summer 2001): 9-38
2. Excerpts from Alfred Brophy, *Constructing the Dreamland: The Tulsa Riot of 1921, Race, Reparations, and Reconciliation* (2002), Prologue, pp. xvii-xv; chp. 1, pp. 1-23; ch. 5, pp. 88-102; and Epilogue, pp. 103-19.
3. Peruse: *Tulsa Race Riot: A Report by the Oklahoma Commission to Study the Tulsa Race Riot of 1921* (February 28, 2001): <http://www.okhistory.org/trrc/freport.htm>
4. Greg Grandin, "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala," *American Historical Review* 110, no. 1 (2005)
5. Peruse: Greensboro Truth and Reconciliation Commission, <http://www.gtcp.org>
6. Peruse: Greensboro Justice Fund, <http://www.gjf.org/index.php?page=histbro>
7. Peruse: Truth Commissions Digital Collection (United States Institute of Peace): <http://www.usip.org/library/truth.html>

Week 14 (12/3): Reckoning with the Toughest Past: Public History & Slavery

❖ **READ:** Hortons, *Slavery and Public History*.

READ HANDOUTS:

1. Peruse: Brown University Steering Committee on Slavery and Justice, *Slavery and Justice: The Report of the Brown University Steering Committee on Slavery and Justice* (October 2006), http://www.brown.edu/Research/Slavery_Justice/
2. Excerpts from Sanford Levison, *Written in Stone: Public Monuments in Changing Societies* (1998), TBA.
3. Excerpts from Tony Horwitz, *Confederates in the Attic* (1998), TBA.
4. Peruse some "Southern Heritage" websites and Civil War websites listed in Further Readings section for Week 14.
5. (OPTIONAL if we meet in week 13): Court Carney, "The Contested Image of Nathan Bedford Forrest," *The Journal of Southern History* 67, no. 3 (August 2001): 601-30. Available on J-Stor.

Week 15 (12/10): Reports & Conclusions

- ❖ Presentations of (Rough Draft) Brochures (see Brochures Handout for details of the assignment)
- ❖ Bring munchies and soda for everyone to share!

Finals Week: **Final Brochure Due to my office by noon on 12/17.**

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/>.

PAUL SANDUL'S HISTORY WEBSITE: <http://docsandul.wordpress.com>

I have created a website for all my students. On this website you will have electronic access to additional reading material in .pdf format. Simply click on the "Introduction to Public History" link. Once there, go to "Additional Reading Material." Only for this section will you be asked for a **password, which is: publichistorysandul**. I have also placed other potentially valuable information there, such as all handouts and assignment descriptions, writing guidelines and tips, style

advice and useful website links, syllabi for all my courses, and examples of well written and properly formatted essays. So, please feel free to use and/or peruse the website.