



HIST462.01E – Introduction to Public History
M/W 4:30-5:45pm Ferguson 150
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor:

Dr. Mylynka Kilgore Cardona

You may address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson 146

Office Hours: Tuesdays, 1-6pm and by appointment

University Email Address:

mylynka.cardona@etamu.edu

Preferred Form of Communication:
email

Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Book(s) Required

- Dean, David, *Performing Public History: Case Studies in Historical Storytelling* (Global Perspectives on Public History), (Routledge, 2025), ISBN-13 978-0367775360
- Koslow, Jennifer Lisa, *Public History: An Introduction from Theory to Application*, (Wiley Blackwell, 2021). ISBN-13 978-1119146742
- Meringolo, Denise D., *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History* (Public History in Historical Perspective), (Univ. of Massachusetts Press, 2012), ISBN-13 978-1558499409
- Rosenstone, Robert A., *History on Film/Film on History*, (Routledge, 2023) ISBN-13 978-1032455389
- Turabian, Kate, *A Manual for Writers*, 9th ed. (University of Chicago Press, 2018) 978-0226430577

Software Required – D2L BrightSpace/MyLeoOnline

Optional Texts and/or Materials -

Strunk and White, *The Elements of Style* (Pearson, 1999) ISBN 978-0205309023.

Notebook and pen/pencil for in-class note taking

Additional Materials will be posted electronically or distributed in class

Course Description

Public History broadens the definition of history beyond academia and seeks to engage a larger audience in the ongoing historical dialogue that is happening in almost every area of American life. Public historians work in various fields. They work at museums, national and state parks, archives, libraries and variety of other profession associated with history. Using different interpretive and historical methods, public historians offer an introduction to history for the general public. This course introduces themes associated with the practice of Public History. Students will examine the various methods public historians use to interpret local, regional, and national history while following the established source, citation, and evaluation standards of the History profession.

Student Learning Outcomes

1. Students will be able to identify the central concepts of public history.
2. Students will be able to project manage and craft an exhibit for the public

Student learning outcome 1 is assessed through field reports & reading responses

Student learning outcome 2 is assessed by the completion of the Audie Murphy/American Cotton Museum exhibit project.

COURSE REQUIREMENTS

Instructional / Methods / Activities / Assessments

Instructional Methods

This instructional format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom. These course meetings will consist of interactive lectures and discussions. These course meetings will not be recorded. Remote attendance will not be offered. Additional course materials will be available asynchronously through D2L under the content tab. The course schedule is organized by week, with assignments and being due by Sunday (11:59 PM) unless otherwise

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indicated. All readings should be completed by the Monday meeting of the week they are listed in preparation for in-class discussion.

Departmental Orientation and Guides

The history department has uploaded orientation materials to the department's history major D2L shell (HIST 500). These materials are available to assist you in learning the basic skills, professional norms, and departmental expectations for history majors. Please consult them as needed throughout the semester. All materials submitted for the course should follow the History Department style guide and the information presented in the department's orientation available through the D2L majors page. Failure to comply with these expectations in an assignment may negatively impact your grade.

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation is not necessarily the same as talking frequently. It means demonstrating a knowledge of the material, a willingness to think critically, and, most importantly, a willingness to learn from others. Humility and trust are essential virtues in the classroom. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate

GRADING

Grading: This course is based on the 100-point system. All assignments are worth 100 points. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

Your grades for written work will be determined based on the following rubric:

- A: Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper citation format
- B: Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format
- C: Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; some errors in citation format

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D: Poor command of required assignments; errors; ahistorical or narrow reasoning; poor citation format

Assessments

There will be weekly reading from the assigned texts and additional materials posted in D2L as well as the following assignments

Weight of major assignments for this course are as follows:

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| • Classroom professionalism and course engagement: | 25% |
| • Field Reports – three (3) total: | 15% |
| • AMACM Exhibit project (and components) | 50% |
| • <u>Book Reading Responses (2):</u> | 10% |
| TOTAL | 100% |

Student Responsibilities or Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. Attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart) and if you are in class but not PRESENT, i.e. on your phone or other device, sleeping, etc. you will be counted absent for the day.

Electronics Policy: Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking. If you are using your devices for something other than taking notes you may be asked to power the device down.

Student Behavior: Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9

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hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Things to help you succeed:

Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same (or a similar) question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

Interaction with Professor Statement

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through ETAMU email. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

History Librarian:

Our librarian for History is. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Inbar Michael
Velma K. Waters Library, Room 147G
Inbar.Michael@tamuc.edu

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COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

| <u>Week</u> | <u>Class Dates</u> | <u>Topic/Reading</u> |
|--------------------|---------------------------|--|
| 1 | Mon., Aug. 25 | Course Intro/ The Role of The Historian (in public?) <u>Readings:</u> National Council on Public History website, "What is Public History?" (https://ncph.org/what-is-public-history/about-the-field/) |
| | Wed., Aug. 27 | What is Public History? <u>Readings:</u> Koslow – Preface & Ch. 1 |
| 2 | Mon., Sep. 1 | **NO CLASS TAMUC CLOSED FOR LABOR DAY** |
| | Wed., Sep. 3 | Tour of Audie Murphy/American Cotton Museum 600 I-30 Frontage Road, Greenville, TX <i>NOTE: We will meet at the museum at 4:00 pm.</i> |
| 3 | Mon., Sep. 8 | The Role of Public History <u>Readings:</u> Ronald J. Grele, " Whose Public? Whose History? What Is the Goal of a Public Historian? " <i>The Public Historian</i> , Vol. 3 No. 1, Winter, 1981; (pp. 40-48) DOI: 10.2307/3377160 "Public history: yours, mine, & ours," <i>History @ Work</i> , http://ncph.org/history-at-work/public-history-yours-mine-ours/ Dean – Prologue & Ch. 1 |
| | Wed., Sep. 10 | The Role of Public History <u>Readings:</u> <i>Same as Monday</i> |

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| 4 | Mon., Sep. 15 | <p>Collection Management/Historic Preservation</p> <p><u>Readings:</u> Koslow – Ch. 4. Dean – Ch. 2.</p> <p>Society of American Archivists Code of Ethics https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics</p> |
| | Wed., Sep. 17 | <p>ARCHIVES Tour - <i>Meet on the 4th Floor of Waters Library</i></p> |
| | | |
| 5 | Mon., Sep. 22 | <p>History and Memory</p> <p><u>Readings:</u> Koslow – Ch 5</p> |
| | Wed., Sep. 24 | <p>EXHIBIT PROJECT OVERVIEW</p> |
| | | |
| 6 | Mon., Sep. 29 | <p>Exhibiting History</p> <p>Koslow – Ch. 2</p> <p>"How to Curate Museum Experiences That Resonate With Contemporary Audiences", <i>Forbes.com</i> - https://www.forbes.com/councils/forbesbusinesscouncil/2024/07/05/how-to-curate-museum-experiences-that-resonate-with-contemporary-audiences/</p> <p>"Curation 101: Mastering the Art of Compelling Exhibition Curation", <i>Art Business News</i> - https://artbusinessnews.com/2023/11/curation-101-mastering-the-art-of-compelling-exhibition-curation/</p> |

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| | Wed., Oct. 1 | Half of class to Audie Murphy to look at materials for exhibit – <i>4pm meeting time @ AMACM</i> Half of class – EXHIBIT LAB |
| 7 | Mon., Oct. 6 | Preserving People’s Stories/Oral History <u>Readings:</u> Alessandro Portelli, “What Makes Oral History Different?”, in <i>Oral History, Oral Culture, and Italian Americans</i> , 2009 (in D2L) Linda Shopes, “What is Oral History” (in D2L) |
| | Wed., Oct. 8 | Half of class to Audie Murphy to look at materials for exhibit – <i>4pm meeting time @ AMACM</i> Half of class – EXHIBIT LAB |
| 8 | Mon., Oct. 13 | Writing & Editing Public History <u>Readings:</u> Borowsky, “Telling a story in 100 Words: Effective Label Copy,” AASLH Technical Leaflet #240 Koslow – Ch 5. |
| | Wed., Oct. 15 | EXHIBIT LAB |
| 9 | Mon., Oct. 20 | Interpreting and Presenting the Past <u>Readings:</u> Dean - Chs 4 & 5 Due: Field Report - museum |
| | Wed., Oct. 22 | EXHIBIT LAB |
| | Sat. Oct. 25 | <i>Cotton Conference @ Audie Murphy/American Cotton Museum – 9:30am – 3pm (BBQ lunch included)</i> |
| 10 | Mon., Oct. 27 | Monuments and Memorials <u>Readings:</u> Meringolo – Entire book |

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| | | DUE - Reading Response SUN 10/26 |
| | Wed., Oct. 29 | EXHIBIT LAB |
| 11 | Mon., Nov. 3 | Public History and the Media/Popular Culture <u>Readings:</u> Rosenstone – Chs. Intro – Ch. 5 DUE - Reading Response - SUN Nov 2 |
| | Wed., Nov. 5 | Public History and the Media/Popular Culture <u>Readings:</u> Rosenstone – Chs. 6 – 11 Due – Field Report - Film |
| 12 | Mon., Nov. 10 | Public Engagement/Public Histories <u>Readings:</u> Dean - Ch 5 Koslow – Ch 8 |
| | Wed., Nov. 12 | MAKERS SPACE |
| 13 | Mon., Nov. 17 | **EXHIBIT INSTALLATION WEEK** MAKERS SPACE (if needed) |
| | Wed., Nov. 19 | Exhibit installation at AMACM – times vary by groups |
| 14 | Mon., Nov. 24 | Public History in the Digital Age <u>Readings:</u> Koslow – Ch. 7 Dean Ch. 3 Due: Field Report-digital history site |
| | Wed., Nov. 26 | **NO CLASS – TAMUC CLOSED FOR THANKSGIVING** |

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| 15 | Mon., Dec. 1 | Graduate Research Presentations (undergraduate students will attend and participate as audience members) |
| | Wed., Dec. 3 | Exhibit Grand Opening & Reception at the Audie Murphy/American Cotton Museum - 6pm |
| | | |
| FINAL S WEEK | Mon., Dec. 8 | Final Exhibit Project Paperwork Due |
| | | |

COURSE AND UNIVERSITY PROCEDURES/POLICIES

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a

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backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may be assessed a penalty. If you know you will be away when something is due, please notify the professor *in advance or plan to turn the assignment in early.* I can be very understanding and

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flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

Syllabus Change Policy

The syllabus is a working document and a guide. Circumstances and events, including class progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13student/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

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