



HIST 564.01E (#83760)
Intro to Public History
Course Syllabus: Fall 2019

Location and Time: W 4:30 – 7:10 PM, Ferguson SS 141

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 106

Office Hours: MWF 11-12 PM, MF 3-5 PM and by appointment.

Office Phone: 903-468-8742

University Email Address: Andrew.Baker@tamuc.edu

COURSE INFORMATION

Required Materials:

Thomas Cauvin, *Public History: A Textbook of Practice* (Routledge, 2016)

James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory* (The New Press, 2006)

Edward T. Linenthal and Tom Engelhardt, eds., *History Wars: The Enola Gay and Other Battles for the American Past* (Henry Holt and Company, 1996)

Denise D. Meringolo, *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History* (University of Massachusetts Press, 2012)

Scott E. Casper, *Sarah Johnson's Mount Vernon: The Forgotten History of an American Shrine* (Hill and Wang, 2008)

Cathy Stanton, *The Lowell Experiment: Public History in a Postindustrial City* (University of Massachusetts Press, 2006)

Course Description:

This course introduces the field of Public History by examining topics that range from historical methods and interpretation, historical analysis, public interactions, and controversies associated with the practice of public history. Crosslisted with: HIST 462.

Student Learning Outcomes:

1. Student will identify and analyze the interpretive questions central to public history
2. Student will demonstrate an understanding of the variety of interested parties involved in public history interpretation

Grade Breakdown:

A = 89.5-100

B = 79.5-89.4

C = 69.5-79.4

D = 59.5-69.4

F = 0-59.4

Assessments			
Discussion Posts	100	Postcard Individual	100
Field Report - Museum	75	Postcard Group	100
Field Report - Park	75	Building Committee Brief	100
Field Report - Digital	75	Building Committee Commentary	50
Enola Gay Brief	75	Building Committee Participation	25
Enola Gay Response	25	Book Reviews	300
Podcast Script	50	<u>Participation</u>	<u>100</u>
Podcast Audio	50	Total	1300

Course Assignments

Discussion Posts

Students are responsible for posting on the D2L course discussion forums as indicated in the syllabus. For each post students must include at least 300 words responding to the prompt using proper formatting and style appropriate to academic writing. Since D2L does not support Turabian footnotes, citations should be provided in parenthetical form with full Turabian bibliography following the post (this does not contribute to the word count). These posts should draw on course readings and materials. While these posts should reflect polished and professional style, they may express student confusion and frustration, so long as this comes out of genuine engagement with and an attempt to understand course materials. Students are encouraged to reply and respond to their colleagues. All posts are **due by class time** on the day indicated.

Enola Gay Reflection

In order to develop our skills in negotiating the complex terrain of historical memory and political battles over the past we will spend a week of class discussing the infamous controversy surrounding the interpretation and display of the Enola Gay at the Smithsonian in the early 1990s. Before coming to class on October 23 students are to read Edward T. Linenthal and Tom Engelhardt, eds., *History Wars: The Enola Gay and Other Battles for the American Past* (Henry Holt and Company, 1996) and compose a 1000 word brief that summarizes the controversy and explains why it happened and how the historians involved might have better handled the situation (75 points). After our class discussion on October 23, students are to submit a 500 word response paper that interprets the lessons of this case study for public historians (25 points). This is due October 30.

Building Committee

Learning how to be a practicing public historian means gaining practical experience negotiating the complex and ever-shifting terrain of public memory, institutional identity, and controversy. It also means developing intellectual flexibility, adaptability, and an ability to work collaboratively. In order to put these skills into practice our class will be engaging in a mock committee to consider renaming a campus building OR erecting a statue on campus. More details will follow as the assignment approaches. Each student will be assigned to represent a particular interest group (character) for the duration of the assignment. Each student will be responsible for conducting archival, digital, and on-site research related to the topic and to employ these sources in their arguments. A list of potential sources will be available on D2L to guide your work.

Podcast

We will spend three weeks of the semester learning the basics of the ways historians can use audio and video to both conduct historical research and to present that research to a variety of audiences. As part

of this students will be responsible for creating a 5-7 minute podcast targeted at the general public. This podcast may address any appropriate historical topic provided it does the following:

- Utilizes at least two audio clips from someone other than the student. These may be from oral histories or interviews with an expert in a historical field.
- Includes narration based on historical research in the secondary literature that provides historic context.
- Has an interpretation.

Students must submit a script draft (50 points) (including properly formatted footnotes and a bibliography) on September 25. This script must receive approval from Dr. Baker before you may proceed to audio editing and must be resubmitted until it receives approval.

The final product, a 5-7 minute MP3 (50 points), should be submitted, along with a final script, to D2L by October 2. We will listen to these in class. These should be constructed using Audacity or Adobe Audition. We will discuss the basics of audio editing in class on September 25. Please consult with Dr. Baker for further instruction in audio editing techniques. Students may opt to create a documentary-style video instead of a podcast if they so choose.

Postcard Exhibit

As a class we will be curating and designing a museum exhibit based on the Ted Crim East Texas Postcard Collection (Gee Library Special Collections/Northeast Texas Digital Collections) for display in the Ferguson hallway display case, first floor. This installation must be in place by Friday, December 6. The department will host a small event to unveil the exhibit during finals week. See the guide on D2L for more information.

Field Reports

Over the course of the semester each student will conduct three public history site visits. These visits are designed to provide students with the opportunity to observe, experience, and evaluate public history practice in a variety of settings. Each site report should be at least 1000 words and should address the list of questions found on D2L.

Book Reviews

Each student will be responsible for writing and bringing to class a hard copy of a 1000 word book review for each of the four books indicated in the syllabus. This review should summarize the book's argument and critically engage with its content in light of course discussions and materials. Your writing should be clear, concise, concrete, and bold. See the book review guide on D2L for more details.

Course Policies

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is encouraged. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. Students must remain a respect for their colleagues at all times.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to [myLeo](#). <http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Electronic Devices

Students are permitted to bring laptop computers to class for the purpose of note taking. Students are NOT permitted, however, to check e-mail, use the internet, complete other assignments, update Facebook profiles, or use their computer or cell phone for any purpose other than taking notes unless expressly instructed to by the professor. Please silence your phones when you arrive each day.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Saturday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence after the first will result in a loss of 30 points from a student's participation grade. Only medical and family emergencies and university approved absences will be excused. Normal sickness does not qualify as an emergency. Students are expected to obtain class notes from fellow students when absent. Students who show up more than ten minutes late to class without prior explanation may be considered absent for that day.

Late Work

Late work will be assessed a late penalty of one letter grade per 24 hour period up to half credit. Late penalties will be waived in the case of a documented medical or family emergency or an unexpected, university approved absence. Students who anticipate university-approved absences must meet with me before the scheduled exam period to make arrangements to take it at an alternate date.

Syllabus Changes

The syllabus is a guide. Circumstances and events, such as student 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.

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
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce 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

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Schedule

August 28: What is Public History?

Read: Cauvin, introduction

Read: National Council on Public History website, "What is Public History?" (ncph.org)

Read: Kelley, "Public History: Its Origins, Nature, and Prospects," *The Public Historian* 1 (Autumn, 1978)

Read: Grele, "Whose Public? Whose History? What is the Goal of a Public Historian?," *The Public Historian* 3 (Winter, 1981)

Post: What is Public History?

September 4: Archives and Collections

Read: Cauvin, chapter 1

Peruse: <https://www2.archivists.org/>

Post: What role do archivists play in producing history?

Visit Special Collections

September 11: Digital History

Read: Cauvin, chapters 8, 9

Read: Foster, "Online and Plugged in?," *Public History Review* 21 (December 2014)

Due: Field Report-digital history site

Post: What are the benefits and costs of digital tools? What guidelines should historians follow to use them well?

September 18: Oral History

Read: Cauvin, chapter 3

Read: <http://historymatters.gmu.edu/mse/oral/>

Watch/Listen: an Oral History Moment and the original interview it was pulled from ([Northeast Texas Digital Collections](#))

Post: What is shared authority? How do you see it play out in the oral history interview you watched?

September 25: Radio, Audio, and Film

Read: Cauvin, chapter 7

Podcast script due

Workshop: Podcasts (bring a computer [with Audacity downloaded] to class)

Post: What makes an effective podcast? How do you plan to incorporate this into your podcast?

October 2: Memory and Authority

Read: Blight, "If you Don't Tell it Like it Was" in Hortons

Read: Corbett and Miller, "A Shared Inquiry into Shared Inquiry," *Public History Review* 28 (Winter 2006)

Read: Gardener, "Trust, Risk and Public History," *Public History Review* 17 (2010)

Due: Podcasts (to D2L)

Post: Is it ever appropriate for historians to overlook errors, misremembering, or embellishments in public memory?

October 9: Museums in Theory

Q&A with a museum director

Read: Cauvin, chapters 4, 6

Read: <https://gpmproject.files.wordpress.com/2012/09/6-borowsky-telling-a-story-in-100-words.pdf>

Discuss: Postcard exhibit

October 16: Museums in Practice

Read: Cauvin, chapter 11

Read: Nash, "For Whom Will the Liberty Bell Toll?" in Hortons

Read: Melish, "Recovering from Slavery" in Hortons

Due: Field Report - museum

Post: What role does politics play in public history? How can historians engage in politics appropriately?

October 23 Enola Gay Debate

Read: Linenthal and Englehardt

Due: Enola Gay Brief

October 30: Parks and Preservation

Review: Meringolo, *Museums, Monuments, and National Parks*

Peruse: <https://www.nps.gov/nr/publications/bulletins/pdfs/nrb15.pdf>

Peruse: <https://www.nps.gov/tps/standards.htm>

Read: Cauvin, Chapter 2

Due: Enola Gay Final Report

November 6: Preserving Plantations

Read: Savoy, *Trace*, "Properties of Desire," 89-114

Review: Casper, *Sarah Johnson's Mount Vernon* (review)

Assign Building Committee Roles

Post: Casper and many others frequently refer to Mount Vernon as a "shrine." What do they mean by this? How has this status shaped the way it has been preserved and interpreted?

November 13: Parks, Nature, and Environmental History

Read: Sutter, "What Gullies Mean," *Journal of Southern History* 76 (August 2010) [Proquest]

Due: Site Report - Park

Post: How can historians train different audiences to "see" environmental history?

November 20: Preservation as Development

Review: Cathy Stanton, *The Lowell Experiment*

Read: Tyler-McGraw, "Southern Comfort Levels" in Hortons

Building Committee introductions

Post: Should public historians promote their work as a form of economic development? What are the benefits and costs of doing so?

November 27: No Class - Thanksgiving

December 4: Building Committee Meeting

Read: Cauvin, Chapter 12

December 11:

Due: Final Building Reports (individual and committee)

Due: Postcard Exhibit (present to department)