HIST 3325: INTRODUCTION TO PUBLIC HISTORY  
CRN 82322, 3 credit hours  
T. 2:00 – 4:45 p.m., SO 2027  
Fall 2011

Instructor: Dr. Jennifer W. Dickey  
Office: 4130 SO  
Office Hours: T, W, Th – 9:00 a.m.-1:00 p.m. or by appointment  
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Course description: The course exposes students to how Americans think about the past, as well as its commemoration and public presentation. Special focus will be placed on the ways in which historians transfer their writing, research, and analytical skills to professions outside of academia. Major subfields and professions within public history are examined as are the current issues and controversies within the field. The class will combine lectures by the instructor and guest lecturers, in-class discussion, case studies, readings, and field trips to achieve the goals specified below.

Course Goals: At the completion of this course you should be conversant about the following:

- the major forms of public history  
- the origins and evolution of public history as a profession and the variety of careers in the field  
- the main principles and current issues of public history  
- how historiographical trends are reflected through public history  
- the problems and issues associated with implementing public history projects and programs  
- the place of public history in discussions of the contested past  
- the concepts of “shared authority” and “ownership” of the past  
- problems of objectivity and “truth” in public history  
- the role of public and private memory in shaping interpretations of the past

Required Readings: (available at the campus bookstore or at www.amazon.com)


Additional readings and handouts as assigned

Attendance: You are expected to attend class and to participate in class discussions. If you are sick or need to miss class for any reason, you should alert the professor in advance by e-mail or by phone. If an absence is deemed justifiable, you will be given an opportunity to make up the work. If you miss more than one class, your final grade will be reduced by 5 points.

Participation: You are expected to participate as well as show up. This means that you ask questions, contribute to class discussions, and be engaged in what is going on in the classroom. To facilitate your engagement, you should read the assignments, arrive on time, turn off your cell phone, pay attention, and take notes. Participation counts for 10 percent of your grade, so be prepared and speak up!

Student Services: The Office of Disabled Student Support Services (Student Center, Suite 267) offers services to aid disabled students with their academic work. Arrangements for special services should be made at the beginning of the semester so that appropriate accommodations can be made.

Academic Honesty: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled
through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Writing Center: The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, writing assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), visit http://www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

Group Presentation: You will be assigned to a group with which you will give a short presentation about a historic or commemorative site chronicled by Tony Horowitz in his book A Voyage Long and Strange. Your group should be prepared to present a short PowerPoint with images of the sites that Horowitz visited as well as other related sites. You should submit to the teaching assistant an outline of your presentation in advance. The day of your presentation you must complete an evaluation of the contribution by each member of your group. Your group should use the Vista discussion board for sharing files and carrying out online discussions about the presentation.

Historic Site Project: You will be required to select a historic site and prepare a report on the veracity of the message conveyed by the site. You must identify the subject for your project by September 20, and you must submit your proposal to the professor in writing on that date. Your proposal should include the name of the site, why it is worth investigating, and a bibliography. You are required to do research on the site, not merely speculate about the “truthiness” of its message. Your final report, which should be no longer than 5 pages plus a bibliography, must be submitted on November 15. You will be required to give a short presentation (6-8 minutes) on your site to the class. Your presentation should include a PowerPoint with photographs of the site, your research findings, a history of the creation of the site, and an assessment of the message. For documenting your sources (bibliography and footnotes), you should follow The Chicago Manual of Style using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html). A hard copy of The Chicago Manual of Style, 15th ed., which is a useful resource for all your questions regarding grammar and punctuation, is available at the Sturgis Library. Your paper will be graded on composition and content.

Field trips: We will be taking several field trips throughout the semester to broaden your understanding of how various organizations and institutions present history to the public. You are expected to show up on time, take notes, and ask questions as appropriate. Field trips represent a great opportunity for you to get to know public history professionals and for you to begin to understand how the lessons you have learned in the classroom apply in the real world.

Field Trip Paper: You will write a short paper (750-1000 words) during the semester focusing on a historic site visited by the class. The paper should include a brief history of the site and a critical review of the site. The paper will be due the week following the field trip. You should draw on the assigned readings and class discussions in your analysis of the site. See the attached page on Exhibit/Historic Site Reviews for more information. Examples of reviews can be found in issues of The Public Historian or in The Journal of American History. Examples are also posted on WebCT. Assignments will be graded on content and composition. For documenting your sources, you should follow The Chicago Manual of Style using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html).

Exams: You will be given two exams during the semester. Exams may include short-answer and identification of terms, concepts, and organizations, and essay questions based on the assigned readings, in-class lectures and discussions, and group field trips.

Grading: Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
Participation 10%
Group presentation 10%
Exam 1 20%
Exam 2 20%
Field Trip Paper 20%
Historic site presentation 20%
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>KSU Archives</td>
<td>Visit to the KSU Archives at 2:00, Room 209, Library Presentation by Dr. Tamara Livingston and tour of archives</td>
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<tr>
<td>Sep 13</td>
<td>In-class work on group presentations</td>
<td><em>A Voyage Long and Strange</em></td>
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<tr>
<td>Sep 20</td>
<td>Group presentations – <em>A Voyage Long and Strange</em></td>
<td>Submit proposal and bibliography for your historic site project. Group 1 – Columbus Landing Sites and The Columbus Lighthouse, Group 2 – Santo Cerro, Hoyo Santo, La Isabela, Concepcion de la Vega, Group 3 – De Soto National Memorial, Group 4 – Mapping and Commemorating De Soto, Group 5 – Fort Caroline and the Fountain of Youth, Group 6 – Roanoke and Fort Raleigh, Group 7 – Jamestown, Group 8 – Plymouth</td>
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<td>Sep 27</td>
<td>Ken Burns’ “The Civil War”</td>
<td>VISTA – Ken Burns’s “The Civil War”: The Historians Respond</td>
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<td>Oct 4</td>
<td>EXAM 1</td>
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<td>Oct 12</td>
<td>Last day to withdraw with a “W”</td>
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<td>Oct 18</td>
<td>Field Trip – Martin Luther King National Historic Site</td>
<td>Meet in front of the Martin Luther King NHS visitor center at 2:45 p.m. Website <a href="http://www.nps.gov/malu/">http://www.nps.gov/malu/</a>. VISTA – Martin Luther King, Jr., National Historic Site 5-Year Strategic Plan</td>
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<td>Nov 1</td>
<td>The Enola Gay Controversy</td>
<td>Linenthal, Edward, <em>History Wars</em></td>
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<td>Nov 5</td>
<td>Swing Dance at MHHE</td>
<td>6:00-10:00 p.m. – Volunteers needed for 2-hour shifts</td>
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<td>Nov 8</td>
<td>Oakland Cemetery</td>
<td>Meet at the entrance gate to the cemetery at 2:45 VISTA – Oakland NR nomination, excerpts from Oakland Cemetery Master Plan, “Cemetery as Cultural Institution,” Article from “Reflections” HPD Newsletter, <a href="http://www.oaklandcemetery.com/">http://www.oaklandcemetery.com/</a></td>
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<td>Nov 22</td>
<td>Historic site presentations</td>
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<td>Nov 29</td>
<td>Historic site presentations</td>
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<td>Dec 6</td>
<td>EXAM 2</td>
<td>3:30-5:30, Room 2027</td>
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Exhibit Review

You will be required to write a review during the semester following our field trip to the Martin Luther King NHS. The review should be 3-4 pages (750-1000 words, 12-pt. Times New Roman) and should provide an analysis of the two main exhibitions at the site in terms of organization, design, themes, execution, and issues. The first exhibition is the “Courage to Lead” exhibition in the NPS Visitors Center. The second exhibition you should assess is the exhibition honoring Dr. and Mrs. King on the second floor of Freedom Hall. As you walk through the exhibitions, use the Framework for Assessing Excellence Form that is posted on Vista to help you organize your observations. You will be expected to turn in the Assessment Form along with your paper.

The reading assignments throughout the semester 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 (hard copy available in the library, citation style quick guide available online at [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) and include footnotes as appropriate.

Your review should address the following questions:

- What is the mission of the institution that hosts the exhibit?
- How does the exhibit support that mission?
- How is the theme of the exhibition conveyed through the objects, design, and, if appropriate, subsidiary text?
- What kind of bias or perspective does the exhibition have?
- What were the curatorial objectives?
- Is the organization of the exhibition logical?
- Was the exhibition well researched and presented in an appealing fashion?
- What was emphasized or omitted and what impact does that have on the visitor?
- How does the design shape the visitor’s understanding or experience?
- What did the interpretive team do well? What areas could have been improved?
- Who is responsible for the content and design?

A few tips:

- Analyze, do not summarize. The summary of what you saw should be condensed to a paragraph—just enough to allow the reader to understand what the exhibition or site was all about.
- Read sample reviews in the Journal of American History or the Public Historian.
- Do not mention every artifact or tidbit of information that was conveyed to you. Be selective. Talk about highlights and lowlights. Use the Framework for Assessing Excellence Form to help you sort through things that are worthy of mentioning in your paper.
- Provide concrete evidence to support your argument and assertions.
- Do not feel that you have to organize your paper to mimic the layout of the exhibition or tour.

Tech Specs:

- Paper should be Times New Roman, 12 pt font, double spaced.
- Include the title and your name in the upper left corner.
- Include page numbers in the lower right corner.
- Use standard MS Word margins (1-inch top and bottom margins, 1.25-inch left and right margins).
- Indent the first line of each paragraph one-half inch (this is the standard if you select first line indention under paragraph formatting in Word).
- DO NOT triple or quadruple space between paragraphs.
- Use the Chicago Manual of Style for all citations.
The following rubric will be used to assess your papers.

A = Excellent. An excellent essay will
- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis
- Show thorough comprehension of the ideas presented in class and in the reading
- Demonstrate innovative ideas and approaches
- Have strong analyses of material arguments found in lectures, reading, and research
- Contextualize ideas and arguments to the overall historical period
- Have proper citations
- Be written clearly, with few errors in grammar, spelling, punctuation or usage

B = Good. A good essay will
- Have a valid thesis that is supported by a mostly well-organized essay
- Provide appropriate examples to support your thesis
- Demonstrate comprehension of the ideas presented in class and in the reading
- Analyze the material and arguments found in lectures, reading, and research
- Connect ideas and arguments to the overall historical period
- Have proper citations with few mistakes as per syllabus
- Be written clearly, with minor errors in grammar, spelling, punctuation, or usage

C = Satisfactory/Average. An average essay will
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay
- Provide examples to support your thesis
- Demonstrate basic comprehension of the ideas presented in class and in the reading
- Reveal some incompleteness in the research
- Incompletely analyze the material and arguments found in lectures, reading, and research
- Incompletely connect ideas and arguments to the overall historical period
- Have improper citations
- Be written clearly, with some errors in grammar, spelling, punctuation, or usage

D = Below Average/Barely Passing. A below-average essay will have one or more of the following major problems:
- A weak thesis, or one that is incompletely supported
- Incomplete or weak organization
- Weak examples that do not support the thesis
- Show minimal comprehension of the ideas presented in the class
- Show incomplete research
- Partially analyze material and arguments found in lectures, reading, and research
- Missing or incorrect citations
- Show lack of coherence, or many errors in grammar, spelling, punctuation, or usage

F = Failing. A failing essay will receive an “F” if it meets any of the criteria below:
- Does not meet the minimum requirements for a D
- Shows evidence of plagiarism
- Does not fulfill the requirements of the assignment
- Contains an unacceptable amount of compositional errors
- Written in stream-of-consciousness or incoherent argumentation