HIST 3325: INTRODUCTION TO PUBLIC HISTORY  
CRN 80621, 3 credit hours  
Tu., Th. 2:00 – 4:45 p.m., SO 2027  
Fall 2013

Instructor: Dr. Jennifer W. Dickey  
Office: SO 4130  
Office Hours: Tue. and Thu. from 9:00-12:00 and by appointment  
Office Phone: 678-797-2295  
Cell Phone: 706-266-0603  
E-mail: jdickey2@kennesaw.edu

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 & Participation: You are expected to attend class and to participate in class discussions. We will be working in groups throughout the semester, so it is important that you arrive at class on time and that you be prepared to contribute to your group’s work. You are expected to ask questions, contribute to class discussions, and be engaged in what is going on in the classroom. If you miss one day of class, you have missed an entire week. Your final grade will drop 5 points for each unexcused absence. 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. Participation counts for 25 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:** No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated; and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

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](http://www.kennesaw.edu/english/WritingCenter) or stop by Room 242 in the English Building.

**Group Presentations:** You will be assigned to a group with which you will deliver PowerPoint presentations to the class based on assigned readings. Presentations should be no longer than 10 minutes.

For the Tony Horwitz reading, your group should focus on present-day interpretations at the sites that Horwitz visits, and you should include images of those sites.

For the presentations on *Ken Burns’s “Civil War”* and *History Wars*, you should introduce the class to the author of your article, explain the author’s thesis, and explain how the author supports his or her thesis.

For the presentations based on readings from *Slavery and Public History*, your group should identify and give basic background information on the author of the chapter followed by an explanation of how slavery is interpreted or not interpreted at the historic site under discussion. You should include images of the site in your presentation.

While not every member of each group has to speak during each presentation, every member should speak during at least one of the group presentations throughout the semester. You may divide up the work however you choose, but each member is expected to read the assignments and contribute to the group presentation, either by speaking or by putting together the PowerPoint. You will be given an opportunity to evaluate your contribution to the group presentations as well as the contribution of each member of your group. Your group should use the D2L discussion board for sharing files and carrying out online discussions about the presentation. Each group member must also submit an individual reading-analysis paper (see below) for each assigned reading.

**All presentations should be no longer than 10 minutes!** Be considerate of your classmates and abide by this time limit. You should have no more than five slides in a 10-minute presentation, so be focused and concise! And, most importantly, practice your presentation in advance.

**Reading-Analysis Papers:** You will submit a one-page analysis of the readings assigned to your group throughout the semester. You should identify the author of your assigned reading and the author’s thesis, or main argument. Does the thesis make sense? Does the author adequately support his or her argument? Your paper will be the basis for the creation of your group’s presentation on the assigned reading. Your papers should be short (one page, 12-point font) and concise. Papers will be graded on composition and content. The papers will count towards your participation grade.
Historic-Site Project: You will be required to select a historic site and prepare a report on the interpretation of the site. You must identify the subject for your project by **August 29**, 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 about 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 **October 1**. 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](http://www.chicagomanualofstyle.org/tools_citationguide.html)). A hard copy of *The Chicago Manual of Style*, 16th 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.

Exhibit Review: You will write a short review (750-1000 words) of the exhibitions visited by the class at the Martin Luther King National Historic Site. The paper should include a brief history of the site and a critical review of the site. The paper will be due on **September 19**. 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 Vista. 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](http://www.chicagomanualofstyle.org/tools_citationguide.html)).

Grading: Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<td>Group presentations</td>
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<td>Field-Trip Paper</td>
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<td>Historic-Site Project</td>
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### Tentative Schedule (changes will be announced in class)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes and Details</th>
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<tr>
<td>Aug 20</td>
<td>Introduction</td>
<td>D2L – Public History organizations.</td>
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<tr>
<td>Aug 22</td>
<td>KSU Archives and Bentley Rare Books Room</td>
<td>Gardner and LaPaglia, pp. 57-74.</td>
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<td><a href="https://web.kennesaw.edu/archives/">https://web.kennesaw.edu/archives/</a></td>
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<td>Meet at the Bentley Rare Books Room in the basement of the Sturgis Library.</td>
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<td>Presentations by Adam Doskey and Dr. Tamara Livingston</td>
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<td>Aug 27</td>
<td>Group presentations – <em>A Voyage Long and Strange</em></td>
<td>Everyone read the Prologue and Chpt 2.</td>
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<td>Group presentations as follows:</td>
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<td>Group 1 – Chpt 3, Group 2 – Chpt 6, Group 3 – Chpt 8, Group 4 – Chpt 9, Group 5 – Chpt 10, Group 6 – Chpt 11, Group 7 – Chpt 12, Group 8 – Chpt 13.</td>
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<tr>
<td>Aug 29</td>
<td>Ken Burns’s “The Civil War”</td>
<td>Introduction to the film. Watch episode 1.</td>
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<td>D2L – Ken Burns’s “The Civil War”: The Historians Respond</td>
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<td>Submit proposal and bibliography for your historic-site project</td>
<td>Everyone read the Introduction. Begin work on group presentations as follows:</td>
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<td>Group 1- Chpt 2, Group 2 – Chpt 3, Group 3 – Chpt 4, Group 4 – Chpt 5, Group 6 – Chpt 7, Group 8 – Chpt 9.</td>
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<td>Everyone submit a one-page analysis of the reading for his or her group assignment</td>
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<td>Sep 3</td>
<td>Ken Burns’s “The Civil War” discussion</td>
<td>D2L – Ken Burns’s “The Civil War”: The Historians Respond</td>
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<td>Everyone read the Introduction. Group presentations as follows:</td>
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<td>Group 1- Chpt 2, Group 2 – Chpt 3, Group 3 – Chpt 4, Group 4 – Chpt 5, Group 6 – Chpt 7, Group 8 – Chpt 9.</td>
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<td>Everyone submit a one-page analysis of the reading for his or her group assignment</td>
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<td>Complete the &quot;Do You Wanna Be in Pictures?&quot; Web Focus sheet at home.</td>
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<td>We will complete the “Perfect Family Biography” sheet in class.</td>
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<td>Sep 10</td>
<td>The National Park Service and Public History.</td>
<td>A Brief History of the National Park Service available at <a href="http://www.nps.gov/history/history/hisnps/NPSHistory/briefhistory.htm">http://www.nps.gov/history/history/hisnps/NPSHistory/briefhistory.htm</a></td>
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<td>Eyes on the Prize website at <a href="http://www.pbs.org/wgbh/amex/eyesonthmprize/">http://www.pbs.org/wgbh/amex/eyesonthmprize/</a></td>
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<td>Film: <em>Eyes on the Prize</em></td>
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<td>D2L – “Heartbreak Motel”</td>
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<td>Sep 11</td>
<td>Last day to withdraw with a “W”</td>
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<td>Sep 12</td>
<td>Field Trip – Martin Luther King National Historic Site</td>
<td>Meet in front of the <a href="http://www.nps.gov/malu/">Martin Luther King NHS</a> visitor center at 2:45 p.m. Website <a href="http://www.nps.gov/malu/">http://www.nps.gov/malu/</a>.</td>
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<td>D2L – Articles from the AJC about the MLK Site.</td>
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<td><a href="http://www.nps.gov/malu/">Martin Luther King, Jr., National Historic Site 5-Year Strategic Plan</a></td>
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<td>Everyone submit a one-page analysis of the reading for his or her group assignment</td>
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<td>Sep 19</td>
<td>Holocaust Memory</td>
<td>Meet at the Museum of History &amp; Holocaust Education at the KSU Center, east entrance <a href="http://www.kennesaw.edu/historymuseum/">http://www.kennesaw.edu/historymuseum/</a>.</td>
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<td>MLK Field-Trip Paper and Assessment Form due</td>
<td>D2L – Curry Andrew, <em>Can Auschwitz Be Saved?</em>, and Young, James, <em>Germany’s Holocaust Problem, and Mine</em>.</td>
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<td>Sep 24</td>
<td>The Enola Gay Controversy</td>
<td>Linenthal, Edward, <em>History Wars</em></td>
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<tr>
<td>Oct 1</td>
<td><strong>Historic Site Presentations</strong></td>
<td>Historic-site paper due</td>
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<tr>
<td>Oct 3</td>
<td><strong>Historic site presentations</strong></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 D2L to help you organize your observations. You will be expected to turn in the Assessment Form along with your paper.

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 institutions that host the exhibits?
- Do the exhibits support that mission? If so, how? If not, why not?
- 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?
- 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?

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.
- Use the Framework for Assessing Excellence Form to guide you in your analysis of the exhibit.

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 indentation under paragraph formatting in Word).
- DO NOT triple or quadruple space between paragraphs.
- Use the Chicago Manual of Style for all citations.

Mission: The King Center serves as the premier resource dedicated to educating a global network of allied individuals and organizations working collectively using the philosophy and methods of nonviolence to create the Beloved Community that Dr. Martin Luther King, Jr. envisioned.

Martin Luther King National Historic Site – [http://www.nps.gov/malu/index.htm](http://www.nps.gov/malu/index.htm)
Mission: The mission of the Martin Luther King, Jr., National Historic Site as established by the park’s enabling legislation is to preserve, protect and interpret for the benefit, inspiration and education of present and future
generations the places where Martin Luther King, Jr., was born, where he lived, worked, and worshiped, and where he is buried, while also interpreting the life experiences and significance of one of the most influential African Americans in the 20th century.
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 only 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
- Only partially analyze material and arguments found in lectures, reading, and research
- Missing or incorrect citations
- Show lack of coherence, or include 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