

HIST 3325: INTRODUCTION TO PUBLIC HISTORY
CRN 80711, 3 credit hours
Tue. 2:00 – 4:45 p.m., SO 2033
Fall 2017

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Course Communication: Students should contact me by e-mail at the above address with any questions or to make an appointment for discussion related to academic standing in the course. **DO NOT e-mail me through D2L.** Students should use the cell phone number only in instances when delayed or lost en route to a field trip.

The University provides all KSU students with an “official” e-mail account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole e-mail account you should use to communicate with your instructor or other University officials.**

Changes to the course schedule or any announcements from the professor will be sent to your **KSU student email** account and will be posted in the “News” on D2L. Students are **responsible for checking their KSU student email** and D2L for such announcements, especially in the event of inclement weather.

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 able to demonstrate an understanding of 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)

Horton, James Oliver and Lois Horton. *Slavery and Public History: The Tough Stuff of American Memory*. New Press, 2006. ISBN 978-0-8078-5916-2

Linenthal, Edward and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. Holt Publishing, 1996. 978-0805043877.

Swigger, Jessie. *History is Bunk: Assembling the Past at Henry Ford’s Greenfield Village*. Univ. of Massachusetts Press, 2015. ISBN 978-1-6253-4078-8

Additional readings and handouts posted on D2L.

Attendance & Participation: Students are solely responsible for managing their enrollment status; nonattendance does not constitute a withdrawal. 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.

If you miss one day of class, you have missed the equivalent of an entire week. Your final grade will drop **10 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**.

Electronic Devices Policy: You may bring a laptop to class. Cellphones are not allowed in class. You will have no occasion to use your cellphone during class—no reason to text, send email or check Facebook, Twitter, or the box scores. Put your cellphone away during the time that you are in the classroom or on a field trip.

Student Disability Services: Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University's Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she **must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams**. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C 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 Department of Student Conduct and Academic Integrity (SCAI), 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. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation **AND** will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

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://writingcenter.kennesaw.edu/> or stop by Room 113 in the Sturgis Library (temporary location).

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.

Assignments: (see details below)

- Group Presentations
- MALU Exhibit Review
- Greenfield Village Paper
- Historic Site Project

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 presentations on *Ken Burns's "Civil War"* and *History Wars*, your group 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 presentation 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.

For the presentation based on Jessie Swiggers's *History is Bunk*, your group should present on your assigned historic district with a discussion of the issues of **authenticity, historic context, and power of place** relative to the resources within your district. Use the Greenfield Village website (<https://www.thehenryford.org/visit/greenfield-village/>) to identify the resources that are within your district. Which resources within your district are the most significant, and how are those resources interpreted? When and why were those resources brought to Greenfield Village? Do the resources make sense within the broader context of what Henry Ford was trying to do with his museum?

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. Presentations should be no longer than **ten minutes**. A discussion board will be set up for each group on D2L, and each group **must post a copy of each presentation** into their **group folder under Assignments on D2L** before the class period in which they deliver the presentation. Your group should use the D2L discussion board for sharing files and carrying out online discussions about the presentation. 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.

The time limit for presentations is 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! Most importantly, practice your presentation in advance.

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 papers should include a brief history of the site and a critical review of the site. You will use the **Framework for Assessing Excellence**, posted on D2L, to help you assess the exhibitions. The completed **Framework** should be submitted along with your paper. See the attached page on Exhibit/Historic Site Reviews for more information. Examples of reviews are posted on D2L and can be found in issues of *The Public Historian* or in *The Journal of American History*. 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).

Historic-Site Project: You will be required to select a historic site that you will visit outside of class and on which you must prepare a report and presentation regarding the interpretation of the site. You must identify the subject for your project by the date listed on the attached schedule, 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**. The bibliography should include at least **three sources**, at least one of which is not a web-based source. **DO NOT use Wikipedia** as a source. Wikipedia is not a reliable source. The New Georgia Encyclopedia (NGE at <http://www.georgiaencyclopedia.org/>) is a reliable online source, and many of the sites on the list will have related entries in the NGE. Use it as a source and as a resource for other bibliographical information.

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 **November 14**. 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*, 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**.

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

Participation	10%
Group presentations	30%
Exhibit Review	30%
Historic-Site Project	30%

Tentative Schedule (changes will be announced in class)

Aug 15	Introduction	D2L – Public History organizations. Loewen, <i>Lies Across America</i> , pp. 1-50 and 10 questions. Framework for Assessing Exhibit Excellence D2L – Chris Joyner, “Georgia Capitol Heavy with Confederate Symbols” D2L – Mitch Landrieu’s Speech on the Removal of Confederate Monuments in New Orleans
Aug 22	Ken Burns’s “The Civil War” Assign Groups	Introduction to the film. Watch episode 1. D2L – <i>Ken Burns’s “The Civil War”: The Historians Respond</i> Everyone read the Introduction and Chpt 9.
Aug 29	Ken Burns’s “The Civil War” Group presentations & discussion	D2L – <i>Ken Burns’s “The Civil War”: The Historians Respond</i> Group presentations as follows: Group 1- Chpt 2, Group 2 – Chpt 3, Group 3 – Chpt 4, Group 4 – Chpt 5, Group 5 – Chpt 6, Group 6 – Chpt 8.
Sep 5	The National Park Service and Public History. Civil Rights History Submit proposal and bibliography for your historic-site project	A Brief History of the National Park Service available at https://www.nps.gov/parkhistory/hisnps/NPSHistory/briefhistory.htm Imperiled Promise: The State of History in the NPS https://www.nps.gov/parkhistory/hisnps/imperiled_promise.pdf “We Shall Overcome” available at http://www.nps.gov/history/nr/travel/civilrights/ Eyes on the Prize website at http://www.pbs.org/wgbh/amex/eyesontheprize/ Film: <i>Eyes on the Prize</i> D2L – “Heartbreak Motel”
Sep 12	No class – Visit on your own – Martin Luther King National Historic Site	Website http://www.nps.gov/malu/ Visit “Courage to Lead” exhibit in the NPS Visitor Center and the “Martin Luther and Coretta Scott King” exhibit on the second floor of Freedom Hall D2L – Articles from the <i>AJC</i> about the MLK Site. <i>Martin Luther King, Jr., National Historic Site 5-Year Strategic Plan</i> Watch at least one episode of Ken Burns’s ten-part series, <i>The Vietnam War</i>, which debuts on PBS on September 17.
Sep 19	Slavery and Public History Group presentations & discussion	Horton, <i>Slavery and Public History: The Tough Stuff of American Memory</i> , Everyone read the Introduction and chapters 1 and 2. Group presentations as follows: Group 1 – Chpt 3, Group 2 – Chpt. 4, Group 3 – Chpt 5, Group 4 – Chpt 7, Group 5 – Chpt 8, Group 6 – Chpt 9. Everyone read D2L – “The Bonds of History”
Sep 26	KSU Archives MLK Field-Trip Paper and Assessment Form due	Gardner and LaPaglia, pp. 57-74. https://web.kennesaw.edu/archives/ Meet in the Bentley Rare Book Gallery of the Sturgis Library. Presentations by Dr. Julia Skinner, Dr. Tamara Livingston, and JoyEllen Freeman.
Oct 3	Culture Wars, History Wars Group presentations & discussion	Linenthal, Edward, <i>History Wars</i> Everyone read the Introduction. Group assignments as follows: Group 1 – Chpt 1, Group 2 – Chpt 2, Group 3 – Chpt 3, Group 4 – Chpt 4, Group 5 – Chpt 5., Group 6 – Chpt. 6.
Oct 4	Last day to withdraw with a “W”	

Oct 10	Holocaust Memory	Meet at the Museum of History & Holocaust Education at the KSU Center, east entrance http://historymuseum.kennesaw.edu/ D2L – Curry Andrew, <i>Can Auschwitz Be Saved?</i> , and Young, James, <i>Germany's Holocaust Problem, and Mine</i> .
Oct 17	Georgia's Historic Markers	D2L - Gilmore, Jann, "Georgia's Historic Preservation Beginning: The Georgia Historical Commission (1951-1973)," <i>Georgia Historical Quarterly</i> . Routh, Jean, "How to Read a Roadside Marker," <i>Atlanta Constitution</i> , 4/15/73
Oct 24	The Henry Ford & Greenfield Village	<i>History is Bunk: Assembling the Past at Henry Ford's Greenfield Village</i> https://www.thehenryford.org/visit/greenfield-village/districts/ Group assignments as follows: Group 1 – Working Farms, Group 2 – Liberty Craftworks, Group 3 – Henry Ford's Model T, Group 4 – Main Street, Group 5 – Edison at Work, Group 6 – Porches & Parlors
Oct 31	The Vietnam War and Public History	Oral History Association Website http://www.oralhistory.org/ Review "General Principles & Best Practices," "Human Research & IRB Review," and "Oral History Evaluation Guidelines" D2L – Frisch, Michael, "Oral History, Documentary, and the Mystification of Power: A Critique of <i>Vietnam: A Television History</i> ," <i>A Shared Authority</i> . D21 – McCleod, Mary, "The Battle for the Monument: The Vietnam Veterans Memorial," <i>American Architectural History</i> . Education Center at the Wall at http://www.vvmf.org/education-center D2L – Meredith Lair, "The Education Center at the Wall and the Rewriting of History" Read "Press Highlights" regarding Ken Burns's <i>The Vietnam War</i> at http://www.pbs.org/kenburns/the-vietnam-war/home/#module2
Nov 7	Remembering 9/11	D2L – 9/11 Memorial reviews from <i>New York Times</i> , the <i>Washington Post</i> and <i>The Public Historian</i> Liam Kennedy, "Remembering September 11." Doss – "Remembering 9/11: Memorials and Cultural Memory," <i>OAH Magazine of History</i> Beard – "The National September 11 Memorial and Museum," <i>The Public Historian</i> Christine Sistor, "Why the 9/11 Museum Failed" at http://www.nationalreview.com/article/378774/why-911-museum-failed-christine-sisto 9/11 Memorial at http://www.911memorial.org/ Pentagon 9/11 Memorial at http://pentagonmemorial.org/ Flight 93 Memorial at http://www.nps.gov/flni/index.htm
Nov 14	Historic site presentations Historic-site paper due	
Nov 21	Fall Break – No Class	
Nov 28	Historic site presentations	
Dec 5	Historic site presentations Final Exam Period	3:30-5:30

Exhibit/Historic Site Reviews

You will be required to write exhibition reviews during the semester following our field trip to the Martin Luther King NHS and your individual field excursion to the historic site or museum that you select for your final project. The reviews should be 3-4 pages (750-1000 words, 12-pt. Times New Roman). The review should provide an analysis of the exhibitions in terms of organization, design, themes, execution, and issues. 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) 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:

- **DO NOT USE FIRST PERSON!**
- Analyze; do not summarize. The summary of what you saw should be condensed to a short paragraph—just enough to allow the reader to understand what the exhibition or site was 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.
- 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 your review.

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.

Mission Statements and further instructions

It is important that you incorporate into your exhibit reviews some reference to the mission of the organizations that are hosting the exhibitions. Below are the mission statements of the sites that we will be visiting as a group.

Martin Luther King Historic District Exhibition Review – “Courage to Lead” and “Dr. and Mrs. King”

The review 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.**

Organizations in the Martin Luther King Historic District

The King Center for Nonviolent Social Change – <http://www.thekingcenter.org/>

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>

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.

Grading rubric for Group Presentations

Student Presentation Evaluation

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact & Elocution	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points:

Grading rubric for Exhibit Review/Historic Site Papers

Possible Points	Actual Points	Criteria
10		Clear articulation of purpose or mission of the site
20		Clear assessment and explanation of how exhibits support the mission
20		Clear and concise explanation and analysis of the design, objects, and content of the exhibit, including assessment of how the exhibit achieves the criteria of comfortable, engaging, reinforcing, and meaningful as defined in the Exhibit Assessment Framework
10		Explanation of historic context
10		Well organized with an introduction, body, and conclusion
20		Style and mechanics – Uses a varied and sophisticated sentence structure and paragraph development. No grammar or punctuation errors.
10		Format – Follows the specifications outlined in the syllabus including length, margins, spacing, and use of citations.
Total Possible	Total Actual	Comments:
100		