HIST 3325: INTRODUCTION TO PUBLIC HISTORY
CRN 11023, 3 credit hours
F, 9:30 a.m. – 12:15 p.m.
SO 2027
Spring 2008

Instructor: Dr. Jennifer W. Dickey
Office: 4095 SO
Office Hours: Th – 1:00 p.m.-4:45 p.m. or by appointment
Phone: 678-797-2295
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 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: Students are expected to attend class and to participate in class discussions. If a student is sick or needs to miss class for any reason, he or she should alert the professor in advance by email or by phone. If an absence is deemed justifiable, students will be given an opportunity to make up the work.

Participation: You are expected to participate as well as show up. This means that you ask questions, contribute to class discussions, and are generally engaged in what’s 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.

In order to stimulate discussion and encourage you to read the weekly assignments, you will be required to prepare **two discussion questions each week based on the assigned reading**. Questions should be **typed** and should include your name in the upper left-hand corner. You will be asked to submit your questions to the professor at the beginning of class. You may be called on to ask your questions of the professor as part of the class discussion. Failure to read the assignments and prepare discussion questions will result in a **two-point reduction of your average for the semester**.
**Student Services:** The Office of Disabled Student Support Services (Student Center, Room 268A) 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](http://www.kennesaw.edu/english/WritingCenter) or stop by Room 242 in the English Building.

**Historic Site Project:** You will be required to select a historic marker or site and prepare a report on the veracity of the message conveyed by the site or marker. You must identify the subject for your project by **February 13**, and you must submit your proposal for the subject to the professor in writing on that date. Your proposal should include the name of the site or marker and why it is worth investigating. You are required to do research on the site/marker, not merely speculate about the “truthiness” of its message. Your final report, which should be no longer than 3 pages plus a bibliography, must be submitted on the last day of class (**April 24**). You will be required to give a presentation on your site/marker to the class. Your presentation should include a photograph of the site/marker, your **research findings**, and an assessment of the message.

**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’ve learned in the classroom apply in the real world. You will be required to write a short paper (3-4 pages) on two of the field trips during the semester.

**Field Trip Papers:** Students will write two short papers (750-1000 words) during the semester focusing on two different museums or historic sites visited by the class. Each paper should include a brief history of the site visited and a critical review of the site/exhibit. 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*. Assignments will be graded on **content and composition**.

**Exam:** You will be given one exam during the semester. The exam will cover the readings and class discussions for the period up to the date of the exam. The exam may include short-answer, identification, and essay questions on terms, concepts, and organizations covered in the readings, and lectures. The exam will be a take-home exam that must be **typed, printed, and submitted** (hard copy form only) no later than **9:30 a.m. on March 6**. The exam questions will be posted on WebCT one week prior to the due date.

**Grading:**
- **Field Trip Papers** 50%
- **Historic site presentation** 25%
- **Exam** 25%

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

---

2
Tentative Schedule  
(changes will be announced in class)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td>Introduction</td>
<td>WebCT – Public History organizations</td>
</tr>
</tbody>
</table>
| Jan 16| What is public history? What do our historic sites tell us?             | WebCT – Gardner and LaPaglia, pp. 3-40.  
 WebCT – Loewen, *Lies Across America*, p. 1-50 and 10 questions  
 Visit to the KSU Archives at 11:00, Room 209, Library |
| Jan 23| Field Trip – Breman Museum                                              | Meet at the entrance to museum at 1440 Spring Street, Atlanta, GA 30309 at *10:30 a.m.*  
 Website [http://www.thebreman.org/](http://www.thebreman.org/) |
 WebCT – “The Bonds of History” |
| Feb 13| Civil Rights History and Public History and the National Park Service  | WebCT – “Heartbreak Motel,” and *Martin Luther King, Jr. National Historic Site 5-Year Strategic Plan*  
 A Brief History of the National Park Service available at [http://www.nps.gov/history/history/hsnp/NPSHistory/briefhistory.htm](http://www.nps.gov/history/history/hsnp/NPSHistory/briefhistory.htm)  
 “We Shall Overcome” available at [http://www.nps.gov/history/nr/travel/civilrights/](http://www.nps.gov/history/nr/travel/civilrights/)  
 Teaching with Historic Places available at [http://www.nps.gov/history/nr/twhp/topic.htm](http://www.nps.gov/history/nr/twhp/topic.htm)  
 Martin Luther King NHS [http://www.nps.gov/malu/](http://www.nps.gov/malu/)  
 Eyes on the Prize website at [http://www.pbs.org/wgbh/amex/eyesontheprize/](http://www.pbs.org/wgbh/amex/eyesontheprize/)  
 Film: *Eyes on the Prize* |
| Feb 20| Field Trip – Martin Luther King National Historic Site                  | Meet in front of the [Martin Luther King NHS](http://www.nps.gov/malu/) visitor center at *10:00 a.m.*  
 Website [http://www.nps.gov/malu/](http://www.nps.gov/malu/) |
| Feb 27| Ken Burns’ “The Civil War” Field Trip Paper 1 due                       | WebCT – *Ken Burns’ “The Civil War”: The Historians Respond* |
| Mar 6 | EXAM                                                                     | Submit to my office by *9:30 a.m.*, SO 4095                               |
| Mar 13| No class – spring break                                                 |                                                                        |
| Mar 20| Holocaust Memory                                                         | WebCT – Young, “Germany’s Holocaust Problem”  
 Class will meet at the KSU Center to visit *Parallel Journeys* at *10:00 a.m.*  
| Mar 27| The Enola Gay Controversy                                               | Linenthal, *History Wars*                                               |
| Apr 3 | No class – work on historic marker presentations                         |                                                                        |
| Apr 10| Field Trip – Marietta City Cemetery                                      | Meet at the entrance to the cemetery at 381 Powder Springs Street in Marietta at *10:00 a.m.*  
 For directions and basic history of the cemetery, see [http://www.mariettaga.gov/departments/parks_rec/docs/cemeteries/CemeteryBrochure.pdf](http://www.mariettaga.gov/departments/parks_rec/docs/cemeteries/CemeteryBrochure.pdf)  
 WebCT – “American Gravestones” and “Cemetery as Cultural Institution” |
| Apr 17| Historic marker presentations                                          |                                                                        |
| Apr 24| Historic marker presentations                                          |                                                                        |
| May 1 | Historic marker presentations                                          |                                                                        |
Exhibit Reviews

You will be required to write two reviews during the semester following our field trips. The reviews should be 3-4 pages (750-1000 words) and should provide an analysis of the site or exhibit in terms of organization, design, themes, execution, and issues. 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 and include footnotes as appropriate.

Your review should address the following questions:

- What is the mission of the institution that hosts the exhibit or tour?
- How does the exhibit or tour support that mission?
- How is the theme of the exhibition or tour conveyed through the objects, design, and, if appropriate, subsidiary text?
- What kind of bias or perspective does the exhibition or tour have?
- What were the curatorial objectives?
- Is the organization of the exhibition or tour logical?
- Was the exhibition or tour well researched and presented in an appealing fashion?
- What was emphasized or omitted and what impact does that have on the visitor?
- For an exhibit, 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.
- 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.
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
PLEASE PRINT AND SIGN THIS PAGE AND SUBMIT TO THE PROFESSOR WITHIN THE FIRST TWO WEEKS OF CLASS.

I have read every page of the attached syllabus for HIST 3325 and agree to the terms set forth therein.

Name: ____________________________________________

Signature: __________________________________________

KSU ID#: ___________________________________________