

HIST 3325: INTRODUCTION TO PUBLIC HISTORY
CRN 50732, 3 credit hours
M-F, 1:00-5:30, SO 2027
Maymester 2014

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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)

Horwitz, Tony. *A Voyage Long and Strange: On the Trail of Vikings, Conquistadors, Lost Colonists, and Other Adventurers in Early America*. Picador, 2009. **ISBN-10:** 0312428324, **ISBN-13:** 978-0312428327

Horton, James Oliver and Lois Horton. *Slavery and Public History: The Tough Stuff of American Memory*. University of North Carolina Press, 2008. **ISBN-10:** 0807859168, **ISBN-13:** 978-0807859162

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 **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 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 Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students 770-423-6443.

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.

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).

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://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 based on readings from *Slavery and Public History*, your group should identify and give basic background information about 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 or sites in your presentation.

For the presentations on *Ken Burns's "Civil War"*, 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.

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 the date specified on the 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. 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 **the last day of class**. 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**.

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 review (750-1000 words) of the exhibitions at the Martin Luther King National Historic Site, which we will visit as a class on **May 16**. The paper should include a brief history of the site and a critical review of the two main exhibits as explained in the Exhibit Review attachment to the syllabus. Examples of exhibit 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).

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

Participation	25%
Group presentations	25%
Field Trip Paper	25%
Historic Site Project	25%

Tentative Schedule (changes will be announced in class)

May 12	Introduction KSU Archives & Rare Book Room	D2L – Public History organizations. Loewen, <i>Lies Across America</i> , pp. 1-50 and 10 questions. Gardner and LaPaglia, pp. 57-74 3:30 – Visit KSU Archives with Dr. Tamara Livingston, Archivist
May 13	Discovering America – <i>A Voyage Long and Strange</i> One-page analysis due	Everyone read the Prologue and Chap 2. Group presentations as follows: Group 1 – Chap 3, Group 2 – Chap 8, Group 3 – Chap 10, Group 4 – Chap 11, Group 5 – Chap 12. Everyone submit a one-page analysis of the reading for his or her group assignment.
May 14	Slavery and Public History One-page analysis due	Visit “A Walk in the Valley” at the Zuckerman Museum (Meet at the ZMA front desk at 1:00) Readings on D2L Horton, <i>Slavery and Public History: The Tough Stuff of American Memory</i> , Everyone read the Introduction and chapter 1. Group presentations as follows: Group 1- Chap 4, Group 2 – Chap 5, Group 3 – Chap 7, Group 4 – Chap 8, Group 5 – Chap 9. Everyone submit a one-page analysis of the reading for his or her group assignment.
May 15	National Park Service Civil Rights History Judging Exhibitions Submit Historic Site bibliography	A Brief History of the National Park Service available at http://www.nps.gov/history/history/hisnps/NPSHistory/briefhistory.htm D2L – “Imperiled History: The State of History in the NPS” “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: “Eyes on the Prize” D2L – Exhibition Framework
May 16	Martin Luther King NHS Oakland Cemetery	Meet in front of the Martin Luther King NHS visitor center at 1:00 p.m. Website http://www.nps.gov/malu/ D2L – <i>Martin Luther King, Jr., National Historic Site 5-Year Strategic Plan</i> Meet at the entrance gate to Oakland Cemetery at 3:30 D2L – Oakland NR nomination, excerpts from Oakland Cemetery Master Plan, “Cemetery as Cultural Institution,” Article from “Reflections” HPD Newsletter, http://www.oaklandcemetery.com/
May 19	MLK Exhibit Review due Public History and “Reality” TV	Begin class at 2:00. Use the morning to visit your historic site if you have not done so over the weekend. Film – “Frontier House” http://www.pbs.org/wnet/frontierhouse/ D2L – “Frontier House” review from <i>The Journal of American History</i> . 4:00 - Visit Bentley Rare Books Gallery with Alan Doskey, Curator
May 20	Holocaust Memory	Meet at the Museum of History & Holocaust Education at the KSU Center, east entrance. http://www.kennesaw.edu/historymuseum/ D2L – Curry Andrew, <i>Can Auschwitz Be Saved?</i> , and Young, James, <i>Germany’s Holocaust Problem, and Mine.</i>
May 21	Ken Burns’ <i>Civil War</i> One-page analysis due	D2L – <i>Ken Burns’s “The Civil War”: The Historians Respond</i> Everyone read the Introduction and chapter 9. Group presentations as follows: Group 1 – Chap 2, Group 2 – Chap 3, Group 3 – Chap 4, Group 4 – Chap 5, Group 5 – Chap 6. Everyone submit a one-page analysis of the reading for his or her group assignment.
May 22	Oral history Public history and the Vietnam War	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> .” McCleod, Mary, “The Battle for the Monument: The Vietnam Veterans Memorial,” <i>American Architectural History</i> . Lair, Meredith, “The Education Center at the Wall and the Rewriting of History.”
May 23	Historic Site presentations	Submit final paper and hard copy of PowerPoint (6 slides per page)

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.**

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 the *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 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 indentation 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
- Be written clearly, with minor errors in grammar, spelling, punctuation, or usage

C = Satisfactory/Average. An average essay will

- Have a thesis with only a few flaws or incomplete support in 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