

SYLLABUS
ECAMPUS – HISTORY 412
INTRODUCTION TO PUBLIC HISTORY
INSTRUCTOR: Jenny Boulware

HOW TO REACH THE INSTRUCTOR:

E-mail: JCBoulware@mail.wvu.edu

I will respond to all emails within a 48-hour period.

COURSE OVERVIEW:

Whose history do we document and preserve? Should funding sources influence an exhibit's content? Should controversial history topics be discussed, and if so, how? How do we make history exciting and meaningful?

Public History emerged in the 1970s as an identifiable discipline. However, most Americans still do not understand the role of a Public Historian. Public History consists of researching and writing to produce sound history for the public in a variety of settings. Public historians work in or at: archives and record management, museums, historic building and site preservation, historic site interpretation, oral history, public policy research and consulting, cultural resources management, document and journal editing, historic and heritage tourism, interpretive media, corporate history, and entrepreneurial history.

Public historians make history relevant to everyday life. In this course, you will learn that Public Historians must be well-trained social and cultural historians, knowledgeable in other historical subfields and skilled in research methodology. They must also be capable of interdisciplinary work with anthropologists, archaeologists, librarians, advertising and marketing specialists, computer scientists, and politicians, among other professionals. Public Historians must also be diplomats and fundraisers, adept at putting citizens at ease and acquiring funds from politicians and corporate leaders.

COURSE DESCRIPTION:

This course is designed to introduce students to the theory, methods, and practice of history outside the classroom. We will investigate the challenges of historical work in historic sites, museums, archives, and other public history settings.

Students will be introduced to concepts, debates, and best practices in the field of public history. The course will introduce students to current ideas about the relationship between historians, communities, and cultural memory. Readings and assignments will help students define their own career goals by building an intellectual understanding of the field and practical knowledge about the workings of cultural institutions that employ historians.

This course will focus on the connection between history and public history. We will explore the many ways people create and convey history, the major themes in community and social history, and the problems and possibilities of working as historians in public settings.

OBJECTIVES:

Course objectives are designed to accomplish several goals. The readings will introduce you to some of the current questions and concerns of social and public historians, and scholars in American studies and popular culture. They are also intended to help you think about how to become imaginative and effective public historians, how to integrate more history into public history, and ways of working more closely with other citizens in reconstructing individual and collective pasts.

The course has six chief aims:

- To learn the major forms in which public history is presented
- To understand some of the main principles and current issues of public history
- To critically examine public presentations of history
- To gain basic skills in advocating, researching and presenting history in the public sphere
- To gain an awareness of the role and place of official public policy in public history
- To become familiar with key intellectual debates in the field of public history

REQUIRED READING:

This class has 4 required texts. There will also be additional assigned readings from online articles, as outlined on the schedule. Assigned material must be read and each student should be prepared to discuss it. For each class, approximately 30-40 pages of reading material will be required.

- Mike Wallace, *Mickey Mouse History and Other Essays on American Memory*. Philadelphia: Temple University Press, 1996.
- James B. Gardner (Editor), Peter S. Lapaglia (Editor), *Public History: Essays from the Field* (Public History Series). Malabar, Fla.: Krieger Pub Co, 2004.
- Susan Porter Benson, Stephen Brier, Roy Rozensweig, *Presenting the Past: Essays on History and the Public*. Temple University Press, 1986.
- David Glassberg, *Sense of History: The Place of Past in American Life*. University of Massachusetts Press, 2001.

COURSE OUTLINE

This course is composed of 13 units. You will be given a week to complete all readings, exercises, and assignments associated with each unit. Assignments will not be accepted after the date and time indicated at the end of each unit. **NO WORK WILL BE ACCEPTED THROUGH THE INSTRUCTOR'S EMAIL**, although you are welcome to write the instructor with any questions or concerns you may have regarding the course. The instructor also reserves the right to adjust the syllabus to accommodate circumstances that may arise.

Assignments are due by 11:00 P.M. every Saturday, respectively.

MEDIA WATCH REPORTS

All students are to contribute at least two (2) media watch reports. Monitor the media (TV, radio, internet, and print) for reports on matters of interest to Public Historians & post them via the BLOG.

DISCUSSION BOARD (DB) (WORTH 24%)

All students will participate in scheduled Discussion Board sessions. The purpose of the DB is to aid in understanding the unit topics, to share ideas, and to assist in answering unit questions. DB sessions will focus on the required readings. *(There are a total of 6 DB Sessions ↗ Units 1, 4, 5, 8, 11, 12).* I expect all DB posts to be completed by the end of each week/unit, respectively. For example, Unit 1's DB should be posted by midnight Saturday, Jan 15th.

UNIT ASSIGNMENTS (WORTH 36%)

FORMAT: A typical unit consists of a brief introduction by the instructor followed by assigned readings and assignments based on the readings. All work should be professional in appearance, and written in crisp, clear, correct formal English. Specific assignments and due dates are listed on the syllabus.

RESPONSE LENGTH: Unless specified, assignment submissions do not require a certain page length. However, you should provide a concise, professional response to all questions **while referencing the reading material**. Some individuals are capable of providing excellent responses in a paragraph while others need 2 pages to do the same. (*There are a total of 12 Unit Assignments*).

HISTORY MUSEUM EXHIBITION REVIEW (WORTH 10%)

The review will be evaluated based on its thorough assessment of an exhibit and how closely it resembles exhibit reviews in professional journals. The review should be 4 (double-spaced) pages. For examples of exhibition reviews, see the reviews that appear regularly in the *Journal of American History* and *The Public Historian*.

Reviews should cover these subjects:

- Exhibit title, name and location of host institution, names of principal exhibit creators, sponsors or underwriters (if any), dates of exhibit, date(s) you viewed the exhibit.
- Purpose(s) of exhibit.
- The historical subject that is conveyed and how it is conveyed (use of artifacts, media, labels.)
- Intended audience.
- Your assessment of the overall context of the exhibit. Does it reflect sound scholarship and the appropriate use and mix of artifacts, images, and narrative? Is the exhibit design effective? Does it achieve its purpose(s)?

MIDTERM EXAM (WORTH 10%)

The midterm will be completed in a take-home exam format. It covers readings and discussions from Weeks 1 through 7. It will consist of short answer identification and essay questions. A critical component will be your command of the vocabulary and historiography of Public History utilized by the authors you have read this semester. For example, can you date, describe, and explain the significance of the National Historic Preservation Act?

FINAL PAPER (WORTH 20%)

Each week you will respond to questions that summarize, critique, and relate to the weekly topic(s). The final paper (ca. 6-8 double-spaced pages **PLUS** figures/images and bibliography) will incorporate and expand upon your weekly summaries and analysis of a site-specific public history issue.

The paper should include:

- An institutional history and the mission of the selected site;
- An explanation of the issue and the site's approach to it;
- The context of this site-specific issue in the broader field of public history (based on research in the literature of the field).
- You must also visit the site of your study and interview at least one public history professional who works at the site.

GRADING

To accomplish class objectives and receive an "A" in this class will require at least 9 hrs per week of reading, research, and discussion board participation.

Assignment due dates are listed in individual e-campus assignment folders. ***ASSIGNMENTS WILL BE DOCKED AN ENTIRE LETTER GRADE FOR EACH DAY THEY ARE SUBMITTED LATE. NO EXCEPTIONS.***

GRADING PERCENTAGE SCALE

A	93-100%	B+	87-89 %	C+	77-79%	D+	67-69%	F	0-59%
A-	90-92 %	B	83-86 %	C	73-76%	D	63-66%		

B- 80-82 %

C- 70-72%

D- 60-62%

GRADING will be based on a 100-point scale:

ASSIGNMENTS

Weekly Unit Assignments
 Discussion Board
 Midterm Exam
 History Museum Exhibition Review
 Final Paper

POINTS

(12 @ 3 points each) 36
 (6 @ 4 points each) 24
 10
 10
 20

- *Media Watch participation will aid in determining your final grade, depending upon level of participation. In order to receive full credit for this course you are required to participate in **ALL** Discussion Board sessions as well as complete **ALL** weekly unit assignments.*
- **Please note:** *An incomplete is provided in rare circumstances and only when I am consulted well before final grades are due (meaning, not the last week of class).*
- *When tabulating final grades, I will drop one weekly unit assignment (either the lowest grade or one missed assignment).*

PLAGARISM IS NOT TOLERATED

Plagiarism is the stealing of other peoples' thoughts, words, or ideas and not acknowledging them as the source, incorrectly citing the source, or attempting to attribute them to yourself. For more details see: Section 3.1.1.3. of the WVU Student Handbook. If there is any doubt about whether or how to cite a source, the student should consult the instructor or visit the Writing Center.

SCHEDULE OF CLASS MEETINGS:

Abbreviations in the assignment section are as follows: **DB:** Discussion Board.

DATE	TOPIC	ASSIGNMENT	READINGS
UNIT 1 9-Jan	What is Public History?	1) DB: Define PH 2) DB: Student Introductions	<ul style="list-style-type: none"> • Gardner: Introduction, xiii-xv, Introduction: Part I, 3 • Wallace: "Introduction" • Benson, Brier, and Rosenzweig: "Introduction" • W. Andrew Achenbaum, "Review Article: Public History's Past, Present, and Prospects," <i>American Historical Review</i> 92 (December 1987): 1162-74. • J. Theodore Karamanski, "Making History Whole: Public Service, Public History, and the Profession," <i>The Public Historian</i> 12 (Summer 1990), 91-101. • Ronald J. Grele, "Whose Public? Whose History? What is the Goal of a Public Historian?," <i>The Public Historian</i> 5 (Winter 1981), 40-48.
UNIT 2 16-Jan	The Self, Objectivity, and Public History	1) Respond to unit questions	<ul style="list-style-type: none"> • Gardner: Introduction: Part II, 43-74, 157-185 • Wallace: 55-73, 115-129 • Benson, Brier, and Rosenzweig: CH 1 • Glassberg, Chapter 5 pp 109-127
UNIT 3 23-Jan	The Writing of American History and its Relationship to Public History	1) Respond to unit questions 2) Final Paper Topic Proposal	<ul style="list-style-type: none"> • Rob Kroes' Review of: <i>Imagined Histories: American Historians Interpret the Past.</i> by Anthony Molho; Gordon S. Wood, <i>The Journal of American History</i>, Vol. 87, No. 1. (Jun., 2000), pp. 186-187. • Bernard Bailyn, "The Challenge of Modern Historiography," <i>The American Historical Review</i>, Vol. 87, No. 1. (Feb., 1982), pp. 1-24. • Wendell H. Stephenson, "A Quarter Century of American

			Historiography," <i>The Mississippi Valley Historical Review</i> , Vol. 45, No. 1. (Jun., 1958), pp. 3-22.
UNIT 4 30-Jan	Museums & Public History	1) Exhibit Review: Visit & evaluate history museum exhibit. 2) DB: Examine History Web sites	<ul style="list-style-type: none"> Benson, Brier, and Rosenzweig: II, CH 8 I: Education and Entertainment: <ul style="list-style-type: none"> Gardner: 141-155 Wallace: 33-54 II: Curation, Registration and Cataloging: <ul style="list-style-type: none"> Gardner: 187-201 Wallace: 75-85 III: Living History Interpretation; History Theme Parks: <ul style="list-style-type: none"> Gardner: 257-294 Wallace: 159-174
UNIT 5 6- Feb	Controversy and Public History: The Smithsonian and the Enola Gay Exhibit	1) Define the role of a ph at the Enola Gay exhibit. 2) DB: Re-define PH	<ul style="list-style-type: none"> Wallace: 133-58, 270-318 Benson, Brier, and Rosenzweig: CH 15 & 16 Debbie Ann Doyle, "Historians Protest New <i>Enola Gay</i> Exhibit," <i>Perspectives</i> [American Historical Association newsletter] 41:9 (December 2003), 19-20. (http://www.historians.org/perspectives/issues/2003/0312/0312new4.cfm) Glassberg, Chapter 2 pp 23-58
UNIT 6 13-Feb	Oral History & Collective Memory	1) Final Paper Bibliography	<ul style="list-style-type: none"> Gardner: 203-216 Benson, Brier, and Rosenzweig: CH 13 Alon Confino, "Collective Memory and Cultural History: Problems of Method," <i>American Historical Review</i> 102:5 (Dec., 1997): 1386-1403. Edward T. Linenthal, "The Boundaries of Memory: The United States Holocaust Memorial Museum," <i>American Quarterly</i> 46(3) (1994), 406-433. Alexander Stille, "Prospecting for Truth Amid the Distortions of Oral History," <i>New York Times</i> (10 March 2001).
UNIT 7 20- Feb	Historic Preservation	1) Short Answer	<ul style="list-style-type: none"> Gardner: 129-140, 233-256 Wallace: 177-246 Benson, Brier, and Rosenzweig: CH 9 Advisory Council on Historic Preservation, "Protecting Historic Properties A Citizen's Guide to Section 106 Review," (Washington, DC: ACHP), 2-22. "Section 106 (16 U.S.C. 470f) National Historic Preservation Act of 1966," from <i>CRM [Cultural Resources Management]</i> No. 3 (1999), 3. "On the Street Where You Live: Be a Building Watcher," (5th ed.; Indianapolis: Historic Landmarks Foundation of Indiana, 1997). Weeks, Kay. "Telling Historic Preservation Time," National Park Service, Technical Preservation Service, <i>CRM</i>, Vol. 16, No. 7; 1993. http://www.nps.gov/history/hps/tps/clocks/index.htm Glassberg, Chapter 6 pp129-163
27-Feb	MIDTERM EXAM		Questions will be made available at 12:00 noon Monday, Feb 27 and must be submitted by 11:00 PM Wednesday, Feb 29
UNIT 8 5-Mar	Business History & Ethics	1) DB: Ethics 2) Scenarios	<ul style="list-style-type: none"> Gardner: 75-86, 217-230, 371-396 Wallace: 87-100 Benson, Brier, and Rosenzweig: CH 11 Leuchtenburg, William E. "The Historian and the Public Realm," <i>American Historical Review</i> (February 1992): 1-18. Meier, Barry. "Chroniclers of Collaboration: Historians Are in Demand to Study Corporate Ties to Nazis," <i>New York Times</i> (18 Feb. 1999), C1-C5. Review websites of The History Factory

			(http://www.historyfactory.com) and History Associates (http://www.historyassociates.com)
UNIT 9 12-Mar	Local Organization & House Museums	1) Short Answer	<ul style="list-style-type: none"> • Gardner: 295-305 • Wallace: 3-32 • “Matchmaker for Small Museums,” <i>Journal Record</i> (Oklahoma City), Jan 31, 2000. (http://findarticles.com/p/articles/mi_qn4182/is_20000131/ai_n10135446)
16-Mar	LAST DAY TO DROP		
UNIT 10 19-Mar	Federal, State & Local Government	1) Short Answer	<ul style="list-style-type: none"> • Gardner: 279-294, 307-344, 357-370
Mar 26-30	SPRING BREAK		
UNIT 11 2-Apr	Community History	1) Short Answer 2) DB : Revisit PH Definition	<ul style="list-style-type: none"> • Gardner: 203-216 • Benson, Brier, and Rosenzweig: CH 14 • Glassberg, Chapter 3 pp 59-86 • Glassberg, Chapter 7 pp 165-202
UNIT 12 9-Apr	History by Hollywood	1) DB : Image Details 2) Short Answer	<ul style="list-style-type: none"> • Gardner: 117-128, 397-415 • Wallace: 101-114 • Glassberg, Chapter 4 pp 87-108 • Kathleen McDonough, “Constructing a Historical Documentary: A Director’s Take” <i>Perspectives</i> [American Historical Association newsletter] 41:9 (Dec. 2003), 29-32, 65. • Rosenstone, Robert A., et al. "AHR Forum on Film, Television, and History," <i>American Historical Review</i> 93 (December 1988): 1173-227. • Assigned Websites: • Center for Social Media www.centerforsocialmedia.org/ • Center for History and New Media http://chnm.gmu.edu
UNIT 13 16-Apr	History in the Digital Age & Careers	1) Short Answer 2) Short Answer	<ul style="list-style-type: none"> • Gardner: 23-40 • Cohen and Rosenzweig, “Exploring the History Web,” at http://chnm.gmu.edu/digitalhistory/exploring/ • Edward L. Ayers, “The Pasts and Futures of Digital History,” at http://www.vcdh.virginia.edu/PastsFutures.html • PUBLIC HISTORY CAREERS: • http://www.beyondacademe.com
FINAL PAPER			DUE → Fri, Apr 28 @ 11 PM

PUBLIC HISTORY ORGANIZATIONS AND WEB RESOURCES:

- American Association for State and Local History - <http://www.aaslh.org>
- American Association of Museums - <http://www.aam-us.org>
- H-Public discussion listserv - <http://www2.h-net.msu.edu/~public/>
- National Council on Public History - <http://www.ncph.org>
- National Park Service - Cultural Resources - <http://www.nps.gov/crm>
- National Trust for Historic Preservation - <http://www.nthp.org>