

HIST 3325: INTRODUCTION TO PUBLIC HISTORY
CRN 80994, 3 credit hours
F, 9:30 a.m. – 12:15 p.m.
SO 2035
Spring 2008

Instructor: Dr. Jennifer W. Dickey
Office: 4095 SO
Office Hours: Tuesday & Thursday – 3:30 p.m.-5:00 p.m. or by appointment
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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 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*. UNC Press, 2009.

Linenthal, Edward. *History Wars: The Enola Gay and Other Battles for the American Past*. Holt Paperbacks, 1996.

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. More than one unexcused absence will result in a five point reduction in your final grade.

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.

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.

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.

Student Services: The Office of DisAbled Student Services (James V. Carmichael Student Center Addition, second floor, 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.

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 **September 18**, 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 (**November 20**). You will be required to give a presentation on your site/marker to the class. Your presentation should include a PowerPoint with photographs 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. You will be given reading assignments related to the site we are visiting, and you should read the assigned materials BEFORE the field trip. 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. Please bring a blue book for the exam.

Special Project: You will be required to participate in a Swing Dance event sponsored by the KSU Museum of History and Holocaust Education on Saturday, November 7, from 7:00-9:30 p.m. More details will be provided as they become available.

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

Tentative Schedule

(changes will be announced in class)

Aug 21	Introduction – What is Public History? Visit the KSU Archives	WebCT – Public History orgs Guest speakers – Dr. Catherine Lewis, Coordinator, Public History Program, Dr. Tamara Livingston, KSU Archivist
Aug. 28	A history of Public History What Our Historic Sites Get Wrong Your Tax Dollars at Work—Public History and the National Park Service Choose a National Park from the NPS website (http://www.nps.gov) and be prepared to talk about it in class	WebCT – Gardner and LaPaglia, pp. 3-40 WebCT – “Lies Across America,” James Loewen, p. 1-36 A Brief History of the National Park Service available at http://www.nps.gov/history/history/hisnps/NPSHistory/briefhistory.htm “We Shall Overcome” available at http://www.nps.gov/history/nr/travel/civilrights/ KEMO Administrative History available at http://www.nps.gov/archive/kemo/adhi/adhit.htm Public Education and the National Park Service: Interpreting the Civil War available at http://www.historians.org/perspectives/issues/2007/0711/0711pro2.cfm Teaching with Historic Places available at http://www.nps.gov/history/nr/twhp/topic.htm
Sep. 4	Ken Burns’ The Civil War	WebCT – Ken Burns’ “ <i>The Civil War</i> ”: <i>The Historians Respond</i>
Sep. 11	Slavery and Public History	Horton, <i>Slavery and Public History: The Tough Stuff of American Memory</i> , pp. vii-xiv, 1-17, 57-101, 135-186, 213-224. WebCT – “The Bonds of History”
Sep. 18	EXAM – Bring a Blue Book!	
Sep. 25	Civil Rights History	WebCT – “Heartbreak Motel,” Eyes on the Prize website at http://www.pbs.org/wgbh/amex/eyesontheprize/ Film: <i>Eyes on the Prize</i>
Oct. 2	Field Trip – Martin Luther King National Historic Site	Meet in front of the Martin Luther King NHS visitor center at 9:30a.m. http://www.nps.gov/malu/
Oct. 9	Public History and Reality TV First Paper due	Film: Frontier House – http://www.pbs.org/wnet/frontierhouse/
Oct. 16	The Enola Gay Controversy	Linenthal, <i>History Wars</i>
Oct. 23	The Vietnam War and Public History	WebCT – “The Vietnam War Movie,” Bruce Taylor
Oct. 30	Field Trip – Oakland Cemetery	Meet at the entrance gate to the cemetery at 9:45 WebCT – Oakland NR nomination, “American Gravestones,” “Cemetery as Cultural Institution” http://www.oaklandcemetery.com/
Nov. 6	Holocaust Memory Second Paper due	Meet at the Museum of History & Holocaust Education at the KSU Center, east entrance http://www.kennesaw.edu/historymuseum/ Young, <i>The Texture of Memory</i> , and <i>Germany’s Holocaust Problem, and Mine.</i>
Saturday, Nov. 7	Swing Dance Program	
Nov. 13	Presentations	
Nov. 20	Presentations	
Nov. 27	No class – Thanksgiving holiday	
Dec. 4	Presentations	

The following rubric will be used to assess your papers.

A = Excellent. Your 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. Your 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. Your 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. Your 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. Your 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#: _____