**Course** HIST3020011 – Public History

**Prerequisites**  ENGL 17000 with a C or better or concurrent enrollment

**Term and Location** Spring 2019, LARC 118, MWF 12:00-12:50

**Professor Contact** Dr. Steven P. Gietschier

 **Information** sgietschier@lindenwood.edu

 636 949-4567

**Office Hours** 204 McCluer Hall

MWF 8:00-9:00; M 11:00-12:00; MW 1:00-2:00 and by appointment

**Textbooks, Materials and Resources**

Cauvin, Thomas. *Public History: A Textbook of Practice*. New York: Routledge, 2016.

Gardner, James B., and Peter S. LaPaglia, eds. Rev. ed. *Public History: Essays from the Field*. Malabar, FL: Krieger, 2004.

Other readings as assigned.

**Catalog Course Description**

This course is designed to introduce history majors, prospective history majors, and other interested undergraduates to career possibilities in public history. The course studies the various ways in which historians work outside the classroom in arenas that allow their work to be read, seen, heard, and interpreted by popular audiences. This course will focus on five different but related areas: archives, museums, historic preservation, historic sites, and media. Students will study the history of each of these areas, the theories that support them, and some aspects of the work involved. In addition, students will study controversies and ethical problems that public historians have faced.

**Course Objectives**

By the end of the semester, students will understand the myriad career possibilities beyond the classroom inherent in graduating with a degree in history.

**Assistance with Canvas**

<http://www.lindenwood.edu/technology/helpDesk.html>

**Policies and Requirements**

Institutional policies that are applicable to all courses are provided and maintained by the Office of the Associate Provost. This information can be found by clicking on Lindenwood in the Canvas Global Navigation Menu.

**Class Policies**

**Attendance Policy**

All students at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. Being present and participating in class are important and will be treated as such. I will take attendance at the ***beginning*** of every class, and your record of attendance and participation in class discussions will be part of your grade.

If you know ahead of time that you will be missing class for a legitimate reason, including university athletic competitions, court dates, family emergencies, and illnesses, and want to seek an excused absence, you MUST notify me before class begins, preferably by email. Leaving a message on my voice mail during or after the class period does not constitute proper notification. Student-athletes should not depend on the automatic excuse system to work properly.

I will allow two unexcused absences without penalty. After that, any additional unexcused absences will count against your attendance/participation grade. Coming late to class, leaving early, and falling asleep may also count against your grade.

**Late Work Policy**

It is your responsibility to make arrangements with me to make up any work you miss as soon as possible. All in-class assignments must be made up within forty-eight hours unless there are extenuating circumstances.

**Writing Style Policy**

University of Chicago Manual of Style (see Department of History and Geography style sheet)

**The Basic Rules**

* **Read this syllabus**. It is your guide to almost everything that will happen in this course.
* Come to every class session, arrive on time, and stay for the whole period.
* If you will be unavoidably late or have a legitimate reason for leaving early, let me know ahead of time.
* Put your cell phone away! No calls, no texting, no gaming, no social media.
* Observe proper classroom decorum. Dress appropriately.
* Shoes and shirts are required.
* Do not speak while the professor or someone else is talking.
* Do not fall asleep in class.
* Pay attention and **take copious notes**.
* Read all the assignments and **take notes**.
* Always keep a copy of any paper you turn in.
* If you have a question about content or procedure, ask. See me before or after class, send me an email, or come to my office. Ignorance is no excuse.
* **Do not** cheat, plagiarize, or otherwise lie or deceive.

**Penalty for Cheating, Plagiarism, or Lying/Deception**

Anyone caught cheating, plagiarizing, or otherwise deceiving on any assignment will receive a zero for that assignment. The penalty for a second offense, according to university policy, is failure for the course.

**Response to Student Communications**

Students are encouraged to contact the professor either in person, before or after class, during office hours, or by appointment, or by telephone, text message, or email. The professor will make every effort to respond promptly, but students should not expect immediate answers either at night or over weekends.

**Student Support Services and Resources**

Information about academic support services and resources is provided and maintained by the Office of the Associate Provost. This information can be found by clicking on Lindenwood in the Canvas Global Navigation Menu.

Information about technical support services and resources is provided and maintained by the Office of the Associate Provost. This information can be found by clicking on Lindenwood in the Canvas Global Navigation Menu.

**Changes in the course syllabus**

The course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.

IN-CLASS ASSESSMENT INSTRUMENTS (i.e., GRADING)

*EXAMS*

You will take one midterm exam and a final. Each exam may include objective questions requiring short answers and essay questions, based on the readings and the lectures. Each exam will test only the material covered since the previous exam. The first exam will count 100 points, and the final will count 150 points.

*SITE VISIT PAPER*

The first writing requirement for this class is a 2-3 page paper due on Friday, February 15. This paper will require you to visit a history museum or an historic site in the greater St. Louis area and write a critical evaluation of that museum or site as if you were already a public historian. You must select the site you will visit by Wednesday, January 30. This site visit paper will be worth 200 points. A rubric covering how the paper should be written will be posted on Canvas.

You must turn in a hard copy of the paper at the start of the class when the paper is due. You must also submit it to Canvas. Submitting a paper late will cost you 5 points per day

*CLASS PRESENTATION*

During the second half of the semester, you will be required to make an in-class presentation as if you were already a practicing public historian. For this assignment, you will role-play, pretending to work as an interpreter at a museum or historic site. The rest of the class will serve as visitors to your place of employment. Your choice of subject will be your own, subject to my approval. A rubric covering this presentation will be posted on Canvas. Your presentation will be worth 200 points.

*POSITION PAPER*

The second writing requirement for this class is a 4-5 page paper due on Friday, May 3. For this paper, you will assume the role of a public historian who occupies an executive position and has been charged with writing a position paper on the continued presence of statues and other artifactual memories of the Confederacy. Your assignment is to examine the current controversy over such artifacts and to recommend to your board of directors a way going forward. A rubric covering how the paper should be written will be posted on Canvas. This paper will be worth 250 points.

*ATTENDANCE AND CLASS DISCUSSION*

Being present in class is important. I will take attendance every day, and your record of attendance will be part of your grade. After two unexcused absences without penalty, any additional unexcused absences will cost five points each.

I will also grade your participation in daily discussions that will be based, in part, on material posted on the History and Geography Department’s Facebook page and on publichistorycommons.org, a multi-authored blog sponsored by the National Council for Public History.

*GRADING SCALE*

Assignment Points Grade Percentage Points

Site visit paper 200

Midterm exam 100 A 90-100 900-1000

Class presentation 200 B 80-89 800-899

Position paper 250 C 70-79 700-799

Final exam 150 D 60-69 600-699

Attendance and participation 100 F 0-59 <600

TOTAL 1000

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Point totals are not definitive. The instructor reserves the right to adjust grades as he sees fit.

 COURSE AGENDA

**Week 1 – Jan 14-18**

ORIENTATION TO THE COURSE

WHAT IS HISTORY?

Cauvin, 1-7

John Higham, “Introduction” and “Formative Years” in *History: The Development of Historical Studies in the United States* (Englewood Cliffs, NJ: Prentice-Hall, 1965), 3-5, 6-25

**Week 2 – Jan 21 -23**

Monday, January 21 – No class – Martin Luther King Day

WHAT IS PUBLIC HISTORY?

Cauvin, 7-17

James M. McPherson, “From the President: Putting Public History in Its Proper Place,” http://www.historians.org/perspectives/issues/2003/0303/0303pre1.cfm

“What is Public History? [ncph.org/what-is-public-history/](http://ncph.org/cms/what-is-public-history/)about-the-field

Mike Wallace, “Introduction: Battlefields of Memory” in *Mickey Mouse History and Other Essays on American Memory* (Philadelphia: Temple University Press, 1996), vii-xii

**Week 2 – Jan 25 – and – Week 3 – Jan 28 – Feb 1**

HISTORIC PRESERVATION: history of historic preservation

Cauvin, 55-81

Michael Wallace, “Reflections on the History of Historic Preservation,” in Benson, Brier, Rosenzweig, eds., *Presenting the Past*, 165-199, 383-393

William J. Murtagh, “Government and Preservation Since World War II,” in *Keeping Time: The History and Theory of Preservation in America*, 3rd ed., (New York: John Wiley & Sons, 2006), 47-61

packet of materials from the Missouri State Historic Preservation Office <https://.dnr.mo.gov/shpo/>

Preservation Matters!

National Register

Assessing NR Eligibility

NR Nominations by County/St. Charles/Daniel Boone Home and Lindenwood Hall

Section 106 Review

Funding Opportunities

Wednesday, January 30 – Site Visit Selection Due

**Week 4 – Feb 4-8**

HISTORIC SITES: history and management

Cauvin, 140-150

George W. McDaniel, “At Historic Houses and Buildings: Connecting Past, Present, and Future,” in Gardner and LaPaglia, eds., *Public History*, 233-255

Bruce J. Noble, “At Historical Parks: Balancing a Multitude of Interests,” in Gardner and LaPaglia, eds., *Public History*, 279-294

Teresa Bergman, “The Day the Plaster Fell: Museological Change Comes to the Alamo,” in *Exhibiting Patriotism: Creating and Contesting Interpretations of American Historic Sites* (Walnut Creek, CA: Left Coast Press, 2013), 89-115.

**Week 5 – Feb 11-15**

ARCHIVES: the nature and history of archives; archives and manuscripts; records management

Cauvin, 27-30, 31-39

James M. O’Toole, “The History of Archives and the Archives Profession” and “The Archivist’s Task: Responsibilities and Duties,” in *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 1990), 27-47, 61-69 – READ ONLY THE ASSIGNED PAGES

Roy Tryon, “Archivists and Records Managers,” in James B. Gardner and Peter S. LaPaglia, eds., *Public History: Essays from the Field*, rev. ed. (Malabar, FL: Krieger, 2004), 57-74

Laura Schmidt, “Using Archives: A Guide to Effective Research,” www2.archivists.org/usingarchives

“So You Want to be an Archivist,” <https://www2.archivists.org/careers/beanarchivist>

“A Day in the Life of an Archivist,” <https://www.youtube.com/watch?v=KqnsEz6OgRM>&t=2s, and any other similar videos

Friday, February 15 – Site Visit Paper due

**Week 6 – Feb 18-22**

ARCHIVES: manuscripts; specialized archives; the future

Elizabeth Adkins, “In Businesses and Corporations: Serving as the Corporate Memory,” in Gardner and LaPaglia, eds., *Public History*, 371-384

Deborah Newman Ham, “Manuscripts Curators and Specialists,” in Gardner and LaPaglia, eds., *Public History*,169-185

Kate Hafner, “Even Digital Memories Can Fade,” *New York Times*, November 10, 2004

John Blau, “Do Burned CDs Have a Short Life Span?” *PCWorld*, January 10, 2006

Robert Pear, “In Digital Age, Federal Files Blip Into Oblivion,” *New York Times*, September 13, 2008

**Week 7 – Feb 25 – Mar 1 – and Week 8 – Mar 4**

Monday, February 25 – Midterm Exam

MUSEUMS: nature and history of museums

Cauvin, 30-31, 39-48

G. Ellis Burcaw, “Museum Defined,” in *Introduction to Museum Work*, 3rd ed. (Walnut Creek, CA: Altimira Press, 1997), 13-23

G. Ellis Burcaw, “Beginnings of the Museum,” in *Introduction to Museum Work*, 24-31

Michael Wallace, “Visiting the Past: History Museums in the United States,” in Susan Porter Benson, Stephen Brier, and Roy Rosenzweig, eds., *Presenting the Past: Essays on History and the Public* (Philadelphia: Temple University Press, 1986), 137-161, 378-383

**Week 8 – Mar 6-8**

Wednesday, March 6 – in-class video: *Jamestown: The Buried Truth*

Friday, March 8 – research day

**Mar 11-15** – SPRING BREAK – NO CLASSES

**Week 9 – Mar 18-22**

MUSEUMS: theory and practice

Burcaw, “Museums Today,” in *Introduction to Museum Work*, 32-36

Lonnie G. Bunch III, “In Museums at the National Level: Fighting the Good Fight,” in Gardner and LaPaglia, eds., *Public History*, 345-356

Ann Woodhouse, “Museum Curators,” in Gardner and LaPaglia, eds., 187-201

Edward T. Linenthal, “The Boundaries of Memory: The United States Holocaust Memorial Museum,” *American Quarterly* 46 (1994): 406-433

**Week 10 – Mar 25-29**

DOCUMENTARY EDITING AND PUBLISHING

Cauvin, 127-137

Candace Falk, “Documentary Editors: Not as Boring as It Sounds,” in Gardner and LaPaglia, eds., *Public History*, 87-101

David Hochfelder, “Documentary Editing as Public History,” *Public History News* 26 (Spring 2006): 11

packet of materials from the Association for Documentary Editing - available at

<http://www.documentaryediting.org/wordpress/?page_id=482>

**Week 11 – Apr 1-5**

LOCAL HISTORY AND COMMUNITY HISTORY

Cauvin, 96-102

Charles F. Bryan, Jr., “In State Historical Agencies, Museums, and Societies: A Constant State of Change,” in Gardner and LaPaglia, eds., *Public History*, 325-344

Barbara Franco, “In Urban History Museums and Historical Societies,” in Gardner and LaPaglia, eds., *Public History*, 307-324

**Week 12 – Apr 8-12**

ORAL HISTORY

Cauvin, 89-95

Rose T. Diaz and Andrew B. Russell, “Oral Historians: Community Oral History and the Cooperative Ideal,” in Gardner and LaPaglia, eds., *Public History*, 203-216

**Week 13 – Apr 15-17**

DIGITAL HISTORY

Cauvin, 174-183

James T. Sparrow, “On the Web: The September 11 Digital Archive,” in Gardner and LaPaglia, eds., *Public History*, 397-415

<http://911digitalarchive.org/>

Missouri Digital Heritage: <https://www.sos.mo.gov/mdh/>

Friday, April 19 – No class – Good Friday

**Week 14 – Apr 22-26**

MASS MEDIA AS PUBLIC HISTORY

Cauvin, 163-172

Eric Breitbart, “The Painted Mirror: Historical Re-creation from the Panorama to the Docudrama,” in Benson, Brier, Rosenzweig, eds., *Presenting the Past*, 105-117, 377-378

Nina Gilden Seavey, “Film and Media Producers: Taking History off the Page and Putting It on the Screen,” in Gardner and LaPaglia, eds., *Public History*, 117-128

Robert Brent Toplin, “In Defense of the Filmmakers,” in Richard Francaviglia and Jerry Rodnitzky, eds., *Lights, Camera, History: Portraying the Past in Film* (College Station: Texas A&M University Press, 2007), 113-135

**Week 15 – Apr 29 – May 3**

BECOMING A PUBLIC HISTORIAN

Cauvin, 250-258

Constance B. Schulz, “Becoming a Public Historian,” in Gardner and LaPaglia, eds., *Public History*, 23-40

Guide to Public History Programs: https://[ncph.org/program-guide](http://ncph.org/cms/education/graduate-and-undergraduate/guide-to-public-history-programs/)

Friday, May 3 – Position Paper Due

**EXAM WEEK – May 6-10**

WEDNESDAY MAY 8 11:00-1:00 **FINAL EXAM**