

HIST 4400: Introduction to Public History  
Spring 2016  
T/Th 12:30-1:50, Pafford 204

Instructor: Dr. Julia Brock

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Office hours: Center for Public History (ground floor of Ingram Library), Mon. 8-11 a.m.  
TLC 3210, Tues. 2-4:30, Thurs. 8-11 a.m.

### **Course Description**

This course will serve as an introduction to the field of public history. Public history is a profession, a set of methodologies and skills, and a way of engaging the past in which the historian is in direct dialogue and partnership with the public. Public historians work in museums, historical societies, state and federal government, businesses, archives, preservation offices, cultural resource management firms, universities, and other settings in which the public encounters the past.

In the course, you will complete readings, participate in discussions, and undertake hands-on work that will begin your engagement with the field of public history. By the end of the course, you will be familiar with major debates that engage public historians; the professional workplaces of public historians; and the ways in which practitioners accomplish their goals of making the past accessible to public audiences and working in partnership with the stakeholders they serve.

### **Learning Outcomes:**

Upon completion of the course, students will gain or reinforce:

- knowledge of the professional field of public history
- understanding of the major intellectual debates in the field
- ability to perform professional public history work (archival research, collaborative work, and writing and interpreting for a public audience)
- ability to recognize and to pose significant historical questions
- ability to find useful primary and secondary sources
- ability to analyze sources critically
- ability to cite sources properly
- ability to think historically
- ability to create a professional résumé

## **Required Readings**

Horton, James Oliver and Lois E. Horton, eds. *Slavery and Public History: The Tough Stuff of American Memory*. Chapel Hill: UNC Press, 2008.

Rosenzweig, Roy and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 2000.

Additional readings will be located on CourseDen or accessible via a weblink.

## **Course Requirements and Assignments**

### Course Participation (25%)

#### **due weekly**

You are expected to attend class having completed assigned readings and ready to engage in course discussion. Participation will be assessed in two ways:

- **In-class participation (10%)**: You will share your informed opinions during in-class discussion. Each of your voices is essential to critical engagement with the material!
- **CourseDen discussion threads (15%)**: By each Wednesday evening you will post a 200 to 250-word response (at least) to the week's readings. Responses will be based on a set of questions I'll give you in advance.

A note on preparation: this class relies upon your ideas and insights as communicated through in-class discussion and reading responses. I will lecture very little and instead will use the time to explore issues in dialogue with you. It is important, therefore, to engage with reading and exploratory material listed each week.

### Group presentations (20%)

#### **due January 21 and February 2**

With a group of 3-4 classmates you will present twice in the early part of the semester. The presentations will be based on assigned readings; I'll give you further detail about presentation requirements in class.

### Historic site review (15%)

#### **due March 3**

During the semester, on your own time, you will visit a historic site and complete a 750- to 1000-word (3-4 pages) critical review. I will give you detailed guidelines for the review.

Create a professional résumé (10%)

**draft of résumé due April 5; final résumé due April 26**

You will leave the course with a peer-reviewed, professional résumé. On April 5, you'll bring your current résumé to class and take part in a résumé workshop with graduate public history students that will be led by a representative from UWG Career Services. You'll turn in a revised résumé at the end of the course based on feedback you receive in the workshop.

Final project (30%)

**draft of tour due April 19; final tour due April 28**

This semester the UWG Center for Public History is beginning a five-year university history project. As part of that project, the class will construct a walking tour of historic sites on campus. As the final tour will be used for student orientations, alumni weekends, and guest visits on campus, a strong investment in the project is required. During the semester, you will conduct the necessary research; write scripts for 2-3 stops on the tour; and finally give the tour on the last day of the course. I have built in time during the semester for you to successfully create a dynamic, well-researched tour.

You will be assessed on the following components of the final project:

- **tour script (15%)**
- **final tour presentation (10%)**
- **group peer evaluation (5)**

Grade turnaround:

Shorter assignments and assessments will normally be graded within a week after the deadline. Longer assignments may take two weeks to grade. I will keep you updated on my progress!

Make-up policy: Assignments are due on the dates indicated in the course schedule. Failure to turn in assignments on time will result in a "0" for each missed assignment.

**\*\*\*There is no extra credit assigned or accepted in this course.**

Grading scale

90%-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Grades are based on student performance and capability. Simply turning in every assignment does not guarantee that a student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that

proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. I will give you a rubric for each assignment so that you have clear expectations for how grades are determined. Also, you must turn in every assignment to pass this course.

## **Course policies**

### University policies and academic support

Please carefully review the following Common Language for all university course syllabi at this link: [UWG's Common Language for Course Syllabi](#)

It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

### Academic honesty

\*\*\*Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: <http://www.westga.edu/handbook/>

### Disability Act/accessibility for the course

Students with ADA-defined disabilities needing academic accommodation should; (1) register with and provide documentation to the [UWG Office of Accessibility Services](#); (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. You can contact to the Office of Accessibility Services at 678-839-6428

### Student Conduct

Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early for class meetings (unless you have checked with me in advance). Arriving late or leaving early will count as against your participation grade. Arriving late is defined as arriving after I have begun the course plan for the day. Leaving early is defined as leaving once class has started and is in process. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of your behavior), as well as possible action.

2. Cell phones, headphones, iPods, and all other electronic devices other than those you use to take notes must be turned off during lectures and individual/group activities. Continued use of these devices during inappropriate times will result in you being tossed from the class. Use of

laptops is permissible, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. Also, you may not record any portion of the class. If you have any documentation needs, please let me know.

Important note: I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.

**Course schedule:**

\*subject to change; any changes will be announced in class

**January 12: Introduction to the Course**

Week 1

**January 14: Historians and the Public**

Read:

- John M. Coski, “Embattled Banner: The True History of the Confederate Flag,” *Civil War Times*, July 7, 2015. **CourseDen**.
- Glenda Gilmore, “It’s Not the Old South that Died this Week. It Was the New South.” *History News Network*, June 26, 2016. **CourseDen**.
- Maurice J. Hobson, “Switching Dixies: Atlanta, Neo-Confederates, and the Olympic Games,” *Atlanta Studies*, 2015. **CourseDen**.
- Ashley Lusky, “No Mere Morality Play: Why we need Confederate Memorials Now More than Ever,” *History@Work* (National Council on Public History’s blog), September 29, 2015. **CourseDen**.

Do:

- Take survey on historical knowledge (**CourseDen, week 1 folder**)

Explore:

- National Council on Public History jobs board: <http://ncph.org/jobs>

**January 19: Funding public history work**

Guest speaker: Arden Williams, Georgia Humanities Council

Read:

- Sarah S. Brophy, “Thoughts About Funding Public History with Grants,” *Public History Resource Center*, January 17, 2005. **CourseDen**.

Recommended Source:

- Sonya D. Lovine, “Taking Public History for Granted: A Grant-Writing Guide for Public Historians,” *Public History Commons*, <http://publichistorycommons.org/library/files/original/4a0f2057db2a339939b200b7f9770fb5.pdf>.

**January 21: *The Presence of the Past***

Each group will read and present a chapter

**January 26: UWG history project introduction**

Guest speaker: Blynne Olivieri, Director of UWG Special Collections

Read:

- Bonner, House, and Mathews, *From A&M to State University: A History of the State University of West Georgia* (1998). **CourseDen.**

**January 28: Interpreting sensitive university histories**

Read:

- Will Walker, “Public History and the Campus Anti-Racism Protests,” *History@Work*, December 8, 2015. **CourseDen.**
- Brown University Steering Committee on Slavery and Justice, *Slavery and Justice*, “Introduction,” “Slavery, the Slave Trade, and Brown University,” “Slavery and Justice: Concluding Thoughts,” and “Recommendations” (2003). **CourseDen.**

Explore:

- *Slavery and the Making of the University*, UNC Chapel Hill University Archives, <https://web.archive.org/web/20130317050825/http://www.lib.unc.edu/mss/exhibits/slavery/> (2006)
- *Slavery at South Carolina College*, Univ. of South Carolina public history students, <http://library.sc.edu/digital/slaveryscc/index.html> (2015)

**February 2: *Slavery and Public History***

Group presentations of chapters

**February 4: Tour of campus**

**February 9: Museum Work**

Guest speaker: Richard Banz, The Southern Museum of Locomotive History (Kennesaw)

Read:

- Anna Tucker, “Leo Frank Commemoration: Museum Partnerships and Controversial Topics,” *History@Work*, November 17, 2015. **CourseDen.**
- Leo Dinnerstein, “Leo Frank Case,” *New Georgia Encyclopedia*. **CourseDen.**

### **February 11: Museum Work, cont'd.**

Read:

- Anne Woodhouse, "Museum Curators," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen**.
- Mark Howell, "Interpreters and Educators: Beyond the Blue Hairs," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen**.
- Tiya Miles, "Showplace of the Cherokee Nation": Race and the Making of a Southern House Museum," *The Public Historian*, vol. 33, no. 4 (November 2011), pp. 11-34. **CourseDen**.
- Richard H. Kohn, "History at Risk: The Case of the *Enola Gay*," in *History Wars: The Enola Gay and Other Battles for the American Past*, ed. Ed Linenthal and Tom Engelhardt (New York: Holt Paperbacks, 1996), 140-170. **CourseDen**.

### **February 16: Public History and the Federal Government**

Guest speaker: Benita Duling, Kennesaw Mountain National Battlefield Park

Read:

- Jesse H. Stiller, "Federal History Programs: Ensuring the Future," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen**.

**February 18:** Special Collections Reading Room visits (details TBA, but we will go in groups of 9)

### **February 23: Heritage Tourism**

Guest speaker: Bill Hardman, Southeastern Travel Authorization

Read:

- Georgia Department of Natural Resources, Historic Preservation Division, "Heritage Tourism Handbook: A How-To Guide for Georgia," <http://www.georgia.org/wp-content/uploads/2013/09/GA-Heritage-Tourism-Handbook.pdf>.

## **February 25: Heritage Tourism, cont'd.**

Read:

- Ann Farrisee, "Heritage Tourism: Telling the Rest of the Story," *Georgia Historical Quarterly* 83, no. (Spring 1999), 101-107. **CourseDen.**
- Patricia Mooney-Melvin, "Harnessing the Romance of the Past: Preservation, Tourism, and History," *The Public Historian* 13, no. 2 (Spring 1991), 35-48. **CourseDen.**
- Andrew Hurley, "Narrating the Urban Waterfront: The Role of Public History in Community Revitalization," *The Public Historian* 28, no. 4 (Fall 2006), 19-50. **CourseDen.**

## **March 1: Preservation**

Guest speaker: TBD

Read:

- Antoinette J. Lee, "Historic Preservationists and Cultural Resource Managers: Preserving America's Historic Places," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen.**

## **March 3: Preservation, cont'd.**

Read:

- Robert R. Weyeneth, "The Architecture of Racial Segregation: The Challenges of Preserving the Problematic Past," *The Public Historian* 27, no. 4 (Fall 2005), 11-44. **CourseDen.**
- Dolores Hayden, "Place Memory and Urban Preservation," in *The Power of Place: Urban Landscapes as Public History* (Cambridge: MIT Press, 1997), 44-78. **CourseDen.**

Due: **Historic site review**

## **March 8: Archival Work**

Read:

- Roy H. Tryon, "Archivists and Business Managers," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen.**
- Jonathan Thayer, "Mythmaking and the Archival Record: The *Titanic* Disaster as Documented in the Archives in the Seaman's Church Institute of New York and New Jersey," *The American Archivist* 75, no. 2 (Fall/Winter 2012), 393-421). **CourseDen.**

**March 10: Archives/work day**

Do:

- Use this time to make an appointment for research or to begin to write your section of the tour

**March 15-17: SPRING BREAK!**

**March 22: Professionalism Workshop**

**March 24: Archives/work day**

Do: Begin archival research

**March 29: Oral History**

Read:

- Donald A. Ritchie, “An Oral History of Our Time,” in *Doing Oral History*, 3d. ed. (New York: Oxford University Press, 2015), 1-28. **CourseDen.**
- Alessandro Portelli, “What Makes Oral History Different,” in *The Oral History Reader*, 3d. ed., ed. Robert Perks and Alistair Thomson (New York: Routledge, 2015), 48-58. **CourseDen.**

Explore:

- StoryCorps: <https://storycorps.org/listen/>

**March 31: Digital Public History**

Read:

- Daniel J. Cohen and Roy Rosenzweig, “The Promises and Perils of Digital History,” in *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2005): <http://chnm.gmu.edu/digitalhistory/introduction/>.
- selections from *Letting Go?: Sharing Historical Authority in a User-Generated World*, ed. Bill Adair, Benjamin Filene, and Laura Koloski (Pew Center for Arts and Heritage, 2011). **CourseDen.**
- Sheila Brennan, “Outstanding Public History Project Award: Histories of the National Mall,” *History@Work*, March 18, 2015. <http://publichistorycommons.org/award-histories-of-the-national-mall/>

Explore:

- Histories of the National Mall: <http://mallhistory.org/>
- Stadiumville project, ATLmaps: <https://atlmaps.com/projects/7/view>

**April 5:       Resume Workshop**

**April 7:       Public History and the State Government (or change to SP visit)**

Meet at the Antonio J. Waring Lab on UWG's campus

- Charles F. Bryan, Jr., "In State Historical Agencies, Museums, and Societies: A Constant State of Change," in *Public History: Essays from the Field*, rev. ed., ed. James B. Gardner and Peter S. LaPaglia (Malabar, FL: Krieger Publishers, 2004). **CourseDen.**

**April 12:     Work day**

**April 15:     Work day**

**April 19:     Draft of tour due (groups will present in class)**

**April 21:     Work day for revisions**

**April 26:     Final resume due, run-through of final tour**

**April 28:     Presentation of tours**