

HIS201

Introduction to

Public History

**Dr. Jacqueline
Beatty**

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HIS201 Spring 2019

HUM 127

T/TH 11am-12:15pm

Office Hours

HUM 215

M/W 12-2T/Th 12:30-1:30

Required Text:

Lyon, Nix, and Schrum, eds.,
*Introduction to Public History:
Interpreting the Past, Engaging
Audiences*

Course Description:

In the field of public history, historical learning is disseminated to a broader public through a wide variety of means. This course will introduce some key issues in understanding the field of public history and the common

challenges it represents. This course will expose students to a number of different kinds of public history work such as museum studies, archival work, historical interpretation, historic preservation, and digital history. Students will explore the conflicted terrain of public historical memory to better understand the decision processes that people, societies, and institutions make about what history to preserve and how to present that history to a broader public.

Course Policies

Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.

Classroom Etiquette

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Students should bring a laptop or tablet to class each day, as these devices will be used frequently for group work and class discussion. If you do not have one, please plan on sharing with another student throughout the semester. However, the use of laptops for purposes other than the above (i.e., email, instant messaging, internet browsing unrelated to the course) is not acceptable and will adversely affect your grade. During class, cell phone use is always prohibited, and these devices should be put away, silenced, and be out of sight.

Reading and Assignments

Students are expected to complete all readings prior to the class meeting. Students should bring copies of their reading (i.e. assigned books, printed sources from provided URLs, or their computers/tablets) with them to class (N.B.: students will not be permitted to use their phones to access the readings during class). Most weeks, students will have short assignments to complete based on related class topics. These assignments should be **typed, printed, and are due in class**. Late work can only receive a maximum of half credit and will **only** be accepted in the next class.

Communication

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Students are responsible for checking their university email accounts and course site regularly. The instructor will communicate with students via email and announcements on the course website. Please be sure to use your university email account when corresponding with the instructor.

Learning and Testing Accommodations:

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for

Course Work

Attendance (50 points) and Participation (100 points)

Students must earn this grade through regular attendance and engagement in class. Although this course is classified as a lecture, significant class time will be spent in discussion and group work, so participation is expected for students to demonstrate engagement with the material. Participation includes working with a group during class time and engaging in class discussion. You may miss **only two classes** without adversely affecting your grade. Excused absences are granted only in certain circumstances and must be documented (ex: with a doctor's note). If you must miss class, you are responsible for material covered during that session. The instructor will not re-teach a missed class session via email or office hours. Each day of attendance is worth 2 points and each day of participation up to 4 points.

Assignments (200 points total, 20 points each)

Students will be required to complete short assignments based on the day's topic (and often, reading) on a regular basis. There will be ten such assignments throughout the course of the semester, and these assignments will be made available on the course site. Students should complete these assignments and hand them in at the beginning of class discussion, unless otherwise noted.

Group Project Work (100 Points)

Students will be working in a group throughout the semester on smaller projects related to a historic site in York. Much of this work will be done in-class, and will be due in the class following.

Final Group Project Portfolio and Presentation (50 Points)

Students will revise their group work from the semester and prepare the final products of each at the end of the semester. Additionally, each group will present their portfolio to the class at the end of the semester.

Academic Integrity Policy

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. Students are expected to read and comply with the full policy, available here: http://faculty.ycp.edu/~dweiss/course_policies_links/academic_integrity.htm

Grade Scale

4	450-500 points
3.5	430-449 points
3	400-429 points
2.5	375-399 points
2	350-374 points
1	325-349 points
0	below 325 points

Date	Topic	Reading	Assignment
Thursday, January 24	Introduction to the Course	Syllabus	
Tuesday, January 29	What do Historians Do?	<ul style="list-style-type: none"> • Stearns, “Why Study History?” • McNeill, “Why Study History?” • Textbook, Ch 2 	
Thursday, January 31	What is Public History?	<ul style="list-style-type: none"> • Textbook, Ch 1 • Weible, “Defining Public History” 	
Tuesday, February 5	Oral History	<ul style="list-style-type: none"> • “What Is Oral History?” • “Oral History: Defined” • Blee, “Evidence, Empathy, and Ethics” 	
Tuesday, February 7	Oral History Practicum Discussion/Prep	<ul style="list-style-type: none"> • Textbook, Ch 3, p. 38-42; 51-56 • Yow, “Do I Like Them Too Much?” 	<ul style="list-style-type: none"> • Assignment #1 • Browse through StoryCorps.org “Great Questions”
Tuesday, February 12	Visit Village at Kelly Drive, Record Oral Histories OR Visit Historic Site in York/nearby		
Thursday, February 14	Visit Village at Kelly Drive, Record Oral Histories OR Visit Historic Site in York/nearby		

Date	Topic	Reading	Assignment
Tuesday, February 19	Historic Preservation		<ul style="list-style-type: none"> • Oral History Reflection Paper (Group) • Site Evaluation (Group)
Thursday, February 21	Collections Management and Archives	<ul style="list-style-type: none"> • Textbook, Ch 4, 57-75 • Jimerson, "Embracing the Power of the Archives" 	Assignment #2
Tuesday, February 26	Community Collections Event Planning	Textbook, Ch 4, 76-80	
Thursday, February 28	Family History Workshop		<ul style="list-style-type: none"> • Assignment #3 • Come Prepared with Basic Family Tree information
Tuesday, March 12	Interpretation and Exhibiting History	Textbook, Ch 5, 83-108	
Thursday, March 14	Exhibit Planning Workshop	Textbook, Ch 5, 109-112	
Tuesday, March 19	The Focus on Audience	<ul style="list-style-type: none"> • Textbook, Ch 6, 113-133 • Beer, "Great Expectations" 	
Thursday, March 21	Monuments & Memorials	<ul style="list-style-type: none"> • Grossman, "Whose Memory? Whose Monuments?" • Holocaust Readings (see Moodle): #10, #15-18 	Assignment #4
Tuesday, March 26	Collective Memory	Series of "Made By History" articles, on Moodle	Assignment #5

Date	Topic	Reading	Assignment
Thursday, March 28	Public History and Media		Assignment #6
Tuesday, April 2	Public History and Popular Media		Assignment #7
Thursday, April 4	Controversies in Public History and the Politics of Museums	Readings on the <i>Enola Gay</i> Exhibit	Assignment #8
Tuesday, April 9	Difficult History in Public	<ul style="list-style-type: none"> • Horton, "Avoiding History" • Rosenzweig and Thelan, "History in Black and Red" 	
<u>FRIDAY, APRIL 12</u>	Field trip to NMAAHC, Washington, D.C.		
Tuesday, April 16	Digital Public History	Cohen and Rosenzweig, "Promises and Perils of Digital History"	
Tuesday, April 23	Public History and Social Media; Digital Planning for your Site	<ul style="list-style-type: none"> • "Web Design Standards" • Boyer, "Finding the Intersection of Technology and Public History" 	
Thursday, April 25	Living History	Handler & Gable, <i>The New History in an Old Museum</i> , Ch 1 and 2	Assignment #9

Date	Topic	Reading	Assignment
Tuesday, April 30	Public History as Activism	<ul style="list-style-type: none"> • Cifor, et al., “What We Do Crosses over to Activism” • “Public History and Public Activism at Work” • “Public History and the Campus Anti-Racism Protests” 	Assignment #10
Thursday, May 2	Careers in Public History		
Tuesday, May 7	Careers in Public History		
Thursday, May 9	Final Portfolio Presentations		Final Portfolios Due