

HIS201 | MW 3-4:15 | HUM 128 | FALL 2021

INTRODUCTION TO PUBLIC HISTORY



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.

Dr. Jacqueline Beatty

jbeatty@ycp.edu

HUM215

Office Hours: MW, 1-3pm;

T/Th 12:30-1:30pm

Required Text: Lyon, Nix, and Schrum, eds., *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Other readings available for free online.

****Important:** this semester, we will only be reading on the online platform Perusall. Students can either buy their text directly through the Perusall site, or buy a voucher for the ebook through the YCP bookstore. These are the only two options for purchase for this book.**

Course Objectives

- Students will gain an understanding of the methodology, theory, scholarship, ethics, and best practices of public history.
- Students will be capable of communicating historical knowledge and interpretations to various publics and diverse audiences.
- Students will gain experience relevant to the public history profession, including theorizing and building their own projects with their peers.
- Students will develop their critical reading, writing and analytical skills.



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.

Technology Policy

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.

Because our reading assignments are exclusively online, students are **strongly encouraged to bring a laptop or tablet for in-class work, every day**. However, the use of laptops or tablets for inappropriate purposes (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable. During class, **all cell phone use is prohibited** (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be **put away, silenced, and out of sight**. Violation of this technology policy by use of laptops/tablets for non-classroom activity or any use of phone will adversely affect students' participation and, if egregious, attendance grades.

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 which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.

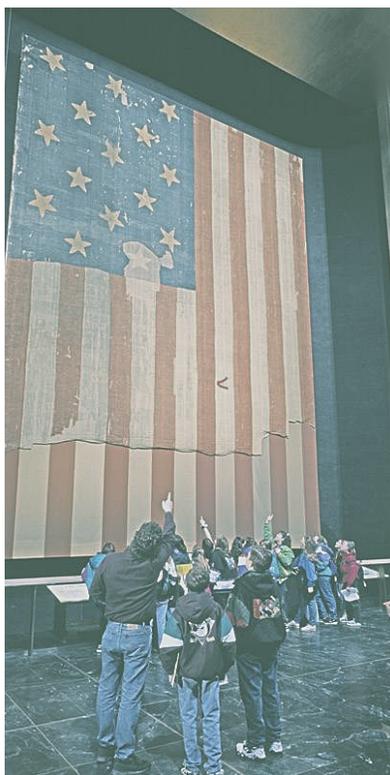
Instructor Feedback

Unless otherwise notified by the instructor, students should expect feedback on all assignments within one week of handing in these assignments. Students should generally allow additional time when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online (including comments and grades).

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 **YCP email accounts, the Canvas site, and Perusall** regularly. The instructor will communicate with students via email and announcements on the course website; it is imperative that students set up notifications and/or alerts (either via email or an app alert on your devices) of messages from Canvas. Please **do not use your personal email account** to email the instructor; instead, **use your YCP email account** when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) **and do not send a message through Canvas**—these messages do not directly forward to the instructor's email account.



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. When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, the faculty member will have the discretion to decide on a suitable sanction up to a grade of 0 for the course. Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty.

Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature. If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic

suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction. Students are encouraged to communicate with the instructor if they have questions about this policy or whether their work violates this policy (in advance of the due date).

Materials defining plagiarism will be provided on the Canvas page. Students are expected to review these materials and contact the instructor if they have any questions. A lack of communication with the instructor implies an understanding of the course plagiarism policies.

Late Work Policy

All due dates are time-stamped on Canvas, and are expected to be submitted at that particular date and time. Late assignments can only receive up to half credit within 48 hours of the due date. One minute to 24 hours is the first day, and so on, after that. Extensions can be arranged for specific purposes, but this must be done **ahead of time**. If there are extenuating circumstances (personal, health, etc.), these can be arranged as well. N.B. The final project **must** be submitted at least 2 days in advance of semester grades being due (date TBD, set by registrar).

Course Work

Attendance and Participation (75 points)

Students' attendance in class is mandatory, and is essential to success in this course. Attendance includes not just your physical presence in class, but also your mental presence as well; being focused on the class discussion, listening to your peers and to the instructor, and being actively engaged in each class session is necessary for a strong attendance grade. Students who are regularly late, absent, or otherwise distracted (on phone, etc.) will receive attendance penalties, even when they are physically attending class. Students are permitted two absences (no questions asked) without penalty to their grade; after that, students will begin to incur a grade penalty. In-class participation is even more essential to success in this course. Students will earn their discussion grade by thinking critically about the reading, coming to class with ideas and questions for discussion, and participate actively in the conversation.



Perusall Reading (85 Points)

This semester, our reading activity will be conducted exclusively on an online platform called Perusall. Reading assignments are linked on Canvas and will automatically direct to Perusall. All assigned readings will be available there for students, including the required textbook and any additional readings listed on the syllabus.

Additionally, Perusall enables conversations on the readings themselves. Therefore, your reading and engagement with the reading from Perusall will be graded. Perusall grades include the time spent engaged with the reading, your comments and questions on the content, your conversations with each other, your reactions, and any other links you may see between the history, our current world, or other classes you are

taking. The instructor will provide further details (available on Canvas) explaining the Perusall scoring breakdown. Reading and comments are **due by midnight the night before they are listed on the course schedule**.

Oral History Assignment (25 Points)

Students will conduct individual oral histories by interviewing friends and family members about their Covid experiences. Students will collectively decide on questions and format during class discussion, but will conduct 3-5 interviews on their own. Oral History projects will include a transcription and audio file.

Journal Reflections (10 points each; 50 points total)

Students will complete five journal reflections over the course of the semester. These will be based on assigned readings, class discussion, and each student's own individual interpretation of the topic at hand. Each reflection must be between 500-750 words (word count must be included in the submission). All journal reflections must be submitted online, via Canvas.

Final Portfolio (170 points total)

Over the course of the semester, students will work in small groups on ten distinct assignments that will be assembled in a portfolio by semester's end. Students will work on creating and revising various aspects of public history projects for three sites within the York History Center organization: The Historical Society Museum, The Agricultural and Industrial Museum, and the Colonial Complex. Components of the project include an exhibit proposal, community collections event plan, memorial/monument, living history plan and script, object analysis, courageous conversation project, preservation plan, PR/social media plan, digital project proposal, and community integration plan. The portfolio should be grounded in a critical understanding of our readings and class discussion, and address the needs of each group's assigned site. Engagement with assigned sources and citations are required. Final project portfolio will be due during the final exam period; presentations of portfolios will take place on the last day of classes and, pending Covid-protocols and the ongoing pandemic situation, may include officials from these three institutions. Additional guidelines available on Canvas.



Grade Scale

4: 90%+, 365+ points

3.5: 85-89.9%, 344-364 points

3: 80-84.9%, 324-343 points

2.5: 75-79.9%, 304-323 points

2: 70-74.9%, 284-303 points

1: 65-69.9%, 264-283 points

0: below 65% and 264 points

Course Schedule

Wednesday, August 25: Introduction

- Read: Syllabus

Monday, August 30: What is Public History? What is the Public?

- Read: Textbook, Ch 1; NCPH, “How do we define public history?”; Weible, “Defining Public History”

Wednesday, September 1: Thinking Like a Historian (...in and for the Public)

- Read: Textbook, Ch 2; Stearns, “Why Study History?”; McNeill, “Why Study History?”
- In-Class: “Researching Local History” activity, pg 31

Monday, September 6—No class (Labor Day)

Wednesday, September 8: Exhibiting History

- Read: Textbook, Ch 5, p. 83-98; 103-107; Lindauer, “The Critical Museum Visitor”

Monday, September 13— Portfolio Group Site Visits (no regular class meeting; visit site during class time)

- See guidelines/prompts for portfolio project; take relevant notes during visit

Wednesday, September 15: Exhibit Planning Workshop

- In-Class Group Work: Exhibit Proposal

Monday, September 20: Engaging Audiences

- Read: Textbook, Chs 6 and 7

Wednesday, September 22: State and Local History

- Read: Tise, “State and Local History: A Future from the Past”; Davis, “Public History in Small-Town America”; Kammen, “On the Doing of Local History in New York”

Monday, September 27: Collections and Archives Management

- Read: Textbook, Ch 4, p. 57-72; 78-80; Sexton, “Covid-19 Collecting”; Cantwell, Hinds, and Carpenter, “Over the Rainbow”

Wednesday, September 29: Community Collections Event Planning

- Read: Textbook, Ch 3, p. 33-50; Ch 4, p. 72-74
- In-Class Group Work: Community Collections Event Plan Activity (see Textbook, p. 76-78)

Monday, October 4: Oral History

- Read: Textbook, Ch 3, p. 51-55; “Oral History: Defined”; Blee, “Evidence, Empathy, and Ethics”; Yow, “Do I Like Them Too Much?”; “What is Oral History?” (explore all sections at <http://historymatters.gmu.edu/mse/oral/what.html>)

Wednesday, October 6: Oral History Workshop

- Read: Conlin, “Organizing and Executing Meaningful and Manageable Community-Based Oral History Projects”
- In-class: planning and discussing

Monday, October 11—No class (Fall Break)

Wednesday, October 13: Monuments, Memorials, and Sites of Conscience

- Read: Cowan and Richter, “The Faro a Colón in Santo Domingo”; Giguere, “The (Im)Movable Monument”; Purcell, “Commemoration, Public Art, and the Changing Meaning of the Bunker Hill Monument”
- Due: Oral History Transcript, Audio File, and Journal Reflection
- In-Class Group Work: Monument/Memorial

Monday, October 18: Living History

- Read: Putman, “Occupied Philadelphia”; Tyson and Dungey, “‘Ask A Slave’ and Interpreting Race on Public History’s Front Line”; Holter, “Colonial Williamsburg Uncovering LGBTQ History”
- In-Class Group Work: Living History Plan and Script

Wednesday, October 20: National Parks

- Read: In November 2016 issue of *The Public Historian*, read the Preface, Introduction, and one other article (sign up in class)

Monday, October 25: Material Culture

- Read: Textbook, Ch 5, p. 98-101; Simpson, “Revealing and Concealing,” in Marstine, ed., *New Museum Theory and Practice: An Introduction*; Waugh, “Material Culture/Objects” (all sections), available at <https://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html>
- In-Class Group Work: Object Analysis

Wednesday, October 27: Historic Preservation

- Read: Scarpino, “Planning for Preservation”; Sprinkle, “‘Of Exceptional Importance’”; Graves and Dubrow, “Taking Intersectionality Seriously”
- In-Class Group Work: Preservation Plan

Monday, November 1: Public History and the Culture Wars

- Read: Hannah-Jones, “Introduction” *1619 Project*; “Introduction,” *1776 Report*; Brockell, “‘A hack job,’ ‘outright lies’: Trump commission’s ‘1776 Report’ outrages historians”; Grossman and Young, “To understand the history wars, follow the paper trail”
- Explore: Courageous Conversations website: <https://courageousconversation.com/about/>
- In-Class Group Work: Courageous Conversations (See Textbook, pg. 137)

Wednesday, November 3: Difficult History in Public

- Read: Halifax, “McLeod Plantation Historic Site”; Dekel-Chen, “Between Myths, Memories, History, and Politics”; Blight, “If You Don’t Tell It Like It Was, It Can Never Be As It Ought To Be”
- Due: Journal Reflection on Public History and the Culture Wars

Monday, November 8: Promoting Public History: Marketing, PR, and Social Media

- Read: Boyer, “Finding the Intersection of Technology and Public History”
- Due: Journal Reflection on Difficult History in Public
- In-Class Group Work: PR/Social Media Plan

Wednesday, November 10: Digital Public History

- Read: Textbook, Ch 5, p. 101-103; Cohen and Rosenzweig, “Promises and Perils of Digital History”; Hurley, “Chasing the Frontiers of Digital Technology”; Coyle, “Right from the Start”
- In-Class Group Work: Digital Project Proposal

Monday, November 15: Public History, Consumerism, and Pop Culture

- Read: Bemis, “Mirror, Mirror for Us All”; Montiero, “Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda’s *Hamilton*”; Choose one article from the February 2021 issue of *The Public Historian* (sign up in class)

Wednesday, November 17: Public History as Activism

- Read: Cifor, Caswell, Migoni, and Geraci, “What We Do Crosses Over to Activism”; Fleming, “The Impact of Social Movements on the Development of African American Museums”; Constantinescu, Dragos, Dascalu, and Sucala, “An Activist Perspective on Industrial Heritage in Petrila”
- In-Class Group Work: Community Integration Plan

Monday, November 22: Family History Workshop

- Due: Journal Reflection on Public History as Activism

Wednesday, November 24—No class (Thanksgiving break)

Monday, November 29: Portfolio Working Day

- Due: Journal Reflection on Family History Workshop

Wednesday, December 1: Careers in Public History

- Read: Textbook, Ch 8
- Prepare: Questions for Public History professionals

Monday, December 6: Final Project Presentations

Final Portfolio Due Wednesday, December 8 at noon