

HIST 3325: INTRODUCTION TO PUBLIC HISTORY, CRN 80906

AMST 3770: AMERICAN CULTURAL PRODUCTIONS, CRN 84766

3 credit hours

Tue. 2:00 – 4:45 p.m., SO 2033

Fall 2019

Instructor: Dr. Jennifer W. Dickey

Office: SO 4130

Office Hours: Tue. and Thu. from 9:00-12:00 and by appointment

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Course Communication:

Students should contact me by e-mail at the above address with any questions or to make an appointment for discussion related to academic standing in the course. **DO NOT e-mail me through D2L.** Students should use the cell phone number only in instances when delayed or lost en route to a field trip.

The University provides all KSU students with an “official” e-mail account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole e-mail account you should use to communicate with your instructor or other University officials.**

Changes to the course schedule or any announcements from the professor will be sent to your **KSU student email** account and will be posted in the “News” on D2L. Students are **responsible for checking their KSU student email** and D2L for such announcements, especially in the event of inclement weather.

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.

Learning Objectives:

At the completion of this course you should be able to demonstrate an understanding of the following:

- 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*. New Press, 2006. ISBN 978-0-8078-5916-2

Horwitz, Tony. *A Voyage Long and Strange*. Picador, 2008. ISBN 978-0-312-42832-7

Additional readings and handouts posted on D2L.

Attendance & Participation:

Students are solely responsible for managing their enrollment status; nonattendance does not constitute a withdrawal. You are expected to attend class and to participate in class discussions.

We will be working in groups throughout the semester, so it is important that you arrive at class on time and that you be prepared to contribute to your group's work.

If you miss one day of class, you have missed the equivalent of an entire week. Your final grade will drop **10 points** for each unexcused absence. If you are sick or need to miss class for any reason, you should alert the professor in advance by **e-mail**.

Electronic Devices Policy:

You may bring a laptop to class. Cellphones are not allowed in class. You will have no occasion to use your cellphone during class—no reason to text, send email or check Facebook, Twitter, or the box scores. Put your cellphone away during the time that you are in the classroom or on a field trip.

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [470-578-7361](tel:470-578-7361)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

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 5. C 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 Department of Student Conduct and Academic Integrity (SCAI), 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. See the full [KSU Codes of Conduct](#).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation **AND** will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:

<http://plagiarism.org/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

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 [The KSU Writing Center](#) or stop by Room 242 in the English Building.

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. 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 have learned in the classroom apply in the real world.

Assignments: (see details below)

- Group Presentations and Interpretive Text
- MALU Exhibit Review
- Tate Depot Project

Group Presentations and Interpretive Text:

You will be assigned to a group with which you will deliver PowerPoint presentations to the class based on assigned readings and with which you will work on interpretive text for an exhibit at the Tate Depot in Pickens County. Group presentations should be no longer than **10 minutes**.

For the presentation based on Tony Horwitz's *A Voyage Long and Strange*, your group should focus on present-day interpretations at the sites that Horwitz visits. **You should include images of those sites**. Address issues of what happened in the past and how that differs from the way that the past is now memorialized through historical markers, museums, and historic sites as well as festivals and other events.

For the presentation based on readings from *Slavery and Public History*, your group should identify and give basic background information on the author of the chapter followed by an explanation of how slavery is interpreted or not interpreted at the historic site under discussion. You should include images of the site in your presentation.

While not every member of each group has to speak during each presentation, every member should speak during at least one of the group presentations throughout the semester. You may divide up the work however you choose, but each member is expected to read the assignments and contribute to the group presentation, either by speaking or by putting together the PowerPoint. Presentations should be no longer than **ten minutes**. A discussion board will be set up for each group on D2L, and each group **must post a copy of each presentation** into their **group folder under Assignments on D2L** before the class period in which they deliver the presentation. Your group should use the D2L discussion board for sharing files and carrying out online discussions about the presentation. You will be given an opportunity to **evaluate your contribution** to the group presentations as well as the **contribution of each member** of your group.

The time limit for presentations is 10 minutes! Be considerate of your classmates and abide by this time limit. You should have no more than **five slides** in a 10-minute presentation, so be focused and concise! Most importantly, practice your presentation in advance.

See the Tate Depot Project section below for details about the group work on the interpretive text.

Exhibit Review:

You will write a short review (750-1000 words) of the exhibitions visited by the class at the Martin Luther King National Historic Site. The papers should include a brief history of the site and a critical review of the site. You will use the **Framework for Assessing Excellence**, posted on D2L, to help you assess the exhibitions. The completed **Framework** should be submitted along with your paper. See the attached page on Exhibit/Historic Site Reviews for more information. Examples of reviews are posted on D2L and can be found in issues of *The Public Historian* or in *The Journal of American History*. Assignments will be graded on **content and composition**. For documenting your sources, you should follow *The Chicago Manual of Style* using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html).

Tate Depot Project:

We will be working with the Marble Valley Historical Society to develop plans and preliminary text for an exhibit in the Tate Depot in Pickens County. The project will have both an individual and group component.

Individual: Each student will write panel text (130 words main text, 70 words sidebar) for an assigned theme.

Group: As a class, we will determine the big idea and themes for the exhibit. Each group will consolidate the panel text of its members into a revised final text for each theme based on feedback from the class, the professor, MARB staff, and representatives from the Historical Society. Each group will also provide a list of suggested images for their panels.

Late Assignments:

Assignments are due at the beginning of class on the date posted in the course schedule. Any assignments turned in after that time will have five points deducted for each day the assignment is late.

Grading:

Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

I = an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

Percentage

| | |
|---|-----|
| Attendance & Participation | 20% |
| Group presentations | 20% |
| Exhibit Review | 30% |
| Tate Depot Project – Individual component | 15% |
| Tate Depot Project – Group component | 15% |

Tentative Schedule. Changes will be announced in class and posted on D2L.

| | Topic | Readings, Assignments, and Instructions |
|------------------|---|--|
| Week 1 Aug 20 | Introduction | D2L – Public History organizations. D2L – Dickey, “Public History and the Big Tent Theory,” <i>The Public Historian</i> , Nov. 2018, 37-41. Loewen, <i>Lies Across America</i> , pp. 1-50 and 10 questions. Framework for Assessing Exhibit Excellence D2L – Chris Joyner, “Georgia Capitol Heavy with Confederate Symbols” |
| Week 1 Aug 22 | Georgia’s Historical Markers Assign Groups | D2L - Routh, Jean, “How to Read a Roadside Marker,” <i>Atlanta Constitution</i> , 4/15/73 Dickey, Jennifer, “‘Cameos of History’ on the Landscape: The Changes and Challenges of Georgia’s Historical Marker Program” Look at historical markers for Pickens County at Georgia Historical Society website. |
| Week 2 Aug 27 | Remembering the “Discovery” of America Group presentations & discussion | Horwitz, <i>A Voyage Long and Strange</i> . Read, at a minimum, the Prologue, your assigned chapter, and chapter 13. Group presentations as follows: Group 1 – Chpt 3, Group 2 – Chpt 8, Group 3 – Chpt 9, Group 4 – Chpt 10, Group 5 – Chpt 11, Group 6 – Chpt 12. |
| Week 2 Aug 29 | Field Trip – Tate Depot | Meet at 3:00 at the Tate Depot at intersection of S. Railroad Stree and GA 53 in Tate, GA. Type in Tate Depot, Tate, GA, to Google Maps. https://landmarkhunter.com/202807-tate-depot/#Map http://remnantsofsouthernarchitecture.blogspot.com/2015/01/tate-l-depot-1916-pickens-county-ga.html Pickens County, New Georgia Encyclopedia Digital Library of Georgia – Pickens County |
| Week 3 Sep 3 | Writing for Museum exhibits The Tate Depot Project | Meet in KSU Archives classroom, LB 209. D2L – Serrell excerpts from <i>Exhibit Labels</i> D2L – Tate Depot research materials |
| Week 3 Sep 5 | Field Trip - Acworth | Meet at 2:30 at Acworth Depot Park, 4794 South Main Street, Acworth, GA. Historic Acworth Acworth Depot Park |
| Week 4 Sep 10 | Slavery and Public History Group presentations & discussion | Horton, <i>Slavery and Public History: The Tough Stuff of American Memory</i> , Everyone read the Introduction and chapters 1 and 2. Group presentations as follows: Group 1 – Chpt 3, Group 2 – Chpt. 4, Group 3 – Chpt 5, Group 4 – Chpt 7, Group 5 – Chpt 8, Group 6 – Chpt 9. Everyone read D2L – “The Bonds of History” |
| Sep 11 | Last day to Withdraw | |
| Week 4 Sep 12 | Remembering 9/11 Turn in individual draft of Tate Depot exhibit text | Guest speaker – Adina Langer D2L – 9/11 Memorial reviews from <i>New York Times</i> , the <i>Washington Post</i> and <i>The Public Historian</i> Doss – “Remembering 9/11: Memorials and Cultural Memory,” <i>OAH Magazine of History</i> Beard – “The National September 11 Memorial and Museum,” <i>The Public Historian</i> Christine Sistor, “Why the 9/11 Museum Failed” at http://www.nationalreview.com/article/378774/why-911-museum-failed-christine-sisto 9/11 Memorial at http://www.911memorial.org/ Pentagon 9/11 Memorial at http://pentagonmemorial.org/ Flight 93 Memorial at http://www.nps.gov/flni/index.htm |

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| Week 5 Sep 17 | The National Park Service and Public History. Civil Rights History | A Brief History of the National Park Service available at https://www.nps.gov/parkhistory/hisnps/NPSHistory/briefhistory.htm Imperiled Promise: The State of History in the NPS https://www.nps.gov/parkhistory/hisnps/imperiled_promise.pdf “We Shall Overcome” available at http://www.nps.gov/history/nr/travel/civilrights/ Film: <i>Eyes on the Prize</i> |
| Week 5 Sep 19 | Field Trip – Martin Luther King National Historic Site | Website http://www.nps.gov/malu/ Visit “Courage to Lead” exhibit in the NPS Visitor Center and the “Martin Luther and Coretta Scott King” exhibit on the second floor of Freedom Hall D2L – <i>Martin Luther King, Jr., Long-Range Interpretive Plan</i> D2L – Articles from the <i>AJC</i> about the MLK Site |
| Week 6 Sep 24 | Cultural and Natural Heritage Around the World – UNESCO World Heritage Sites Turn in Martin Luther King National Historic Park Exhibit Review | About World Heritage (https://whc.unesco.org/en/about/) World Heritage List (https://whc.unesco.org/en/list/) D2L – Meet in Sturgis Library Classroom 101 at 2:00 |
| Week 6 Sep 26 | Public History and Sites of Conscience Meet at KSU Museum of History & Holocaust Education | D2L – Liz Sevckenko, “Public Histories for Human Rights,” <i>The Oxford Handbook of Public History</i> . D2L – Shelley Cannady, “Tule Lake Today: Internment and Its Legacies,” <i>Boom: A Journal of California</i> , Vol. 3, No. 1, Sp 2013. Smithsonian National Museum of American History, exhibition - <i>Righting a Wrong: Japanese Americans in World War II</i> , http://americanhistory.si.edu/righting-wrong-japanese-americans-and-world-war-ii Guest speakers Dr. Catherine Lewis, James Newberry, Tyler Crafton-Carnes, Camden Anich Guest speaker Adina Langer – <i>The Evolution of an Exhibition</i> |
| Week 7 Oct 1 | Culture Wars, History Wars | D2L – Kohn, “History and the Culture Wars: The Smithsonian Institution’s <i>Enola Gay</i> Exhibition” |
| Week 7 Oct 3 | Final text for Tate Depot exhibit due | Group presentations of final text and proposed images. PowerPoints should be uploaded to the Assignments folder in D2L before the beginning of class. |
| Week 8 Oct 8 | Final Exam Period | In lieu of a final exam, the class will be on site with KSU MARB at the Georgia Marble Festival on October 5 and 6 in Tate to provide information to the public regarding the Pickens County Public History Projects. Students will work in pairs for a 2-hour shift on either Saturday, Oct. 5, between 10:00 and 6:00 or Sunday, Oct. 6, between 10:00 and 4:00. |

Exhibit Review Assignment

Martin Luther King National Historic Park Exhibition Review – “Courage to Lead” and “Dr. and Mrs. King”

You will be required to write an exhibition review during the semester following our field trip to the Martin Luther King National Historic Park. The review should be 3-4 pages (750-1000 words, 12-pt. Times New Roman). The review should provide an analysis of the two exhibitions that we visit at the site in terms of organization, design, themes, and execution. As you walk through the exhibitions, use the **Framework for Assessing Excellence Form** that is posted on D2L to help you organize your observations. **You will be expected to turn in the Assessment Form along with your paper.**

You should use *Chicago Manual of Style* (hard copy available in the library, citation style quick guide available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html) and include footnotes as appropriate.

Your review should address the following questions:

- What is the **mission of the institutions** that host the exhibits?
- Do the exhibits support that mission? If so, how? If not, why not?
- How is the theme of the exhibition conveyed through the objects, design, and, if appropriate, subsidiary text?
- What kind of bias or perspective does the exhibition have?
- Is the organization of the exhibition logical?
- Was the exhibition well researched and presented in an appealing fashion?
- What was emphasized or omitted and what impact does that have on the visitor?
- How does the design shape the visitor’s understanding or experience?
- What did the interpretive team do well? What areas could have been improved?

A few tips:

- Analyze; do not summarize. The summary of what you saw should be condensed to a short paragraph—just enough to allow the reader to understand what the exhibition or site was about.
- Read sample reviews in the *Journal of American History* or the *Public Historian*.
- Do not mention every artifact or tidbit of information that was conveyed to you. Be selective. Talk about highlights and lowlights.
- Provide concrete evidence to support your argument and assertions.
- Do not feel that you have to organize your paper to mimic the layout of the exhibition or tour.
- Use the **Framework for Assessing Excellence Form** to guide your review.

Technical Specifications:

- Paper should be Times New Roman, 12 pt font, double spaced.
- Include the title and your name in the upper left corner.
- Include page numbers in the lower right corner.
- Use standard MS Word margins (1-inch top and bottom margins, 1.25-inch left and right margins).
- Indent the first line of each paragraph one-half inch (this is the standard if you select first line indentation under paragraph formatting in Word).
- DO NOT triple or quadruple space between paragraphs.
- Use the Chicago Manual of Style for all citations.

Mission Statements and further instructions

It is important that you **incorporate into your exhibit reviews some reference to the mission of the organizations** that are hosting the exhibitions. The first exhibition is the “Courage to Lead” exhibition in the NPS Visitors Center. The second exhibition is the exhibition honoring Dr. and Mrs. King on the second floor of Freedom Hall. Below are the mission statements of the organizations:

Martin Luther King National Historic Park – <http://www.nps.gov/malu/index.htm>

The mission of the Martin Luther King, Jr., National Historic Site as established by the park’s enabling legislation is to preserve, protect and interpret for the benefit, inspiration and education of present and future generations the places where Martin Luther King, Jr., was born, where he lived, worked, and worshiped, and where he is buried, while also interpreting the life experiences and significance of one of the most influential African Americans in the 20th century.

The King Center for Nonviolent Social Change – <http://www.thekingcenter.org/>

The King Center serves as the premier resource dedicated to educating a global network of allied individuals and organizations working collectively using the philosophy and methods of nonviolence to create the Beloved Community that Dr. Martin Luther King, Jr. envisioned.

Grading rubric for Exhibition Review

| | | Criteria |
|-----------------------|---------------------|--|
| 10 | | Clear articulation of purpose or mission of the site |
| 10 | | Clear assessment and explanation of how exhibits support the mission |
| 20 | | Clear and concise explanation of the design, objects, and content of the exhibits |
| 20 | | Analysis of how the exhibit achieves the criteria of comfortable, engaging, reinforcing, and meaningful as defined in the Exhibit Assessment Framework |
| 10 | | Well organized with an introduction, body, and conclusion |
| 20 | | Style and mechanics – Uses a varied and sophisticated sentence structure and paragraph development. No grammar or punctuation errors. |
| 10 | | Format – Follows the specifications outlined in the syllabus including length, margins, spacing, and use of citations. |
| Total Possible | Total Actual | Comments: |
| 100 | | |

Grading rubric for Group Presentations

| Criteria | Points | | | | Total |
|------------------------------------|---|---|--|--|-------|
| | 1 | 2 | 3 | 4 | |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Graphics | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Eye Contact & Elocution | Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation | Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |

Total Points: