Instructor: Dr. Julia Brock
Email: jbrock@westga.edu
*note: I do not check email after 6 p.m.
Phone: 678-839-6037 (TLC 3210); 678-839-6141 (Center for Public History)
Office hours: Center for Public History (ground floor of Ingram Library), Mon. 8-11 a.m.; Tues. 8-11 a.m.; TLC 3210, Thurs. 2-4:30 p.m.
*I highly recommend that you make an appointment as well, so I know to expect you!

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; in short, public history puts history to work in the world. 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 stakeholders.

Learning Outcomes:
1. Identify and explain key issues within the field of public history
   a. Weekly discussion posts
   b. Historic site review
2. Perform public history work (archival research, collaborative work, and writing and interpreting for a public audience)
   a. Class project
   b. Class service day
   c. In-class exercises
3. Build a professional persona
   a. Résumé
   b. Class project
Required Readings:

Course Assignments and Requirements:
Course Participation (30%)
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:** You will share your informed opinions during in-class discussion. This means that each class you will be expected to contribute commentary and discussion about readings or issues on the table for discussion. Each of your voices is essential to critical engagement with the material!

- **CourseDen discussion threads:** By each Wednesday, midnight, (unless otherwise noted—check syllabus) you will post a reading summary of the week’s texts on CourseDen. Each summary should consist of at least two paragraphs that briefly summarize the book, highlight an idea that you found particularly interesting or provocative, present an observation that will lead to further discussion, and suggest at least one intriguing question for the class to discuss. I will not assign these CourseDen posts a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class. You do not have post assignments during weeks in which there is no reading.

After posting your summaries of the book, you should comment on the ideas presented in at least two other student posts.
A note on preparation: this class relies upon your ideas and insights as communicated through in-class discussion and reading responses. I will use class time to explore issues in dialogue with you. It is critical, therefore, to engage with reading and exploratory material listed each week.

**Historic site review (20%)**

_**due March 28**_

During the semester, on your own time, you will visit a historic site and complete a 6-7 page critical review. I will give you detailed guidelines for the review.

**UWG Special Collections Service Workday (10%)**

_**Due week of 2/26-3/3**_

Public history work is about stewardship—preserving and interpreting historic resources for the greater public good and for future generations. It is thus imperative to develop an ethos of service in our work, or a commitment to lending our time and labor to this end. This semester you will, in groups, spend two hours volunteering at UWG Special Collections and helping University Archivist Shanne’ Murrain index historic scrapbooks. You will be provided with guidelines for the work and will be given extra time during that week to complete the task.

**Professional résumé (10%)**

_**Due Friday, April 7**_

You will leave the course with a professional résumé. On March 30, you’ll bring your current résumé to class and take part in a résumé workshop that will be led by a representative from UWG Career Services. You’ll turn in a résumé based on feedback you receive in the workshop.

**Final project (30%)**

_**draft of tour due April 18; final tour due April 27**_

This semester our class has been “hired” by the Cultural Arts Center in Carrollton to help in the creation of a historically inflected ghost tour of downtown Carrollton that the CAC will launch next October, 2017. As part of this project, we will collect ghost stories from residents, conduct research on historic buildings, and blend these into a provocative, well-researched one-hour tour. As the final tour will be used for a public program, your strong investment in the project is required. 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%)_ (which will reflect work on interviews and research)
- _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:
Course communication
I will use your UWG email to communicate course news, so please check your email regularly. I will also post any changes to CourseDen content on the CourseDen news feed function. Because the university requires all communication between faculty and students to take place via UWG email, please communicate with me using your UWG--not personal--account. Please do not use CourseDen to email me.

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.*** Full 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/](http://www.westga.edu/handbook/)

The University defines plagiarism as: “Includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials such as term papers or other academic materials prepared by a person other than the submitting student.” All of your work should be your own with appropriate citations when you draw from the work of others (including textbooks, website, or another student’s work).

**Disability Act/accessibility for the course**

I am very happy to accommodate all students with documented disabilities. Students with ADA-defined disabilities needing academic accommodation should; (1) register with and provide documentation to the [UWG Office of Accessibility Services](http://www.westga.edu/accessibility/); (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:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Do Notes</th>
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<tbody>
<tr>
<td>1/10</td>
<td>Introduction to the Course</td>
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<tr>
<td>TH, 1/12</td>
<td>Defining Public History</td>
<td>Read: Cauvin, Introduction and Chapter 11: Shared Authority</td>
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<td>Do: Presence of the Past survey (<a href="#">CourseDen</a>--please complete by Wed. evening, 1/11); explore jobs on the National Council on Public History’s job board: <a href="http://ncph.org/jobs/">http://ncph.org/jobs/</a></td>
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<td>T, 1/17</td>
<td>Introduction to Semester Project</td>
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<td></td>
<td>Meet at the Carrollton Cultural Arts Center at 1 PM, 251 Alabama Street</td>
<td>We’ll meet with CAC Superintendent Tim Chapman to learn more about the semester project.</td>
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<td>Read: Cauvin, Chapter 3: Collecting and Preserving People’s Stories; selections from Donald Ritchie, <em>Doing Oral History</em> (CourseDen, Week 2)</td>
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<tr>
<td>T, 1/23</td>
<td>Public History and Memory</td>
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<td>Read: Horton and Horton, <em>Slavery and Public History</em>, chaps. 1-3, 5</td>
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<td>Date</td>
<td>Course</td>
<td>Reading</td>
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<tr>
<td>TH, 1/25</td>
<td>Public History and Memory</td>
<td>Read: Horton and Horton, <em>Slavery and Public History</em>, chs. 7-10</td>
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<tr>
<td>T, 1/30</td>
<td>Public History and Memory</td>
<td>Read: Miles, <em>Tales from the Haunted South</em>, Introduction and chs. 1-2</td>
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<tr>
<td>TH, 2/1</td>
<td>Public History and Memory</td>
<td>Read: Miles, <em>Tales from the Haunted South</em>, ch. 3 and Conclusion</td>
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<tr>
<td>T, 2/7</td>
<td>Introduction to Museums</td>
<td>Read: Cauvin, chp. 1: Collection Management, and chp. 6: Interpreting and Exhibiting the Past</td>
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<tr>
<td>TH, 2/9</td>
<td>Introduction to Museums</td>
<td>CourseDen post due by Monday night this week</td>
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<td>T, 2/14</td>
<td>Museums</td>
<td>Field trip to UWG Center for Public History’s exhibit space: meet at the Bonner House on front campus. Trip will be followed by an in-class accessioning exercise</td>
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<td>TH, 2/16</td>
<td>Museums</td>
<td>Read: Linenthal, <em>Preserving Memory</em>, Introduction and chp. 1</td>
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<tr>
<td>T, 2/21</td>
<td>Museums</td>
<td>Read: Linenthal, <em>Preserving Memory</em>, chps. 2-3 and Conclusion</td>
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T, 2/28

Guest speaker: Shanee’ Murrain, University Archivist, UWG

Guidelines for UWG Special Collections service work. CourseDen

CourseDen posts due Monday, 2/27, by midnight

TH, 3/2 (3/2 LAST DAY TO WITHDRAW WITH ‘W’) Archives

Service work at UWG Special Collections (no class)

T, 3/7 Preservation

Read: Tyler, Historic Preservation, Introduction through chp. 5

TH, 3/9 Preservation

Read: Tyler, Historic Preservation, chps. 6-11

T, 3/14 State and Federal Government

Guest speaker: Adina Langer, Curator, Museum of History and Holocaust Education, Kennesaw State University
Read: Meringolo, Museums, Monuments, and National Parks, parts I and II

TH, 3/16 State and Federal Government

Read: Meringolo, Museums, Monuments, and National Parks, part III

T, 3/21 Spring break

TH, 3/23 Spring break

T, 3/28 Project workday
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td>TH, 3/30</td>
<td>Resume Workshop</td>
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<td>Guest speaker: Wes Moran, UWG Career Services</td>
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<td>T, 4/4</td>
<td>Narrative and Public History</td>
<td>Read: MuseWeb Storytelling Toolkit, <a href="http://www.museweb.us/be-here-main-street-resources/">http://www.museweb.us/be-here-main-street-resources/</a> (entire); other readings TBD</td>
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<td>TH, 4/6</td>
<td>Project workday</td>
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<td>TH, 4/13</td>
<td>Radio, Film, and Immersive Environments</td>
<td>Read: Cauvin, chps. 7 and 8</td>
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<tr>
<td>T, 4/18</td>
<td>Draft presentation of final project</td>
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<tr>
<td>TH, 4/20</td>
<td>Project Workday</td>
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<tr>
<td>T, 4/25</td>
<td>Project Workday</td>
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</tbody>
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**SITE REVIEW DUE BY MIDNIGHT** (upload in CourseDen dropbox)

**RESUME DUE FRIDAY 4/7** (upload to CourseDen dropbox)
TH, 4/27 (last day of class) Final presentations