INTRODUCTION TO PUBLIC HISTORY

HIS 3000 - 001
Dr. Camden Burd

EASTERN ILLINOIS UNIVERSITY

Spring 2021
History 3810-001
Class Time: TR 11:00 AM – 12:15 PM
Class Location: This is a hybrid course. We will be meeting together via D2L, Zoom, as well as in-person meetings. In-person classes will meet in Booth Library 3000.
Instructor: Dr. Camden Burd
Contact: crburd@eiu.edu
Office & Office Hours: Due to the nature of COVID-19 I will only be offering virtual office hours. I will have designated time on Mondays & Wednesdays from 12:00-2:00 pm, or Tuesdays from 1:00-2:00 pm. Please email me to establish a virtual meeting.
Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message quickly. Therefore I will commit to responding to any email within 24 hours.

The instructor reserves the right to make changes to the syllabus

COVID- 19 Practices & Expectations on EIU's Campus
The University is asking all of us to take precautions to prevent the spread of COVID-19, including wearing face coverings when we are in class together, walking around campus, in the library, or participating in office hours. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Additionally, students are expected to not attend class if they are ill and to consult the student health clinic if they have any COVID-19 like symptoms. Needless to say, EIU's COVID-19 campus practices including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you have a health condition that prevents you from wearing a mask, please contact Student Disability Services. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Students who experience any symptoms related COVID-19 or are asked to quarantine or self-isolate should not come to class. I will make proper accommodations to make sure those students receive material missed in class. Though this particular course will be offered online, I strongly urge you to continue safe practices in your other courses.

Course Overview
What is a historian? Some people seem to think that being a historian means long hours in the archives, working in solitude, and writing books. While this is certainly true for some, many historians focus their energies outward. These public historians dedicate their careers to engaging with larger audiences in museums, libraries, and other community organizations. Using creative methods and innovate technologies, public historians translate historical knowledge for the general public. They also serve as record keepers for their communities where they collect, archive, and preserve information for future generations.

Throughout the semester we will examine what it means to be a public historian. We will discuss how public historians navigate the challenges of their respective fields by grappling with the methodological issues and historical debates that underpin those professions. Students will meet with public history practitioners; test various digital tools used by those in field; and develop the presentation skills necessary to work with a public audience.

Required Texts
- Cherstin M. Lyon, Elizabeth M. Nix, Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences.* Lanham: Rowman & Littlefield, 2017.

Course Objectives
- Identify different theories of memorialization.
- Identify the personal, political, and professional influence on constructions of the historical narrative.
- Compare the processes by which the public (broadly defined) constructs public history.
- Analyze the politics of public history including the consequences of inclusion or exclusion from the public narrative.
- Improve an existing interpretation or pose an alternative interpretation.

Assignments
***Baltimore '68 Project Assignment* (60 points):** Ealy in the class you will be asked to review a Public History Case study discussed in your textbook. You will read the case study, visit the corresponding website, and examine the information found in both. You will be asked to reflect on these materials in order to understand how history can and has been used in public. You will find more information about the reflection on D2L.

***Virtual Fieldtrip Reflections x2* (80 points):** During the class we will take two Virtual Fieldtrips. After each visit, you will be assigned a reflection assignment where you will examine the strengths, weaknesses, and varying components of the exhibits being discussed based on the course readings. You will find more information on D2L.

***Digital Project Review Presentation* (60 points):** Digital history tools have expanded the work and impact of the public historian. During the semester you will get hands on experience with certain digital tools in order to understand how they might be used in the public history setting. You will then review digital projects from a set list of pre-approved projects and evaluate their impact and construction. You will find more information on D2L.

***Final Oral History Project* (120 points):** The final project in this class will be a fully completed oral history of a fellow student in the course. You will construct questions, record an interview, and transcribe the conversation. You will be expected to deliver the audio recording and corresponding documentation as part of the final grade for this assignment.

***Participation and Attendance* (80 points):** Because this class is a mixture of lecture, discussion, and in-class exercises, students must come ready to participate. Please be prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Discussion is not optional in this course—it is required. You have important insights and opinions and the entire class benefits from hearing them.

Grading
A = 400 – 360 points
B = 359 – 320 points
C = 319 – 280 points
D = 279 – 240 points

F = Below 240

Late Work and Missed Assignments
Late work will not be accepted. Due dates for writing responses, quizzes, and other assignments will be clearly marked in D2L and the syllabus. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. Especially in the midst of COVID-19, I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

Technical Requirements and Skills
During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

Technical Support
If you need assistant with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in "My Home" page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at https://techsupport.eiu.edu/. If you have a question regarding course content, feel free to contact me.

Academic Integrity
Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

Academic Services Support
Booth Library offers a variety of access to resources including articles, encyclopedias, books, videos, and more. You can access those materials on their website or by using the "Booth Library Services" widget on the course homepage.

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, email studentdisability@eiu.edu, or call 217-581-6583 to make an appointment.

<u>**Student Success Center**</u>
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistant with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1301.

<u>**Discussion Etiquette**</u>
Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene. In digital discussions such as D2L, faculty will request that inappropriate content be removed from the Course room and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:
- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Course Schedule

January 12 – Introductions and Overview

January 14 – What is Public History?
> ***Read:*** Robert Kelley, "Public History: Its Origins, Nature, and Prospects," *Public Historian* 1 (Autumn 1978): 16-28.
> ***Read:*** Robert Weible, "Defining Public History: Is it Possible? Is it Necessary?," *Perspectives on History*, March 1, 2008.

January 19 – What is Public History?
> ***Read***: "Introducing Public History," *Introduction To Public History.* (pp. 1 - 14). (textbook)

January 21 – What does a Public Historian Do?
> ***Read:*** "Thinking Historically," *Introduction to Public History.* (21 – 29) (textbook)
> ***Read:*** Ronald J. Grele, "Whose History? Whose Public? What is the Goal of a Public Historian?", *Public Historian* 3 (Winter 1981): 40-48.

January 26 – Who is the Public?
> ***Read:*** James B. Gardner, "Contested Terrain: History, Museums, and the Public," *Public Historian* 26, no. 4 (November 2004): 11-21.
> ***Read:*** "Interpreting the Past: Case Study: The Baltimore '68 Project," *Introduction to Public History.* (33 – 68) (textbook)
> **Due:** Baltimore '68 Project Assignment

January 28 – Introduction to Oral History

Read: History Matters – George Mason University, "What is Oral History," "How Do Historians Use It," "Interpreting Oral History."

February 2 – NO CLASS, WELLNESS DAY

February 4 – The Ethics of Oral History
        Read: OHA Principles and Best Practices, 2018

February 9 – In-Class Oral History Activity

February 11 – Collecting History
        Read: "Collecting History," *Introduction to Public History.* (57 – 75) (textbook)

February 16 – William Schultz, Cataloging and Metadata Librarian (Guest Lecture)

February 18 – Interpreting & Exhibiting History
        Read: "The Nature of Exhibits," "The Big Idea," *Creating Exhibits that Engage: A Manual for Museums and Historical Organizations.* (3 – 11, 31 – 35)

February 23 – Brent Wielt, Historic Sites Manager, Macon County Conservation District (Guest Lecture)

February 25 – Engaging Audiences
        Virtual Field Trip #1
        Read: Thomas A. Woods, "Museums and the Public: Doing History Together," *Journal of American History* 82, no. 3 (December 1995): 1111-1115.
        Read: "Engaging Audiences: Case Studies from the Field," *Introduction to Public History.* (141 – 159) (textbook)

March 2 – Anna Miller, Executive Director & Collections Curator, Douglas County Museum (Guest Lecture)

March 4 – Virtual Fieldtrip #2
        Due*:* 1st Virtual Fieldtrip Reflection

March 9 – Kelly Sczomack, Lead Park Ranger – Interpretation, Marsh-Billings-Rockefeller National Historical Park (Guest Lecture)
        Due: 2nd Virtual Fieldtrip Reflection

March 11 – Rashad Bell & Nuala Caomhanach, Exhibit Designers of "Black Botany", New York Botanical Garden

March 16 – Monuments & Memory
        Read: Edward Linenthal, "Committing History in Public," *Journal of American History* 81, no. 3 (December 1994).

March 18 – NO CLASS, WELLNESS DAY

March 23 – Public Memory and Problematic History
> *Read:* Roger D. Launius, "American Memory, Culture Wars, and the Challenge of Presenting Science and Technology in a National Museum," *Public Historian* 29, no. 1 (Winter 2007): 13-30.
> *Read:* Excerpts from Tony Horwitze, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (New York: Vintage Books, 1999)

March 25 – Digital History & Public History
> *Read*: Douglas Seefeldt and William G. Thomas, "What is Digital History?," *Perspectives on History*, May 1, 2009.
> *Read:* Roy Rosenzweig and Daniel Cohen, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, "Introduction," "Exploring the History Web," "Getting Started," and "Becoming Digital."

March 30 – Digital Collections & Digital Exhibits
> *Read*: Roy Rosenzweig and Daniel Cohen, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, "Designing for the History Web," "Building an Audience," and "Collecting History Online."

April 1 – A Digital Historian's Toolkit I
> *Read:* Anne Kelly Knowles, "Introduction," in *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship.*

April 6 – A Digital Historian's Toolkit II
> *Read:* George H. Williams, "Disability, Universal Design, and the Digital Humanities," *Debates in the Digital Humanities* (2012)

April 8 – Student Digital Project Review Presentations I

April 13 – Student Digital Project Review Presentations II

April 15 – Jennifer Vannette, Independent Historian (Guest Lecture)

April 20 – Finding Professional Success in Public History
> *Read:* "Putting Public History to Work in Your World," *Introduction to Public History.* (163 – 172) (textbook)

April 22 – NO CLASS, WELLNESS DAY

April 27 – FLEX DAY, WORK ON FINAL ASPECTS OF ORAL HISTORIES

April 29 – FINAL ORAL HISTORY ASSIGNMENTS DUE