

**Office hours:** Office hours: Monday, 12-3; Tuesday 1-4, and Thursday 11-1 at the Center for Public History, Ingram Library lower level; plus Wednesdays 11:30-12:30 at the Atlanta History Center by appointment

**Class meetings:** Tuesdays, 5:30-8 p.m., TLC 3-205

### **Course Description**

This course is designed to introduce graduate students to the theory and practice of public history. While historians have been involved with the public for many years, the practice of public history has become increasingly professionalized since the 1970s, marked by the development of the National Council on Public History (NCPH) and an ever-increasing discussion about the philosophy, ethics, and practice of public history.

The National Council on Public History (NCPH) defines public history as “the many and diverse ways in which history is put to work in the world. In this sense, it is history that is applied to real-world issues. In fact, applied history was a term used synonymously and interchangeably with public history for a number of years. Although public history has gained ascendance in recent years as the preferred nomenclature especially in the academic world, applied history probably remains the more intuitive and self-defining term.” (NCPH website, accessed December 2015)

A previous definition from the NCPH website described public history as "where historians and their various publics collaborate in trying to make the past useful to the public... That is, public history is the conceptualization and practice of historical activities with one’s public audience foremost in mind. It generally takes place in settings beyond the traditional classroom. Its practitioners often see themselves as mediators on the one hand between the academic practice of history and non-academics and on the other between the various interests in society that seek to create historical understanding. Public history practitioners include museum professionals, government and business historians, historical consultants, archivists, teachers, cultural resource managers, curators, film and media producers, policy advisors, oral historians, professors and students with public history interests, and many others.”

Working in the field of public history is challenging but extremely rewarding. Public historians are expected to be good historians, proficient in historical research and well-versed in historical scholarship, but also to possess the skills and knowledge of how to present history to a diverse public audience. A growing scholarship on the practice of public history has emerged over the past several decades, providing best practices recommendations on how to accomplish our goals. This class will expose students to some of the classic as well as new scholarship on public history, explore the issues in public history practice, and offer hands-on, practical experience through preparing a grant proposal and completing a “real-world” public history project. In addition, students will gain experience in professionalism by writing resumes, creating a Linked In page, and participating in a mock interview.

All students are encouraged to join our professional organization, the National Council for Public History, as a student member. Rates are inexpensive for students, and there are many benefits. For more information, please visit <http://ncph.org/about/join-us/>

To make the most of your graduate school training, please read the *Public History Navigator: How to Choose and Thrive in a Graduate Public History Program*, produced by the NCPH Graduate Student Committee. <http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf>

**This course meets the following Learning Outcomes for the UWG Graduate Program in History:**

**1: Conduct original historical research**

- Conduct original historical research through:
  - the class project

**2: Formulate and defend a historical argument in Standard English**

- Formulate an argument and express that argument in Standard English through:
  - book review essays

**3: To demonstrate knowledge of historiography and its changes over time**

- Demonstrate knowledge of the historiography of public history through:
  - book review essays

**4: Demonstrate knowledge of the theory and practice of public history**

- Demonstrate knowledge of the theory and practice of public history through:
  - Final class project
  - Reflective project essay
  - Georgia Humanities grant proposal

**This class will:**

- Provide field experience in public history
  - develop skills in public history practice including
    - grant writing
    - project planning and development
  - develop professional skills necessary for public history practice
    - collaborative and teamwork skills
    - public presentations
    - critical thinking and writing
    - engaging community partners
  - challenge students to negotiate challenging issues in public history practice
- Provide opportunities for professional development in the history field
  - Identify the types of employment in the field of public history
  - Prepare a professional resume
  - Participate in discussions about work culture and expectations from seasoned, practicing professionals

## Required Readings

### Books:

- \*Coombes, Annie E., *History after Apartheid: Visual Culture and Public Memory in a Democratic South Africa*. University of London, 2003.
- Ferguson, Andrew, *Land of Lincoln: Adventures in Abe's America*. New York: Atlantic Monthly Press, 2007.
- Forni, P. M., *Choosing Civility*. St Martin's Griffin, 2002.
- \*Horton, James Oliver and Lois E., *Slavery and Public History: The Tough Stuff of American Memory*. New York: New Press, 2006.
- \*Kelman, Ari, *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Cambridge: Harvard University Press, 2013.
- \*Miles, Tiya, *Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era*. University of North Carolina Press, 2015.
- Rosenzweig, Roy and David Thelen, *Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 2000 or more recent edition.
- \*Stanton, Cathy, *The Lowell Experiment: Public History in a Postindustrial City*. Amherst: University of Massachusetts Press, 2006.
- \*Young, James E., *The Stages of Memory: Reflections on Memorial Art, Loss, and the Spaces Between*. University of Massachusetts Press, 2016.

### History@Work

Students are also expected to read the National Council on Public History blog "History@Work" on a weekly basis. We will discuss articles on the blog in class each week. Each student will be assigned two weeks to discuss issues that appeared on the blog with the class. You can access the blog at <http://ncph.org/history-at-work/>

## Course Requirements

### **Georgia Humanities grant proposal (25 points):**

Each student will write a grant proposal for Georgia Humanities. Students will design a project, identify a potential sponsoring organization, and write the grant proposal, complete with humanities scholars and budget. Each grant must meet the guidelines required by Georgia Humanities grant program. Arden Williams, Senior Program Officer at Georgia Humanities, and Allison Hutton, Program Coordinator, will come to class to talk about the grant program. For more information on GH and its grant program, visit [www.georgiahumanities.org](http://www.georgiahumanities.org)

While this exercise is designed as a "mock" grant proposal, if you envision a project that you would like to undertake or if you are involved with an agency or organization that would like you to develop a grant proposal, you are more than welcome to write a "real" proposal that you could submit to GH for funding.

All students will present their proposals to a review panel and will receive feedback from that panel. Students will revise their proposals for their final grade. Revised proposals are due on **April 18**.

### **Class project (25 points):**

All graduate students will participate in a real-life public history project. This semester, we will focus on doing research and developing a plan for the Odessadale School. Established by Branch Hebron Church as one of three by the African American congregations of Odessadale, site near LaGrange (Meriweather County) ultimately held all three student populations in this school complex. Some physical remains survive, and community members would like to preserve this important history.

This project will provide an opportunity to work and think as public historians, to research and write about history, to work collaboratively, and to share authority with the community and partnering organizations. The project sponsors will come to class at the beginning of the semester to present their needs. The class will then present the final project to those sponsors at the end of the semester.

Students will work as a team to complete this project. All students must meet the established schedule and team expectations for the project to be successful. The team will divide up the tasks and responsibilities and all members are expected to pull their weight to complete the project. Communication is key to success. Students are required to meet or communicate with team members outside of class. In addition, students **are expected to provide a weekly update to Course Den by Monday night at 8 p.m.**

At the end of the semester, each student will write a minimum 1,000-word essay that

1. describes what work you personally completed for the project,
2. reflects on what you learned about public history through the project, and
3. evaluates *your* performance as a team member.

Students will be evaluated individually for the class project. Project grades will be assessed based on:

1. my observations of your work throughout the semester (based on Course Den and other discussions in class)
2. *your* project essay
3. the quality of the work that *you* performed for the project
4. your final presentation of the project

### ***Book responses (20 points)***

Students will write reviews on four of the books, each worth 5 points. The reviews should be 1,000 words, double-spaced, 12-point font, standard margins, including page numbers, and staple bound. The reviews should include:

- the authors' thesis,
- a discussion about how well s/he or they supported the thesis
- *your* assessment of the authors' contributions to the field of public history.

**For these essays, students will choose four books from the six books indicated on the book list with an asterisk.** The review must be submitted on the day that we discuss the book. Please submit the assignment via the appropriate drop box on Course Den.

### ***Professional Development Exercises: Resume, Linked-In Page, and Interview (15 points)***

Students will write a resume geared towards employment in the field of public history. Each student will create a resume that is tailored to a particular aspect of public history that you choose (museum educator, curator, historical society director, archivist, historic preservationist, etc). On the designated class day, students will bring five copies of their completed, copy-edited resumes for a collaborative workshop to strengthen those resumes. Each student will revise his or her essay after the workshop. A final copy will be submitted for grading and another copy will be added to your Linked-in page.

All students will attend a Linked-In workshop on March 7, from 3-4:30, and will develop a Linked-In page, based on that workshop.

Last, all students will identify a position for which they would like to apply and will conduct an interview with Career Services for that position.

***Class participation and attendance (15 points):***

Students are expected to come to class having done the reading and be prepared to discuss the topics on the class schedule.

Points in this category will be awarded based on the following three criteria:

1. ***Class attendance***. Because this class only meets once a week and much of what I hope we learn will come through class discussions and guest speakers, excessive absences will lower your final course grade.
2. ***Class participation***, including contributing to class discussions and raising issues or questions for discussion, including discussions related to the books
3. ***Participation in presentations by guest speakers***, including asking questions to or responding to questions asked by our guest speakers
4. ***Leading a class discussion about a book (5 points)***
5. ***Leading weekly discussions about the History@Work blog***

**Course Den**

Please note that students are required to utilize Course Den on a regular basis for this class.

1. Course announcements will be posted on Course Den. It is your responsibility to be aware of these announcements.
2. Teams should post weekly updates on the class project by Monday at noon.

**Additional Information**

**Common Language for all UWG Course Syllabi**

Please review the link here for essential information:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Academic Integrity**

All students are expected to turn in their own work. Adopting someone's words or ideas as your own is a serious violation of academic honesty. If a student turns in any work that is plagiarized from another source (whether a book, article, on-line source, or another student in the class), that student will receive an automatic "F" as the final class grade. The History Department has adopted the American Historical Association's statement on plagiarism. Please visit our website at <http://www.westga.edu/~history/statementonplagiarism.pdf> so that you are familiar with the definition of plagiarism.

**Cell Phone Policy:** If special circumstances require you to monitor your phone, take a call, or text during class, please let me know at the beginning of class and step outside of the room to use your phone. Otherwise, cell phone should be turned off and should not be visible during class.

## Class Schedule

Readings listed for each class meeting are due on the class day referenced. Additional readings may be assigned. Written assignments are due at the beginning of class on the date listed in Course Den. *This schedule is subject to change.*

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- January 10: **Class introduction**  
**Class project meeting with clients: Odessadale School**  
Guest speakers/clients:
- Melissa Jest, African American Programs Coordinator, Georgia Historic Preservation Division, State Historic Preservation Office
  - Dora Terry, alumni of the Odessadale School
  - Virginia Hill, Odessadale advocate and Greenville councilwoman
- January 17: **Public Humanities and Grantwriting**  
*Guest speaker: Arden Williams and Allison Hutton, Georgia Humanities Council*  
**Read:**
- *Choosing Civility*
  - NCPH Code of Ethics and Professional Conduct
  - Review “Be Here:Main: Main Street Resources,” available at <http://www.museweb.us/be-here-main-street-resources/>  
<http://www.ncph.org/2006Board/Code%20of%20Ethics%20and%20Professional%20Conduct-Final%20Committee%20Draft.pdf>
  - Georgia Humanities website section on “Grantmaking,” which is available at [www.georgiahumanities.org](http://www.georgiahumanities.org)
- January 24 **Using History and Sharing Authority**  
**Read:**
- *Land of Lincoln*
  - Carl Becker, “Everyman His Own Historian,” *American Historical Review* 39 (1934): 219-231[available on JSTOR]
  - “What is Public History,” accessible at <http://ncph.org/what-is-public-history/about-the-field/>
- January 31 **History and the Public**  
**Read:**
- *Presence of the Past*
  - “Hamilton: the Musical: Blacks and the Founding Fathers” at <http://ncph.org/history-at-work/hamilton-the-musical-blacks-and-the-founding-fathers/>
  - “It’s not ‘just a musical,’” at <http://ncph.org/history-at-work/its-not-just-a-musical/>
- February 7 **Race and Public History**  
**Read:** *Slavery and Public History*
- February 14 **International Public History**

- Read: History after Apartheid*
- February 21    **Heritage Tourism**  
*Read: Tales from the Haunted South*
- February 28    **Career Panel, 4:30-5:30**  
**Class discussion—the National Park Service, 5:30-7**  
*Read: The Lowell Experiment*
- March 7        **Linked In Workshop, 3:00-4:30 p.m. Required. Location to be announced,**  
**Historical Memory**  
*Read: Stages of Memory*
- March 14      **Commemoration**  
*Read:*
- *A Misplaced Massacre*
  - “Does the NPS have a culture problem?” at <http://ncph.org/history-at-work/does-the-national-park-service-have-a-culture-problem/>
- March 21**    *No class, spring break*
- March 28:     **Humanities Council Grant Panel Review**  
All students will present their grants to a panel of classmates and GH staff.  
*Due:*
- Complete copy of your *Humanities Council grant proposal*
  - One-page executive summary of your proposal for the review panel (10 copies)
- April 4        **Resumes, Professionalism, and Workplace Culture**  
*Read:*
- *The Public History Navigator: How to Choose and Thrive in a Graduate Public History Program*, Section 2, “Thriving as Public History Graduate Students,” available at <http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf>
- April 11:      **Resume Workshop**  
*Read:*
- “Public History Employers: What Do They Want?” at <http://www.historians.org/perspectives/issues/2003/0309/0309aha6.cfm?>
  - Tips for Getting A Job in Public History at <http://vimeo.com/113961817>
  - Review other job-seeking resources available at <http://ncph.org/publications-resources/students/>
- Due: Your draft resume*
- April 18:      **Project Workday**  
*Due:*
- **Revised GH grant**
- April 25:      **Project Workday**  
• **Revised Resume**

May 2:

**Class project presentation**

*Due:*

- Class project
- Written evaluation of your participation in the class project
- Linked-In Page and Interview