

Introduction to Public History
Spring 2019

Course Number: HIS 365.1

Instructor: Dr. Brandon T. Jett

Required Readings:

Introduction to Public History: Interpreting the Past, Engaging Audiences by Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum

Winter Park by Claire Strom, Jim Norris, Danielle Johnson, and Sydney Johnson

Other readings are listed on the syllabus and are available online or via blackboard

Course Objectives:

This course will provide a general overview of the world of public history. Over the course of the semester, we will investigate historic archives, collections, museums, exhibits, interpretation, oral histories, and more. Much of this class will be taught in a laboratory atmosphere with students experimenting with different branches of public history theory and practice. There will also be considerable class discussion in which all are expected to participate. In addition, we will go on a number of field trips to local museums, hear from guest lecturers, as well as discuss required readings.

Course Credit: 4 credit hours

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are assigned readings, document-based essays, book writing assignments, take home essay exams, and other studies.

Grading

Final Project: 20%

Archival Processing Project: 10%

Oral History Project Design: 10%

Museum Critiques: 10%

Digital Project: 10%

Public History Display: 20%

Presentation of Display at Exhibition: 10%

Class Participation: 10%

Note: This instructor reserves the right to engage students in special in-class activities and to reward bonus points for such activities. Only students participating in that in-class activity will be eligible to receive such bonus points.

Final Project

Instead of a formal final exam, students will be given a take-home project that will be turned in during the final exam time period. For this take-home project, students will create a new museum for Winter Park. Students will have to write a proposal for the new museum, explaining what the goals of the museum will be, how the museum will be designed, what types of collections the museum will seek out, where the museum will be located, and why the museum is necessary. More detailed instructions will be handed out on Thursday, April 25th.

Archival Processing Project

Students will prepare for (through out-of-class readings) and engage in a real-world archival processing project, wherein they will work with a designated collection from the College Archives. In this project, the Olin archivists will allow students to arrange and describe an unprocessed group of archival materials according to best practice and students will be asked to explain and defend their processing choices. The purpose of this assignment is to introduce students to archival processing standards and decision making. Detailed instructions for this assignment will be distributed during class.

Oral History Project Proposal

For this project, students will create an oral history project proposal based on our discussions and readings in class. Students won't actually complete an oral history for the course, but instead they will design a larger oral history project in the form of proposal for a future project that might earn grant funding. This proposal must incorporate historical topics, methodologies, scopes, potential narrators, archival collections, time frames, targeted outcomes, and anticipated costs. More specific instructions will be handed out when the assignment is formally assigned.

Museum Critiques

Students will visit the Winter Park History Museum and the Hannibal Square Heritage Center during the semester. We will go on guided tours of both spaces with docents. Students will submit critiques of both museums that explore the goals each museum, how they attempted to accomplish those goals, and whether or not they succeeded. Students will also have to discuss how the museums compare and contrast to one another. More detailed instructions will be handed out in class.

Digital Timeline Project

Students will create an online timeline featuring and explaining the archival collections they worked with for their public history displays. Each student's timeline will be incorporated into a public blogspace alongside a short abstract written by the student which summarizes the content of the timeline and puts it in context. When creating their digital timelines, students will post primary sources they worked with, explanations of each source and proper citations, as well as make a historical argument based on the evidence they present. More detailed instructions will be handed out in class.

Public History Display

Much of the semester will be focused on creating public history displays from archival collections at the Olin Library. Students will each select a topic from a pre-approved list that focuses on the experience of African Americans at Rollins College. This work will be completed as part of the “Pathway to Diversity: Uncovering Our Collections” grant from the Associated Colleges of the South. Olin Library archivists will be partnering with us on this project. More instructions will be given out in class.

Presentation of Public History Projects

On the last day of class, students will present their Public History Display projects in the Olin Library in a public exhibition. The displays will be put up and students will have to present their posters to an audience of librarians, archivists, faculty, and their fellow students. More instructions will be handed out in class.

Participation

The success of this class is largely dependent on students’ participation. The class material will consist of a combination of lectures, assigned readings, and discussions. A large portion of the class meetings will involve significant periods of class discussion. Discussion necessitates a thorough familiarity with the assigned readings. Therefore, it is imperative that students come prepared each day with the reading assignment completed and appropriate materials so that they may participate. At times, class participation may include group activity; students should be good colleagues in such situations. Obviously, students not in attendance cannot receive credit for class participation that day and will have their overall class participation grade reduced.

Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/access> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation (updated 7/18/18) <http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Citation Expectations

As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use Chicago citation style.

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences

allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Credit Hour Statement for Rollins Courses

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations consist of reading, responding to questions about readings, group work, and research.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Title IX Statement (updated 7/18/18)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit Rollins.edu/titleix.

Course Schedule:

Week 1: What is Public History?, (January 15 and January 17)

Tuesday: Read syllabus

Thursday: Read *Intro to Public History*, Chapters 1-3

Week 2: "Pathway to Diversity" Grant (January 22 and January 24)

Tuesday: Read Grant Blog

<http://blogs.rollins.edu/pathwaytodiversity/>
“Challenges to Creating and Promoting a Diverse Record”
<http://journals.fcla.edu/sfaj/article/view/105356/103045>

Thursday: Read “Archives, Records, and Power: The Making of Modern Memory”
Archival Science

<https://www.nyu.edu/classes/bkg/methods/schwartz.pdf>

“In Good Hands: Researching the 1976 Soweto Uprising in the State Archives of South Africa” in *Archive Stories: Facts, Fictions, and The Writing of History* edited by Antionette Burton (blackboard)

Week 3: Archives (January 29 and January 31)

Tuesday: Read *Intro to Public History*, Chapter 4

“The Delicate Art of Dealing With Your Archivist”

<https://www.chronicle.com/article/The-Delicate-Art-of-Dealing/244070>

“Historians Just Don’t Get Archivists. Here’s Why”

<https://www.chronicle.com/article/Historians-Just-Don-t-Get/244127>

Society of American Archivists Core Value Statement and Code of Ethics

<https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

Thursday: Read *Archives: Principles and Practices* Chapter 5 (pages 97-113) and Chapter 6 (pages 115-143) (blackboard)

Week 4: Archives (February 5 and February 7)

Tuesday: Read *Archives: Principles and Practices*, Chapter 7 (pages 144-165 and 176-181) (blackboard)

Thursday: *Archives: Principles and Practices*, Chapter 3 (pages 52-59) and Chapter 8 (pages 183-198) (blackboard)

Week 5: Oral History (February 12 and February 14)

Archival Project due Tuesday

Tuesday: “What is Oral History” (blackboard), “Using Oral History in Research and Writing” (blackboard), “Conducting Oral Histories of Athletes from Socialist Hungary: Reflections and the Promise of the Method(ology) for Sport History” (blackboard)

Thursday: “Conducting Interviews” by Donald A. Ritchie (blackboard)
Smithsonian Folklife and Oral History Interviewing Guide - https://folklife-media.si.edu/docs/folklife/interviewing_guide/InterviewingGuide.pdf

Week 6: Oral History (February 19 and February 21)

Tuesday: Listen to and critique oral histories
Samuel Proctor Oral History Program's Women's March on Washington Archive – (
Women's March on Key West, Florida)
<http://ufdc.ufl.edu/womensmarch/all/thumbs>
Rollins College Oral Histories (Gates Interview)
<https://scholarship.rollins.edu/oralhist/>

Thursday: “Setting Up an Oral History Project” (blackboard), “Research Strategies and
Designs” (blackboard), Sample Project Designs (blackboard)

Week 7: Displaying History/Museums (February 26 and February 28)

Tuesday: Read *Intro to Public History*, Chapters 5-7

Thursday: Read *Journal of American History* 76, no. 1 (June 1989), 192-228:
<https://www.jstor.org/stable/i305671>

Week 8: Displaying History/Museums (March 5 and March 7)

Oral History Project Designs due Tuesday, March 5

Tuesday: READINGS FROM WINTER PARK HISTORY MUSEUM

Thursday: Visit Winter Park History Museum

Week 9: SPRING BREAK (March 12 and March 14)

Week 10: Displaying History/Museums (March 19 and March 21)

Tuesday: READINGS FROM HANNIBAL SQUARE HERITAGE CENTER

Thursday: Visit Hannibal Square Heritage Center

Week 11: Engaging Audiences (March 26 and March 28)

Tuesday: Read “Consider the Poster”
<http://fredgibbs.net/posts/consider-the-poster>
Watch “Effective Poster Presentations”
<https://www.historians.org/annual-meeting/resources-and-guides/poster-resources/effective-poster-presentations>

Thursday: Meet at Archives to Finalize Sources

Week 12: Engaging Audiences (April 2 and April 4)
Museum Critiques Due Tuesday, April 2

Tuesday: InDesign introduction with Scott Bokash

Thursday: Meet with Scott Bokash to work on projects.

Week 13: Engaging Audiences (April 9 and April 11)

Tuesday: Work on Exhibit Projects

Thursday: Work on Exhibit Projects

Week 14: Digital History (April 16 and April 18)

Turn in Projects to be Printed, Tuesday, April 16

Tuesday: Read “What is Digital History?”

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/what-is-digital-history>

“Introduction: Promises and Perils of Digital History”

<http://chnm.gmu.edu/digitalhistory/introduction/>

Thursday: Read “Digital History Reviews”

<https://jah.oah.org/submit/digital-history-reviews/>

“Guidelines for Evaluating Digital Projects”

<https://www.historians.org/publications-and-directories/perspectives-on-history/september-2015/aha-council-approves-guidelines-for-evaluation-of-digital-projects>

Look at Digital History Site

Week 15: Making Public History Work (April 23 and April 25)

Digital Timeline Projects due Thursday, April 25 (to be added to public blog)

Tuesday: Read *Winter Park*

Thursday: Read Intro to Public History, Chapter 8; Look for Public History jobs online and bring three to class

Week 16: Presentations of Exhibits (April 30)

Tuesday: Meet in Library for Exhibition and Presentations

Final Exam: May 7th, 11:00 a.m. to 1:00 p.m.