



## *Course Syllabus: Spring 2018*

### **HIST564-01E – Introduction to Public History**

Tues 4:30-7:10pm

Ferguson Social Science Rm 150

**Instructor:** Dr. Mylynka Cardona  
*You may address me as either Professor  
Cardona or Dr. Cardona*

**Office Phone:** 262.724.6870

**University Email Address:**  
Mylynka.Cardona@tamuc.edu

**Office Location:** Ferguson Social Sciences,  
Rm. 146

**Office Hours:** Tues 2-4pm; Thurs 2-5pm  
and by appointment

**Preferred Form of Communication:** email  
**Communication Response Time:** 24-36hrs

## **COURSE INFORMATION**

### ***Course Materials:***

Cauvin, *Public History*, Routledge & Taylor (2016), ISBN: 9780765645913

Kean, *Public History Reader*, Routledge & Taylor (2013), ISBN: 9780415520416

Tyrell, *Historians in the Public*, Chicago University Press (2005), ISBN: 0226821943

Additional readings provided by instructor.

### ***Optional Materials:***

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press.  
ISBN: 978-0226823379

### ***Course Description***

Public History broadens the definition of history beyond academia and seeks to engage a larger audience in the ongoing historical dialogue that is happening in almost every area of American life. Public historians work in various fields. They work at museums, national and state parks, archives, libraries and variety of other profession associated with history. Through the use of different interpretive and historical methods, public historians offer an introduction to history for the general public. This course introduces themes associated with the practice of Public History. Students will examine the various methods public historians use to interpret local, regional, and

***This is a working document. The syllabus and schedule are subject to change.***

national history while following the established source, citation, and evaluation standards of the History profession.

The major project of the course is to develop an original public history project based on Desegregating E.T.S.U Digital Collection for publication on line at The East Texas History app (<http://easttexashistory.org/>).

### ***Student Learning Outcomes***

1. Students will be able to identify the central concepts of public history.
2. Students will be able to project manage and craft a digital project for the public.

## **COURSE REQUIREMENTS & GRADING**

### ***Grading:***

The following assessments will be made in this course:

- Public History Project – 50%
  - Includes drafts, rewrites, presentation.
- Reaction Paper on a topic in Public History – 10%
- What is Public History? Paper – 15%
- Discussion – 25%

This course is based on the 100-point system. All assignments are worth 100 points. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:  
100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

Criteria for project/papers will be discussed in-depth in class.

***This is a working document. The syllabus and schedule are subject to change.***

## COMMUNICATION AND SUPPORT

### *Interaction with Instructor Statement*

Preferred Form of Communication: **office hours or via e-mail**

Communication Response Time: **24-36hrs**

In every email, please make sure to provide your full name at the end, which course you are enrolled in, and a description of what your request or question is. I will communicate with students through the email address they have on file in MyLeo (make sure yours is up to date and working throughout the semester) and eCollege announcements. Please check these areas daily and before attending class. If an emergency arises, I will post the announcement for the class in these locations.

In all forms of class communication, students are expected to maintain a respectful tone and use semiformal to formal language.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

### **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### *Course Specific Procedures/Policies*

Attendance Policy: Class participation/attendance makes up 10% of your overall grade. As the instructor of this section, I allow students to attend class at their own discretion, but students should keep in mind that some assignments are in-class only and will not be eligible for make-up if missed. It is your responsibility to come to class prepared for lecture. If you miss a class it is your responsibility to gather class notes from a classmate.

Laptop Policy: I prefer for electronic devices to be used solely for note taking. If I feel you are using your devices for something other than taking notes you will be asked to power the device down.

Phones and other Electronics: Our class is a time for learning and discussion. Cell phones and devices should be turned off during class –unless otherwise specified for an in-class activity. Airplane mode is preferred. Please do not wear headphones turned on or off during

***This is a working document. The syllabus and schedule are subject to change.***

class or exams. Do not engage in any type of social media during class. Do not watch videos on your devices during class.

**Student Behavior:** Behavior which may result in your being asked to leave my class includes, *but is not limited to:* sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

**Open Row Policy:** Please leave a row I designate as "open" empty before class begins. If you arrive late for class, please sit in this row of the classroom so you do not disrupt the class. *Open row to be determined the first week class is in session.*

**Instructions for in-class exams:** Bring a blue or black ink pen. Bluebooks will be distributed in class. Bring as few belongings to class as possible on exam days and arrive early. Baseball caps and other headgear will not be worn during exams. All cell phones and other electronics will be off and stored away from your desk.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. ***Any changes made to the syllabus will be announced in advance.***

## **University Specific Procedures**

### ***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

<http://www.albion.com/netiquette/corerules.html>

### ***TAMUC Attendance***

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

***This is a working document. The syllabus and schedule are subject to change.***

## ***Academic Integrity***

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## ***ADA Statement***

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### ***Nondiscrimination Notice***

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

***This is a working document. The syllabus and schedule are subject to change.***

## ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

***This is a working document. The syllabus and schedule are subject to change.***

Week 2	Jan 23	Course Intro
Week 3	Jan 30	The Role of The Historian
Week 4	Feb 6	The Role of Public History
Week 5	Feb 13	The Role of Public History
Week 6	Feb 20	Collection Management/Historic Preservation
Week 7	Feb 27	Preserving People's Stories/Oral History
Week 8	Mar 6	Writing & Editing Public History
<b>Week 9</b>	<b>Mar 12 – 16</b>	<b>SPRING BREAK</b>
		<b>What is Public History? Paper Due</b>
Week 10	Mar 20	Interpreting and Presenting the Past
Week 11	Mar 27	Public History and the Media/Popular Culture
Week 12	Apr 3	Public History and the Media/Popular Culture
Week 13	Apr 10	Public History in the Digital Age
<b>Week 14</b>	<b>Apr 17</b>	<b>NO CLASS MEETING – project work</b>
		<b>Reaction Paper Due</b>
Week 15	<b>Apr 24</b>	Public Engagement/Public Histories
Week 16	May 1	Course wrap up and discussion
	<b>EXAM WEEK</b>	<b>Final Projects Due May 8</b>

***This is a working document. The syllabus and schedule are subject to change.***

Readings: PHR – *Public History Reader*; PHT – *Public History Textbook*

The Role of The Historian	<i>Historians in Public</i> , Ian Tyrell
The Role of Public History	PHR – Intro & Part 1; PHT – Intro to pp26
The Role of Public History	PHR – Ch 13; Ronald J. Grele, “ <a href="#">Whose Public? Whose History? What Is the Goal of a Public Historian?</a> ” <i>The Public Historian</i> , Vol. 3 No. 1, Winter, 1981; (pp. 40-48) DOI: 10.2307/3377160 “Public history: yours, mine, & ours,” <i>History @ Work</i> , <a href="http://ncph.org/history-at-work/public-history-yours-mine-ours/">http://ncph.org/history-at-work/public-history-yours-mine-ours/</a>
Collection Management/Historic Preservation	PHR – Part 2; PHT – pp27-88
Preserving People’s Stories/Oral History	PHR – pp 147-213 & Ch 17; PHT – pp89-106; Alessandro Portelli, “What Makes Oral History Different?”, in <i>Oral History, Oral Culture, and Italian Americans</i> , 2009. <b>(PDF in eCollege)</b>
Writing & Editing Public History	PHT – pp107-139 Additional Reading TBD
Interpreting and Presenting the Past	PHR – Ch 14; PHT – 140-162; John D. Krugler, “Behind the Public Presentations: Research and Scholarship at Living History Museums of Early America,” <i>The William and Mary Quarterly</i> , Third Series, 48:3 (1991), pp. 347-386. <a href="http://www.jstor.org/stable/2938141">http://www.jstor.org/stable/2938141</a> .
Public History and the Media/Popular Culture	PHR – Ch 15; PHT – pp163-173
Public History and the Media/Popular Culture	Maarten Pereboom, <i>History and Film: Moving Pictures and the Study of the Past</i> ; ISBN-13: 978-0131938465 George F. Custen, <i>Bio/Pics: How Hollywood Constructed Public History</i> , Intro, Ch 1, Ch5 & notes <b>(PDF in eCollege)</b>
Public History in the Digital Age	PHR – pp214-223; PHT – pp174-204; Amanda Seligman, “Urban History Encyclopedias: Public, Digital, Scholarly Projects,” in <i>The Public Historian</i> , May 2013, Vol. 35 No. 2, (pp. 24-35)
Public Engagement/Public Histories	PHR – Chs 18-19; PHT – pp205-272; Denise D. Meringolo, <i>Museums, Monuments, and National Parks: Toward a New Genealogy of Public History</i> .

***This is a working document. The syllabus and schedule are subject to change.***

***This is a working document. The syllabus and schedule are subject to change.***