History 6216: Principles of Public History/MLIS 7998

Summer 2024
Online, Asynchronous
Professor: Dr. Sarah FitzGerald
Email: safitzgerald@valdosta.edu
Office Hours: By appointment, held on MS Teams

Course Description

This course explores the principles of public history and combines theory and practice to introduce students to the leading concepts in the discipline, while providing opportunities for hands-on experience. Students who complete this course will learn about museums studies, object collections management, oral and local history, exhibit design, historical tourism, archival management, and related fields. This course also highlights various graduate school and career paths for students trained in public history.

Required Materials

BLAZEVIEW: We will be using the BlazeView platform for this course. Assigned readings will be posted on the course page. Students are expected to regularly check the course page, as well as their messages within BlazeView for course announcements. I recommend downloading the D2L pulse app to access BlazeView on your phone.

MONOGRAPH To be selected in consultation with professor.

Learning Outcomes

o   After completing this course, students will be able to:
o   Plan and develop a digital exhibit.
o   Understand the role public historians play in shaping public perception of the past.
o   Identify best practices when visiting museums, historical sites, and other public history spaces
o   Gain knowledge of the issues surrounding public history work such as museums, archives, historic site interpretation, oral history, historic preservation, cultural resource management, and multimedia and digital projects.

Grading

Discussion board posts (3) 10%
Reading responses (1-2pp) 15%
Book review (2-3pp) 15%
Exhibit review (2-3pp) 15%
Exhibit progress report 5%
Exhibit project 30%
    -Selection and installation 10%
    -Exhibit matrix 5%
    -Exhibit labels 10%
    -Exhibit summary 5% (1-2pp)
Final response paper 10% (4-5pp)

Assignment Guidelines

•   All assignments should be formatted using Times New Roman font, double-spaced, 1-inch margins, with Chicago style citations.
•   Chicago style citation guide: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
•   All assignments should include a heading on the upper left-hand corner listing your name, the date, the assignment, and the course title. Example:

Sarah FitzGerald

June 29, 2024

Article Review

History 6216

- Late and Missed Assignments

Deadlines are final. Work turned in after a deadline will be subject to a 10% reduction per day late. No work will be accepted one week after the due date. It is your responsibility to have all work in on time. Students may not retake exams. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

- Academic Honesty

Valdosta State University is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct. To uphold the academic integrity of the institution, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness. The [Academic Honesty](#) page contains links and information about VSU's Academic Honesty Policies and Procedures.

The following misconduct shall constitute good cause for disciplinary action.

- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
- Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.

- o Copying from another student or former student or allowing another student to copy from one's work.
- o Allowing another individual to assume one's identity or assuming the identity of another individual.
- o Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.
- o Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
- o Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
- o Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.
- o Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
- o Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.
- o Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
- o Any other action that is not an honest reflection of a student's own academic work.
- o Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording except as permitted by any administrative procedure.

- Classroom Conduct

It is crucial that the classroom be a civil space for free discussion. Demeaning or hateful speech will not be tolerated. If you persist in disruptive or disrespectful behavior, you will be dropped from the course.

- Recording in the Classroom

Lectures given in this course are the property of the professor and may not be recorded in any form without prior permission from the professor and any guest lecturers who may speak to this class. Recordings, class notes, handouts, and online material may not be used for commercial purposes. The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Access Office to the professor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely.

- ADA Statement

Students with disabilities who require support may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or [email: access@valdosta.edu](mailto:access@valdosta.edu).

- Student Resources

Your success and well-being is the number one priority at Valdosta State University. University resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, see the Resources section of our course BlazeView page.

- Title IX Reporting Obligation

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and

activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Interim Title IX Coordinator: Ms. Selenseia Holmes, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7

- VSU Success Portal

This resource is invisible to you, but you need to know about it all the same. Faculty are strongly encouraged to use this portal to report student problems related to attendance and performance. These "alerts" activate support services across campus, who then reach out to you to help you address problems. I will use this portal to alert these support services for students who aren't attending class regularly, aren't submitting work regularly, or who earn less than a C on any exam or assignment.

- Student Opinion of Instruction Survey

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage](#).

Reading Schedule
Schedule is subject to change; students will be notified of changes as soon as possible.

Textbook, articles, websites links, and podcasts all available in BlazeView.

- **Week 1: What is public history?**
  - Review: Course Syllabus and BlazeView Page
  - Read: Chapter 1 in *Public History: A Practical Guide*
  - Listen**:** *Public Historians at Work* "Engaging Social Justice Activism through Public History: Denise Meringolo"
  - Listen: *Museum Archipelago* "Museum Authority in a World of User-Generated Content with Seb Chan"

- **Week 2: Tourism, Commemoration, and Memory**
  - Read: "Public History and Public Memory" *The Public Historian*
  - Read: "Introduction" and "Robert E. Lee" in *Fallen Idols*
  - Read: "Preface" and "Introduction" in *Tales from the Haunted South*
  - Listen: *Museum Archipelago* "Statues and Museums"

- **Week 3: Collections management and museums**
  - Read**:** Chapter 5 in *Museums in Motion: An Introduction to the History and Functions of Museums*
  - Read: "Material Culture: The Object," in *History Beyond the Text: A Student's Guide to Approaching Alternative Sources*
  - Read: "From Ephemeral to Enduring," *The Public Historian*
  - Listen*: Museum Archipelago* "Stephanie Cunningham on the Creation and Growth of Museum Hue

- **Week 4: Oral history and local history**
  - Read: Alessandro Portelli, "What Makes Oral History Different"
  - Read: Carol Kammen, "On Doing Local History: History Organizations as a Third Place"
  - Read: Jon Hunner, "Historic Environment Education: Using Nearby History in Classrooms and Museums"
  - Read: Robbie Davis, "Public History in Small-Town America: Twenty Years of Museum on Main Street"
  - Read: Victor W. Geraci, "Letting Sources Become the Narrative: Using Oral Interviews to Write History"
  - Read: Benjamin Houston, "Not as it is Written: Blending Oral Histories and Historic Photographs in a Civil Rights Exhibition"
- **Week 5 Archives**
  - Read: "Chapter 1: What are Archives" in *Archives: Principles and Practices*;

- Read: Chapter 1 and 12 in *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*.
- Read: Introduction in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion; "Why Archives?" American Archivist*

- **Week 6 Graduate school and profession**
  - Read: "In the Spaciousness of Uncertainty is Room to Act" *The Public Historian*

- **Week 7 Exhibit prep and installation**
  - Listen: *Museum Archipelago* "Labels" and "The Future of Hands-On Museum Exhibits"

Assignment Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 6/10-14		6/11 Couse Intro: read syllabus, browse BlazeView Page, Watch intro video	6/12 Due: Intro discussion post, syllabus quiz		
Week 2 6/17-21	6/17 Reading response				
Week 3 6/24-28				6/27 Reading response	
Week 4 7/1-5	7/1 Exhibit review		7/3 Due: Discussion board post		7/5 Reading response
Week 5 7/8-12				7/11 Reading response	
Week 6 7/15-19	7/15 Book review		7/17 Exhibit progress report		
Week 7 7/22-26			7/24 Due: Discussion board post	7/25 Reading response	
Week 8 7/29-8/2	7/29 Exhibit due	7/30 Final Response Paper			