When you aren’t in class, where do you seek out history? Is it staring up at the ceiling of the old Florida State Capitol? At a rest stop along I-10? At the Smithsonian? At a movie theater? At a family gathering? This course introduces students to the field of public history. We will study how, why, where, and who produces history outside of universities. Central to these inquiries will be investigations into four major themes in the practice of public history: uncovering hidden histories, constructing interpretations, creating a sense of place, and negotiating contested memories. In addition to these discussions, we will examine several different types of public history specialties: oral history, archives management, historic preservation, and museum administration.

Students who take this course will simultaneously participate in the Oral History Tutorial, which is a prerequisite for HIS 5077 Oral History that will be offered in the Spring. Students should register for both courses unless they are receiving a graduate student assistantship, in which case they should only register for Public History Theory and Methods. Please advise Prof. Koslow if you are in this situation.

Additionally, students should be aware that in the Spring of 2009, Tallahassee will play host to the American Society for Environmental History’s annual conference. Hence, our theme for the semester will be Environmental History as Public History. Assignments and readings will reflect this emphasis.

COURSE OBJECTIVES:
At the end of this course
1. The student will be able to identify the different specialties of public history;
2. The student will be able to state the history of the preservation movement in the United States, archives, history museums, oral history, and heritage tourism;
3. The student will be able to identify the major themes and issues that shape the practice of Public History;
4. The student will be able to recount pivotal events in the practice of Public History in the twentieth century America;
5. The student will be able to conduct an oral history;
6. The student will choose to develop their historiographical knowledge in preparation for oral and written comprehensive exams.

GRADUATE READING:
All readings need to be completed by the date listed on the syllabus.
Copies of these books will be on reserve at the library; I highly recommend buying used copies to keep costs down.

- Sanford Levinson, Written in Stone (1998)
- Mike Wallace, Mickey Mouse History and Other Essays on American Memory (1996)
- Dwight Young, Road Trips through History: A Collection of Essays from Preservation Magazine (2003)

- Articles:
  ▪ Article: John N. Neuenschwander, "Oral History and the Law"
  ▪ Robert Brent Toplin, "Cinematic History: Where do We Go From Here?," Public Historian 25 (2003): 79-91
  ▪ Carl Smith, "Can You Do Serious History on the Web?" Perspectives 1998

Recommended:
- Ian Tyrrell, Historians in Public (2005)
CLASS SCHEDULE:
(Aug 28) Week 1:
  Lecture: Introduction: What is Public History?
  8/28 GH: Introduction: Mechanics of this course and What is Oral History?
  Reading: (to be read over the summer before class begins)
    • Yow, chapters 1-2

(Sept 4) Week 2:
  Lecture: Historicizing Historians’ Engagement with the General Public
  GH*: Oral History: Understanding and Knowing the Equipment
  Reading:
    • Yow, Chapters 3-5; Appendix A
    • Rosenzweig, Presence of the Past
  Assignment:
    • Be prepared to do practice interviews at next meeting
    • Blog analysis of readings

*this week only we will find an alternative time to meet since the campus will be closed on Monday

(Sept 11) Week 3:
  Lecture: Placing History in the Environment: Monuments
  9/10 GH: Oral History: Practice interviews; Preparation for an oral history interview: background research, question preparation; releases; Conducting the interview: interview etiquette, questioning techniques, release forms
  Reading:
    • Levinson
    • Davis, Paradise Lost (we will divide up the chapters)
    • Yow, Chapter 6; Appendix F
  Assignment:
    • Prepare a background outline and a list of possible questions for your proposed interview (to be turned in on September 18). We will discuss these in class next week.
    • Blog analysis of readings

(Sept 18) Week 4:
  Lecture: History Museums & U.S. Society
  9/18 GH: Oral History: Legalities, Human Subjects committees, release forms
  Reading:
    • Wallace, Section I
    • Yow, Appendices B, C, D
    • Neuenschwander article
  Assignment:
    • Review FSU Office of Research site: (http://www.research.fsu.edu/humansubjects/)
    • Complete the proper forms for submission to the FSU Human Subjects committee (to be turned in)
    • Blog analysis of readings

You should conduct your interview during the next two weeks; Prof. Sellers will meet with individuals on an appointment basis if you have any concerns about this. During this period you need to read Yow chapters 7-9.

(Sept 25) Week 5:
  Lecture: Curatorial Crises of the late 20th century
  9/25 GH: Discussion
  Reading:
    • Wallace Section IV
    • Post, “A Narrative for Our Time”
    • Launius, “American Memory, Culture Wars . . .”
  Assignment: Blog analysis of readings
(Oct 2) Week 6:
Lecture: Historic Preservation: Beginnings
10/1 GH: Guest Speaker: Cynthia Hollis, Director of Art Exhibits and Programs, The Mary Brogan Museum of Art and Science
Reading: Wallace Section III
Assignment: Blog analysis of readings

(Oct 9) Week 7:
Lecture: Cultural Resources Management Since the 1960s
10/8 GH: Oral History: Transcription techniques; Getting the transcript to the narrator: cover letters, release forms, et cetera.; Dealing with your edited transcript: making requested changes, returning final version to narrator, indexing
Reading:
- Young
- Yow Appendix H, I, J
Assignment:
- Transcribe your interview (you may use equipment in the Reichelt Oral History offices but you must sign up to do so)
- Blog analysis of readings

(Oct 16) Week 8:
Lecture: Midterm
10/13 GH: Landmarks & Legacy Tour (please note that this is a Saturday): A 2 ½- 3 hour bus tour of African American Heritage and History in Leon County directed by the John G. Riley Center of African American History & Culture (this will be in the morning)
Reading: --
Assignment:
- Mail transcription (Prof. Sellers will be glad to review your transcription before you send it if you want her to)
- Blog analysis of Tour

(Oct 23) Week 9:
Lecture: Heritage Tourism
10/22 GH: Behind-the-Scenes tour of Goodwood Museum & Gardens (2-4pm)
Reading:
- Rothman article
- Sellars
Assignment: Blog analysis of readings and experience at Goodwood

(Oct 30) Week 10:
Lecture: Oral History
10/29 GH: Oral History: Oral history on the Internet; interviews and collections online; Internet discussion; Using oral history as a primary or secondary source; availability, interpretation, verifying accuracy of memories, proper citation; oral history resources and organizations (Oral History Association, Oral Listserv (h-oralhist@h-net.msu.edu), et cetera)
Reading:
- Wiese and Ritchie articles
- Wallace 101-114
- Yow, Appendix K
- Carl Smith article
- Essays from Center for History and New Media (http://chnm.gmu.edu/resources/essays/)
Assignment:
- Using the Internet, select a suitable repository for your interview. Be prepared to explain to the class why you think your project fits into that repository, and how you think the repository will benefit from your project being added to that particular collection.
- Do a library search of books that have used oral history and compile a short (7-10 books) topical bibliography of your search (to be turned in)
- Read an oral history from the Columbia University Oral History Collection (Strozier Library – Reference – Z1361.C6 C64 1979). These are all microform, so be prepared to do this in the library.
- Blog analysis of readings

(Nov 6) Week 11:
Lecture: Preserving History: Archives
11/5 GH: Discussion
Reading: Baker
Assignment: Choose an archive to visit (state, Claude Pepper, WWII, Special Collections at Strozier), choose a collection related to environmental history at the archive to look at, look through at least one box of materials. Describe what you notice about the organization of materials and what you found on your blog.

(Nov 13) Week 12:
Lecture: Public History & New Media
11/12 GH: Discussion
Reading: Choose 2-4 websites that cover the same topic of history and compare and contrast their presentation
Assignment: Blog Analysis of Websites

(Nov 20) Week 13:
Thursday, 11/22/2007=Thanksgiving
Lecture: Holidays & History
11/19 GH: Behind-the-Scenes tour of the Museum of Florida History (2-4pm)

(Nov 27) Week 14:
Lecture: History & Hollywood
11/26 GH: Discussion
Reading:
  • Wallace Section II
  • Robert Brent Toplin, “Cinematic History”
  • Natalie Zemon Davis, “Movie or Monograph?”
  • Vivien Ellen Rose, Julie Corley, “A Trademark Approach to the Past”
Assignment: blog analysis of readings

(Dec 4) Week 15:
Lecture: Conclusions
12/3 GH: Final Oral History Project Due

ASSIGNMENTS:
1. Oral History Project
Your grade for this assignment will be based on class participation (25%) and the successful completion of your interview project (75%);

The project consists of
a bibliography of approximately 6 books or articles in preparation for your interview and in making sense of the transcript; a question list; a taped interview of at least 30 minutes duration; a transcription of that interview; a signed release from the narrator; and an abstract of the contents of the interview.

ALL OF THESE COMPONENTS MUST BE TURNED IN TO RECEIVE A PASSING GRADE FOR THIS PROJECT.

As a class we will focus all of our projects around the theme of Florida’s environmental history, in particular the Panhandle. Hence, you will choose to do an oral history related to environmental history. We will discuss this further during the first graduate hour.

2. Analysis Blog
Each student will create their own blog for this course using Blogger.com and use the space to discuss their analysis of the readings and public history experiences throughout the semester. (I will explain the logistics in class. In sum, we will all connect to one class blog.) Every week you will be responsible for reading your colleague’s blogs and commenting on at least two. This assignment will be evaluated for the quality of your analysis (do you move beyond description/summary to analytical engagement with the material?). They will also be evaluated for the clarity of your expression. Just because this is an informal format does not excuse spelling errors and incoherent grammar. These are due no later then 9am Monday morning on the days they are assigned.

3. Environmental History Resources Website
In the Spring of 2009, Tallahassee will host the American Society for Environmental History’s annual conference. We will be creating the content for a resources website that will exist as a companion to the conference program with potential for future expansion. We will be creating descriptions of local sites and organizations important for understanding the region’s environmental history, the issues they’ve raised or engaged, location/hours, information for further reading, etc. We will discuss the details as to how we will accomplish this project and individual assignments and responsibilities in our graduate hour. Please see separate handout for details and assignment due dates.

4. Participation
Attending the lecture and the graduate hour is required. Students are expected to come to the graduate hour having read the assigned material and be prepared to discuss its contents and implications for contributing to our knowledge of Public History. Your participation grade will be based on whether your comments and questions foster discussion. Your participation grade will also be based on whether your questions and comments indicate that you’ve read the material, thought about it, and come to some questions or conclusions.

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral history project</td>
<td>30</td>
</tr>
<tr>
<td>Analysis Blog</td>
<td>30</td>
</tr>
<tr>
<td>Environmental Resource</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:** A=superior; A-=excellent/very good; B+=very good/average; B=average/minimum; B-=below average; C+=serious deficiency

**ACADEMIC HONOR POLICY:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://www.fsu.edu/~dof/honorpolicy.htm](http://www.fsu.edu/~dof/honorpolicy.htm).)

**AMERICANS WITH DISABILITIES ACT:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability/