

**HIS 4930 sec 05: U.S. PUBLIC HISTORY THRU MEDIA**  
**Florida State University, Fall 2006**  
**Wednesday 2:30-5:15 p.m.**  
**Room: Bellamy 048**

**Instructor:** Prof. Jen Koslow  
**Email:** jkoslow@mailers.fsu.edu  
(emails will be answered 9am-5pm Monday - Friday)  
**Class website:** <http://campus.fsu.edu/>

**Office:** Bellamy 453  
**Phone:** 644-4086  
**Office Hours:** Mondays and Wednesdays  
10:00-11:00 and by appointment

**COURSE DESCRIPTION AND OBJECTIVES:**

Have you ever watched the Antique Roadshow? Read a book by Caleb Carr? Listened to a song by Bruce Springsteen? Seen an Oliver Stone movie? How do these artists engage with historical questions? In turn, how do public historians communicate history to a wide audience using mass media? This course considers various mediums of public history. Students will assess the use of film, television, newspapers, magazines, radio, and the web in the construction of history for a general audience. They will also reflect on the relationship between vehicles of mass communication and narratives of history. We will explore these issues by focusing on five case studies throughout the semester: The Civil War and Reconstruction, The Women's Suffrage Movement, City Building in Southern California, The Modern African American Civil Rights Movement, and AIDS.

Upon completion of this course students will have developed:

1. A detailed knowledge of how public historians use mass media
2. An understanding of historians' engagement with audiences outside of universities in the U.S.
3. An understanding of how public historians deal with controversial topics
4. An appreciation for participating in public history projects
5. Essential skills on how to read scholarly articles and primary documents for argument, sources, strengths, weaknesses, and perspectives
6. How to write expository essay on a historical topic

**REQUIRED READINGS:**

- Thomas J. Brown, The Public Art of Civil War Commemoration : A Brief History with Documents. (2004)
- George Lipsitz, Time Passages: Collective Memory and American Popular Culture. (2001)
- Marc Reisner, Cadillac Desert: The American West and Its Disappearing Water. (1993)
- Roy Rosenzweig and David Thelen. The Presence of the Past: Popular Uses of History in American Life (2000)
- Alice Walker, Meridian. (2003)
- Marjorie Spruill Wheeler, One Woman, One Vote: Rediscovering the Woman Suffrage Movement (1995)
- Articles listed on course schedule (available online through course reserve/library)
  - Ira Berlin, "American Slavery in History and Memory and the Search for Social Justice" *The Journal of American History* 2003 90 (4): 1251-1268
  - Karen Sutton, "Confronting Slavery Face-to-face: A twenty-first century interpreter's perspective on eighteenth-century slavery" *Common-Place* 2001 1(4)
  - David Blight, "The Birth of a Genre: Slavery on Film" *Common-Place* 2001 1(4)
  - Allan M. Brandt, "From Analysis to Advocacy," in *Locating Medical History: Their Stories and Their Meanings*, eds. Frank Huisman and John Harley Warner (Johns Hopkins University Press, 2004)
  - "AIDS in Historical Perspective," from Charles E. Rosenberg, *Explaining Epidemics and Other Studies in the History of Medicine* (Cambridge Press, 1992)

- “No One’s Idea of a Tropical Paradise,” from Howard Markel, *Germes Travel* (Pantheon Books, 2004)
- Introduction,” from Paul Farmer, *Infection and Inequalities* (U. of California Press, 1999)
- Primary Source Packet for AIDS: “Rare Cancer Seen in 41 Homosexuals.” *New York Times*, July 3, 1981, p. A20; “Cancer Hits the Gay Community,” *New York Native*, July 13, 1981, p. 8; “Disease of Immune System Becoming a U.S. Epidemic,” *Washington Post*, March 17, 1983, p. A1; “Concern Over AIDS Grows Internationally,” *New York Times*, May 24, 1983, p. C1; “AIDS in Africa: A Pattern of Mystery,” *New York Times*, Nov. 8, 1985, A1; Minutes from Domestic Policy Council, Dec. 19, 1985; “Black People Do Get AIDS,” 1986; “Memorandum for the Domestic Policy Council,” Feb. 11, 1987; “For Immediate Release,” June 8, 1987; Selections from ACT UP/NY Women and AIDS Book Group, *Women, AIDS and Activism* (South End Press, 1990)

**CLASS WEBSITE:**

We will be using blackboard throughout the semester. Here you will be able to find copies of handouts from class and reserve readings will be available through the course library component.

**COURSE SCHEDULE**

Wk/Date	Topic	Readings	Assignments
Wk 1- 8/30	Introduction to the course		
Wk 2-9/6	The Presence of the Past	Rosenzweig, 1-36, 89-114, 147-176, 177-207	
Wk 3-9/13	Is the Medium the Message?	Lipsitz, 3-36, 39-75,99-132, 163-177, 211-231	One-page discussion of perspective paper
Wk 4-9/20	Slavery	Brown 1-56 Berlin, Sutton, Blight articles	Quiz
Wk 5-9/27	The Civil War	Brown 57-108	History Fair draft
Wk 6-10/4	Reconstruction	Brown 109-169	Newspaper draft
Wk 7-10/11	Suffrage	Wheeler 9-20, 37-44, 45-61, 61-80, 99-116	Quiz
Wk 8-10/18	Suffrage	Wheeler 203-220, 221-244,245-262, 263-276, 277-294, 2945-314	Summary of one source
Wk 9-10/25	City Building in Southern California	Reisner 1-14, 52-103	Outline
Wk 10-11/1	City Building in Southern California	Reisner 145-168, 332-378	History Fair Final
Wk 11-11/8	Modern African American Civil Rights Movement	Walker, through chapter Battle Fatigue	Quiz
Wk 12-11/15	Modern African American Civil Rights Movement	Walker, complete	Rough draft
Wk 13-11/22	AIDS	Brandt, Markel, Rosenberg articles	
Wk 14-11/29	AIDS	Primary Source Packet for AIDS	Newspaper final
Wk 15-12/6	Conclusions		Quiz
Wk 16	Paper Due December 13, 2006 by 4pm in Prof. Koslow’s departmental mailbox and the digital mailbox through blackboard		

**COURSE REQUIREMENTS:**

- *Students must complete all requirements to receive a passing grade in this course*
- **Each day an assignment is late it will lose 1/3 of a grade.**
- Readings are to be completed before class.
- Please bring your readings to class.
- In discussion, you should reference specific passages from the readings to indicate that you have thought about the material.
- All papers must be turned in at the beginning of class as well as to turnitin on the blackboard class site. Papers will not be accepted to Prof. Koslow’s email account.

Grade Breakdown	
Requirement	Points toward final grade
4 In-Class Quizzes	Each = 5 Total = 20
Newspaper Paper	
Draft	5
Final	20
History Education Resource	
Draft	1
Final	10
Perspective Paper	
One-Page Discussion + List of Sources	1
Summary Analysis	1
Outline	1
Rough Draft	1
Final Paper	30
Participation	10

**Grading Scale:** A+ (100); A (99-94); A- (93-90); B+ (89-87); B (86-84); B- (83-80); C+ (79-77); C (76-74); C- (73-70); D+ (69-67); D (66-64); D- (63-60); F (59 and below)

**1. Class Participation & Attendance**

Missing class, showing up late, or leaving early will hurt your class participation grade because if you are not in class, you cannot participate. Because this class meets only once per week, if a student misses more than 3 classes for any reason their final grade will be reduced by 1/3 of a grade. If you miss class there is no “make-up.”

As a class, this should be a place where we can share ideas without fear of having our points summarily dismissed. Disagreement is different than personal attacks. In order to achieve this atmosphere, I expect everyone to treat each other with respect.

We will regularly use part of our 3 hour -sessions for class discussion.

**2. In-Class Quizzes**

There will be 4 in-class quizzes given throughout the semester. They will be based on the readings and class materials. They will be multiple-choice and short answer. Unless a crisis circumstance occurs that prevents you from attending class, there are no make-ups. If a crisis occurs you will need to contact me *within 24 hours of class* detailing the reason why you could not attend, then it will be determined if a make-up is justified.

- **Dates:** 9/20; 10/11; 11/8; 12/6

### 3. Newspaper Source Analysis (750-1250 words)

Each student will take one topic from this course and research two different newspapers to find how they cover the same event, subject, or person (approximately 2-4 articles from each). For example you might choose to compare obituaries, a holiday celebration, the dedication of a monument, the outcome of a battle, etc. The student will then write a 750-1250 word essay comparing and contrasting how the newspapers' coverage differs. One newspaper must be Floridian. The second should be national or international. In what ways is the news coverage similar? Different? What accounts for the similarities and differences?

- Draft 10/4
- Final 11/29

#### Useful Tip: Ask Yourself the Following Questions When Analyzing a Primary Source:

- What is the nature of the source (diary, photo, etc.)? Who created it? When and where was the source created? Why was it created?
- What is the subject matter of the source? What are the keywords, focal points, or key phrases of the source?
- How does the source address your thesis? How do you assess the significance of the source?
- What other sources (primary and secondary) can you use to evaluate this source? How does the source compare or contrast with other sources?

### 4. Public History Project: Florida Primary Source Resources

Part of being a public historian is engaging in projects that take historians outside of the university. In keeping with this tradition, each student in this course will participate in a class public history project. **This year's project is to help develop educational resources for Florida history fair.** Specifically, we will develop a resource guide by county for participants in history fair.

Sponsored by the Museum of Florida History, the Florida History Fair (FHF) is an annual, statewide activity that enhances the teaching and learning of history at elementary and secondary levels. Based on a theme selected annually by National History Day, students in grades 6 to 12 use primary and secondary sources to research a topic relating to local, national, or world history. After analyzing and interpreting the information they have gathered, students express their findings in a paper, exhibit, performance, or documentary. They come from all over Florida and a few are chosen to go on from this event to represent the state in Washington, D.C. at the National History Day competition. The 2006-07 theme is "Triumph and Tragedy in History." For more information, please see <http://www.flheritage.com/museum/programs/historyfair/>

After selecting a county in class, you will develop a resource page that will provide the following information:

Name of institution

Location and hours

Types of resources available

Contact information if available (person, phone, website, etc.)

We will discuss the format in greater detail in-class. Upon completion these materials will be made available to history fair participants through the Museum of Florida History. Students will receive credit for authorship.

Draft – 9/27

Final – 11/1

### 5. Perspective Paper (1500-2000 words)

Each student will write a paper taking a historical topic (an event or person) and analyze its interpretation for a mass audience from three different perspectives. **At least one perspective must be a book written by a historian** (not one of the books assigned for class). The other two are your choice (documentary, fictional film, autobiography, web site, radio program, television program, song lyrics, comic book, novel, artwork and monuments, plays, etc.)

Questions to think about: What does each author argue is most significant about the historical event or figure? How did they reach their conclusion? How does the medium impact their message? What history do you learn from the various expressions? How do the various interpretations compare and contrast?

As part of this assignment students are required to turn in:

- A one-page discussion of topic including a list of at least three sources that will be used (due 9/13)
- Summary analysis of one source (at least 250 words) (due 10/18)
- Outline (due 10/25)
- A rough draft (due 11/15)
- final paper (due December 12/13 by 4pm in Prof. Koslow's departmental mailbox and digital mailbox through blackboard)

#### Paper Mechanics

1. Use the *Chicago Manual of Style* as your guide for footnotes or endnotes. (You can choose which format you like but you must choose one or the other.)
2. Papers need to be typed in 12pt font, preferably Times New Roman
3. Papers need to have 1 inch margins all around
4. Papers need to be paginated.

**FAILURE TO FOLLOW THESE GUIDELINES WILL RESULT IN A LOSS OF 1/3 OF A GRADE ON YOUR FINAL PAPER.**

**Grading Criteria:** Assignments will be assessed using the following scale and criteria:

**Scale:** Superior, Excellent, Good, and Fair

**Criteria:**

- **Historical Knowledge:** Factual accuracy; Thorough, relevant knowledge
- **Quality of Sources:** Depth and range of primary sources; Depth and range of secondary sources; Effective use of sources
- **Quality of Analysis:** Offers an interpretation or argument; Demonstrates historical significance and impact; Uses evidence to draw a conclusion; Shows change over time; Places in historical context
- **Quality of Presentation:** Tells a coherent story; Shows attention to detail

#### A Word on Drafts:

Comments on drafts provide authors with possible directions and suggestions for improving the clarity of their work. They are not intended to be a comprehensive copy-edit of an author's work. That task falls to each author. **The expectation is that each author will revise her draft, improving its clarity with the time available for revision.**

#### Useful Tip: Ask Yourself the Following Questions When Analyzing a Secondary Source:

- Who created it (a historian, a journalist, a sociologist, a political scientist, etc.)? When and where was the source created?
- What is the author's argument? (Think about focal points and key phrases)
- What kinds of primary sources did the author use? How do you think the sources impact the argument?
- How does the source address your thesis? How does the source compare or contrast with other secondary sources?

**Tips for Expository Writing: All papers should have:**

- An introduction and conclusion
- a thesis statement (this statement indicates what your paper is going to argue, it should appear in your introduction and typically it is the last sentence of the introduction)
- the body should be composed of separate paragraphs
- each paragraph should convey one idea
- if a paragraph is the same size as your page, go back! You probably have more than one idea in your paragraph
- use transition sentences at the end/beginning of paragraphs
- its=possessive; it's=it is
- avoid passive: the man shot the gun [active] vs. the gun was shot by the man [passive]

**MISCELLANEOUS:***Students with Disabilities:*

Students with disabilities covered by the Americans with Disabilities Act should follow these steps:

- Provide documentation of your disability to the Student Disability Resource Center 108 Student Services Building, Telephone: 644-9566.
- Bring a statement from the Student Disability Resource Center to your instructor the first week of class, indicating that you have registered with them. The statement should indicate the special accommodations you require.

*Academic Honesty and Statement on Plagiarism:*

Students are expected to uphold the Academic Honor Code published in *The Florida State University Bulletin* and the *Student Handbook* wherein it states that “The academic honor system of the Florida Sate University is based on the premise that each student has the responsibility: 1. to uphold the highest standards of academic integrity in the student’s own work; 2. To refuse to tolerate violations of academic integrity in the University community; and 3. To foster a high sense of integrity and social responsibility on the part of the University community.” Failure to uphold this code can result in an “F” for this course.

*Religious Holidays:*

Each student shall, upon notifying his/her instructor, be excused from class to observe a religious holy day of his/her faith. The student will be held responsible for the material covered in his or her absence, and will be permitted a reasonable amount of time to make up the work missed.