

**HIS 5935 sec 05: INTRODUCTION TO PUBLIC HISTORY**  
**Florida State University, Fall 2006**  
**Monday 2:30-5:15 p.m.**  
**Room: Bellamy 0007**

**Instructor:** Prof. Jen Koslow  
**Email:** jkoslow@mailier.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:**

When you leave the university where will you seek out history? Will it be at a rest stop along US 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. Throughout the semester we will travel to various locales to meet with public history professionals to gain insight into these various vocations.

Upon completion of this graduate seminar students will have developed:

1. A detailed knowledge of the methods and theories related to public history
2. An understanding of the history of historians' engagement with audiences outside of universities in the U.S.
3. A comparative understanding of the different types of career opportunities in the field of public history
4. An understanding of how to use technology in the presentation of history for a general audience
5. Historiographical knowledge for graduate students in preparation for professional papers and thesis work.

**CLASS PROJECT:**

Public historians work as individuals and as members of an institution. Teamwork is essential for the success of many public history projects. Hence, as an introduction into the profession of public history all students will participate in producing a class project. This project has been selected by the professor and will serve as a focal point for the semester's discussions and individual assignments. This year's project is to develop a website of FSU's social history. We will see how the FSU campus has been a site of hidden histories and contested memories. We will construct interpretations and create a sense of historical place for visitors to the campus as well as for our fellow students, faculty, and staff.

**REQUIRED READINGS:**

- James B. Gardner Public History (2004) (PH)
- Polly W. Kaufman, Her Past Around Us (2003) (HPA)
- Sanford Levinson Written in Stone (1998)
- Paul A. Shackel Myth, Memory, and the Making of the American Landscape (2001) (MM)
- Ian Tyrrell Historians in Public (2005)
- Daniel J. Cohen and Roy Rosenberg, Digital History (2006)

**CLASS WEBSITE:**

We will be using various internet tools throughout the semester to facilitate communication and to work on our class project. These tools can be accessed through the class blackboard site, which can be found at <http://campus.fsu.edu>. In particular, I would like to draw your attention to our class **blog** and our **Flickr** group. Links to both can be found in the **Course Library** section of our blackboard site. Participation in using the class website is mandatory. Further instructions will be provided in class.

## COURSE SCHEDULE

Wk/Date	Topic	Readings	Assignments	Class Activities
Wk 1- 8/28	What is Public History?			Campus Tour
Wk 2-9/4	Labor Day – No Class			
Wk 3-9/11	History of a Profession and Its Places of Practice	Mooney-Melvin, PH (5-21) Schulz, PH (23-40) Noble, PH (279-294) Bryan, PH (325-344) Sparrow, PH (397-415) Cohen, 1-18	Web evaluation	
Wk 4-9/18	History of a Profession and Its Places of Practice	Tyrrell, 11-40; 153-255	Bibliography	<i>Robert Ryals</i> , Director of Library and Museum Operations, Claude Pepper Center
Wk 5-9/25	Presence of the Past	Levinson (entire)	Monument draft	
Wk 6-10/2 (Yom Kippur)	Creating a Sense of Place	Lee, PH (129-139) McDaniel, PH (233-255) Donovan, MM (221-239) Brown, MM (103-118) Cohen, 18-79		<i>Barbara Mattick</i> , Bureau Chief, National Register, National Historic Landmarks, Florida Bureau of Historic Preservation
Wk 7-10/9	Preserving and Providing Access	Tryon, PH (57-73) Falk, PH (87-101) Woodhouse, PH (187-201) Franco, PH (307-324) Cohen, 80-140	- Walking tour list - Timeline draft	<i>Gerard Clark</i> , Sr. Management Analyst Supervisor, Florida State Archives [meet in lobby of R.A. Gray Building]
Wk 8-10/16	The Art of Administration	Devine, PH (45-56) Warren-Findley, PH (75-86) Patterson, PH (295-306) Adkins, PH (371-383) Cantelon, PH (385-396) Cohen, 141-188		<i>Jeana Brunson</i> , Director, Museum of Florida History [meet in lobby of R.A. Gray Building]
Wk 9-10/23	Contested Memory	Workman, MM (47-66) Bunch, PH (345-56) Shackel, MM (141-158) Cohen, 189-248	Monument final	<i>Joan Denman</i> , Senior Archivist & Historian, The Institute on World War II and the Human Experience
Wk 10-10/30	Hidden Histories & Spoken Stories	Diaz & Russell, PH (203-216) Kaufman, HPA (11-30) Brown/Valk, HPA (207-234) Sanfilippo, HPA (103-120) Lynch-Brennan, HPA (121-143)	Historiography draft	<i>Robin Sellers</i> , Director of FSU Wallace Reichelt Oral History Program
Wk 11-11/6	Constructing Interpretations	Howell, PH (141-155) Pretzer, PH (257-277) Temkin, MM (123-140) Beasley, MM (197-220) Pitcaithley, MM (240-254) Eagan, HPA (31-68)	Walking tour draft	<i>Althemese Barnes</i> , The John G. Riley Center/Museum of African American History and Culture [meet at museum]
Wk 12-11/13	History Education	Tyrrell, 111-149		<i>KC Smith</i> , Museum Education Program Representative, Museum of Florida History
Wk 13-11/20	History and Mass Media	Tyrrell, 75-107 Seavey, PH (117-127)		
Wk 14-11/27	Exhibiting History		Timeline final	Student presentations
Wk 15-12/4	Exhibiting History & Conclusions		Walking tour final	Student presentations
Wk 16	Final Historiography Paper Due December 11, 2006 by 4pm in Prof. Koslow's departmental mailbox			

**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.**
- This course is a seminar, i.e. discussion-based sessions. Hence, each session’s success or failure depends upon how prepared you are for class.
- Readings are to be completed ahead of time.
- Please bring your books to class.
- In discussion, you should reference specific passages from the readings to indicate that you have thought about the material.

Grade Breakdown	
Requirement	Points toward final grade
Website evaluation paper	5
Monument Assignment	
Draft	1
Final	20
Timeline Assignment	
Draft	5
Final	5
Walking Tour Assignment	
List	1
Draft	1
Final	30
Historiography Paper	
Bibliography	1
Draft	1
Final	20
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**

Missing class and showing up late will hurt your class participation grade because if you are not in class, you cannot participate. **Attendance is mandatory** because this class meets only once per week. If there is a crisis circumstance that prevents you from attending class you will need to contact me *within 24 hours of class* detailing the reason why you could not attend. As this class is a seminar, unless you are missing class for a religious reason there is no “make-up” for missed sessions.

Please be mindful of classroom dynamics. If you are a courageous soul who is never afraid to speak, remember not to dominate discussion and to give your fellow students the opportunity to express their opinion. If you are a shy soul who is tentative about sharing your opinion, now is the time to summon your courage. I expect everyone to be alert, to ask questions, and to share their thoughts about the material with the class.

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.

**2. Website Evaluation Paper (250-500 words) due 9/11**

Taking three different websites that examine “9/11,” please write a 250-500 word-essay evaluating the history that is presented on these various sites. How do sites produced by non-profit organizations differ from profit? How do sites produced by educators or academics differ from popular history makers? How do you evaluate the reasonableness,

accuracy, and reliability of the information provided? Please see website reviews in the *Journal of American History* examples for a model.

### 3. Monument Web Page (500-750 words)

Taking one monument on campus, research its history and interpret its significance in creating a sense of historical space on campus. Develop a web page for a public audience that reflects your research. The finished web page should include images and text. We will discuss the format in class. These will be incorporated into our class project.

- Draft due 9/25
- Final web page due 10/23

### 4. Annotated Timeline

Each student will research a decade in FSU's history and create an annotated timeline, the sum of which will be placed on our class project website. For the draft, students will identify as many events related to politics, economics, social, and cultural events that they can. For the final, students will choose in consultation with their colleagues 3-5 events from the decade to write an annotation of between 50-100 words for each entry.

- Draft due 10/9
- Final due 11/27

### 4. Walking Tour of FSU (minimum 1250 words)

Each student will produce a walking tour of the campus that creates a historical sense of space and provides an historical interpretation for the visitor. You can choose to focus on a particular history, for instance: women's history; sports; leisure; educational opportunities; African American history; immigration; labor history, politics, cultural history, "firsts," or architecture. Or, you might want to take visitors on a walk through time that incorporates a variety of historical topics. The choice is up to you. The finished products will be incorporated into our class project.

#### Mandatory Components:

- Each tour needs an introduction that presents an historical argument.
- Each tour needs to contain a bibliography for further reading
- All students will use Adobe InDesign to develop their tour; this program is available on the history lab computers in the history folder along with related programs such as Illustrator, Photoshop, and ImageReady.
- List of stops on walking tour due October 9
- Draft due November 6
- Final due December 4

### 5. Historiography Paper (1250-1750 words)

How have scholars written about a particular topic related to public history over time? What do they see as being most significant for understanding the history of a particular issue/event/topic? What sources do scholars use to form their argument? How do scholars build upon each other's work over time? Are scholars in agreement or disagreement? Choose a topic of interest to you. Possible Suggestions: History of Archives, History of Museums, Cultural Resource Management/Historic Preservation, History of Commemoration, An Architectural Movement, History Education, the Role of the Public Intellectual, Exhibits, Tourism, etc.

**\*remember, you are not writing a research paper detailing how museums have changed over time. Instead, you are writing a paper about how scholars discuss why museums have changed over time.**

- Bibliography due September 18
- Draft due October 30
- Final paper due December 11 by 4pm in Prof. Koslow's departmental mailbox

#### 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?

**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.**

**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.

**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 will 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.

Off-Site Locations

<p><b>Museum of Florida History</b>  <b>State Archives</b>  <b>Bureau of Historic Preservation</b>                  R.A. Gray Building                  500 South Bronough Street                  Parking:  <b>Lot E:</b> Parking garage adjacent to the Museum. <b>Metered Spaces:</b>                  Martin Luther King Blvd. <b>Additional Parking:</b> Kleman Plaza                  (Bronough / Duval St.) and the Civic Center (Pensacola St.)</p>	<p><b>The John G. Riley Center/Museum of African American History and Culture</b>                  419 East Jefferson Street                  Tallahassee, Florida 32301</p>
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