**This syllabus is subject to change before or during the semester**

HIST 4390.001: Introduction to Public History  
Texas A&M University-Corpus Christi  
Fall 2016  
Mondays and Wednesdays/3:30 p.m.–4:45 p.m.  
IH 267

Professor: Dr. Jen Corrinne Brown  
E-mail: Jennifer.Brown@tamucc.edu  
Office: FC 253C  
Office Phone: (361) 825-2641

Office Hours: Mon./1p–3p  
Wed./1p–3p  
Or by appointment

COURSE DESCRIPTION
This hands-on course explores the varieties of history practiced in public, aimed at public audiences, or applied to real-world issues. It is a project-centered class that offers training and career development for History majors and other interested students. The class will cover both methods and content in American history. Throughout the semester, we will examine such topics as the relationship between history and memory; the interpretive nature of historical sites and exhibits and how those differing interpretations can provoke controversy; the methods and practices of museums, archives, and oral history interviews; and more. To do so, we will be working in the community and visiting local historical sites and museums. In class, there will be lectures, discussions, and other activities that will require your participation. Out of class, there will be reading, writing, and research.

LEARNING OUTCOMES
Upon successful completion of HIST 4390: Introduction to Public History, students will:
- gain a better understanding of the nature of historical scholarship on a public level and practice skills needed for creating that scholarship.
- learn more about the varieties of issues faced by historians working in the public sector.
- demonstrate information retrieval skills required for historical research.
- improve written and oral communication skills aimed at public audiences.
- become familiar with the Chicago Manual of Style.
- acquire a better grounding in US history and sharpen the ability to critically analyze a range of historical interpretations and arguments.

REQUIRED TEXTS

GRADING SCALE  
A=1,000–895 points  
B=894–795 points
COURSE REQUIREMENTS/GRADING (1,000 total points possible)
Note: more detailed assignment directions and grading rubrics will be posted on Blackboard.

Participation (2 halves@100 points each=200 points): Participation, class attendance, contributions to discussion, preparedness, and classroom citizenship are key requirements which will be rewarded. Your participation for each half of class will be graded separately. You will lose 15 points for each class day missed.

Digital History Oral Presentation (100 points): After learning some of the how-to of the digital world, you will review and present on a website or digital exhibit. The presentation will be in a six-shooter format; you will be allowed six minutes and six slides to present your review. The purpose is to better understand the opportunities of public history in the digital world as well as practice your communication skills.

Research Essay (200 points): In order to create strong, historically-sound digital walking tours and practice the skills needed to be a public historian, you will be writing individual research essays. To help guide you through the research and writing process and to improve the final product, you will be turning in components of the research essay throughout the semester.

Digital Walking Tour (200 points): In this innovative project, you will apply your historical research to create a digital walking tour on the website and mobile application Geotourist.

Oral History Project (200 points): Following established practices learned in class, you will conduct and transcribe an oral history interview.

Final Portfolio (100 points): The final portfolio consists of all your graded work as well as a short reflective essay on your learning over the course of the semester.

LATE POLICY
If you have a serious, documentable excuse, please contact the instructor about making up any missed in-class work or participation points. You may also turn in any assignments late, but unless you have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time (even one minute late) and 10% for each day late.

ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. As a student, you are responsible for knowing how to avoid plagiarism. For more information, please see definitions of academic misconduct on the College of Liberal Arts’ website, available at http://cla.tamucc.edu/about/documents/academicmisconductprocedures1.pdf. Any student
guilty of academic misconduct may receive a failing grade for the course and will be reported to the university’s Judicial Affairs Officer.

HOW TO SUCCEED IN UPPER-DIVISION HISTORY CLASSES

- Learning history will provide you with information and context to understand the world and the nation. It will help you improve your intellectual and civic skills, building you a foundation for future studies and life outside of college.
- You should know that learning is a struggle, you will make mistakes, and no one is naturally good at history. It takes work, especially in upper-division courses that are reading and writing intensive.
- I want everyone to succeed and do their best in this class, but that means you have to put in the work. Successful students work hard and try to improve throughout the semester.
- Carefully review the syllabus and make note of important dates, including exam days and due dates for readings and assignments. Familiarize yourself with the course Blackboard site and the resources available to you.
- Manage your time wisely. Set a reading and studying schedule. And stick to it. Start early and work ahead on assignments.
- Take reading notes and be sure to write down page numbers for citations.
- Show up to class on time and prepared to take notes, to discuss readings, and to ask questions.
- Take good notes during both lecture and discussion. You can use these in your take-home exams.
- Attend class regularly, contribute to discussion, and be a model classroom citizen.
- View writing as a process in which you will only get better if you make the conscious attempt to improve. You should start assignments early, read the directions carefully, develop an outline first, and then write.
- Revise, revise, revise. Ask peers, the Writing Center, or the instructor for feedback prior to turning in assignments.
- Remember, you are a historian in practice; stop worrying and learn to love the Chicago Manual of Style.

TENTATIVE COURSE SCHEDULE
The instructor reserves the right to modify the syllabus as needed prior to or during the course. Any changes will be announced in class.

**Wednesday, 8/24: Course Introduction; What is Public History?**
*Nearby History*, pp. 1–43

**Monday, 8/29: Circus and Peanuts? P. T. Barnum, Museums, and Jacksonian Democracy**
Reading Due: *Mickey Mouse History*, pp. 4–32

**Wednesday, 8/31: Research Methods; Chicago Manual of Style**
Reading Due: *Nearby History*, pp. 45–89
Monday, 9/5: Labor Day, NO CLASS

Wednesday, 9/7: Creating Mythical Pasts: The Gilded Age’s Obsession with Columbus
Reading Due: *Mickey Mouse History*, pp. 34–73

**Monday, 9/12: Research Methods, Part 2**
Reading Due: *Nearby History*, pp. 91–111; 133–157, 177–192

Wednesday, 9/14: Reconstructing the (White) Past: Civil War Monuments in Fin de Siècle America
**Assignment Due: Tentative Bibliography for Research Essay**

**Monday, 9/19: Field Trip**
We will meet downtown at La Retama Park at 3:45 p.m.

**Wednesday, 9/21: Oral History Basics**
Reading Due: *Doing Oral History*, pp. 1–34; 273–279

**Monday, 9/26: Oral History: Equipment Training and Practice Interviews**
Reading Due: *Doing Oral History*, pp. 45–102

**Wednesday, 9/28: Oral History Interview Preparation**
Reading Due: *Nearby History*, pp. 113–132

**Monday, 10/3: Conducting Oral Histories, NO CLASS (Dr. Brown at a conference)**

**Wednesday, 10/5: Transcribing Oral Histories, NO CLASS (Dr. Brown at a conference)**

**Monday, 10/10: Fordism and the Corporate Past**
Reading Due: *Mickey Mouse History*, pp. 76–85
**Assignments Due: Annotated Bibliography for Research Essay**
**Oral History Project**

**Wednesday, 10/12: Mickey Mouse History: Disneyland and American Consensus**
Reading Due: *Mickey Mouse History*, pp. 134–174

**Monday, 10/17: Museums and Archives Practices**
**Assignment Due: Thesis and Outline for Research Essay**

**Wednesday, 10/19: TBD**

**Monday, 10/24: Field Trip, Location TBA**

**Wednesday, 10/26: Historic Preservation**
Reading Due: *Mickey Mouse History*, pp. 178–246
Nearby History, pp. 193–210

**Assignment Due: Rough Draft for Research Essay**

Monday, 10/31: Historic Preservation (con’t)

Wednesday, 11/2: New Social History and Its Publics
Reading Due: Mickey Mouse History, pp. 88–100
   Nearby History, pp. 227–256

Monday, 11/7: History in the Digital World
**Assignment Due: Final Research Essay**

Wednesday, 11/9: Digital History Oral Presentations

Monday, 11/14: Digital History Oral Presentations

Wednesday, 11/16: Geotourist and Preparing Your Historical Walking Tour

Monday, 11/21: Blackboard Assignment, NO CLASS

Wednesday, 11/23: Thanksgiving Break, NO CLASS

Reading Due: Mickey Mouse History, pp. 116–129; 270–318

Wednesday, 11/30: Finding Historic Photographs

Monday, 12/5: Peer Review of Walking Tours (Last Day of Class)

Wednesday, 12/7: Reading Day, NO CLASS

Wednesday, 12/14 from 1:45 p.m. to 4:15 p.m.: Class Potluck
**Assignments Due: Digital Walking Tour**
   Final Portfolio

CLASSROOM ETIQUETTE AND COURSE POLICIES
Class attendance, participation, and etiquette are key expectations. In order to facilitate your learning and not distract others, please keep in mind the following guidelines:

- All students should help foster a respectful atmosphere that considers and includes different viewpoints and beliefs.
- You are expected to attend every class, arriving prepared and in a timely fashion. All important announcements will be at the start of class.
- Please turn off all cell phones and electronic devices during class time.
- Due to recent studies about poor note-taking skills and lower testing averages with computer use, you may NOT use computers during class.
• In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any exams before you leave. Failure to do will result in a zero.
• Please include your course and section number in all email correspondence and on all assignments (i.e.: HIST 4390).
• Be sure to keep all class materials and returned assignments. Your grades will be posted on Blackboard and you should periodically check them to verify accuracy.
• In the event of a hurricane, we will follow the published policies of TAMU-CC.

FROM THE CASA WRITING CENTER:
“The CASA Writing Center is located in room 112 of the Glasscock Student Success Center (GSSC), also known as CASA. We provide free help for TAMUCC students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. We offer both face-to-face and online appointments for undergraduate and graduate students. The CASA Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. We encourage students to make a 30-minute appointment, but we do take walk-in appointments if a Writing Consultant is available. Visit http://casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment with us.”

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466 or log onto http://www.tamucc.edu/~aac.

DISABILITY SERVICES
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS
Students who feel they have not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade
appeal, please visit the College of Liberal Arts website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

STARFISH
Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: early alerts regarding course effort and/or progress (missing a quiz or exam, poor attendance, a poor exam grade)
* Kudos: commendation for course effort and progress
* Referrals: recommended utilization of campus services: SI sessions, the Writing Center, and others

Acting on these messages in a timely manner is vital to your success as a student at TAMU-CC. The purpose of Starfish is to help instructors communicate information with their students and connect students with campus resources available to them. For Starfish assistance, please call (361) 825-3653 or email Starfish@tamucc.edu