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, workshops, 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
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.

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

Research Essay (200 points): In order to create 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 process and improve the final product, the project will be broken down into the following components: Tentative Bibliography (20 points), Annotated Bibliography (20 points), Thesis and Outline (20 points), Rough Draft (40 points), Final Research Essay (100 points).

Digital Walking Tour (100 points): In this innovative project, you will apply your historical research to create a digital walking tour on the website and mobile application Geotourist.

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-pack 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.

Final Portfolio (200 points): The final portfolio consists of all your graded work, lecture notes, reading notes, field trip reflections, and other class materials as well as a short reflective essay on your learning over the course of the semester.

GRADING SCALE

A=1,000–895 points
B=894–795 points
C=794–695 points
D=694–595 points
F=594 points and below

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.
- 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.

Course Introduction; What is Public History?

Charles Willson Peale, P. T. Barnum, and the Roots of American Museums

Research Methods; Chicago Manual of Style
Creating Mythical Pasts: The Gilded Age’s Obsession with Columbus
**Assignment Due: Tentative Bibliography for Research Essay**

Research Methods, Part 2

Reconstructing the (White) Past: Civil War Monuments in Fin de Siècle America

Field Trip to Downtown Historic Sites

Oral History: Best Practices and Interview Preparation

Oral History: Equipment Training and Practice Interviews

Transcribing and Preserving Oral Histories

Conducting Oral Histories

Transcribing Oral Histories

Oral History Reflections

Fordism and the Corporate Past

Mickey Mouse History: Disneyland and American Consensus

Museums and Archives Practices: Field Trip to the Corpus Christi Museum of Science and Industry

Historic Preservation

New Social History and Its Publics

Field Trip to Old Bayview Cemetery

History in the Digital World

Digital History Presentations

Digital History Presentations

The Culture Wars, the Enola Gay, and Public Discourse on History

Final Course Business (Last Day of Class)

Class Potluck
**Assignment Due: 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 and uphold university codes of conduct.
- You are expected to attend every class, arriving prepared and in a timely fashion. Important announcements will be at the start of class.
- Please turn off all cell phones and electronic devices during class time.
- Due to numerous 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 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.

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has 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. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

DISABILITIES ACCOMMODATIONS
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 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.

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.

DROPPING A CLASS
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6, 2018 is the last day to drop a class with an automatic grade of “W” this term.