

HISTORY 5345
COURSE SYLLABUS
Introduction to Public History
A Seminar
Fall 2015

Instructor: Dr. W. M. Dulaney, Department of History, Room 202 University Hall, 272-2861, Office Hours: 1:00 p.m. – 3:00 p.m., M – F and 4:00 - 6:00 p.m., Wednesdays; or by appointment. Email: Dulaney@uta.edu.
Meeting Date and Place: Wednesdays, 7:00-9:50 p.m., Room 07 University Hall.

Course Texts:

Gardner and Lapaglia, editors, *Public History: Essays from the Field*.

Kean and Martin, editors, *The Public History Reader*.

Horton and Horton, *Slavery and Public History: The Tough Stuff of American Memory*.

Loewen, *Lies Across America: What Our Historic Sites Get Wrong*.

Course Description: This is a graduate level seminar that will provide students an overview of the field of public history focusing on public historians, their work, their relationship to academic historians, their accomplishments, and the ethical principles under which they operate. This course surveys the development of the field of public history and introduces students to the broad range of activities that comprise the field. Special attention is given to history, philosophy, and purposes of historical agencies, archives and museums, as well as the involvement of historians in local, state, and federal government. In addition, the course will explore the professional responsibilities of public historians in dealing with employment issues, the public, grantsmanship, fundraising, and the management of public history organizations.

Learning Outcomes: The goal of this course is to introduce students to the field of public history. The specific learning outcomes of this course include:

- a. Students will develop a broad understanding of the field of public history.
- b. Students will learn the various aspects, facets and subfields of public history.
- c. Students will learn how public history shapes contemporary discourse about all areas of history.
- d. Students will learn about public history organizations and their missions.

Course Assignments: Each student will read all of the assigned course books and come to class prepared to discuss the reading assignments. Each student will write a 3-5-page, response paper on each of the four books assigned for the course and a course paper on a historical archive, museum, agency or institution in the Dallas-Fort Worth metroplex. The course paper will be due on **December 16**.

Course Format and Methods of Instruction: The instructor will primarily use the lecture-discussion format for the course. Most classes will consist of discussions of reading assignments and topics related to various aspects of public history. This course is designed to maximize student interaction and discussion. Each student will also write a major course paper of ten to fifteen pages and discuss and present it in class.

Student Responsibilities: Class attendance is mandatory and students should not miss more than one class during the semester because each three-hour session is equal to three classes. Students who accumulate more than two absences will have their grades lowered one letter grade for each absence. Students are responsible for completing reading assignments for each class. Daily preparation is essential for this class; the instructor will assume that all students have completed reading assignments for class discussions. Students must also submit their course papers on the dates that they are due.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Grading: Class participation is important. Thus, class participation will make up 10% of the course grade. The response papers will make up 60% of the course grade (15% each), and the final 30% will consist of the completion of the course paper and its successful presentation in class.

Academic Integrity There is *no tolerance* for *plagiarism* in this course! Please note the University's definition of **plagiarism**: *the unacknowledged incorporation of the work of another in work that is offered for credit*. This includes copying work from books, journal, newspaper or magazine articles, internet websites, as well as the work of other students. Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

ADA Statement: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information

related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell to the right after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Introduction to Public History **Seminar Course Schedule**

September 2 – Course Introduction. What is Public History? Lecture and PowerPoint presentation: A Journey Through Public History: The Pleasures and Pitfalls of A Career in Public History.

September 9 – Discussion of Gardner and LaPaglia, *Public History: Essays from the Field*, Parts I and II.

September 16 – Discussion of Gardner and LaPaglia, Part III.

September 23 – No class. **First Response Paper Due** on Blackboard (Gardner and LaPaglia)

September 30 – Discussion of Kean and Martin, *The Public History Reader*, Parts I and II.

October 7 – Discussion of Kean and Martin, Part III.

October 14 - Discussion of Loewen, pp. 1-252. **Second Response Paper Due.** (Kean and Martin)
– *Inform the instructor about the public history organization that you have chosen for your report.*

October 21 – Topics in Public History: Managing A Collection.
Archival Management workshop, UTA Special Collections.

October 28 – Discussion of Loewen, 252-436.
Topics in Public History: Creating and Managing Public History Sites.

November 4 - Discussion of Horton and Horton. **Third Response Paper Due.** (Loewen)
Topics in Public History: Creating and Managing Public History Projects.

November 11 – Topics in Public History: Creating An Exhibit.

November 18 – Topics in Public History: Museum Methods and Management.
Fourth Response Paper Due. (Horton & Horton)

November 25 – Topics in Public History: Fundraising and grantwriting.
Paper Presentations.

December 2 – Paper Presentations.

December 9 – Paper Presentations

The final course paper is due on Wednesday, December 16.

GUIDELINES FOR COURSE PAPERS

You will write five papers for this course. You will write four response papers and a course paper on a historical or public history museum, agency or institution in the Dallas-Fort Worth metroplex.

You will write a **response paper** on each of the books assigned for the course. Your response paper should consist of no less than three and no more than five, typed pages. Your response papers should include an analysis of the books and your opinion of them. Essentially, I am asking you to answer two questions about each of the books that you will read for the class:

- What did you learn about public history from the book?
- What is your opinion of the book and why did you like or dislike it?

As you will see, three of the books consist of essays and articles on topics and various aspects of public history. You should compare and contrast the essays and articles in these three books, cite the ones that you liked and the ones that you disliked. Then, assess what all of the essays contributed or failed to contribute to your knowledge and understanding of public history.

The **major paper** for the course will be a report on a museum, historical society or agency, or historical institution in the Dallas-Fort Worth metroplex. As you will discover, there are a plethora of museums, historical societies and agencies and archival institutions and organizations in the metroplex. They vary in size, mission, and function. Most of them will be open to student inquiries about their mission, organization, function, and funding—the type of questions that you will ask and seek answers to during the course of your report. Some will not. Thus, you will need to inquire directly as to whether the leadership of the agency or organization will cooperate with you in support of your doing a report on it. Below is just a sample of some of the public history organizations and institutions in the metroplex that you might consider for your report.

Fort Worth

Kimball Art Museum
Sid Richardson Museum
Modern Art Museum
Tarrant County Black Genealogical Society

Amon Carter Museum
National Cowgirl Museum
Dallas
Sixth Floor Museum
African American Museum

Old Red Courthouse Mus.
Old City Park
Dallas Holocaust Museum
Meadows Museum
Texas-Dallas Collection

Other Sites: Texas Civil War Museum (Fort Worth) Latino Cultural Center (Dallas) Dallas Museum of Art

After you have selected a museum or historical organization or agency for your report and received permission to do your report on it, you will examine and analyze it by answering the following questions:

- a. How is the organization managed and governed? Board? Government agency? Administrative structure?
- b. What is the mission of the organization? Mission statement? How is the mission achieved?
- c. What is the organization's history? How was it started and why?
- d. What type of programming does it do? Exhibitions? Lectures? Oral history projects? Archival collections?
- e. What is the role of public historians in the organization?
- f. How does it market and promote itself and its programs? Brochures? Advertisements? Website?
- g. How is it staffed? How many staff members are there to carry out its mission and programming?
- h. How is it funded? Grants? Donations? Endowment? Fundraising methods and efforts?
- i. Is the organization successful by the standards that it has set for itself to achieve its mission?

Format: Your final course paper should be ten to fifteen, typed pages. Use a cover page that includes the name of the organization, its address, your name, and the course number. You should document your paper using endnotes with the appropriate citation style as outlined below. A bibliography is not required.

Do not waste time! You should start thinking about an organization or agency today that interests you. Then, you should start making inquiries about whether the organization and its leadership are amenable and receptive to your working with it to write your report. You should choose an organization for your report by **October 14**.

All papers for this course will be graded for format, content, spelling, and grammar. See the "General Rubric" on page 9 of this syllabus.

HISTORY 5345 STYLE SHEET

General Guidelines: *All* research papers for this course should be typed and double spaced. The margins on each sheet of paper should be one inch on the top, bottom, and right and left sides of the paper. Number each page of your paper.

Tips on Style

1. Avoid the use of the passive voice. For example:
Passive: The book was written by John.
Active: John wrote the book.
2. In sentences, as a general rule, put the time clause first.
For example: "In 1887, the city of New York passed a civil service law."
3. Use past tense when writing about past events or ideas advanced in the past.
Examples: "Despite his overconfidence, Napoleon and his army win the battle of Austerlitz."
Better: "Despite his overconfidence, Napoleon and his army **won** the battle of Austerlitz."
4. Avoid starting a sentence with "however," except when "however" is used as a preposition.
Examples: "However, he did feel that politics would rule the day." (incorrect usage)
"However simple this may seem . . ." (correct usage)
5. Put proper names toward the beginning of sentences.

Examples: “When he came to Chicago Clarence Darrow was already trained as a lawyer.”
“When Clarence Darrow came to Chicago he was already trained as a lawyer.” (correct usage)

6. When referring to groups, use singular verbs and relative pronouns.

Examples: When the community voted, they voted for the Democrat.” (incorrect usage)
“The board renders **its** decision today.” (correct usage)

7. Write out numbers up to ninety-nine except in sequence.

For example: “John had forty-seven votes, but his opponent had 131.”

8. Even at the cost of repetition, avoid circumlocutions.

For example: “Sinclair Lewis said . . . Lewis wrote . . . Lewis felt” is preferable to:
“Lewis . . . the Minnesota writer believed . . . the Pulitzer Prize winner stated”

9. Avoid the use of contractions.

For example, avoid: “Dr. King couldn’t deny” Use: “Dr. King could **not** deny”

10. Avoid splitting words at the end of a page.

11. Avoid the use of personal pronouns in historical writing (I, my, me), unless you are writing an essay requiring your opinion.

12. Group footnotes (endnotes) at the end of each chapter or at the end of your paper.

13. Avoid loc.sit. and op.cit. Use Ibid., when there is no intervening reference between a work first cited and a second citation of the same work.

14. Avoid jargon, colloquial expressions, popular slang and email and text messaging symbols in your writing.

15. Spell words correctly. Keep a dictionary and a thesaurus on hand whenever you are writing. Despite the fact that we live in a world of word processors with spell and grammar check programs, such programs still are subject to “GIGO.” But there is no excuse for submitting any document, paper, or assignment with misspelled words. Always proofread your writing for spelling as well as for grammar errors.

16. Be sure that you know the correct usage of: “its” and “it’s;” “they’re,” “their,” and “there;” “your” and “you’re;” “passed” and “past;” “vane,” “vein,” and “vain;” “principle” and “principal;” “site” and “cite;” and other tricky homonyms.

17. For dates, use: “1950s,” “1960s,” and “1970s;” not “1950’s,” “1960’s” and “1970’s.” Do not use the apostrophe ‘s’ with dates.

18. Please note (as shown above): commas and periods go inside of quotation marks.

For further information on style, see the following valuable references:

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. Eighth Edition. Chicago: The University of Chicago Press, 2013. Also available on UTA’s Library website as an ebook at: <http://www.chicagomanualofstyle.org/16/contents.html>

William Strunk and E. B. White, *The Elements of Style*. New York: Longman, 1999.

Footnotes or Endnotes

As a general rule, you should cite quotations, ideas and information from another source, published or unpublished, in a footnote or endnote. As a rule, you should always cite *direct quotations* from a source in a footnote or endnote. When you paraphrase material from a source, you can cite it in an endnote right after you use the material in your paper, or at the end of the paragraph where you have paraphrased the material. You can also cite several sources in one footnote or endnote.

Sample Footnotes or Endnotes

Books:

¹W. E. B. DuBois, *The Souls of Black Folk* (New York: Ballantine Books, 1903), 101-107.

²Sinclair Lewis, *Arrowsmith* (New York: Random House, 1926), 161.

³Ibid.

⁴DuBois, 210-219.

Journal Articles:

⁵Walter Rodney, "Slavery on the Upper Guinea Coast," *Journal of African History* 10 (Winter 1969): 323-333.

⁶Lewis, 129.

⁷Rodney, 325.

⁸Basil Davidson, "The African Genius," *African Historical Review* 12 (1965): 120-144.

Magazine Articles:

⁹"Ghana's Chief Crop," *Africa Today*, June, 1980, p. 25.

¹⁰Katti Gray, "The Frontlines States," *Newsweek*, June 10, 1987, p. 23.

Theses or dissertations:

¹¹Manu Dibongo, "Stanley on the Congo River: A Study," (Ph. D. dissertation, Harvard University, 1985), 234.

¹²"Ghana's Chief Crop," p. 26.

¹³James Alkebulan, "Kwame Nkrumah and Pan Africanism," (Master's thesis, Howard University, 1988), 219-232.

¹⁴Dibongo, 221.

Government documents:

¹⁵*U.S. Statutes at Large*, vol. 43, pt. 2 (December 1923-March 1925), "Naval Armament Limitation Treaty," 26 February 1924.

¹⁶U. S. Congress, Senate, Senator Kennedy speaking for Senate Bill 1, 89th Congress, 1st session, 14 November 1965, *Congressional Record* 102: 6522.

¹⁷Gray, 24-25.

Newspapers:

¹⁸*New York Times*, December 1, 1991.

¹⁹*Ibid.*

²⁰*Pittsburgh Courier*, January 22, 1945.

Informational:

²¹The best expression of this viewpoint is that of DuBois. See W. E. B. DuBois, *Darkwater: Voices from Within the Veil* (New York: Knopf, 1920), 121-125.

²²I have discussed this information in Chapter II, p. 23.

²³DuBois, *The Souls of Black Folk*, 195.

²⁴*Ibid.*

²⁵DuBois was always consistent in his support of Pan Africanism. See DuBois, *Darkwater*, 127.

More than one source:

²⁶George Padmore, *Pan-Africanism or Communism* (London: Oxford University Press, 1959), 155; Martin R. Delany, *The Condition, Elevation, Emigration and Destiny of the Colored People of the United States* (Boston: Colored American Press, 1854), 55-74; Carter G. Woodson, "Emigration and Exodus Movements Among Negroes, 1879-1895," *Journal of Negro History* 5 (1919): 222-227; Kenneth M. Hamilton, "Boley, Oklahoma: A Black Nationalist Town," *The Journal of Black Studies* 22 (Fall 1980): 450; *Chicago Tribune*, May 5, 1901.

²⁷Delany, 23; Woodson, 225; Gray, 29.

²⁸DuBois, *Darkwater*, 122; *Chicago Defender*, June 10, 1917; Dibongo, 129.

Manuscript collections (primary sources; please note that the citation style will vary):

²⁹Septima P. Clark to Martin Luther King, April 22, 1963, Correspondence, Box 2, Folder 15, Septima Poinsett Clark Collection, Avery Research Center for African American History and Culture, College of Charleston, Charleston, South Carolina.

³⁰"Support the NAACP," undated flyer, Box 10, Folder 11, Dallas Negro Chamber of Commerce Collection, Dallas Public Library, Dallas, Texas.

³¹Walter White to Juanita Craft, February 3, 1951, The Papers of the NAACP: The Voting Rights Campaign, Reel 11.

³²Clark to King, May 2, 1963, Clark Collection.

Sample Bibliography Citations

Manuscript Collections (primary sources)

Joseph A. Towles Collection. Avery Research Center for African American History and Culture, College of Charleston, Charleston, South Carolina.

Books:

DuBois, W. E. B. *The Souls of Black Folk*. New York: Ballantine Books, 1903.

Lewis, Sinclair. *Arrowsmith*. New York: Random House, 1926.

Journal Articles:

Davidson, Basil. "The African Genius." *African Historical Review* 12 (1965): 120-144.

Rodney, Walter. "Slavery on the Upper Guinea Coast." *Journal of African History* 10 (Winter 1969): 323-355.

Magazines:

"Ghana's Chief Crop." *Africa Today*, June, 1980, pp. 25-30.

Gray, Katti. "The Front Line States." *Newsweek*, June 10, 1987, pp. 23-27.

Theses, Dissertations, and other unpublished materials:

Dibongo, Manu. "Stanley on the Congo River: A Study." Ph. D. Dissertation, Harvard University, 1985.

General Rubric for Response Papers and All Writing Assignments

Standard	Low = C- to D	Average = C to C+	Above Average = B to B+	High = A- to A
<i>Format</i>	Incorrect format	2-4 format errors	One format error	No format errors
<i>Grammar</i>	5 or more grammar errors	2-4 grammar errors	One grammar error	No grammar errors
<i>Spelling</i>	5 or more misspelled words	2-4 misspelled words	One misspelled word	No misspelled words
<i>Content</i>	Does not provide a thesis of the book or provide analysis	Provides a thesis, but has no supporting evidence	Provides a thesis and some supporting evidence and analysis	Provides a thesis with sufficient supporting evidence and analysis
<i>Opinion</i>	Does not give an opinion of the book	Gives opinion with no justification for it	Gives opinion and provides some supporting evidence	Gives opinion and supports it with sufficient evidence