Course Description
An introduction to the ways in which traditional academic history and public history complement and enrich one another. Addresses historical work in such areas as oral history, historical societies, editing projects, businesses, libraries, historic preservation projects, museums, and archives. Includes lectures, guest speakers, field trips, and individual projects.

Additional Course Description
This undergraduate level introduction to public history will familiarize the students with development of the five major fields of public history while providing hands-on opportunities. Throughout the semester the students will explore through readings, site visits, and class discussions, the wide range of career options in public history including archives, museums, nonprofit historical organizations, government agencies and programs, and private sector venues such as business corporations and consulting firms. Of particular importance this semester will be the significance of local history as a means of researching, analyzing, and interpreting broad themes and events in U. S. history.

Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History.

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs 1, 2, and 3.

Student Learning Outcomes
The more specific outcomes for this particular course are as follows:

1. The student will be able to explain the role of three historical professions within their legal and professional frameworks as well as their relationships with the public.
2. The student will be able to explain how historians utilize documentary, artifactual, and landscape sources to educate and to work with the public.
3. The student will be able to handle properly primary source documents and artifacts.
Introduction to Public History

4. The student will be able to analyze or “read” documentary, artifactual, and landscape primary sources for evidence appropriate in historic research.

**Required Text**


**Recommended Texts (and other assigned readings will either be on reserve or in D2L)**


**Suggested Texts**


**Suggested Style Guides** – *Please note the proper History style is the Chicago Manual of Style.*


Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 6th ed. Chicago: University of Chicago Press, 1996. (This an abbreviated version of the *Chicago Manual of Style*)

**Course Requirements**

All assignments are due at the beginning of class. All assignments should be submitted, in person, as a printed hard copy unless directed otherwise. For larger projects, extended instructions will be provided at the start of each project including necessary descriptions of each graded element, specific requirements, submission guidelines, and intermediate and final due dates.

**Quizzes**

There will be five quizzes, one each over historic preservation, archives, museums, oral history, and cultural resources management based on the lectures and assigned readings. The best four quizzes will count towards the grade. These quizzes may include multiple choice, short answer, fill-in-the-blank, and/or essay questions.
Archival Project
Each student will participate in a group to process one box of the Kirby Lumber Company Collection. Although we will have dedicated class time for this project, each student is required to devote additional time with the group if needed to complete the project. As you conduct the project, consider the research potential of the box’s materials and how collections management practices can influence future research and interpretation. Each student will write a three-page, minimum, double-spaced, 1” margin, 12-point response to these two questions as well as reflect upon the activity. Your single-spaced name and the date should be in the upper left of page one and subsequent pages’ numbers in upper right. Each group will submit as a MS Word document in Dropbox a finding aid following the format provided. The essay is 35 points, contribution to group is 10 points, and the processing itself and resulting finding aid is 30 points.

Transcription Project
Each student will transcribe one oral interview from the Dr. Bobby H. Johnson Collection in the East Texas Research Center, Steen Library, SFASU using the project template and style guide. The interview’s audio file will be provided via SoundCloud. The student will be responsible for a full transcription following the project’s instructions. Generally, one hour of transcription requires six hours to create a first draft and three hours to fully edit and finalize. Each student will submit a complete first draft in hardcopy and electronically in Dropbox (40 points). Each student will edit another student’s interview and those comments/edits will be evaluated – provide the hardcopy with your edits on the due date (20 points). The original transcriber will incorporate the edits and submit a final transcript (15 points). With the revised transcript, each student will submit a hardcopy analysis of the oral history itself in the context of best practices, the interview’s potential research topics, and a reflection of the transcription/editing process (25 points). This will be a five-page, minimum, double-spaced, 1” margin, 12-point font analytical essay evaluating the historical evidence included in the essay. As a historian, what are the avenues of research one could best utilize with these interviews? How might this local example be used in the research of national or broad themes or events? Evaluate the quality of the interview with respect to best practices as discussed in this course.

Historic and Cultural Resources Survey Project
Each student will work individually or in a group to document, research, and interpret resources in Nacogdoches’s built environment. This will be the semester’s large research project with multiple elements and several deadlines.

Site Visits and Field Events
Each student will participate in at least two site visits and/or field events during the semester. A student may attend up to two additional site visits and/or field events for extra credit. Students must attend the full event and submit a one-page, double-spaced, 12 pt. font, 1” margin reflective paper about each site visit or field event within two class days after the site visit or field event.
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Participation
Each student is expected to contribute to small group and class-wide discussions of assigned readings, projects, videos, handouts, and other materials. Students should check the course’s D2L page for readings as well as notices, handouts, and deadlines. As a college-level student, each student is expected to be prepared for each class session and outside meeting(s). Each student will prepare two questions and/or responses for each discussion of readings. Please note that repeated absences and continual lateness will negatively impact the participation grade.

Grading
Quizzes (Four): 20% of final grade (25 points each, 100 points total)   500-450 A
Archival Project: 15% of final grade (75 points)          449-400 B
Transcription: 20% of final grade (100 points)            399-350 C
Historic and Cultural Resources Survey Project: 25% of final grade (125 points)  349-300 D
Site Visit/Field Event: 10% of final grade (25 points each, 50 points total)  299-0   F
Participation: 10% of final grade (50 points)
The final grade in the course is determined by the total number of points earned on the assignments and participation (including attendance) according to their listed weights. Final grades will be posted by the deadline provided by the registrar (May 14th) – do not ask for them prior to this date. You are also expected to have proficiency in computer usage, if you do not know how to use a particular program, please seek help before your assignments are due. Gross formatting errors may result in a penalization of up to ten percent (10%) of an assignment grade.

Attendance Policy
Regular and punctual attendance is expected. Consistent late arrivals may result in a reduction of the participation grade. In person attendance comprises not only physical presence and prompt arrival, but also mental alertness. Watching videos, text messaging, working puzzles, and speaking with others are not full participation. Online attendance comprises regularly logging into D2L and working through the materials and assignments in a manner and length of time that reflects the Explanation of Credit Hours. Students should strive to regularly communicate their understanding of the material in class and immediately seek additional help if needed. Students may be excused from attendance for certain reasons; however, students are responsible for submitting a Faculty Notification Request through the Dean of Students Office and notifying the instructor in advance whenever possible for excusable absences. Students are responsible for providing timely documentation satisfactory to the instructor for each absence. Regardless of the reason for absence, a student is still responsible for all course content and assignments. Due to the nature of online courses, there is less leniency for absences and late submissions. (See Class Attendance, 02-102, Sept. 1, 2023 for more information)

Explanation of credit hours awarded for course
HIST 3308 (Introduction to Public History) is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level
surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for **keystone events**, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5)
Introduction to Public History

Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6)
Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the
use of one’s own previous work in another context without citing that it was used previously, without any
indication of the original source, including words, ideas, illustrations, structure, computer code, and other
expression or media, and presenting that material as one’s own academic work being offered for credit or
in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments
offered for credit or collaboration with another person to commit a violation of any provision of the rules
on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an
effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of
obtaining an academic or financial benefit for oneself or another individual or to injure another student
academically or financially.

Instructor’s Note: The use of any AI (artificial intelligence) system including grammar review
programs is not acceptable in this course and will be treated as a violation of SFASU’s academic
integrity policy and will be penalized up to and including an F grade for the course. Any exceptions to
this rule will be stated in writing.

Withheld Grades (Course Grades, 02-206, Sept. 1, 2023):
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of
WH will be assigned only if the student cannot complete the course work because of unavoidable
circumstances. Students must complete the work by the deadline set by the instructor of record, not to
exceed one calendar year from the end of the semester in which they receive a WH, or the grade
automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)].
If students register for the same course in future semester, the WH will automatically become an F and
will be counted as a repeated course for the purpose of computing the grade point average. For additional
information, go https://www.sfasu.edu/docs/hops/02-206.pdf.

Academic Accommodation for Students with Disabilities (04-401, Sept. 1, 2023):
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with
disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room
325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the
course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request
services promptly may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/. Instructor’s Note: It is ODS policy that students should
communicate directly with the instructor about their needs, not simply completing the paperwork and
receiving ODS approval.
Student Wellness and Well-Being [Per Core Curriculum Syllabus Guidelines Committee 8/2023]: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office in Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents; 936.468.7249; dos@sfasu.edu

SFA Human Services Counseling Clinic in Human Services, Room 202
www.sfasu.edu/humanservices/139.asp; 936.468.1041

The Health and Wellness Hub “The Hub” at corner of E. College and Raguet Streets
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  • Health Services
  • Counseling Services
  • Student Outreach and Support
  • Food Pantry
  • Wellness Coaching
  • Alcohol and Other Drug Education
www.sfasu.edu/thehub; 936.468.4008; thehub@sfasu.edu

Crisis Resources
• National Suicide Crisis Prevention: 9-8-8
• Crisis Text Line: Text HELLO to 741-741
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Burke 24-hour crisis line: 1.800.392.8343
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<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Public History</strong></td>
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<td>Oral History</td>
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<td>2/5 – In class OH transcribing and editing workshop</td>
<td>2/7 – Discuss Levad &amp; Vinick “Creating Intergenerational Oral History Opportunities,” AASLH Tech. Leaflet #259 and Benmayor, “Contested Memories of Place,” OHR 37 #2</td>
<td>2/9 – Lecture: OH in Public Oral History Quiz Due 11:59 PM</td>
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<td>*NHLPC 4:00 PM @ City Hall</td>
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<td><strong>Archives</strong></td>
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<td>2/12 – Lecture: Introduction</td>
<td>2/14 – Discuss Koslow Chapter 4, pp. 190-192 &amp; Scenario 3</td>
<td>2/16 – East Texas Research Center, 2nd floor, Steen Library</td>
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<td>2/19 – In class Kirby processing project, meet in F480</td>
<td>2/21 – In class Kirby processing project, meet in F480</td>
<td>2/23 In class processing project Archives Quiz Due at 11:59 PM</td>
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<td>BHJ Draft Transcription Due</td>
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<td>3/4 – Corbin Archaeology Lab *NHLPC 4:00 PM @ City Hall</td>
<td>3/6 – Corbin Archaeology Lab CRM Quiz Due at 11:59 PM</td>
<td>3/8 – Research Day</td>
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<td><strong>Historic Pres.</strong></td>
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<td>3/18 – Lecture &amp; Main Street Biography Project Instructions</td>
<td>3/20 – Lecture; Discuss Koslow Chapter 3, 191-193 &amp; Scenario 4</td>
<td>3/22 – Lecture; Discuss Nearby History, Chapter 9</td>
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<td>BHJ Final Transcription Due</td>
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<td><strong>Heritage Tourism</strong></td>
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<td>*NHLPC 4:00 PM @ City Hall</td>
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<td>*4/6 Living History of Oak Grove Cemetery Tour 10:00-1:00</td>
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<td><strong>Media</strong></td>
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<td>4/8 – Lecture: Overview</td>
<td>4/10 – Lecture; Discuss Koslow Chapter 7</td>
<td>4/12 – Exploring AALSH Awards</td>
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<td><strong>Marking History</strong></td>
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<td>4/15 – Lecture: Overview Main Street Bio Draft Due</td>
<td>4/17 – Lecture; Discuss Koslow Chapter 5</td>
<td>4/19 – Research Day</td>
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<td><strong>Museums &amp; Historic Sites</strong></td>
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<td>*<em>WED 5/8 10:30 –12:30 FINAL EXAM – Main Street Biography Project Due and Presentations during final exam period <em>5/6 NHLPC 4:00 PM @ City Hall</em></em></td>
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<td>5/10 &amp; 5/11 Commencements!!! TUES 5/14 Noon – GRADES DUE</td>
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The * indicates a site visit or field event opportunity, additional details and other opportunities will be provided in class.