

Hist. 300-01  
Introduction to Public and Applied History

Professor: Amy Canfield  
Spalding Hall 306  
Office Hours: Mondays 7:45-8:30, 12:30-1:45, 2:45-3:30  
                  Tuesdays 11-2  
                  Wednesdays 7:45-8:30, 2:45-3:30  
                  or by appointment  
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Fall 2009  
LIB ICC  
3-5:30 pm, Tuesday

### Course Description

This course will be an examination of the origins of Public History, including the changing roles of the field, growing subfield specializations, and key concepts associated with Public History. Analyzing the applied use of history (for example, in archives, consulting, museum studies, government agencies, litigation support, and historic preservation), we will examine the growing employment opportunities for historians outside of the academy. We will look at the role Public Historians play in “democratizing” the past, challenging past interpretations, and providing avenues for new research and voices. This course will also provide experience in some of Public History’s subfields, including museum work, archives and records management, and historic districts. More specifically, this class will also give students hands-on experience as Public Historians as we will create a museum exhibit. The exhibit will reflect the semester’s research by each student, framing it around LCSC’s history in the 1950s.

### Objectives

- Gain a solid understanding of the role of Public History.
- Increase research and interpretative skills, using these to develop an interpretative museum exhibit.
- Enhance understanding of archival research and work.

### Readings

- Mickey Mouse History and Other Essays on American Memory*, by Mike Wallace
- Public History: Essays from the Field*, eds. James B. Gardner and Peter S. LaPaglia (course textbook)
- Educating in the American West: One Hundred Years at Lewis-Clark State College, 1893-1993* by Keith Petersen
- Other readings (on reserve at library or available online)

### Course Requirements and Grading

**Archival Management Project:** Students are required to complete/update the finding aide for the College Archive Collection. Currently, this collection index is only in a hard-copy format and the goal is to get the index to the point where it can be searched and accessed online by researchers. Students will be assigned a portion of the index to input into a new format. This assignment will also help students become more familiar with some of the archival resources at the college itself. Students will present a brief summary of the items within the collection that they came across during this process. This will allow other students in the class to become more familiar with the collection in its entirety. This summary will be both verbal and written. The written portion needs to be a print-out of the index portion, along with a typed summary of what is in the collection (two to three paragraphs). The verbal portion is just a short presentation that sums up the index in front of the entire class. This assignment will take time out of class, so budget accordingly. This project is due on **September 22** and is worth 50 points.

**Analytical essay:** This essay takes the place of a midterm exam. The assignment asks you to provide an analytical book review of Wallace’s *Mickey Mouse History*. You should consider the different arguments regarding history and memory, as well as the role of Public Historians in making history accessible to the public. Consider changing views of history and its interpretations, the idea of “objectivity” for a historian, and how the public views the uses of history (as opposed to academics). This 4-6 page paper is due **October 13** and is worth 100 points.

**Article review:** Students are expected to read every assigned reading from Gardener and LaPaglia's *Public History* and other sources. The weekly readings will be the basis of our class discussions. Read carefully; the better prepared you are to discuss what you have read, the better the discussion. Students will write a brief summary (one page, double-spaced) of four of the eight readings. Students whose last names start with A-M will have odd numbered Article Reviews (1, 3, 5, and 7) and students whose last names begin with N-Z will have the even numbered Reviews (2, 4, 6, and 8). The goal of this assignment is to ensure that students are familiar with the various sub-fields of Public History. Your papers should demonstrate a thorough understanding of the week's assigned reading, as well as the larger ties between that sub-field and history in general. Each paper is worth 20 points, for a total of 80 points. See the course schedule for due dates and assigned reading.

**LCSC Exhibit:** This project will have multiple parts, and it is the culmination of the entire class. The bulk of the course will be devoted to producing a museum-type exhibit of Lewis-Clark State College's response to the 1950s. In many ways, this is a group project. There will, however, be many individual components to putting this project together. Each component has a different requirement for grading.

- First, students are expected to read Keith Petersen's *Educating in the American West: One Hundred Years at Lewis-Clark State College, 1893-1993*. I want each of you to be familiar with the entirety of LCSC's history (not just the 1950s) because this history influenced how the school responded to changes in the 1950s. Pay attention to the development of the school (such as clubs, student involvement, etc.), administration changes, legislative decisions (at the state level, specifically), the role of the larger Lewiston community, educational decisions, and (to a lesser extent) the influence of national events. Students are required to have read this book by **September 22** in time for an in-depth class discussion of the school's history. The next week, **September 29**, each student will submit a list of ten questions that (potentially) the museum exhibit can help answer and explain. These questions will help guide the entire class in its research for the exhibit, so make sure they are well-thought out. Put some time into this; don't just do it at the last moment, because I will be able to tell. This assignment is worth 25 points.
- Students will each research one component of LCSC's history in the 1950s, based upon the questions you and your classmates will have formulated in the previous assignment. I will assign these research topics on **October 6**. You need to research your component thoroughly, using any and all materials you can find. The materials can range from primary documents (such as articles in the *Lewiston Tribune*, course catalogs from LCSC available in the college's archives, school annuals, and historical photographs), to secondary sources (such as Petersen's book and other books on LCSC and/or the 1950s). You will write a 7-10 page paper on your component that discusses your conclusions, your sources, and your analysis of these sources. This paper is worth 150 points and is due **November 17**. Students will also briefly summarize their papers for the class on **November 17**. This oral presentation (which will be very informal, and less than 5 minutes) is worth an additional 20 points. Based on these papers and presentations, the class will design the exhibit.
- The papers that students submit for the previous assignment will help the class as a whole design the exhibit itself. We will all discuss together the findings from these papers to formulate a design for the exhibit, including what sort of text should be included, what historical photographs, what aspects of material culture (for example, LCSC's yearbooks), and the overall message of the exhibit. Working together, the class will prepare the exhibit for display in a case in the Student Union Building. Your participation in designing and putting together this display is worth 75 points. We will put the display together on the final day of class, **December 8**. **YOU CANNOT MISS THIS DAY OF CLASS—NO EXCEPTIONS.**

**Participation and attendance:** Students are expected to complete all of the reading before each week's course. Class discussions on the readings and other issues will constitute a portion of your final grade, and you need to come to class prepared to participate. Because a portion of the class is a group activity, everyone's participation and attendance is needed for the final project. I will be very aware of who is not participating and helping the class, and this will reflect in your final grade. Your participation and attendance are worth 100 points.

**Field trips:** One of the goals of this course is to give students a chance to explore the different sub-fields of Public History. With this in mind, we will be taking two off-campus field trips to see Public Historians in action, as well as different research locations. We will be going to the Spalding Visitor Center (Nez Perce National Historical Park) and the *Lewiston Tribune*'s archives. These trips are an important component of the class and attendance is

mandatory for each. Students will be responsible for getting to each of these sites on their own. If you need any transportation assistance, please talk to me at least one week before each scheduled visit (see course schedule for dates). If you miss one of these trips, I will deduct 30 points from your final score.

### Late assignments

Assignments are due **in class** on the day noted on the syllabus. Because many of your assignments impact other students and the group work (such as your research paper and your exhibit questions), you need to make every effort possible to have things in on the assigned due date. Late work will be accepted, but will lose ten points for each day late, including weekends. Assignments will **not** be accepted via email. **NO EXCEPTIONS**. I also do not accept assignments slid underneath my door. Those found in my office on the floor will be thrown away. You may hand assignments in to a folder attached to my office door if, for some reason, you cannot hand them in to me during class.

### Disability Statement

Reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class of any accommodations needed for the course.

### Email

Make sure you use my correct email ([aecanfield@lcsc.edu](mailto:aecanfield@lcsc.edu)). DO NOT just rely on the auto-complete feature; type it in fully yourself. Additionally, you must use LCMail ([youraddress@lcmail.edu](mailto:youraddress@lcmail.edu)) for all course emailings. This is the address that I will send all email to if I need to get a hold of you. You may set your LCMail account to forward to another email, but you are still responsible for any email I send out. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two days, assume that I did not get the email.

### Academic Integrity

Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (the use of someone else's words or ideas without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student **will fail the course**. No exceptions.

### Grading guidelines

Before I grade and evaluate the content of the two papers (the analytical essay and the research project) assignment, I will first consider other aspects. Papers must conform to typical academic writing standards for the history discipline. All papers must be cited correctly. You must use footnotes and correct Chicago or Turabian citation. No MLA citation is allowed. Improper citations will lose half a point for each instance. Please come see me if you have questions on this. I do not require bibliographies. For every contraction and use of first person (I, we, me, our, us, etc.), I will subtract a half a point. No page numbers will result in five points off. Use of any font besides Times New Roman, 12 point will lose five points. Papers that are not double-spaced will lose five points. Improper use of the words [there, their, and they're]; [where, we're, and were]; and [its and it's], will also lose half a point. Finally, papers that are not stapled (and paper-clipping doesn't count) will lose 2 points.

<b>Points</b>		<b>Grade scale:</b>	
Archival project	50 points	A 552-600 points	C 432-467
Analytical essay	100 points	A- 540-551	C- 420-431
Article reviews	80 points	B+ 528-539	D+ 408-419
Exhibit questions	25 points	B 492-527	D 360-407
Research paper	150 points	B- 480-491	F below 359
Oral presentation	20 points	C+ 468-479	
Exhibit work	75 points		
<u>Participation/attendance</u>	<u>100 points</u>		
Total:	600 points		

## Course Schedule:

### **Week 1, August 25: Introduction and overview of Public History, and Library tour**

### **Week 2, September 1: Changing view of history**

#### **Readings:**

- Part One of Gardener and LaPaglia, *Public History* (pgs. 3-43)
- Students should begin reading Keith Petersen's *Educating in the American West*

#### **Assignment:**

- Article review 1

### **Week 3, September 8: Archives and Records Management**

#### **Readings:**

- “Administrators: Students of History and Practitioners of the Art of Management,” *Public History* (pgs. 45-56)
- “Archivists and Records Managers,” *Public History* (pgs. 57-74)

#### **Assignment:**

- Article review 2

#### **Field trip:**

This week, we will be taking a tour of the *Lewiston Tribune*'s archives. We will begin the class in the classroom where we will discuss this week's readings. At approximately 4 pm, we will end the classroom portion and drive to the Tribune's offices (505 C Street), meeting once again as a class at 4:15 pm. Students are responsible for their own transportation to and from the site.

### **Week 4, September 15: Oral History and Historic Registers**

#### **Readings:**

- “Oral Historians: Community Oral History and the Cooperative Ideal,” *Public History* (pgs. 203-216)

#### **Assignment:**

- Article review 3

#### **Miscellaneous:**

This week we will take a short walk around the Normal Hill neighborhood to give you a chance to examine historical architecture. We will have on hand the site forms for Idaho's historic registers, so students can see what it takes to nominate a house for a historic district. Please dress appropriately for this walking tour—unless there is a blizzard or a tornado, we will be outside for at least an hour.

### **Week 5, September 22: History for hire**

#### **Readings:**

- “Contract Historians and Consultants,” *Public History* (pgs. 75-86)
- “As a Business: Hired, Not Bought,” *Public History* (pgs. 385-396)

#### **Assignments:**

- Article review 4
- Oral presentations for archival management project (3-4 minutes)
- Written portion of archival management project

#### **Miscellaneous:**

- You will need to have completed **all** of Keith Petersen's *Educating in the American West* and have a good grasp of the school's history.
- After the oral presentations on the archives, we will begin discussing the museum exhibit assignment for the class, based on the topics that you have read about in Petersen's work and the potential sources you might have found in your work on the archival management project.

## **Week 6, September 29: LCSC History**

### **Guest speaker:**

Keith Petersen, State Historian (Idaho State Historical Society) and author of *Educating in the American West* Come prepared to ask our guest speaker questions on a multitude of topics, such as details on writing his book on LCSC's history, his sources (and subsequent challenges) in writing the book, his work with the State Historical Society, his views on public history, etc. Keith is one of the only experts on LCSC's history, and will be an invaluable resource as the class begins considering more seriously the ultimate course exhibit project. Make sure you take advantage of his visit to the classroom.

### **Assignment:**

- List of 10 questions the class museum exhibit can help answer/explain about LCSC's history in the 1950s.

## **Week 7, October 6: Culture Resources**

### **Readings:**

-NPS Bulletin 28, available online at [http://www.nps.gov/history/history/online\\_books/nps28/28contents.htm](http://www.nps.gov/history/history/online_books/nps28/28contents.htm)

### **Miscellaneous:**

-This week, I will assign students their research assignment for a component of the final exhibit (based on the questions each student completed the week before). Begin your research immediately, because your paper and presentation on your research is due November 17.

## **Week 8, October 13: Mickey Mouse History**

### **Readings:**

-Make sure you have completed **all** of Mike Wallace's *Mickey Mouse History and Other Essays on American Memory*

### **Assignment:**

-Analytical essay on *Mickey Mouse History*

## **Weeks 9, October 20: Spalding Site**

### **Field trip:**

This week we will be taking a field trip to the NPS Nez Perce National Historical Park (Spalding Site). We will be touring the museum and the collections, guided by NPS staff. Students are responsible for their own transportation to and from the site (on Hwy. 95). You need to be at the site by 3:20 pm.

## **Week 10, October 27: Museum work**

### **Readings:**

-“Museum Curators,” *Public History* (pgs. 187-202)

-“Interpreters and Museum Educators: Beyond the Blue Hairs,” *Public History* (pgs. 141-156)

### **Assignment:**

-Article review 5

## **Week 11, November 3: The Role of Museums**

### **Readings:**

-“In Local Historical Agencies, Museums, and Societies,” *Public History* (pgs. 295-306)

-“In Museums at the National Level: Fighting the Good Fight,” *Public History* (pgs. 345-356)

-Karyl Ann Marling, “Writing History with Artifacts: Columbus at the 1893 Chicago Fair,” *The Public Historian* 14 (Fall 1992): 13-30 (on reserve at library)

### **Assignment:**

-Article review 6

## **Week 12, November 10: Historic Preservation Oct. 27**

### **Readings:**

- “Historic Preservationists and Cultural Resources Managers: Preserving America’s Historic Places,” *Public History* (pgs. 129-140)
- “At Historical Parks: Balancing a Multitude of Interests,” *Public History* (pgs. 279-294)
- “At Historic Houses and Buildings: Connecting Past, Present and Future,” *Public History* (pgs. 233-256)

### **Assignment:**

- Article review 7

### **Guest speaker:**

Jim Jenks, Special Project Historian for Montana Preservation Alliance, author of *Montana Mainstreets: A Guide to Historic Bozeman*, former Historic Preservation Planner for Bozeman, and formerly worked as a historical consultant for Garcia and Associates in California.

## **Week 13, November 17: Reports on LCSC research**

### **Assignments:**

- Students will each give a 5 minute presentation of their research on their component of LCSC history in the 1950s. Make sure you discuss your sources (and potential items for the exhibit) and conclusions.
- Research paper on LCSC history in the 1950s due.

### **Miscellaneous:**

- This week, following the presentations, the class will begin designing the exhibit itself. Students should take notes during the presentations of potential objects (photographs, newspaper articles, school annuals etc.) to be used in the exhibit. We will come up with a larger theme for the exhibit, and begin discussing interpretation (text) for it, as well.

## **No class November 24—Thanksgiving break**

## **Week 14, December 1: Ethics in Public History and Historical Memory**

### **Readings:**

- Hal V. Rothman, “Historian v. Historian: Interpreting the Past in the Courtroom,” *The Public Historian* 15 (Spring 1993): 55-61. (on reserve at library)
- Paul Soifer, “The Litigation Historian: Objectivity, Responsibility, and Sources,” *The Public Historian* 5, No. 2 (Spring 1983): 47-62. (on reserve at library)
- David Thelen, “Memory and American History,” *Journal of American History* (March 1989) (on reserve at library)

### **Assignment:**

- Article review 8

### **Miscellaneous:**

- We will finalize plans for the museum exhibit this week. Students will receive assignments regarding text and display (depending on what the ultimate design for the exhibit is).

## **Weeks 15, December 8: Putting the exhibit together**

### **Assignment:**

- This week, we will meet in the Student Union Building to assemble the final museum exhibit. Meet there at the beginning of class.

**\*There is no final for this course. Your work all semester (and most specifically, your work on the museum exhibit) is more than enough. Enjoy finals week.\***