Hist. 300: Introduction to Public History
Wednesdays 3-5:30
Center for Arts and History

“True knowledge without experience is food without sustenance.”
Sonmi, in David Mitchell’s Cloud Atlas

Professor: Dr. A. Canfield
Office Hours: Mondays: 10:30-11:45 am
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Course Description
This course is an overview of Public History, offering students an exploration of the diverse ways historians approach preserving and interpreting history, and displaying historical research and topics to public audiences. The 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 academic setting.

Goals
For this class, we will be concerned with answering the following questions: What is the role of history in our society? How is history conveyed to the public outside of classrooms? How do different historical sites (such as national parks and museums) contribute to a larger historical memory? Why is a public memory important for nations, communities, and individuals? What is the relationship between academia and the public where history is concerned? What career opportunities exist for historians besides those within the classroom? Whose history do we document and preserve? Should the source of funding influence the content of an exhibit? Should we talk about potentially controversial topics in history, and if so, how? How do we make history exciting and meaningful for many Americans who have been taught to believe that history is simply a compilation of very dry and boring facts? How do good writing and communication skills factor in differently for public historians?

Public historians practice history in a variety of settings. They manage records, interpret historic sites, preserve historic buildings, edit documents, record oral histories, manage cultural resources, film documentaries, and perform public policy research, to name just a few. Their work has a different audience than academic historians, who often produce historical scholarships for other academics, and therefore has different goals, a different tone, and different use. Their methodologies are often the same, but we will examine how the diverging purposes bring up new questions and sources for Public historians. The National Council on Public History defines Public History as “a movement, methodology, and approach that promotes the collaborative study and practice of history; its practitioners embrace a mission to make their special insights accessible and useful to the public.” A key component of Public History is the collaborative nature of it, as public historians work with different public groups and individuals for specific purposes. Public History is also noted for its interdisciplinary roots, drawing on the work of architects, archaeologists, city planners, marketing and business specialists, computer scientists, communication specialists, and others. Public historians acquire and utilize skills, while actively engaging the public as his or her primary audience.

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 give students hands-on experience as public historians as we will help collect and interpret historical research for buildings in downtown Lewiston
and create interpretative signs and pamphlets for an expanded historic district. Additionally, students will gain hands-on experience in museum work at the Center for Arts and History.

**Objectives**
- Gain a solid understanding of the role of public historians in preserving and interpreting history.
- Increase research, interpretative, and communication skills, using these to develop interpretative signage for historic downtown Lewiston, as well as a walking tour for the enlarged district.
- Identify the intellectual, ethical, and professional issues that public historians confront.
- Learn about careers outside of academia for historians.
- Apply skills in public history practice through a service-learning field experience.

**Readings**
- Articles and readings (available on BlackBoard)

**Course Requirements and Grading**

**Article reviews:** Students are expected to read every assigned reading. 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. Every week, though, you will write on and lead a short (10-minute) discussion about one of the readings. I will make the assignments for each student the week before, as I will try to match readings up with students’ interest. This summary needs to be one page, double-spaced. The goal of this assignment is to ensure that students are familiar with the various sub-fields of Public History and the major issues in each area. In your papers, address the following: What are the challenges for the types of Public History featured? What job opportunities exist in the field (perhaps locally)? How do writing and communication skills factor in? Each paper is worth 25 points, for a total of 275 points (11 article reviews over the course of the semester). See the course schedule for due dates and assigned readings.

**Service Learning Project:** This course offers hands-on experience for students. One of LCSC’s goals is to help students “connect learning to life,” and that is a large aspect of this course. Service learning is a way to incorporate community service with classroom learning. The American Association of Community College notes that “Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” This matches well with one of the larger goals of Public History: to help meet community needs through the study, interpretation, and preservation of history. For this project, students are required to complete 10 hours of service at the Center for Arts and History (CAH). Debi Fitzgerald, the director of the CAH, and Kelsey Grafton, the exhibit and program coordinator for the CAH, have compiled different projects with the goal of demonstrating different types of jobs within museums. Ms. Fitzgerald and Ms. Grafton will introduce each of the projects and you will be trained on the work. There will be a sign-in sheet to verify your hours. You must also submit a short (1-2 pages) essay that summarizes the work you completed, and makes connections between your project and Public History. Your 10 hours are worth 150 points and the paper, due on March 21, is worth another 50 points. Your 10 hours need to be completed by March 21.

**Supreme Court/Legislative Paper:** For this assignment, you need to research and present on a particular Supreme Court case or piece of legislation that deals in some way with historic preservation. I will make the case/act assignments on February 14. You will need to provide a written overview of the case/legislation that summarizes its history, its application, and its consequences. These papers need to be at least two full pages. In addition to the short paper, you are responsible for presenting and leading a brief discussion on the case/legislation. These presentations need to be 5-10 minutes, and are scheduled for April 4. Papers are due at this time as well. The paper is worth 75 points and the presentations are worth an additional 50 points.

**Beautiful Downtown Lewiston project:** This project will have multiple parts, and is designed to give students hands-on experience in interpretation and communication. Students will assist the staff and partners...
of Beautiful Downtown Lewiston (BDL) to create interpretative signage about the Lewiston Main Street Historic District. BDL and the City of Lewiston’s Historic Preservation Commission worked with a public history consultant in the fall of 2016 to evaluate and expand the historic district of downtown Lewiston. Students will work with the consultant’s final research and deliverable (the statement of significance), and draft site-specific interpretative signage for the buildings. Students will also create a walking tour pamphlet and organize an opening reception for the signage and tour. The goal of this larger project is to help downtown Lewiston tell its history the public, connecting downtown to larger regional, state, and national historical patterns. In many ways, this is a group project. There will, however, be individual components to putting this project together. Each component has a different requirement for grading.

- First, we will meet with Courtney Kramer, the executive director of BDL, and take a walking tour of downtown Lewiston on **February 21**. You need to have read the entire statement of significance on the expanded historic district by this point. Students are expected to take notes during the tour on areas of particular note, architecture, and potential problems/issues. The following week in class (February 28) we will briefly discuss things that stood out to everyone.
- I will give students individual assignments for the interpretative signage deliverable on February 28. These signs need to be concise (between 250 and 500 words), and the language needs to be appropriate for a public audience. Rough drafts for this are due **March 14**. This assignment is worth 25 points. I will work with Ms. Kramer on editing your rough drafts, and then a final copy (worth 75 points) is due back by **April 11**.
- Working as a group, students will draft a walking tour guide/pamphlet. We will all discuss together the research from the consultant’s report to formulate a design for the guide, including what sort of text should be included, what historical photographs, layout ideas, tour route and flow, etc. We will design/blueprint the guide in class on **April 11 and April 25**. At the April 18 class meeting, I will make assignments for each person’s contributions to the guide, as well. Your participation in designing and putting together this guide is worth 75 points. All components are due by **May 2**.
- Additionally, the next week, the class will host a small reception to “open” the walking tour and debut the interpretative signage to the public. The reception will take place during what would be the final exam time for the course, from 3-5:30 pm on **Thursday, May 11**. Students are required to be at the CAH at 3 pm (anyone who can be there earlier will be appreciated) to help set up. The reception will begin at 3:30 and last approximately an hour, plus clean-up. You are expected to answer questions about the project and the class. This will be a professional event and I expect students to act and dress appropriately. Students will also have assignments (given on **May 2** and, for the most part, due **May 11**) for the reception. These assignments might include: planning snacks, ordering food, designing invitations, planning the event, contacting local media, writing short oral introductions to welcome guests, creating small flyers to describe the project and the course, etc.). Your assignment for the reception is worth 75 points, and your presence and participation at the reception are worth an additional 50 points.

**Participation and attendance**: Students are expected to complete all of the readings for the week before each class meeting. 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 BDL project. I will be very aware of who is not participating and helping the class, and this will be reflected in your final grade. Your participation and attendance is worth 100 points.

**I know that some of you are already dreading the group projects. There is always that person in group projects who does nothing. So, if I know this, then why am I still having you some group work? Simple: working together is a good skill to learn for life and public historians are often required to work together as a team in groups. Everyone needs to pull their weight in this class. Don’t be that person. Your fellow students won’t like it, and I’ll know who did and who did not complete their portion of the work.**
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 four off-campus field trips to see Public Historians in action, as well as different research locations. We will be going to the Nez Perce County Historical Society and Museum, the Lewiston Tribune’s archives and museum, and the Spalding Visitor Center (Nez Perce National Historical Park). 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.

Miscellaneous class information

Late assignments: Assignments are due on the day noted on the syllabus. Late work will be accepted, but will lose five points for each day late, including weekends. Late assignments also have a two-week deadline (meaning: if something is due on February 2, I will not accept the work after February 16).

Basic “rules of respect” will be observed at all times in this course. Please arrive on time for class meetings and turn off all cell phones, iPods, etc., during class. Laptops may be used for taking notes; however, if you are using your computer for other purposes during class (such as Facebook), this privilege will be revoked. Be respectful if others are leading discussions or have questions. This class will deal with different interpretations and uses of history, and I have seen discussions get a bit heated. Since history is open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in historical interpretation. They must be targeted at ideas and they must be delivered respectfully. Personal attacks against individuals will not be tolerated. You can expect the same respect from me that I expect from you.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Email: Make sure you use my correct email (aecanfield@lcsc.edu). I’m not responsible for emails sent to an incorrect address. All emails I send out will go to your LCMail (youraddress@lcmail.edu). You are responsible for any email I send. Do not delete any emails to me unless I have responded, and I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get it. I only check my work email during work hours (Monday-Friday, 8 am-5 pm), so don’t worry if you don’t get a response from me to an email sent in the evening or on the weekend.

When emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. Use correct grammar and punctuation (this isn’t a text message). Proofread and spell check your message. Don’t send an email until you’ve used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. Your subject line should clearly note what class you are in (HIST 300).

Academic Integrity: Academic honesty is expected of all students. Academic dishonesty includes plagiarism (the use of someone else’s words or ideas without acknowledgement), cheating on assignments or exams, 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.

Course expectations: In general, I expect college students to be self-directed and self-motivated learners. You need to successfully manage your time and keep on top of all assignments and due dates. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9
hours/week preparing for it (studying, reading, writing, etc.). I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me.

**Incomplete policy:** I understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete Grade (I) in certain circumstances; however, you will only have one semester to make up the work before the I turns into an F grade. To receive an Incomplete, you need to meet with me to discuss the issues and options, and then make a “formal” request (an email is fine). You need to have completed at least 60% of the work for the course (including written assignments, participation, and attendance). Please see me as soon as you can if you believe you will need an Incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well.

**Good dates to keep in mind:**
- Jan. 30: Last day to add classes or drop without “W” grade on transcript
- March 17: Midterm grades posted to WarriorWeb
- April 6: Last day to drop from classes or withdraw from college for the semester
- May 15: Final grades posted to WarriorWeb

**LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)**

**Consumer Information:** In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

**Disability Accommodations:** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities:** Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

**Accidents/Student Insurance:** Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance:** Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty:** Academic dishonesty, including cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

**Illegal File Sharing:** Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs’ web page (www.lcsc.edu/student-affairs/student-code-of-conduct/) or www.lcsc.edu/consumer-information/.

**Diversity Vision Statement:** Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

**Disclosures:** During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger.
In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback:** Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

**Student Work:** Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

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**Course Schedule:**

**Week 1, January 17:** Introduction and overview of Public History

Readings:
- Patricia Mooney-Melvin, “Professional Historians and the Challenge of Redefinition” in *Public History: Essays from the Field*.
- Constance B. Schulz, “Becoming a Public Historian” in *Public History*.

**Week 2, January 24:** Changing views of history

Readings:
- Douglas Greenberg, “‘History is a Luxury’: Mrs. Thatcher, Mr. Disney, and (Public) History”
- Margaret Lindauer, “The Critical Museum Visitor” in *New Museum Theory and Practice*. Make sure you read this carefully, as it will help you when we visit a few different museum sites this semester.

Due:
- Article review 1

Field trip:
- This week, we will be taking a tour of the Nez Perce County Historical Museum from 3:30-4. At approximately 3:25, we will end the classroom portion of the class meeting and walk to the museum (0306 Third Street). We will return to the classroom at the conclusion of the tour.
Week 3, January 31: Historical Memory

Readings:
- Mike Wallace, “The Battle of the Enola Gay,” in *Mickey Mouse History and Other Essays on American Memory*.

Due:
- Article review 2

Field trip:
- This week, we will be taking a tour of the museum at the *Lewiston Tribune*. At 4:15, we will end the classroom portion of the class meeting and walk to the *Tribune* (505 Capital Street).

Week 4, February 7: The Role of Museums

Readings:
- Michael J. Ettema, “History Museums and the Culture of Materialism” in *Past Meets Present*.

Due:
- Article review 3

Guest speakers:
- Mary Reed, museum consultant and former director of the Latah County Historical Society.
- Keith Petersen, former State Historian (Idaho State Historical Society), author of *Educating in the American West*, museum consultant.

Week 5, February 14: Museum Work

Readings:
- Anne Woodhouse, “Museum Curators” in *Public History*.
- Mark Howell, “Interpreters and Museum Educators: Beyond the Blue Hairs” in *Public History*.
- Start reading the consultant’s report on the enlarged historic district for downtown, the 1975 nomination, and the 1984 boundary increase nomination (enlarged district).

Due:
- Article review 4
- Students will receive their assignments and topics for the Supreme Court/Legislative Paper

Guest speaker:
- Dr. Amanda Van Lanen, LCSC History professor
Week 6, February 21: The National Register and Architectural History

Readings:
- “A Citizen’s Guide to Section 106 Review”
- Read the “About Us” link on the National Register of Historic Places website ([http://www.nps.gov/nr/](http://www.nps.gov/nr/)).
- Section 106 of the National Historic Preservation Act of 1966 (available online at [http://www.achp.gov/106summary.html](http://www.achp.gov/106summary.html))
- Finish reading the consultant’s report on the enlarged historic district for downtown and the 1982 nomination (in Week 5 readings file).

Due:
- Article review 5
- Exhibit review

Field trip:
- This week, we will take a walking tour of the downtown historic district. Courtney Kramer, the executive director of Beautiful Downtown Lewiston, will guide the tour. This is to provide students with an introduction to the course project, so plan on taking notes. We will have on hand the site forms for Idaho’s historic registers, so students can see the types of information needed to nominate a building for the Register. 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 7, February 28: Culture Resources

Readings:
- Introduction National Park Service Bulletin 28, Cultural Resource Management, (available online at [https://www.nps.gov/parkhistory/online_books/nps28/28chap1.htm](https://www.nps.gov/parkhistory/online_books/nps28/28chap1.htm))
- Kathleen S. Fine-Dare, “Museums and Objects of Empire,” in *Grave Injustice: The American Indian Repatriation Movement and NAGPRA*.

Due:
- Article review 6

Guest speakers:
- Mario Battaglia and Josiah Pinkham from the Nez Perce Tribe’s Cultural Resources Program

Week 8, March 7: Oral History and Archives

Readings:

Guest speaker:
- Vivian Wilson, Ranger for Nez Perce National Historical Park

Due:
- Article review 7
Week 9, March 14: Commemoration
Readings:
- Mike Wallace, “Mickey Mouse History: Portraying the Past at Disney World,” in Mickey Mouse History.

Due:
- Article review 8
- Rough drafts of BDL interpretative signage

Week 10, March 21: Ethics in Public History
Readings:

Due:
- Article review 9
- Service learning hours and paper due.

Guest speakers:
- Dr. Orlan Svingen, WSU History professor

NO CLASS MARCH 28: SPRING BREAK

Week 11, April 4: Protecting the Past: Examining the Supreme Court decisions and Legislative Efforts to Preserve History
Readings:
- Robert B. Patterson, Jr., “In Local Historical Agencies, Museums, and Societies” in Public History.

Due:
- Paper on Supreme Court/Legislative assignments due.
- Short (5-10 minute) student presentations on cases/legislation
- Article review 10

Week 12, April 11: Saving the Past
Film: The Rape of Europa
Due:
- BDL interpretative signage final draft
- We will work in class on the BDL guide/pamphlet.
Week 13, April 18: Spalding Site visit
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 14, April 25: History in the Media
Readings:

Due:
• Article review 11
• Continue in class work on BDL guide/pamphlet

Guest speaker:
• Kelsey Grafton, Center for Arts and History exhibit and program coordinator

Week 15, May 2: Final walking tour guide run-through
Due:
• BDL guide/pamphlet final work.
• Class work on opening reception

Finals week: Thursday, May 11, 3-5:30 pm: Reception!
Assignment:
• During the time allotted for the class final, students will host the reception. There is no exam final for this course. Your work all semester (and most specifically, your work on the museum exhibit) is more than enough.