

HIS 3388

Public History

AB IV #305

TR 12:30-1:50 p.m.

Credit Hours: 3

Spring 2018

Instructor: Zachary Doleshal, Ph.D.

Office: AB IV #405

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Overview

To borrow from one of the most important thinkers of the 20th century, Vaclav Havel, a key goal of the intellectual is to make the powerless aware of their power. Fostering this awareness is the main goal of public history in its present state. By bringing to light the stories of the dispossessed, the subaltern, the marginalized, and the idiosyncratic, public historians work every day to bring forgotten people to the public conscience, and to assist in remembrance. We will not all agree in our interpretation and representation of the past, but through our disagreement we will see the contested nature of historical representation, and uncover the ways in which public historians create historical memory.

Course description

This course offers a project-based experience that will have students recover an important chapter of Walker County's history while learning about the diverse field of public history. This semester the project will concern ***The Segregation of Walker County***. Students will cover this topic from a variety of angles – including oral, digital, and social history – in order to produce a comprehensive exhibition designed for the general public at the end of the semester.

This course has an Academic Community Engagement distinction. "In this course, students will not only become familiar with the concepts and skills in Public History, but will use this knowledge to make a difference within a community. This ACE experience, it is hoped, will help students see themselves as positive forces in this world and able to improve the quality of life."

How students will make a difference through this course will be to reach out to the community in order to use historical memories to reconstruct and display a fascinating attempt at the creation of an apartheid community. Students will interact with people from a variety of backgrounds: descendants of educators, archivists, local historians, County Courthouse employees, and the general public.

Course organization

The first three weeks will be spent learning about public history as a field and discussing its practice. The fourth week will be spent learning about the history of Segregation in Walker County and East Texas. On the fifth week, we will form into six teams. Each of these teams will have a graduate student in Public History 5388 assigned to it. That same week will have us go on a tour of segregated Huntsville. Then, over the next six weeks, teams will work on their specific assignments. We will then merge our efforts starting week 12 into a comprehensive exhibit designed for the general public. The exhibit will open during the last week of class.

We will have a substantial amount of time, meaning greater than 10 hours, working outside of the classroom in archives, at historic sites, and in various settings.

Assignments:

Reading Quizzes x 2: 10%

Log: As historical researchers you will be required to keep a log of your weekly progress on this project. This log should include what you have done during the week - who in the community you have communicated with – or how your work during the week will affect the community. The last entry will take the form of an overall reflection of the experience conducting public history for the community. The log will be worth 15% of your overall grade.

Progress Check: Each team will have a specific task. There will be two graded checks on progress throughout the semester. 20%

The final exhibit will highlight our collective work by introducing the general public to the story of how Walker County became segregated. Exact place and time of the exhibition is TBD. Your individual contribution to the exhibition will count for the majority of your grade (40%).

Treasure the Sources Report: 10%

Peers' review: As you will be working in teams throughout the semester, the graduate student on your team will give you an overall grade as well as your teammates, and you will give the same. The score will be the average. 5%

Extra Credit: Work on Yom Ha'Shoah Event

Reading:

Other readings in the form of articles and excerpts will be available on BB.

Campus Resources:

For those who need help with writing assignments (or job/scholarship applications, resumes, etc.), I recommend visiting the Writing Center in Farrington 111, in between the Estill Classroom Building and the Lee Drain Building (<http://www.shsu.edu/~wctr/>). They can assist with organizing your content and improving your writing style, help with referencing, and show you how to proofread. The Reading Center, located in Farrington 109, is recommended for anyone who needs help with reading strategies (http://www.shsu.edu/~rdg_www/). For academic advising/counseling, or help with study skills, please visit the SAM Center in CHSS 170 (http://www.shsu.edu/~sam_www/).

University Policies:

For a comprehensive overview of Sam's academic policies see:

<http://www.shsu.edu/syllabus/>

RESIGNATION NOTE:

Students may resign with a "W" grade from the 13th class day until the deadline posted in the academic calendar. However, if a final exam has been given for any course or lab, you will NOT be permitted to resign.

Academic Dishonesty

University Policy Regarding Academic Dishonesty

From the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials." If you are caught using someone else's work without giving them proper credit, you will receive a zero for the assignment and may be reported to the Dean of Student Affairs. If it happens again, you will fail the course and will definitely be reported to the Dean. **When in doubt, cite the source!**

Section 5.2.22 defines classroom disturbances and can be found in the Code of Student Conduct and Discipline at the following link:

<https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with

disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Course Policies:

Late work:

You will not have a great deal of leeway with missed assignments. You may turn in an assignment *up to two days late* – with each day incurring a 10% penalty. After that, it will not be accepted. If you have a legitimate (university

accepted) excuse, no penalty will incur. A legitimate excuse must be accompanied with appropriate documentation.

Attendance:

Attendance will greatly affect the participation grade. I generally regard more than 2 unexcused absences in a term as a poor attendance record. Beginning with the 3rd absence, a letter grade will be deducted from the participation score for each absence.

Electronic devices:

Students are encouraged to bring their electronic devices to class, as we will use them for group work. However, please use them responsibly. If I find that students are using their laptops irresponsibly I will ban laptops and cellphones outright from the class. NO TEXTING DURING CLASS.

Entering and exiting class:

Please do not leave or arrive during class time. I consider arriving 10 minutes late as an absence. Please leave for the bathroom freely and quietly. If you have an emergency, please quietly leave the classroom and do not return for that day. Contact me to let me know your situation later in the day.

Email:

All email should be conducted professionally, which means with a salutation, a title, a name and a signature (your name). In other words, please begin all email correspondence with me with a Dr. Doleshal (as in Hello Dr. Doleshal,) and end it with your name. I typically will not respond to email sent after 5pm or on the weekends until the next working day. I do not expect you to do so either.

Professional Courtesy:

Please treat each other with collegial respect. Verbal abuse and personal attacks will not be tolerated.

Course Schedule

January 17: Introduction to the Course. Read introduction in *Public History Reader* – “Introduction, The Past is Present” for 1/24.

January 23: Lecture: What is Public History? Discussion of “Introduction, The Past in the Present”. Read in *Public History Reader*, “The Presence of the Past: Popular Uses of History in American Life” and Alan Rice’s “Creating Memorials, Building Identities” for 1/25.

January 25: Quiz on Readings/Lecture. Discussion of the Ethics of Public History. Group Exercises. Read: Woodward, *Strange Career of Jim Crow*.

January 30: Case study: The Sam Houston Museum and the Samuel Walker Houston Cultural Center. (Visit both museums this week). Read: Woodward, *Strange Career of Jim Crow*.

February 1: Discuss Museum Visits, turn in reflection on the visits for the lecture quiz. Archives, witnesses, and archeology: A Public Historian's toolkit. Read: Woodward, *Strange Career of Jim Crow*.

February 6: The Context: Segregation and East Texas.
Read: Woodward, *Strange Career of Jim Crow*.

February 8: Context Continued. Discussion and quiz over Woodward, *Strange Career of Jim Crow*.

February 13: Finish Context, Organize teams. Framing Good Research Questions. Read Hale, *Making Whiteness*.

February 15: Research Questions Due. Discuss Questions. How to find Quality Sources. How to Effectively Search. Read Hale, *Making Whiteness*.

February 20: Love the Notes. Constructing an Argument and Finding its Place.

February 22: Sources for our project. Treasure the Sources Hunt.

February 27: Discussion of Hale, *Making Whiteness* and Treasure the Sources Reports. Due.

March 1: Team Research.

March 6: Team Research.

March 8: Team Research

March 12-16 (Spring Break).

March 20: Team Research – Progress Checks.

March 22: Team Research – Progress Checks.

March 27: Organizing and Constructing an Argument.

March 29: First Drafts of exhibit narrative.

April 5: Edit and revise.

April 10: Work on Exhibit

April 12: Work on Exhibit

April 17: Work on Exhibit (Progress Checks)

April 19: Progress Checks. (All posters due.)

April 24: Arranging the space.

April 26: Arranging the space.

May 1 and May 3: Publish online and Exhibit (Space to be determined). Final Logs and Peer Review due April 30 by midnight.