**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**School of Behavioral and Social Sciences**

***Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.***

**HIST 5379X-VC01 Public History**

**Term: Spring 2014**

**Instructor**: Dr. Rebekah Crowe

**Contact Information**: Phone – (806) 291-1185 Email: rebekah.crowe@wbu.edu

**Office Hours**: Gates Hall #317, 8:30-10:30 p.m. MWF, 1:30-3:30 a.m. TR, or by appointment

**Class Time and Location**: Virtual Campus

**Catalog Description**: Experimental Class – overview of the study of and careers in Public History

**There is no prerequisite for this course**

**Textbooks**:

* *Public History: Essays from the Field*, James B. Gardner & Peter S. LaPaglia, eds. (Malabar, FL: Krieger Publishing Co., 1999)
* Denise D. Meringolo, *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History* (Amherst, MA: University of Massachusetts Press, 2012)
* Erika Doss, *Memorial Mania: Public Feeling in America* (Chicago: University of Chicago Press, 2010)
* Andrew Hurley, *Beyond Preservation: Using Public History to Revitalize Inner Cities* (Philadelphia: Temple University Press, 2010)
* Tammy Gordon, *Private History in Public: Exhibitions and the Settings of Everyday Life* (New York: AltaMira Press, 2010)

**Optional Materials:** All other materials will be available on the Blackboard course and/or available electronically through the Wayland Library.

**Course outcome competencies**: After successfully completing this course, the student will understand and be able to describe:

* The history and purpose of Public History
* Specific challenges within the practice of Public History
* The various fields of and employment opportunities in Public History

**Attendance**: Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

* Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
* Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
* Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
* Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
* Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Service for the Disabled**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course requirements:**

***Weekly Discussion Boards* (110 points)**

**Each student will contribute 1 original discussion thread (worth up to 6 points) and 2 comments on another student’s discussion thread (worth up to 2 points each) for a total of 10 points per week based on the assigned reading. Original posts will be due by 11:59 p.m. (Central Time) on Wednesdays. Comments will be due by 11:59 p.m. (Central Time) on Sundays. Late posts will be penalized 1 point per every 24 hour period past the due date.**

***Book Reviews* (50 points each, 300 points total)**

**Each student will submit a 3 to 5 page review of the assigned books (see schedule below). Reviews will be due by 11:59 p.m. (Central Time) on Saturdays. Late papers will be penalized 5 points per 24 hour period after the due date. One of the book reviews will be of an edited oral history collection of the student’s choice (with prior professor approval). This oral history book review will be both turned in to the professor and uploaded to the class discussion board.**

***Monument Analysis* (100 points)**

**Each student will select a memorial of his/her choice within visiting distance and approve it with the professor. After visiting the site and researching its history, each student will present a 3 to 5 page analysis of the memorial. The analysis will include the history of the memorial, the significance of the memorial, any specific problems for the memorial, and contextualization of the memorial within the history of mermorialization using the Erika Doss book. This analysis will be both turned in to the professor and uploaded to the class discussion board.**

***History Museum Critique* (100 points)**

**Each student will read Margaret Lindauer’s article, “The Critical Museum Visitor” (available on Blackboard), then visit a history or history-related museum of his/her choice (with prior approval from professor) and write up a 3 to 5 page critical assessment of that museum based on Lindauer’s criteria. This critique will be both turned in to the professor and uploaded to the class discussion board.**

***Digital History Analysis* (90 points)**

**Each student will analyze a public history website (with prior approval from professor) using a rubric found on Blackboard. This 2 to 4 page analysis will be both turned in to the professor and uploaded to the class discussion board.**

M**ethod of determining course grade:**

* **Weekly Discussion Boards 110 points**
* **Book Reviews 300 points**
* **Monument Analysis 100 points**
* **Museum Critique 100 points**
* **Digital History Analysis 90 points**

 **700 points total**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Instructor’s policy on Academic Dishonesty: You are responsible for understanding and complying with Wayland’s Academic Conduct Policy (see pages 19 and 34-35 of the 2013-2014 Wayland Baptist University Student Handbook and pages 91-92 of the 2013-2014 Academic Catalog). Academic misconduct in any form is unacceptable and will have serious consequences, ranging from failure of the assignment to possible expulsion from the university.**

**Tentative Schedule**:

**Date Topic Assignments**

February 24-March 2 Introduction & Overview Discussion Board: introductions and project topic choices

March 3-March 9 History of Public History Discussion Board: *The Presence of the Past*

March 8-March 16 **Spring Break**

March 17-March 23 Jobs in Public History Discussion Board: *Public History: Essays from the Field*

March 24-March 30 History Museums Discussion Board: *Museums, Monuments & National Parks*

March 31-April 6 Memorials Discussion Board: *Memorial Mania*

April 7-April 13 History Exhibits Discussion Board: *Private History in Public*

April 14-April 20 Issues in Public History Discussion Board: *Slavery & History* (ch. on Blackboard)

April 21-27 Historic Preservation Discussion Board: *Beyond Preservation*

April 28-May 4 Oral History Discussion Board: Oral History

May 5-May 11 Digital History Discussion Board: Digital History

May 12-May 17 Project Portfolios Discussion Boards: Individual Projects