



WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES  
Virtual Campus

**Wayland Mission Statement:** 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.

**Course Title, Number, and Section:** HIST 5334 VC01 – Public History

**Term:** Summer 2016

**Instructor:** Dr. Rebekah Crowe

**Office Phone Number and WBU Email Address:** (806) 291-1185; rebekah.crowe@wbu.edu

**Office Hours, Building, and Location:** Gates Hall #317; MTWTF 1:00-3:00 p.m., and by appointment

**Class Meeting Time and Location:** Virtual Campus

**Catalog Description:** overview of the study of and careers in Public History; may be repeated for credit when the topic changes.

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

- Schocket, Andrew M. *Fighting over the Founders: How We Remember the American Revolution*. New York: New York University Press, 2015. ISBN: 978-0-8147-0816-3.
- Meringolo, Denise D. *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*. Amherst, MA: University of Massachusetts Press, 2012. ISBN: 978-1-55849-940-9.
- Hurley, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010. ISBN: 978-1-4399-0228-8.
- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> Ed., Chicago: University of Chicago Press, 2013. ISBN: 978-0-2268-1638-8.

**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 Requirements:**

### Virtual Campus

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.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** 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 and Grading Criteria:**

### *Weekly Discussion Boards* (165 points)

Each student will contribute 1 original discussion thread (worth up to 6 points) and 3 comments on another student’s discussion thread (worth up to 3 points each) for a total of 15 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, unless otherwise noted**. Late posts will be penalized 1 point per every 24 hour period past the due date.

### *Book Reviews* (50 points each, 200 points total)

Each student will submit four 1,000-1,500 word (double spaced, 12 point font, 1 inch margins) reviews of the three required books plus an edited collection of oral histories of your choice. Since we will really only be utilizing each book for one week of class plus whatever time it takes you to prepare your review, feel free to check out these books from your local library instead of purchasing them. Review summaries will be made available to the class via discussion board post. Reviews will be due by **11:59 p.m. (Central Time) on the following Saturdays: June 11, June 25, July 9, and July 23**. Late papers will be penalized 5 points per 24 hour period after the due date.

### *Memorial 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 500-1,000 word (double spaced, 12 point font, 1 inch margins) 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 materials Dr. Crowe will provide on Blackboard. This analysis will be turned in to the professor as part of the Portfolio and a summary will be uploaded to the class discussion board, both by **11:59 p.m. (Central Time) on Wednesday, August 3.**

### *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 a 1,000-1,500 word (double spaced, 12 point font, 1 inch margins) critical assessment of that museum based on Lindauer's criteria. This critique will be turned in to the professor as part of the Portfolio and a summary will be uploaded to the class discussion board, both by **11:59 p.m. (Central Time) on Wednesday, August 3.**

### *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 1,000-1,500 word (double spaced, 12 point font, 1 inch margins) analysis (accompanied by the completed rubric) will be turned in to the professor by **11:59 p.m. (Central Time) on Saturday, July 30.** A summary will uploaded to the class discussion board by **11:59 p.m. (Central Time) on Wednesday, July 27.**

### *Blog* (35 points)

Each student will keep a blog that will both document his/her experience in the course and relate to materials Dr. Crowe assigns for that purpose. The blog should be updated regularly, but will not be graded until the end of the term. Your blog should contain AT LEAST seven entries. The blog is due at **11:59 p.m. (Central Time) on Saturday, August 6.**

### **Method of determining course grade:**

- Weekly Discussion Boards 165 points
  - Book Reviews 200 points
  - Memorial Analysis 100 points
  - Museum Critique 100 points
  - Digital History Analysis 100 points
  - Blog 35 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.

### Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Communication Policy:** I communicate via the course Blackboard site, through Blackboard IM (which you can download as well – find it under the “Tools” tab in our Blackboard site), and through Wayland email. It is your responsibility to check these forms of communication on a daily basis. Blackboard has a free app for smartphones and tablets that is handy for checking grades, participating in discussion boards, and viewing announcements; however, do NOT attempt to complete assignments of any kind on the Blackboard app. Blackboard works best with Mozilla Firefox as your browser, which you can download for free at this website: <https://www.mozilla.org/en-US/firefox/new/> Using other browsers may result in technical difficulties, for which you are responsible. **Do NOT use the *Edge* browser that comes with *Windows 10*.**

<http://catalog.wbu.edu>

### **Tentative Schedule:**

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Week 1: May 23-28	Intro & Overview	
Week 2: May 30-June 5 <b>May 30 – Memorial Day</b>	History of Public History	<b>Project Portfolio Choices</b>
Week 3: June 6-12	Jobs in Public History	<b>Review of <i>Fighting over the Founders</i></b>
Week 4: June 13-19	History Museums	
Week 5: June 20-26	Living History	<b>Review of <i>Museums, Monuments</i></b>
Week 6: June 27-July 3	Memorials & Monuments	
Week 7: July 4-10 <b>Fourth of July</b>	Historic Preservation	<b>Review of <i>Beyond Preservation</i></b>
Week 8: July 11-17	Issues in Public History	
Week 9: July 18-24	Oral History	<b>Review of Oral History Collection</b>
Week 10: July 25-31	Digital History	<b>Digital History Analysis</b>
Week 11: August 1-6	Project Portfolios	<b>Blogs &amp; Portfolios</b>