I. Catalog Description (Credit Hours of Course):
   Explores potentially controversial or divisive topics in public history education with an emphasis on issues of state, regional, and local importance. (3 hours)

II. Co- or Prerequisite(s):
   Graduate status.

III. Purposes or Objectives of the Course (optional):
   To provide students the opportunity to study issues of history education, specifically potentially controversial or divisive topics, with an emphasis on issues of state, regional, and local importance.

IV. Student Learning Outcomes (Minimum of 3):
   A. Describe various historic sites and how each uniquely serves to educate the public.
   B. Explain the major issues facing public history educators, including controversial topics and remaining relevant in a modernizing world.
   C. Devise a public history education program that would be applicable to a particular set of sites and adheres to state-recognized standards of education.

V. Optional departmental/college requirements:
   None.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
   Introduction to Education in Public History (9 hours)
   Issues in Education at Public History Sites (18 hours)
   Controversies in Public History Education (6 hours)
   Issues in Regional Public History Sites (9 hours)
   Final Exam (3 hours)

Please Attach copy of class syllabus and schedule as an example

Signature: ________________________________ Date: ______________
             Chair

Signature: ________________________________ Date: ______________
             Dean
Course Description:
Explores potentially controversial or divisive topics in public history education with an emphasis on issues of state, regional, and local importance. Prerequisite: Graduate Status. (3)

Required Readings:
- Articles posted on the course website

Expectations and Policies:
Student Learning Outcomes:
1. Describe various historic sites and how each uniquely serves to educate the public.
2. Explain the major issues facing public history educators, including controversial topics and remaining relevant in a modernizing world.
3. Devise a public history education program that would be applicable to a particular set of historic sites and adheres to state-recognized standards of education.

Participation and Online Discussions:
All students are expected to be active participants in the weekly forum and in class, and join in polite discussion (no name-calling, slurs, or talking over each other). Students must exhibit respect for their classmates (and their opinions/questions/answers) at all times.

Offensive or inappropriate language, innuendos, or personal attacks are not tolerated in this course. Such behavior will receive zero credit. Repeated offenses will be reported to Student Conduct.

In the online forums, you are expected to post a minimum of three times – one original post and two responses to classmates.

Academic Honesty and Civility:
Students will be expected to abide by University civility policies as expressed in The Statement of Student Rights and Code of Student Conduct. All students who violate the University's academic honesty policies in this class will receive a zero for the assignment (without the opportunity to make it up) and may be reported to Student Conduct. Make sure the language and analysis you use in your written assignments is your own. If you are using someone else’s ideas or words, provide accurate citations and quotation marks. If you are unsure, consult with the professor before turning in the assignment. It is always best to err on the side of caution when dealing with questions of academic honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system (http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf).

Students should be familiar with the University’s policy regarding academic honesty:
http://www.semo.edu/facultysenate/handbook/5d.htm

If you are not sure what constitutes plagiarism or academic dishonesty, check out this tutorial provided by the University of Arizona: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

See also, this quiz from the SEMO Center for Writing Excellence: http://ustudies.semo.edu/writing/owl2/tutorials/plagiarism/

Please note that, in order to complete the weekly Discussion Forums, you *must* score a 100% on the plagiarism quiz found on the main course Moodle page.

Disabilities:
It is the responsibility of the student to alert the faculty of disabilities and to work through the office of Learning Assistance and Disability Support Services. For more information, check out their website: http://www.semo.edu/ds/

Communication:
The best way to contact me during the semester is via e-mail. I will also be available via telephone during my posted office hours. Also be aware that I will not respond to every post in online discussion forums, but will participate regularly.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Wayne Bowen, Chair, Department of History.

Grading:
There are 350 possible points for the course. The grading scale is as follows:
- A – 90-100%  900-1000 points
- B – 80-89%  800-899 points
- C – 70-79%  700-799 points
- D – 60-69%  600-699 points
- F – 0-59%  0-599 points

- H-Public Subscription  50 points
- Discussion Leadership  100 points
- Reading Blog  150 points
- Discussion Participation  150 points
- Public History Site Review  150 points
- Web Review  150 points
- Group Project  250 points

Course Schedule:
INTRODUCTION TO EDUCATION IN PUBLIC HISTORY
- Week One – August 22 – Course Introduction/What is Public History?
  o Reading: Gardner, Public History, Part I, pp. 1-42

- Week Two – ONLINE MEETING – Public History Sites
  o Reading: Gardner, Public History, Part II, pp. 43-230 (excluding pp. 57-74)
  H-Public Subscription Due

- Week Three – September 5 – Introduction to Public History Education
  o Reading: Course Website:
    Nash, In the Matter of History
    Gardner, Public History, Part III, pp. 231-396

ISSUES IN EDUCATION AT PUBLIC HISTORY SITES
- **Week Four – September 12** – Issues in Museum Education
  - Reading: *Course Website:*
    - Talboys_Museum Educators Handbook
    - Kohn_Culture Wars Enola Gay
    - Hughes_Unstifled Muse

- **Week Five – September 19** – Issues in Historical Tourism
  - Reading: *Course Website:*
    - Wallace_Mickey Mouse History
    - Wallace_Disneys America

- **Week Six – September 26** – Issues in House Museum Interpretation
  - Reading: *Course Website:*
    - Salicco_Thoughts on First Person Interpretation
    - Thierer_Telling History

- **Week Seven – October 3** – Issues in Archives Education
  - Reading: *Gardner, Public History,* pp. 57-74
  - Research Issues at: [http://www2.archivists.org/initiatives](http://www2.archivists.org/initiatives)
  - Meeting in the University Archives

- **Week Eight – ONLINE MEETING** – Issues in Film and Television
  - **Watch the Film “Black Robe” (1991)**
  - Readings: *Course Website:*
    - Churchill_Indigenist Analysis of Black Robe
    - Haavik_In Defense of Black Robe

- **Week Nine – October 17** – Issues in Battlefields and Monuments
  - Reading: *Course Website:*
    - Horwitz_Confederates in the Attic
    - Savage_Monument Wars
    - Linenthal_Sacred Ground
  - Presentation Proposals Due

**CONTROVERSIES IN PUBLIC HISTORY EDUCATION** 6 hours

- **Week Ten – October 24** – ONLINE MEETING – Case Study in Controversy
  - Reading: *Handler, New History in an Old Museum,* pp. 1-124

- **Week Eleven – October 31** – Case Study in Controversy, Part II
  - Reading: *Handler, New History in an Old Museum,* pp. 125-236
  - Web Review Due

**ISSUES IN REGIONAL PUBLIC HISTORY SITES** 9 hours

- **Week Twelve – November 7** – Regional Issues – The Midwest and Midsouth
  - Reading: *Course Website:*
    - Horton_Presenting Slavery

- **Week Thirteen – November 14** – State Issues – Missouri
  - Reading: *Course Website:*
    - Baumann_Interpreting Uncomfortable History

- **Week Fourteen – November 21** – NO CLASS – THANKSGIVING BREAK

- **Week Fifteen – November 28** – Local Issues – Southeastern Missouri
  - Reading: *Course Website:*
    - Weyenth_Risks of Professionalizing Local History
  - Public History Site Review Due

- **Week Sixteen – December 5** – Presentations
  - Reading: None
**Final Exam:**
- Wednesday, December 14, 4:00 pm, Classroom

**Assignment Descriptions:**

**H-Public Subscription** (50 points)
- Visit and subscribe to H-Public at [http://www.h-net.org/~public/](http://www.h-net.org/~public/). H-Public is a listserv that provides an overview of issues of interest to public historians, including conference calls for papers, job opportunities, book reviews, and scholarly debates about the field of public history. You will be prompted to provide a statement of introduction when you apply for membership. Print a confirmation and deliver it to me via e-mail to receive credit for your new subscription. If you are already a subscriber, see me for additional instructions.

**Discussion Leadership** (100 points) – See course Moodle for assignments and dates
- You and a partner will have the opportunity to lead the class in discussing the assigned readings for a particular week. You must meet with your partner in advance to discuss the readings and devise discussion questions.

**Reading Blog** (150 points) – Due Weekly by Sunday at midnight
- You must keep a weekly reading log throughout the semester which will be published as a blog. Feel free to use any blogging site you would like – [www.blogger.com](http://www.blogger.com) is a good site to learn about blogging and to observe sample blogs.
- Once you have created a blog, e-mail me its web address and I will add it to the class blog roll stored on Moodle.
- You may use the blog however you would like within the framework of the course objectives.
  - At minimum, the blog must include an introduction (like the one you contributed to H-Public) and weekly reading summaries.
  - Your summaries must be posted by midnight on the Sunday before the assigned materials will be covered in class. Each summary should include an overview of the materials you read for the upcoming class meeting, your response to those readings, and how the materials can help us better understand issues in public history.
  - Reading posts should be approximately 200 words.

**Discussion Participation** – (150 points) – Assessed Weekly
- You are expected to attend and participate in every class session. Your participation will be graded via the Discussion Rubric posted on the course Moodle. Scores range from 0 points (for non-attendance or complete non-participation) to 10 point (for consistent contributions to the class discussion).

**Public History Site Review** – (150 points)
- An important part of understanding issues in public history involves visiting sites at which public history is being presented. For this assignment you will visit a public history site (history museum, historical marker, etc.) and complete a 1500-2500 word essay reviewing that site. Reviews should be prepared as if for publication.
- For guidelines you must follow when putting together this public history site review, see the following website: [http://astro.temple.edu/~scbrug/PublicHistory/Museum%20and%20Exhibit%20Review%20Guidelines.pdf](http://astro.temple.edu/~scbrug/PublicHistory/Museum%20and%20Exhibit%20Review%20Guidelines.pdf)
- After you have completed this assignment, post an abbreviated (approximately 250 word) review on your blog.

**Web Review** – (150 points)
- Online public history projects are becoming increasingly important to promoting the field. Your task on this assignment is to identify and review one history website, adhering to the following guidelines: [http://historymatters.gmu.edu/jahguidelines.htm](http://historymatters.gmu.edu/jahguidelines.htm)
- Reviews should be prepared as if for publication and should be submitted on your course blog.

**Group Project Presentation** – (250 points)
- You and an assigned partner will be responsible for creating a program that could be used in a specific public history setting. It could be a lecture on a topic of local historical interest, a
proposed museum exhibit, an historical monument or marker, a tourist site, or any other number of public history projects.
  o It must adhere to state standards of education and must be done in a manner that is conducive to educating both children and adults.
• You and your partner must submit a project proposal to me no later than March 11. Once I approve your proposal, you may begin work.
• You will present your research on April 29 in class. You must include a PowerPoint presentation, but otherwise have a great deal of freedom in how you present your project.
• You will be graded as a team, each receiving an equal grade. If you have difficulties working with your partner, you must contact me prior to your presentation.