The use of cell phones/tablets/laptops or other digital devices is not permitted in class at any time unless exclusively used for purposes directly relevant to this class. Deviations from this policy will not be tolerated.

Course Description: Origins and objectives of public history as a philosophy of history and as a discrete field of study and research. Examination of social, economic, political and cultural changes pertinent to the field. Introduction to the characteristics and interrelationships of the major components of public history including historic preservation, museology, cultural resources, environmental applications, memory, and heritage tourism.

Program Goals Addressed in the Course: In this course students will learn Public History theory and research practices, while developing skills essential in a career in public history including: 1) knowledge of the codes of professional ethics approved by organizations such as the National Council on Public History, the American Association of Museums, the American Association for State and Local History and the application of these codes in their work; 2) the historical development of public history; 3) communicating with public audiences; 4) locate and analyze primary source data useful for public history.

Course Outcomes: At the conclusion of this course students will have improved their skills for reading analytically, writing effectively, and researching with purpose. Students will meet practicing professionals in public history and learn of the opportunities and complexities in the field.

Required Texts (all texts available at the WMU bookstore): You are responsible for assigned reading beginning in the first week. It is not an acceptable excuse to postpone the purchase of textbooks because your financial aid has not yet processed. WMU has created a short-term loan program for students who are unable to purchase textbooks at the beginning of class because pending financial aid has not yet processed. You can access the program here: https://wmich.edu/broncoexpress/shorttermloans

Seth Bruggeman, Born in the U.S.A.: Birth, Commemoration, and American Public Memory (also available on 2-hour reserve at Waldo Library)
Amy Tyson, The Wages of History: Emotional Labor on Public History’s Front Lines
Robert Post, Who Owns America’s Past?: The Smithsonian and the Problem of History
Richard Longstreth, Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice (also available on 2-hour reserve at Waldo Library)
James Feldman, A Storied Wilderness: Rewilding the Apostle Islands

Course Assignments: To succeed in this class you must critically read all assigned materials, participate productively in discussion, and convey your thoughts clearly in written form. There will be a mid-term and a final exam as well as 12 readings
reports.

The mid-term exam (10/20) will test your knowledge of the material covered in the first half of the course. You must bring an exam book.

The final exam will test your knowledge of the material covered in the second half of the course. You must bring an exam book.

Readings reports are due at the beginning of every Thursday class when there is not a quiz or an exam. These printed (hand-written submissions are not acceptable) reports (2-3 pages) will demonstrate familiarity with the reading assigned for the day and will be used for in-class discussions and group assignments. The reports can be in outline, bullet, or narrative form, but must be fully proofread for errors. They may be turned in digitally at the start of class if you are absent, but they will not be accepted late.

Participation is awarded based on your attendance, productive contributions to class, and any in-class work not otherwise specified on the syllabus.

Quizzes (if used) are in-class written assignments that will evaluate your understanding of the reading material and discussions. Quizzes are scheduled for the first fifteen minutes of class. There is no make up for quizzes. Late arrivals must turn in their quizzes at the appointed time. We will not be using quizzes unless necessary to incentivize reading.

Course Grading Policies: All grades will be posted in the Elearning system’s grade book.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of final grade</th>
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</thead>
<tbody>
<tr>
<td>Readings reports (12)</td>
<td>30% aggregate</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor points</th>
<th>Numerical Value/Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>90% outstanding, exceptional, extraordinary</td>
</tr>
<tr>
<td>BA</td>
<td>3.5</td>
<td>85%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80% very good, high pass</td>
</tr>
<tr>
<td>CB</td>
<td>2.5</td>
<td>75%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70% satisfactory, acceptable, adequate</td>
</tr>
<tr>
<td>DC</td>
<td>1.5</td>
<td>65%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60% poor</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td>59% failing</td>
</tr>
<tr>
<td>X</td>
<td>0.0</td>
<td>failure (unofficial withdrawal)</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>official withdrawal</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>incomplete</td>
</tr>
</tbody>
</table>
**Course Calendar:** All reading is due by the beginning of class. Unless specified otherwise readings from books are due on Tuesday and readings from articles are due on Thursday.

Week of:

9/6: What do historians do?

Readings due on Thursday:
Bruggeman, Introduction and Chapter I

9/13: Public history; Historiography; Memory; Audience
Bruggeman, Chapters 2, 3, 4, 5, 6, and 7

9/20: Museums; Family history; Public history research
Bruggeman, Chapters 8, 9, 10, 11, and Conclusion

9/27: Oral history; Communication
Tyson, Introduction and Part I
Timothy Minchin, “‘It Tears the Heart Right Out of You:’ Memories of Striker Replacement at International Paper Company in De Pere, Wisconsin, 1987-88” *Oral History Review* (2004);

10/4: History in film
Tyson, Part II and Epilogue
Guest Speaker on Thursday:
Christy Kincaid, Kalamazoo Air Zoo

10/11: Authenticity
Post, Chapters 1, 2, 3, 4, and 5
Suzannah Lipscomb, “Historical Authenticity and Interpretive Strategy at Hampton Court Palace,” *TPH* (2010)

Guest Speaker on Thursday:
Ashley Deming, Michigan Maritime Museum

10/18: Heritage tourism; Cultural resources; History and heritage
Post, Chapters 6, 7, and 8

Midterm Exam on Thursday

10/25: National parks and historic sites
Post, Chapters 9, 10, 11, and Epilogue

11/1: Historic preservation

Readings for Thursday:
11/8: Historic preservation and landscape; All history is local
   Longstreth, Introduction and Part I

11/15: Public history and the environment
   Longstreth, Part II

11/22: History for profit, the public historian as activist
   History for profit:
   Historian as activist:

No class on Thursday — Thanksgiving Break

11/29: New media; Archives; Historical editing
   Feldman, Introduction and Chapters 1, 2, and 3
Annihilation,” TPH (2014)

12/6; Ethics; the big picture
Feldman, Chapters 4, 5, 6 and Epilogue

Exam week

Academic Ethics and Integrity: Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at http://catalog.wmich.edu/content.php?catoid=24&navoid=974 and the Graduate Catalog at http://catalog.wmich.edu/content.php?catoid=25&navoid=1030. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Classroom Decorum & Etiquette: Every member of this learning community has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. Along this line, it is expected that all participants in this class will treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any participant in the class has a concern regarding another participant’s behavior he/she is encouraged to speak with the instructor.

Specific Needs: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387--- 2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

WMU E-Mail Account is the Official Channel of Communication: Students are expected to use their WMU e--- mail accounts regularly, as this is the official channel of communication between the University and student. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. Problems sending or receiving e--- mail through the WMU address may be addressed at the Help Desk (387--- HELP), online at http://www.wmich.edu/oit/helpdesk/, or in person at the front desk in any on--- campus computer lab.

Non-Discrimination Policy: Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of
employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

**WMU Human Rights Statement:** It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

**Sexual and Gender-Based Discrimination/Harassment:** Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office [http://www.wmich.edu/policies/religious-observances-policy](http://www.wmich.edu/policies/religious-observances-policy)
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)