History 7311 Intro to Public History
University of Arkansas Little Rock
Fall Semester 2019

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Introduction to Public History
Graduate – HIST 7311

7311. Introduction to Public History

History, philosophy, purposes of historical agencies; archives; museum organization, operation; cultural resource management; relationship of historians and business community; historians as consultants; professional ethics.

Class will meet on Wednesday Evenings 6pm at the Arkansas Studies Institute, Room 205 (August 21, 2018 – December 10, 2019)

In this class we will explore the field of public history. We will read about how public historians practice their craft, how public historians understand their craft, and how public historians negotiate the different communities of professional historians and the wider public. We will also focus on the ethics of being both a professional historian and a public historian. Public historians confront ethics in every project as they seek to balance scholarly understandings of history with community memory of the past. You will also design a public history project that reflects the tools and ethics of public history. At the end of the course students should have a good sense of the issues inherent in the craft of public history, the ethical difficulties and standards of public historians, and the tools public historians use to present history to a popular audience. Learning Objectives: At the end of this class, graduate students will be able to:

- Understand the ethics of practicing public history
- Understand the conceptual skills needed for public history
- Create a public history project

Required Texts:

Public History: A Practical Guide (Faye Sayer)
How Grading is weighted:

Final Project - 25%
Participation - 25%
Assignments - 50%

Grading Scale:
A=100-90
B=89-80
C=79-70
D=69-60

Text Reviews:
Students in the class will be provide a 2-3 page review of their assigned reading(s). Each student is required to submit a weekly reading review. Reviews should offer analysis of the text(s) and should place the text(s) context with lectures, reading, and resources for the assigned week. The grade for each student’s review shall be a reflection not only of their written analysis, but also the student’s participation in the discussion of the text(s). Specific instructions and due dates

Plagiarism/Academic Dishonesty Statement:
College and University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other University documents and publications, will be strictly enforced in this class. Any student caught in the act of cheating will be assigned a grade of zero points (F) for the assignment in question and may be subject to other penalties as outlined the professor. If written work does not appear to be your own, you will be questioned about it and appropriate action will be taken.

Students with Disabilities:
It is the policy of UALR to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability, who needs accommodation, for instance in seating placement or arrangements for examinations, should inform the professor at the beginning of the course. The Chair of the History Department is also available to assist with accommodations. Students with disabilities are also encouraged to contact the Office of Disability Support Services, which is located in the Donaghey Student Center, Room 102, telephone 569-3143. It is the policy and practice of UALR to make all web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of any online course materials for this class, please notify the instructor immediately.
Course Schedule & Assignment

Aug 21 Welcome

Aug 28 What is Public History?

Sayer, Chap. 1 pp. 1-19


Sept. 4 Audiences, Ethics, and the Politics of Memory

NCPH CODE OF ETHICS AND PROFESSIONAL CONDUCT

There's no national site devoted to Reconstruction-yet. Gregory P. Downs and Kate Masur, The Nation, Apr. 29, 2015

How Reconstruction is being retold in Beaufort, one of the newest national parks, Post and Courier, Apr. 22, 2019

Series of articles outlining New Orleans’ City Council's decision to remove four Confederate monuments

St. Bernard City Council votes on the renaming of a street to commemorate Martin Luther King Jr.

‘Not Racist’ Guy Says Honoring MLK Will Make Him Show ‘Racist Ways’

St. Bernard MLK name change full video

Sept. 11 Ethics and Race in Public History


Did Slaves Feel Fortunate? And Other Questions Asked Of A Plantation Tour Guide - Kensey Clarke

I used to lead tours at a plantation. You won’t believe the questions I got about slavery. Margaret Biser

Plantation Tours: Don’t Expect to hear how horrible slavery really was

Enslaved People lived here

Sept. 18 Objects and Material Culture (Foodways and Folkways)
Louisiana's Traditional Cultures: An Overview by Maida Owens
Best-Gumbo-Ever - Smithsonian, June 2012, Lolis Eric Elie
Always for Pleasure (Film)
By Invitation Only (Film)

Sept. 25  Interpretation and the Participatory Museum
Sayer, Chap. 4, pp. 73 - 110
The Participatory museum - Chap. 1 - Nina Simon
Foundations of Effective Interpretation - National Parks Service

Oct. 2  Archives, Metadata, and the Ngram
Sayer, Chap. 8, pp. 219 - 245
Omeka showcased websites
Center for History & New Media - Digital History: A guide to gathering, preserving, and presenting the past on the web
Free People of Color in Louisiana
Gwendolyn Midlo-Hall Slave Database
Hurricane Katrina Digital Memory Bank

Oct. 9  Historic Preservation
Faubourg Treme: The Untold Story of Black New Orleans (Film)
Vieux Carre Commission (French Quarter Historic District)
Historic District Landmarks Commission
Preservation Resource Center
Minimizing the effects of Gentrification - By Alexander M. Padro, Executive Director.
Shaw Main Streets | From Main Street Story of the Week | June 25, 2015|

Oct 16  Community Museums in Africa


The Nelson Mandela Museum

Oct 23  Creating an Exhibit


Leslie M. Harris, “Imperfect Archives and the Historical Imagination,” The Public Historian 36, 1 (February 2014)

Steven Lubar, “Curator as Auteur,” The Public Historian 36, 1 (February 2014)
Oct 30 The New Public History Field Guide

*Lyle Saxon, WPA New Orleans City Guide (1938), 56-72; 163-185; 199-211*

Nov. 6 Musical Traditions & Festivals


**New Orleans Jazz NPS (Buddy Bolden)**

**Backstreet Museum**


Nov. 13 A Subjective Interpretation of a Place?

**Judgmental Maps of your city**


**The Whitney Plantation**

Nov. 20 Digital Interpretation (Last Group discussion)

*Sayer, pp. 47 - 68*

**The Museum as Digital Storyteller: Collaborative participatory creation of interactive digital experiences**

Nov. 27 Thanksgiving Break

Dec. 4 Last Official Class Meeting

Dec 10 Final Project materials are due by 5pm.
The class project will be a group project relating to the Arkansas Negro Boys' Industrial School.

**Project Description:**

We will create a digital index of “a newly discovered artifact” relating to the Arkansas Negro Boys' Industrial School. We will also Geocode the index to allow for mapping features to be employed. If we have enough time we will also create a Word Press website, we will convert the dataset to a database, and will embed the database into the website.