Course Description
Introduces graduate students to the varied aspects and roles of public history, including cultural resource management, research, and report writing.
Prerequisites: Graduate standing.

Communication and Email Etiquette
Please email me for brief questions or to set up an appointment. If you need to discuss grades or would like extensive guidance on assignments, this can be done in office hours or by appointment. All communication with the instructor should adhere to the email etiquette outlined here.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Measurable Student Learning Outcomes

<table>
<thead>
<tr>
<th>Category Learning Outcome</th>
<th>Assessment</th>
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<tr>
<td>Students will:</td>
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<tr>
<td>1. Acquire an understanding of the development of public history in relation to the development of the historical professional as a whole.</td>
<td>Students will:</td>
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<td>2. Develop an understanding of the methods of reflective practice in public history.</td>
<td>1. Actively participate in and lead class discussions based on assigned readings.</td>
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<td>3. Develop an understanding of ethics in the practice of history.</td>
<td>2. Demonstrate, verbally and through written essays, an understanding of the historiography of public history, the methods of reflective practice in public history, and the ethics and enduring issues associated with the practice of public history; and produce, to adequate professional standards, a public history product.</td>
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<td>4. Develop an understanding of enduring, critical issues associated with the practice of public history.</td>
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<td>5. Demonstrate the ability to analyze and synthesize scholarly literature in public history.</td>
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<td>6. Demonstrate the ability to undertake a public history project, either individually or as members of a team.</td>
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Learning Resources
All readings will be available via Canvas or the OSU Library website.
Course Policies:

I. Late work and Absentee policies:
   A. Students will not receive credit for assignments if they do not attend the entire class session on a given day.
   B. I do not accept assignments via email other than those specified. In general, do not email me any files unless we have discussed such a particular instance in advance. If not previously arranged, I will delete emailed assignments.

II. Basic rules and etiquette:
   A. Cell phones and devices: Use of cell phones in class will result in loss of all participation points for the day, regardless of whether you attend the entire class or not. Please note the relevance of participation in class in proportion to your final grade.
   B. Classroom behavior: Students should be respectful of the instructor and their peers during all class sessions.

III. All readings should be completed before the assigned class periods.

Evaluation of Student Performance:

I. Attendance and Discussion: 10%
   A. I will take attendance at the beginning of every class period.
   B. Students are expected to participate in discussion to demonstrate your understanding of the assigned readings.

II. Reading Summaries: 30%
   10 summaries x 3 points each = 30%
   A. Students will submit a written summary of about 400 words for 10 of our 14 readings. Summaries must include at least 8 footnote citations from the assigned reading.
   B. I will only accept this summary in person, printed, at the start of the class when the reading is due. You must attend the entire class session in order to receive credit for your summary.
   C. Summaries should be one single spaced page. No longer!

III. Oral History Project: 20%
   A. Students will complete an oral history project using oral history interviews from the Special Collections and Archives Research Center at the Valley Library. This assignment requires that you familiarize yourself with the process for conducting oral history interviews and that you subsequently conduct your own interview. This submission will have two parts:
      1. 5 points: Select an oral history interview from any of the Oral Histories collections at the Special Collections and Archives Research Center at the Valley Library. You will need to familiarize yourself with the archival finding aids. Be sure to select an interview topic that interests you, as your own oral history interview must be related in some way.
      2. 5 points: Identify the subject of and obtain permission from your interviewee. You must record your oral history interview for later transcription. The interview must last at least 30 minutes.
      3. 10 points: Your final submission for this project will consist of a contextualization of the time and place that connects your two interviews (SCARC and your own) as well as a transcription of the oral history interview you conducted.
   B. Further details available in the assignment description on Canvas.

IV. Historic Preservation Project: 20%
   A. Students have two options for their final submission:
      1. Paper Option: For the paper option, you will examine a recent preservation controversy and analyze the issues raised in the controversy.
2. **Project Option:** For the project option, you are encouraged to develop an innovative proposal for a preservation intervention at a particular site: an innovative method of adaptive reuse, a new preservation bylaw, a model way of providing public interpretation of an historic site.

B. You should consult with me to determine whether you will submit a final paper or project and to determine your topic.

C. This project will be completed over the course of the term.
   1. **5 points:** Meet with me to determine your topic and submission type
   2. **5 points:** 1 page check in to discuss your progress and any issues you have encountered
   3. **10 points:** Submission of your final paper or project

D. Further details available in the assignment description on Canvas

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93</td>
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<tr>
<td>A-</td>
<td>&lt; 93 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90 - 87</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87 - 83</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80 - 77</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73 - 70</td>
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<tr>
<td>F</td>
<td>&lt; 70</td>
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Note: The total possible points for this course is 100. Therefore, each point earned or lost is equivalent to one percentage point earned or lost.

**Use discretion in deciding whether your assignment submission will truly affect your grade!**
## Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Units, Readings, and Submissions</th>
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### Historical Preservation

#### Readings:


#### Submissions:
- Reading summaries due at start of class.
- Historic Preservation Project: 1 page check in to discuss your progress and any issues you have encountered, due on Canvas **Wednesday 11:59pm**

### Legislative Research

#### Reading:


#### Submissions:
## Museums as Public History

### Readings:


### Submissions:

- Reading summaries due at start of class
- Historic Preservation Project: Final submission due on Canvas, **Friday 11:59pm**

## Cultural Resource Management

### Reading:


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<tr>
<td><strong>Submissions:</strong></td>
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<tr>
<td>o  Reading summaries due at start of class</td>
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<tr>
<td>o  Oral History Project: SCARC Oral History Selection due on Canvas, <strong>Wednesday 11:59pm</strong></td>
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<tr>
<td><strong>Environmental History in Public History</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
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<td><strong>Indigenous Histories as Public History</strong></td>
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<td><strong>Reading:</strong></td>
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<tr>
<td>o  Reading summaries due at start of class</td>
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## Oral Histories

### Readings:


### Submissions:

- Reading summaries due at start of class
- Oral History Project: 1 page check in to discuss your progress and any issues you have encountered, due on Canvas **Wednesday 11:59pm**

## Memory as Public History

### Reading:


### Submissions:

- Reading Summaries due at start of class

## Finals Week
| Submission: |
| o Oral History Project: Paper and Transcription due on Canvas, **Wednesday 11:59pm** |

**Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Expectations for Student Conduct**

Student conduct is governed by the university’s policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.