HISTORY 203

Public History Principles and Techniques

Professor: Chris Castaneda
Phone: 278-5631
E-Mail: cjc@csus.edu
Office: Tahoe Hall 3088
Class: Mon. 6:00-8:50 p.m. BNC-1029
Office Hours: T/R: 9:00-10:20 am; and by appointment

COURSE DESCRIPTION: This seminar will provide an introduction to public history by examining the theoretical and practical underpinnings of the field. The course will consist of readings, projects, in-class group assignments, presentations, and discussion. Guest speakers who have practical experience in various aspects of public history may speak to the class about their field of expertise. Students will engage in a major project that will stimulate an actual contract public history project.

REQUIREMENTS/ASSESSMENT: (See paper guidelines on last page)
- Participation: Includes general participation in class discussion and participation in project reports, etc. (20%)
- Book Reviews: Two short book reviews (3-5 pgs) related to the class session topic. The reviewers will lead discussion that evening. (10% ea)
- Web site critique: A brief narrative critique of a web site (3-5 pages): (10%)
- Simulated Project: Each student will assume the role of consultant and prepare a project proposal and final report for a study of neglected cultural and historic resources in California. These projects will be discussed, presented and critiqued in class (17-25 pages) (40%)
- Project Evaluation: Each student will evaluate another student’s project (proposal and final report) for overall quality. Evaluative comments will be made in class and in writing to the student and copy to the professor. (10%)

READINGS:
Carol Kammen, The Pursuit of Local History: Readings on Theory and Practice (Walnut Creek, CA: Alta Mira Press, 1996)
Edward T. Linenthal, Preserving Memory: The Struggle to Create America’s Holocaust Museum (New York: Columbia University Press, 2001)
COURSE CALENDAR

9/8:  INTRODUCTION TO THE COURSE

9/15:  HISTORY AND THE PUBLIC (This night only class time is 6:30-9:20 p.m.)
Reading: Kammen: The Pursuit of Local History (see assignment chart)

9/22:  COMMUNITY HISTORY
Reading: Kyvig and Marty: Nearby History (see assignment chart)

9/29:  HISTORIC PRESERVATION AND CONSULTING

10/6:  PROJECT PROPOSAL PRESENTATIONS (see Proposal Guidelines)
Assignment: Bring a copy of your draft Project Proposal for each member of the class. Proposals will be discussed and critiqued in class.

10/13:  HISTORY AND THE INTERNET
Assignment: Examine a public web site that conveys history or historical information. Write a brief assessment of the site. Critique it in terms of both content and presentation, with particular attention to the quality of content. Critiques will be presented in class.

10/20:  LOCAL HISTORICAL AGENCIES, PARKS, AND FORESTS
10/27: LIBRARIES AND ARCHIVES

11/3: PUBLIC HISTORY AND MUSEUMS

11/10: PUBLIC HISTORY, MONUMENTS AND MEMORY
   Reading: Norkunas: Monuments and Memory (all)

11/17: PUBLIC HISTORY AND THE UNITED STATES
   Reading: Bodnar: Remaking America (all)

11/24: Presentations

12/1: Presentations

12/8: Presentations

12/17: Papers due by 12:00 p.m. in the history office
**PAPER GUIDELINES**

**Book Reviews:**
The book review should include a(n):
- title
- full citation of the book reviewed on the first page
- introductory paragraph that states the theme of the review
- the review should address the book's:
  - thesis
  - supporting evidence
  - methodology
  - sources
  - audience
- conclusion which addresses the book's overall effectiveness
- 3-5 pages, typed and doubled spaced

**Web Site Critique:**
Prepare a brief essay that addresses the overall effectiveness of a history based web site. In your essay, discuss:
- the purpose of the site;
- the site's major theme(s);
- the overall quality of the content;
- the use of graphics (helpful or distracting);
- the site's strengths; and
- the site's weaknesses.
3-5 pages, typed and double spaced.

**Major Paper/Report: Survey of Neglected Historic Sites**
For this assignment, each student in the class will be a "consultant" employed by my company -- Hist 203, Inc. The assignment will be to prepare and present 1) a project proposal and 2) project report as described in the next paragraph. Two students will assist me in reviewing and evaluating each proposal and report.

This particular project is based on Proposition 40 and AB 716 that created an Endowment to fund historic and cultural preservation projects. Your task will be to identify one or more such projects that deserve funding. These projects could include neglected historic sites in California (preferably in the greater Sacramento area) or new projects. Your proposal and final report will: 1) describe the historic and/or cultural significance of the proposed project, 2) explain why it should be recognized as an important historic and/or cultural site, 3) set out a plan of action for recognizing the site as historically or culturally significant, and 4) include a budget (part of the appendix) for restoring, rehabilitating and promoting the site. (see detailed Proposal and Report Guidelines).

17-25 pages, typed and double spaced.

*Chicago Manual of Style or Kate Turabian style guide.*
PROPOSAL AND REPORT GUIDELINES

PROPOSAL GUIDELINES

October 6:
Bring to class copies of your draft project proposal – once copy per student. A few days before class, arrange to deliver a copy of your proposal to your evaluators. Your proposal should be 3-4 pages in length and include the following:

In particular:
- a preface (includes statement of purpose)
- a discussion of the need to preserve historic and culturally significant sites
- a preliminary list of some sites that should be preserved
- a preliminary budget for your project (including site preservation)
- a timeline for completion

Two students will be provide brief written and oral comments for each proposal

REPORT GUIDELINES

Final proposals should be prepared in the following format:

Cover page
Title page
Table of Contents
Table of Illustrations (maps, photos, tables, charts, etc.)
Preface (includes statement of purpose)
Report (narrative study of neglected sites, 17-25 pages)
Endnotes (if footnotes were not used)
Bibliography
Appendices (supplementary information related to content)
Budget
Timeline for completing full project
Your vita

November 20, 27, December 4:
Provide a copy of your final report to the two assigned readers prior to your presentation date (preferably by the Thursday before class) and one copy for me. You should also provide at least an outline of your report for all other seminar members. (You may make changes to your report before submitting the final version to me on 12/17)
Book Review Topics

Public History and the History Profession (9/15)

Community History (9/22)

Historic Preservation and Consulting (9/29)

History and the Internet (10/13)

Local Historical Agencies, Parks and Forests (10/20)

Libraries and Archives (10/27)

Public History and Museums (11/3)

Monuments and Memory (11/10)
# The Pursuit of Local History

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 1</td>
<td>AGUILAR, LOLA M</td>
</tr>
<tr>
<td>c. 2</td>
<td>ATKINSON, MICHELLE L</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>c. 13</td>
<td>MCCUMMINS, HEATHER</td>
</tr>
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<td>c. 14</td>
<td>PARKER, LAURA</td>
</tr>
<tr>
<td>c. 15</td>
<td>ROBERSON, SARA C</td>
</tr>
<tr>
<td>c. 16</td>
<td>RORKE, VICKI L</td>
</tr>
<tr>
<td>c. 17 &amp; 18</td>
<td>TALAMANTEZ, JOSIE</td>
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<td>c. 19-20</td>
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</tr>
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Nearby History

1. Why Nearby History?  Shaine

2. What Can Be Done Nearby: (2)  Sara

3. Traces and Storytelling:  Blythe and Josie

4. Published Documents: (2)  Dominic

5. Unpublished Documents:  Laura

6. Oral Documents: (6)  Tom and Kerrie

7. Visual Documents:  Marta

8. Artifacts:  Shelley

9. Landscapes and Buildings:  Mike

10. Preserving Material Traces:  Deborah and Lola

11. Research, Writing, and Leaving a Record:  Vicki and Kim

12. Linking the Particular and the Universal:  Heather
Web Sites

U.S. Census Bureau

The Great Chicago Fire and Web of Memory (Chicago Historical Society)

Blackout History Project (Center for History and New Media)

Colonial Williamsburg

The 1970 Hard Hat Riots (Center for History and New Media)

Henry Ford Museum

Lost Museum (Landscapes in Time)

American Memory Project (Library of Congress)

On-Line Exhibit Hall (National Archives and Records Administration)

Mystic Seaport's Exploring Amistad site

Exploring the American South (University of North Carolina, Chapel Hill)

The Valley of the Shadow (University of Virginia's Virginia Center for Digital History)

Anti-Imperialism in the United States, 1898-1935

The Virginia Center for Digital History (University of Virginia)

National Park Service

Union Pacific Railroad (History Section)

Musee-McCord Museum (Keys to History)

Wells Fargo (History Section)
<table>
<thead>
<tr>
<th>Name</th>
<th>Website/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGUILAR, LOLA M</td>
<td>Henry Ford</td>
</tr>
<tr>
<td>ATKINSON, MICHELLE L.</td>
<td>NPS</td>
</tr>
<tr>
<td>BUCHOLD, DEBORAH E</td>
<td>Colonial Williamsburg</td>
</tr>
<tr>
<td>DOLGUSHKIN, MICHAEL I</td>
<td>Great Chicago Fire</td>
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<tr>
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<td>Library of Congress</td>
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<td>KNIGHT, MARTA M</td>
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<td>Lost Museum</td>
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STUDENT EVALUATOR LIST

AGUILAR, LOLA M
___Michelle Atkinson___________
___Deborah Buchold___________

ATKINSON, MICHELLE
___Deborah Buchold___________
___Michael Dolgushkin_______

BUCHOLD, DEBORAH
___Michael Dolgushkin_______
___Kerrie Evans______________

DOLGUSHKIN, MICHAEL
___Kerrie Evans______________
___Dominic Franzella________

EVANS, KERRIE
___Dominic Franzella________
___Kimberly Johnston-Dodds__

FRANZELLA, DOMINIC
___Kimberly Johnston-Dodds___
___Shaine Klima____________

JOHNSTON-DODDS, KIM
___Shaine Klima____________
___Marta Knight____________

KLIMA, SHAINE M
____Marta Knight____________
____Heather McCummins_____
KNIGHT, MARTA M  
______Heather McCummins_______
______Laura Parker___________

MCCUMMINS, HEATHER  
______Laura Parker___________
______Sara Roberson________

PARKER, LAURA  
______Sara Roberson_________
______Vicki Rorke___________

ROBERSON, SARA C  
______Vicki Rorke___________
______Josie Talamantez_______

RORKE, VICKI L  
______Josie Talamantez_______
______Tom Stratton___________

TALAMANTEZ, JOSIE  
______Tom Stratton___________
______Blythe Wilson__________

STRATTON, TOM  
______Blythe Wilson___________
______Lola Aguilar___________

WILSON, BLYTHE R.  
______Lola Aguilar___________
______Michelle Atkinson______