

History 671: Introduction to Public History

History 671: Introduction to Public History

At the University of North Carolina at Chapel Hill

Instructor: Dr. Anne Mitchell Whisnant

Fall 2014

Wednesdays, 5:00 to 7:50 pm

[Graham Memorial Room 0035](#)

What Is Public History?

This course introduces the history, theory, and practice of **public history**. There are many definitions of public history, but we'll think of it broadly encompassing historical work that:

- Is conducted in public settings;
- Is fundamentally engaged with public audiences or communities;
- Addresses itself explicitly to current public issues or problems; or
- Mediates between the specialized knowledge of professional historians and the historically-oriented preferences, expectations, and needs of various publics.

To elaborate, public history is a vast and diverse field that can embrace all of the following components:

- **History in public:** the many arenas where historians work and where historians and the public are in dialogue about history, including online; in museums, archives, and libraries; at historic sites, national parks, battlefields, and historic houses; in corporations, historical societies or organizations; and in and with government agencies.
- History developed **for and with public audiences:** historical works directed primarily at public audiences (e.g. historical exhibits mounted in any of the above venues, as well as documentary films, trade or popular historical books, historical dramas or festivals, and historical novels); historical projects co-created with, and responsive to, various publics.
- History **on the public's behalf:** historical work done for public benefit (e.g. to measure or certify compliance with public statutes concerning historic preservation, cultural resources management, or planning; or to undergird policy decisions); done within government agencies by professional historians or contractors; or produced as part of a dialogue about current political, social, or cultural issues (e.g. historically-oriented analysis of current policy debates appearing in the public media).
- **The public and history:** what the public wants and seeks from its encounters with history. Topics engaged here include history and "heritage"; history and "memory"; the relationship of history and tourism; grass-roots historical projects and local history; participatory history through such mechanisms as re-enactments or crowdsourced projects; regional or national controversies over history; and general issues of "shared authority" between professional historians and the public.

A Braided Approach

A single introductory course cannot possibly cover the full range of professional practice and scholarly activity that constitutes public history. This course will, therefore, introduce *some* major issues in public history through an approach that weaves together two major strands:

1. Reading and discussing some of the **best recent public history scholarship** engaging questions of the public meanings and uses of history, the historical development of the public history field, venues of practice (especially the National Parks), modes of interpretation, audiences, workers, and politics; and
2. Practicing public history yourself by making a contribution to a **developing *digital* public history project focused on the history of the Blue Ridge Parkway**. This project will be developed in conversation with the staff at the Blue Ridge Parkway, and will thus encompass the experiential, service-learning portion of the course. The central position of this project-based work in the course means that **we will focus especially heavily on issues related to public history practice in the National Park Service and in North Carolina and Virginia, and that we will pay close attention to certain issues involved in developing historical projects that live in the digital realm**. We'll think about how technological tools and approaches are shaping the field of public history, how they change (and do not change) the questions and issues that must be considered, and how doing digital history in a public history context may shape considerations of interface, content, and audiences.

Knowledge, Skills, and Experiences

Through the approach outlined above, this course will expand your knowledge of key ideas and issues in public history, allow you to practice and develop your own skills in working with historical materials and several digital tools, invite you to work collaboratively, and provide an opportunity for you to consider some career options in fields that involve historical work. Throughout, I hope the new awarenesses you develop will make you more critical and informed consumers of history in the public and digital arenas.

Key topics we will consider will include:

- questions of “What is history?” “Why does history change?” “What is the public purpose of history?”
- matters of historical representation, public historical memory, conflict, controversy and power
- history practice in different institutional settings and within different communities
- the history of public history
- the impact of changing political climates on the public sector and public history
- the impact of commercial interests and pressures on historical interpretation
- the role of historic preservation legislation and regulations in shaping public history practice
- questions of audience, authority, and control
- questions about the public and personal utility of history

Key skills will include:

- reading carefully and thinking critically about what you read, see and hear
- learning to have an informed discussion of what you've read
- doing historical research, including evaluating, assessing, and drawing meaning from primary sources and historical evidence
- thinking about and practicing innovative techniques of engaging audiences in historical conversations
- practicing good “digital habits” in managing historical research

- learning how to translate historical materials into “data” appropriate for digital visualization
- getting a hands-on introduction to several digital tools:
 - [Zotero](#) (where we'll store and manage our research materials)
 - [Trello](#) (where we'll manage the process of doing the major class project)
 - WordPress (where the class project will be built)
 - [Google Drive](#) (where documents and assignments will be created and stored)
 - [DH Press](#) (tool to build an interactive piece of our project exhibit within WordPress)
 - [Twitter](#) (social media tool for engaging people talking about Blue Ridge Parkway)
- considering how visual and spatial possibilities offered in the digital realm can enhance historical interpretation
- formulating and articulating cogent, well-grounded, and engaging narratives about what you have learned
- creating compelling online exhibits
- working collaboratively with your colleagues

Career exploration will help you:

- see the world of historical work as a lively landscape of contested interpretations, divergent interests, challenging dilemmas, and intriguing professional possibilities
- discover some of the different professional arenas that are open to students of history and related humanities fields
- understand some interfaces between history-related work and other fields such as library science, regional planning, geography, and education.

Syllabus

Instructor

This section provides biographical and contact information (including office hours) for the course instructor.

Texts and Readings List

This section lists required course books, articles, and links.

Course Policies

This section outlines basic course policies, including class attendance, use of electronic devices, citing sources, file naming conventions, and the Honor Code.

Service-Learning Component

This section outlines the service-learning component of this course and discusses the course's designation as an APPLIES course fulfilling the College's "experiential education" (EE) requirement.

Course Schedule

This section includes a link to the course's Google calendar containing the skeleton day-by-day course schedule – with readings and major assignment due dates — and the full Trello board for the class, which contains full details on what's on tap for each week.

Graded Work

This section lists all graded work for the course, and discusses how the final course grade will be calculated. It also includes some general criteria for graded work in the class. It provides links to detailed guidelines (contained in Trello) for all work on the Blue Ridge Parkway course project.

Final Exam Study Questions

Questions and instructions to help you prepare for the final exam will be posted here near the end of the semester.

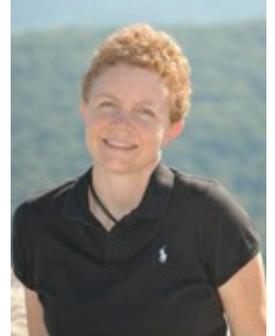
Instructor

Dr. Anne Mitchell Whisnant, Course Instructor

After growing up in Troy, Alabama, Anne Mitchell Whisnant received her B.A. in history from Birmingham-Southern College, and her M.A. and Ph.D. in history from the University of North Carolina at Chapel Hill. While at UNC, she specialized in the history of the American South.

From 1997-99 she taught history at UNC before moving into a career in academic administration. From 2002 to 2006 she worked as a program manager at the [John Hope Franklin Humanities Institute](#) at Duke University.

Since 2006 she has been with the [Office of Faculty Governance](#) at the University of North Carolina at Chapel Hill, where she now holds the title of Deputy Secretary of the Faculty. She also holds an appointment as Adjunct Associate Professor of History and American Studies at Carolina, where since 2008, she has taught the Introduction to Public History course.



Her first book, [Super-Scenic Motorway: A Blue Ridge Parkway History](#), was published in 2006 by the University of North Carolina Press.

Dr. Whisnant has also published several articles and delivered numerous public talks on the Parkway's history, and has served as a consultant to the National Park Service. She has served as a member of the Board of Trustees for both the [Blue Ridge Parkway Foundation](#) and [Blue Ridge Parkway 75, Inc.](#), a nonprofit organization that coordinated the celebration of the Parkway's 75th anniversary in 2010.

Through the small research consulting firm ([Primary Source History Services](#)) she runs with her husband David Whisnant, she has also been the co-principal historian on three National Park Service contract projects: an administrative history of De Soto National Memorial (Bradenton, FL), a Historic Resource Study of Cape Lookout National Seashore (Carteret County, NC), and a visitor handbook for Shenandoah National Park (Virginia). She presently serves on the Southeast Regional Council for the [National Parks Conservation Association](#) and on the Board of Directors of the [National Council on Public History](#).

From 2008-12, she chaired a team of scholars from the [Organization of American Historians](#) which conducted a major new study of the state of history in the National Parks for the office of the Chief Historian, National Park Service. The study team's final report, issued in late 2011, is [Imperiled Promise: The State of History in the National Park Service](#).

Contacting Dr. Whisnant

Office: Carr Building 203 (230 E. Cameron Ave., just east of Old Playmakers Theater and Bynum fountain)

Office Hours: Tuesdays, 3:00 p.m. to 5:00 p.m.; Wednesdays, 10:00 a.m. to 12:00 noon, and by appointment, gladly given

Office Phone: 919-962-1671

Email: Anne_Whisnant@unc.edu

Twitter: [@amwhisnant](https://twitter.com/amwhisnant)

Texts and Readings List

Below is a *list* of the readings required for History 671. Students enrolled in the course can login to [our Sakai site](#) and visit the “Resources” area for access to any copyrighted materials.

Required Books

(The books below are available in Student Stores; several are also available as e-books via Amazon’s Kindle or Barnes & Noble’s Nook):

- Burns, Andrea. *From Storefront to Monument: Tracing the Public History of the Black Museum Movement*. Amherst: University of Massachusetts Press, 2013.
- Ferguson, Andrew. *Land of Lincoln: Adventures in Abe’s America*. 1st ed. New York: Atlantic Monthly Press, 2007.
- Kelman, Ari. *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Cambridge, Mass.: Harvard University Press, 2013.
- Meringolo, Denise. *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*. Amherst: University of Massachusetts Press, 2012.
- Tilden, Freeman, and R. Bruce | Craig. *Interpreting Our Heritage*. 4th ed., expanded and updated. Chapel Hill: University of North Carolina Press, 2007.
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston, Mass.: Beacon Press, 1995.
- Whisnant, Anne. *Super-Scenic Motorway: A Blue Ridge Parkway History*. Chapel Hill: University of North Carolina Press, 2006.

Article/Book Chapter/Web Readings

(Dates and specifics about what is to be read are noted in our main Trello board and the [course calendar](#); links to all of the following, including copyrighted materials, are available for students on the “Resources” area of our [Sakai site](#).)

- [Digital Humanities Resources](#).
- [History@Work Blog](#), National Council on Public History
- [Public History Resources](#).
- Kays, Holly. “[A Concessionaire’s Conundrum: Pisgah Inn Owner Hoping NPS Contract Renewal Yields 10 More Years of Local Ownership](#).” Smoky Mountain News, 13 August 2014.
- Whisnant, Anne Mitchell, et al. [Imperiled Promise: The State of History in the National Park Service](#). Organization of American Historians and National Park Service, 2011.
- Whisnant, Anne Mitchell, and David E. Whisnant. “Exhibition Review: “Blue Ridge Parkway, America’s Favorite Journey,” Blue Ridge Parkway, and “Within a Day’s Drive of Millions,” Shenandoah National Park.” *The Journal of American History* 96, no. 3 (December 2009).
- Woodward, Walt. ““Shaping the People’s History of America’: Opportunities and Needs in the Field of Public History.” *CHS Miscellany* 1, Center for Historical Studies, Northwestern University (February 2009).

Course Policies

Below are some key general course policies. See also elsewhere on the site other policy information regarding the [Service-Learning component](#) of the course and specifics regarding [graded work](#).

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- [Class Attendance](#)
- [Computers, Cell Phones, and Other Nifty Electronic Devices](#)
- [Assignment Deadlines](#)
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- [Honorable Behavior](#)

Class Attendance

Because this course is built on the process of discovering and thinking about history together and building a public history exhibit as a group, class attendance is crucial, both to your own learning and to that of your fellow students. I will take attendance daily. Once you have been absent **more than two times** for any reason (except an official school-related activity or religious holiday, both of which require prior notification to the instructor), your **final course grade will drop by two points for each absence in excess of two**.

Please also do your best to be on time. If you are late, it is your responsibility to see me after class that to ensure that I count you present.

Computers, Cell Phones, and Other Nifty Electronic Devices

This is a technology-intensive class, and I am going to be doing all I can to reduce paper usage and bring all aspects of course management online. Our semester project is digital. We're going to be reading many things that are online. Therefore, it's going to be important for you always to **bring a laptop to class meetings**, especially since we will be spending part of many class meetings working on the class project.

However, laptop use in class meetings should be limited to the times when we are doing specific work that requires the computer. **During our weekly discussions of the course readings, I require that computers and other e-devices be closed and put away.** Only the official "minute-takers" for each day will be permitted to have their computers open and on during these periods; see the page on [Graded Work](#) for discussion of the minute-taker's role.

Additionally, out of consideration for your fellow students and our guests, please **put all cell phones on vibrate, refrain from answering calls/texts or using headphones, headsets, or iPods** during class.

Assignment Deadlines

Deadlines for graded work in this class are firm. Late work will be accepted, but for each day the work is late, the assignment grade will go down three points (on a 100-point scale).

File Naming Conventions

Any electronic file you create and submit to me (PDF, Word doc, Google Doc, etc.) should be named, consistently, according to the following convention: YYYYMMDDAssignmentLastnameFirstinitial or, for group work, YYYYMMDDAssignmentGroupName. So, a set of minutes that I submit would be 20120925MinutesWhisnantA.doc. This helps me (and you) to keep everything straight and helps us all develop good digital habits. You can read more about [best practices in file naming here](#).

Citing Sources

Citations for any sources used in any course work must be provided and should follow the principles of the *Chicago Manual of Style*. I have provided some summary information and links to other citation resources on my [citations page here](#).

Research Notes

Research notes for the course research project must be kept in [Zotero](#).

Twitter

Engagement with the public via the Twitter social media platform is a required component of each group's work on the [course project](#). You may either use an existing Twitter identity or set up a new one for this class. If you wish, you may use an anonymous identity so long as I know what it is. If there is any reason that being active in any way on Twitter would be problematic for you, please let me know, and we will make alternative arrangements. The Twitter hashtag #hist671 should be used for all course-related tweets.

Honorable Behavior

The [University's Honor Code](#) will, of course, be in effect in this course. You can most easily learn about the Honor Code by taking the honor system's [online tutorial](#), launched in 2012.

As outlined in the [Instrument of Student Judicial Governance](#), it shall be the responsibility of every student at the University of North Carolina at Chapel Hill to:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

In general, all of this means that you must **do your own work and clearly credit the sources** from which you draw information. Especially, you must beware of plagiarism. Plagiarism is using the words, ideas, or thoughts of another person and treating them as your own. The UNC Libraries offer [an excellent online tutorial on recognizing and avoiding plagiarism](#).

[Learning how to use appropriate citation techniques to credit sources appropriately](#) is, of course, also a key skill of every historian, and we'll be practicing that. If you are uncertain about what is and is not allowed under the Honor Code of the University as applied specifically to this course,

assume nothing; instead, ask for clarification.

PLEDGE: The Instrument of Student Judicial Governance requires that you sign a pledge on all written work and examinations stating the following: “On my honor, I have neither given nor received unauthorized aid on this assignment.” Please do this.

Citations

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- [Chicago Style](#)
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Chicago Style

In any kind of historical writing, it is crucial to cite the sources for the information you find. Your credibility as a historian is largely dependent on the reader being able to assess the evidence upon which you based your information and conclusions. Citations are the readers' roadmaps to your primary and secondary sources.

The Chicago Style (notes-and-bibliography version) is the required choice for uniform citation style in this course as it is the citation style most commonly used in publications in the humanities. We will be using a modified style that includes notes only, with no bibliography. Therefore, the first reference to any source in your notes will need to contain full bibliographic information for locating that source, while subsequent references may contain a shortened version of the citation. All of these entries should follow the Chicago "notes" format; bibliography format will not be relevant here.

How to do it: At the end of any sentence or short section (paragraph or less) that uses information from an outside source, include a superscript number which will correspond to the endnote entry at the bottom of your page. The number at the end of this sentence is a superscript number.¹ Then, at the end of the page, you add your endnote with the corresponding number and insert the citation information.

Zotero will create note-appropriate citations for you of any materials you have entered there. [Read this for details on how to do it.](#)

Online Chicago Style Resources:

- [The Chicago Manual of Style Online](#)
- [Purdue University Online Writing Lab](#) (Overview of Chicago Style)
- [Purdue University Online Writing Lab- Chicago Style Citation Guide](#)
- [UNC- Chapel Hill Chicago Style Citation Guides](#) (with "citation builder" tool)
- Diana Hacker example of a [research paper in the Chicago style](#).

As you are putting your citations together, feel free to [Ask a Librarian](#) for help. Several libraries on UNC's campus offer chat online chat help to their patrons. Here are the basics to know before contacting them:

- Know which citation style you will be using before you contact them.
- Try to have all of your information together and identify your need before contacting them; it helps them help you.

- Make sure to check out the [UNC Writing and Citing Page](#) before contacting them.

Citation Format Examples

Web Sources

General Web Sources

Format:

1. Firstname lastname, "Title of web page," *Publishing organization or name of the website in italics*, Publication date if available, URL.

Online Newspapers

Format:

Note number. Author First Last, "Article Title," *Newspaper Name*, Month Day, Year of Publication, URL (accessed Month Day, Year).

Sample Note Citation:

19. Lynda V. Mapes, "Unearthing Tse-whit-zen," *Seattle Times*, May 25, 2005, <http://seattletimes.nwsourc.com/news/local/klallam/index.html> (accessed August 1, 2005).

Books

Format:

Firstname Lastname, *Title* (Place of Publication: Publisher, Year of Publication), page number.

Sample Note Citation:

1. Anne Mitchell Whisnant, *Super-Scenic Motorway: A Blue Ridge Parkway History* (Chapel Hill: UNC Press, 2006), [page number].

Archival Materials

These can be difficult to cite, so we have included a few examples below. The formatting and examples below have been developed with the help of the North Carolina Collection reference librarian. Remember, the aim of citation is to allow someone else to locate the item you looked at; you must therefore include sufficient information to allow another person to find the item.

Postcards from the [NCC Postcard Collection](#)

Format:

"Title" in North Carolina Postcard Collection (P052), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill

Sample Note Citation:

“Main St. and Blue Ridge Inn, Mount Airy, N.C.” in Durwood Barbour Collection of North Carolina Postcards (P077), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill.

Photographs from the [NCC Photographic Archives](#)

Format:

“Title” in [Collection Name (Collection Number)], North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill.

Sample Note Citation:

“Group in a window, Western North Carolina, 1930s” in Photographer Bayard Wooten Collection (WM-212-47 1226), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill.

Maps from the [NC Maps Collection](#) (Citation taken from the [NC Maps Map Citation Guide](#))

Format:

Author last name, First name Middle initial. *Title of Work*. Format. City: Publishing Company, copyright date. Source, *Collection*. Medium, URL (Date accessed).

Sample Note Citation:-

Fielding, John. *A Map of the United States of America, as settled by the Peace of 1783*. Map. London: John Fielding, 1783. From North Carolina State Archives, *North Carolina Maps*. <http://dc.lib.unc.edu/u/?ncmaps,735> (accessed June 25, 2009).

Newspaper articles available on microfilm

Format:

“Title of article,” Title of newspaper, Month, day, year. As found in NCC [Type] Clipping File: [Subject]. North Carolina Collection.

Sample Note Citation:

“*Threats of Reaction*,” The Daily Tar Heel, February 17, 1939. As found in NCC [Daily Tar Heel] Clipping File: [MN-114 Reel 19]. North Carolina Collection.

Zotero

Doing historical research is both an intellectual task and a management and organizational task. Doing it well requires careful thought about organizing and keeping track of one's research materials. This work needs to be done at the beginning of a project and the systems one develops need to be followed consistently.

Several considerations are important:

- Note-taking and copying: How will you collect notes about the historical materials you encounter? Will you take notes? Will you want to scan or photograph articles, documents and other materials so as to keep complete facsimiles of them? Where will you keep all of these notes and copies?
- File management: If you collect lots of images, articles, scans and other digital files, how will you name and identify them so that you know what they are and where they were gotten?
- Search and sort: You may collect information (articles, documents, notes, photographs and other materials) from many different libraries, archives, online repositories, etc. How will you integrate those materials? How will you find what you are looking for? How will you meaningfully group the materials that need to go together? Being able to flexibly manipulate what you have collected by topic, date, author, or other characteristic may be crucial to drawing meaning from the materials and seeing larger historical patterns and relationships.
- Aid in writing: How will you keep your materials readily accessible and viewable while you are creating some kind of text or narrative about them? Is cutting and pasting between your materials easy?
- Citation: How will you keep track of the information *about* your sources so that you can retrace your steps and provide [appropriate documentation](#) for where you got your information? How will you track the information that allows you to create complete citations for your information?

The best available current system for dealing with *management* of historical research materials is an application called [Zotero](#). Developed with the needs of humanities researchers in mind by the pioneering digital humanists at the Center for History and New Media at George Mason University, Zotero is a flexible and easy to use data management system that addresses all of the above problems and has the capability to allow teams of researchers to share their collections of research materials.

We'll use Zotero for managing our research related to the semester project.

To get ready, you'll need to do the following things:

- [Download Zotero](#) to your computer.
- Read/watch [basic documentation for Zotero](#). This includes reading about getting stuff into Zotero and about syncing/collaborating.
- You might also enjoy [this YouTube video](#) about why students should love Zotero.
- Here's a helpful [15-minute video guide](#) from UNC's Journalism library about getting started with Zotero.
- [Create an account](#) at Zotero.org. Please use your UNC email for this, so I can easily "share" our History 671 research group with you, enabling the entire class to collaborate on creating a single Zotero "collection" of research notes and materials.

- Open Zotero on your local machine and click the little “gear” button to bring up the settings. Choose the tab for “Sync.” Under “Zotero Sync Server,” put in your Zotero username and password, and click “sync automatically,” and both checkboxes under “file syncing.” This will allow your research materials to go to the “cloud” and be shared with our History 671 group. Close the settings.
- Now, when you have Zotero open on your computer (as distinguished from logging in to the site), you should see the History 671 “Group” in the lefthand sidebar.
- Right click on the History 671 “Group” and create a “New Collection” for each project group.
- All research materials used, including books, articles, images, pamphlets, letters, newspaper articles, or any other primary or secondary source should receive an individual entry (with full citation information) in Zotero, which you will add to your “Collection.”
- You are welcome to use tags (in fact, please do) to categorize your items by subject.

A Service Learning Course

This course is a UNC-designated service learning course, developed with the help and support of UNC's [APPLES](#) program. APPLES is a student-led program that builds sustainable, service-learning partnerships among students, faculty and communities in North Carolina and beyond. By engaging all partners in an enriched, community-based curriculum, APPLES experiential programs foster socially aware and civically involved students.

Service-learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic engagement. Students render meaningful service in community settings that present them with experiences related to academic material. Through the course design which includes critical reflection, students examine their experiences and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service.

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- [What does this mean for you?](#)
- [Work Log](#)

Essential Components of Service-Learning:

- Pedagogy embracing experiential education
- Intentionally integrates academic learning and relevant community service
- Reciprocal collaboration between classroom and community partners
- Purpose is to enhance learning without compromising academic rigor
- Includes structured time for critical reflection

Because of its designation as a service-learning course, **History 671 also earns enrolled students an “experiential education” (EE) credit required under the UNC undergraduate curriculum.** Experiential education courses, the curriculum description notes, “connect academic inquiry with structured, active learning experiences such as sustained, mentored research; approved service learning; courses with substantial field work; UNC-approved study abroad; department or UNC internships; or faculty-supervised creative work that culminates in public programming. The course or program of study must carry academic credit and invite students to apply their academic knowledge, skills, and expertise within the context of real-life situations and experiences.”

I take these designations and this experiential approach to learning seriously and consider them integral to your learning about public history practice. Indeed, as a pedagogy, service-learning is highly synergistic with typical best-practice teaching strategies in public history, which nearly always involve (especially at the graduate level) students working directly with public history institutions or on meaningful public history projects.

What does this mean for you?

You have to learn something, in general, about service-learning and the APPLES program by completing [this online module](#).

And then, in this course, you'll be employed and accountable for **roughly 30 hours** working as public historians to develop an interpretive project on the history of the [Blue Ridge Parkway](#), a unit of the National Park system. During

the semester, you will perform specific, assigned tasks that contribute to the project, and we'll be in dialogue with the staff at Blue Ridge Parkway and with the public about the work. The tasks you'll be doing will include historical research, curation, and writing and development of a high-quality digital exhibit. Like working public historians, you will have some—but by no means complete—flexibility and choice in the topics you work on, but you will also have to shape your work to our larger collective project and its previously identified aims. You'll have the opportunity to reflect upon what it's like to “do history” under these conditions.

Work Log

So that I can see that everyone has completed their required 30 hours of work to fulfill the Service-Learning/Experiential Education component of the course, you will be asked to log all hours spent on the course project in our Project Timesheet, which is linked from our Trello project board.

Course Schedule

Class Period Structure

The two major components of the course will be braided into most class periods:

- Discussion of the day's assigned readings (facilitated by Discussion Leadership Team for each day).
- Work session on *Driving Through Time* -related course project tasks.

Calendar

Detailed day-by-day activities and preparation required for each class meeting will be handled this year by our [History 671 Master Trello Board](#).

For your general convenience, though, below is a Google calendar that includes all course meetings, the day's readings, and any major graded item that's due. This calendar can be accessed directly [here](#), and it is also linked to feed the calendar within our [Sakai](#) site, so all information should be the same everywhere. Click the day's title to open a window that lists the required readings for that day and any key graded items that are due. **This calendar is dynamic and subject to modification**, so be sure to consult it regularly.

If you'd like to add this calendar to your own Google Calendar, you can either click the little "add calendar" box at the lower right of the calendar below, or cut and paste the calendar ID below into the box for "add a friend's calendar" that appears on the left of your own calendar:

mlrloa7c3vstqhu5rjubhb23uc@group.calendar.google.com

For archival purposes only:

PDF of the Fall 2012 Google Calendar for History 671: [2012History671WhisnantFinalSchedule](#)

PDF of the Fall 2013 Google Calendar for History 671: [2013FallHistory671WhisnantSched_Final](#)

Graded Work

Grading Structure and Graded Assignments

The information on this page is closely related to information on my [Course Policies page](#). Please review both pages.

Graded assignments provide a structure to get us where we want to go! The course assignments and grading structure in History 671 are set up to help you (a) read and engage with some major issues and themes in public history and have substantive in-class discussions about them; (b) do smart, well-informed public history by building a new web exhibit about the Blue Ridge Parkway; and (c) reflect thoughtfully upon your encounter with public history.

Graded work will be distributed as follows:

- [Class Discussion Team](#) (1 class session): 10%
 - In pairs, you'll work with the instructor to plan and co-facilitate a class discussion of our readings. Due dates vary according to when you have signed up.
- [Class Minute Taker](#) (1 class session): 5%
 - For one class, you'll take and post official "minutes" of our proceedings that will serve as class notes for that session. Due dates vary according to when you have signed up.
- Reading Quizzes (will take place each class; lowest two dropped; rest averaged): 15%
- [Class Project: "Parks to the Side: Blue Ridge Parkway Recreation Areas."](#) You'll research, write, design and mount a major new digital exhibit about the Blue Ridge Parkway. This project, the course centerpiece, will engage you in doing public history in real time. There will be various discrete tasks assigned here, the parts of which will be managed via a project board in [Trello](#). The components of this undertaking (including your required 30 hours of service-learning work) will add up to 55% of your final grade. **Work must be complete by Wednesday, December 3, 2014 at 5:00 p.m.**
- Final Reflective Essay (Exam): This will ask you to consolidate, analyze, and reflect upon your experiences and learning in the course. It will be open book and open note but must be submitted in class during the designated exam period: **Monday, December 8, 2014, 4:00-7:00 pm** 15%

Note about [Service-Learning Hours](#): While I am not grading you on your service work *per se* (other than by how it's incorporated into the assigned tasks above), I do expect you to keep track of your hours spent working on all tasks related to the course project. **Anyone who does not complete at least 30 hours of work can make no higher than a B (P for graduate students) in the course.** All hours must be reported complete **by December 3, 2014 at midnight.** *Note: reporting of hours will be done via the form linked from our Trello project management board.*

Grading Standards

I do not grade on a "curve," but will instead judge each student's work according to a standard set of criteria for each aspect of the course. It is my hope that all students will work to their highest potential and achieve growing mastery of the skills and material stressed in the course. Grading of each assignment and setting of final letter grades will be on a 100-point scale, distributed as follows:

- 93-100 A

- 90-92 A-
- 88-89 B+
- 83-87 B
- 80-82 B-
- 78-79 C+
- 73-77 C
- 70-72 C-
- 68-69 D+
- 60-67 D
- Below 60 F

The following guidelines will be used in evaluating class work. Please note that not every descriptive standard will apply perfectly to every assignment. But the criteria present a general scale for judging the quality of student work on its accuracy and thoroughness, its clarity and organization, its depth, and its insightfulness and originality. Generally, in doing history, sustained, steady work over a longer period of time will produce a better product than work that is thrown together at the last minute.

A work:

- is extremely well organized, logical and easy to follow (organization and argument make sense)
- thoroughly covers relevant material and completely and accurately fulfills the assignment
- exhibits evidence of exceptionally thorough, careful and sustained effort
- exhibits exceptional attention to detail
- benefits from deep primary source research and secondary source reading in sources that themselves rely upon deep primary research
- integrates learning from various sources
- exhibits a clear understanding of how to evaluate and use primary sources
- includes some original insights or other evidence of original and creative thought
- if narrative, is almost completely grammatically correct, clear, and cleanly written

B work:

- is organized and logical
- includes most relevant points and accurately and carefully fulfills most of the assignment
- exhibits evidence of having done thorough research in several major sources
- exhibits some engagement with primary sources, but may rely too heavily or uncritically on undocumented secondary sources (e.g. undocumented websites, popular magazine articles)
- exhibits evidence of careful and sustained effort
- reflects attention to detail that is fairly consistent, but not outstanding (some details of content or process may have been overlooked)
- if narrative, has only minor grammatical or stylistic errors
- lacks the originality, insightfulness, or creativity of A work

- may make some unsubstantiated claims

C work:

- suffers from somewhat confused organization or faulty logic
- may contain factual errors, inaccuracies
- is not as thorough as it needs to be, containing obvious gaps
- includes many relevant points while overlooking other important points
- exhibits evidence of relatively cursory research in obvious sources
- relies heavily upon undocumented secondary sources (e.g. websites or popular magazine articles)
- displays little ability to engage primary sources or differentiate between and evaluate primary and secondary sources
- makes many unsubstantiated claims
- does not integrate information gathered from different sources
- reflects noticeable inattention to detail in either process or content
- displays sloppiness born, possibly, of last-minute rush
- if narrative, suffers from some writing problems (grammatical errors, stylistic awkwardness)
- lacks originality, insightfulness, or creativity of A work

D work:

- lacks any effective organization or suffers from seriously confused logic
- while covering some relevant material, is mostly vague or lacking in detail
- contains many factual errors, inaccuracies, and unsubstantiated claims
- exhibits evidence of scant research in only a few sources
- displays little understanding of how to evaluate and use primary sources
- is sloppy and appears to be the product of minimal time investment or obvious inattention to detail
- suffers from serious writing problems (grammatical errors, stylistic mistakes)

F work:

- is substantially incoherent or vague
- betrays little understanding of course material or of the assignment
- exhibits evidence of little to no research
- contains many factual errors, inaccuracies, and unsubstantiated claims
- is sloppy and appears to be the produce of minimal time investment
- is burdened with incomprehensible writing

Minute Taker Assignment

[Signup sheet for Minute Taker Assignment](#)

This assignment is worth 5% of your final grade.

To make it easier for everyone to participate freely in our class discussions, two students each week will be assigned to take “minutes” for the class period. These minutes will be lightly edited class notes that are placed online in our Google Drive class folder **within 48 hours** of the end of the class period for which the student is minute-taker.

Minutes must be taken for the following components of each class period:

- Any announcements I make about course process
- Discussion of the day’s readings
- Presentations by/conversations with any guest speakers
- Major points made during the part of class dealing with the course project

How to take minutes:

- Use the [Google Docs template](#) I’ve created to take the minutes. Create a copy of the template, save under proper file naming conventions in our Google Drive class folder, and create your minutes according to the directions provided.
- The minute taker is permitted to have a computer open during class, an iPad or other tablet device, or a notebook (in which case you will create your document in Google Drive later). If you’d like to record the session, that would be fine, too, but I’m not looking for a transcript, so don’t record and transcribe. You need to digest a bit.
- Length: For a class of this length, approximately four single-spaced pages should be plenty. They don’t have to be that long.
- Within 48 hours of the end of class, both students taking minutes for that class should have a finalized version of their minutes ([properly named](#)) posted to the class Google Drive folder.

Grading and Posting:

- I’ll copy both sets of finalized minutes into a read-only Google Drive folder that the class can access. This will give everyone a complete set of notes for the course, while relieving everyone of having to take extensive notes every time.

Discussion Team Assignment

[Signup sheet for Discussion Team Assignment](#)

This assignment is worth 20% of your final grade.

Each week, two students will be designated to work with the instructor as that week's Class Discussion Team. It will be your responsibility to help the instructor co-design a plan to facilitate discussion for that day's class meeting, and then to work with her to facilitate a vigorous discussion. The purpose of this assignment is to raise the level of our class conversations by assuring that there are at least two people in the room in addition to the instructor who have given extra, focused thought to the day's reading materials and what we might learn from them. Additionally, facilitating a group conversation is a key skill of any public historian, and we have to practice doing it!

What you're responsible for:

- Your work should focus on helping identify themes and ideas for fostering a high-quality and thorough discussion of the **assigned readings** for the day that you're assigned to. You don't need to worry with planning the other components of that day's class, including the Blue Ridge Parkway project work.

What to do:

- Read all of the day's required readings carefully and thoroughly.
- Using the [Discussion Team Google Template](#), create a document saved according to our [standard file naming conventions](#) and place it in the Google Drive class folder.
- Arrange an appointment to meet with the instructor by 5:00 pm on the Tuesday before your Wednesday's class to co-design a plan for class discussion with Dr. Whisnant. Note that I have regular office hours from 3:00-5:00 pm on Tuesdays; plan to come during that time if it's workable, but if not, set up another time with me.

In class:

- In class, you and I will work together to foster discussion according to the plan we have made together. We will have decided in advance who will start, but we will allow the discussion to unfold organically. Your job is to be prepared to help contribute, draw out your classmates, and redirect as needed.

Evaluation:

- In evaluating this assignment, I'll be looking at:
 - Thoroughness and thoughtfulness of your preparation, including identification of a pertinent supplementary visual/audio/object that sparks discussion.
 - Insightfulness of the class planning document in identifying key issues.
 - Your effectiveness as a discussion leader, especially in terms of
 - engaging your fellow students by asking them provocative and interesting questions
 - following up on their responses
 - drawing relationships among points that they make
 - thinking on your feet
 - creating a positive and supportive environment for all
 - offering your own insights
 - Your effectiveness will partly be judged via a [quick end-of-class poll](#) of your fellow students.

Course Project

Contents [[hide](#)]

- [Parks on the Side: The Blue Ridge Parkway Recreation Areas](#)
 - [What We're Building](#)
 - [How We're Working](#)
 - [Sites](#)
 - [Questions for Research for Each Site](#)
 - [Graded Components and Deadlines](#)

Parks on the Side: The Blue Ridge Parkway Recreation Areas

Fifty-five percent (55%) of your graded work for this course (including the 30 hours of required [service-learning work](#)) will entail building an experimental new interpretive exhibit designed to draw from, enhance, and complement [Driving Through Time: The Digital Blue Ridge Parkway](#), for which I have since 2009 been scholarly advisor in a project developed as part of the online collections of the UNC's Wilson Library.

The subject of our exhibit will be *Parks on the Side: The Blue Ridge Parkway Recreation Areas*. The idea is to bring together histories and memories of visitor experiences at some of the Parkway "recreation areas" — places like Mt. Pisgah, Doughton Park, Cumberland Knob, Mabry Mill, and Peaks of Otter — with our own on-site observations and research on the history of regional tourism, National Park Service policy and change over time at these iconic Parkway sites.

As we explore the history of these "parks on the side" (as early Parkway designer Stanley Abbott once called them) in the larger context of the National Park Service's approaching Centennial (2016), we'll think about the Parkway as an ever-evolving landscape and consider how history could facilitate conversations about re-imagining these sites for the 21st century. We'll also be talking about the challenges of interpreting history at National Park Service sites — especially when that history involves the National Park Service itself.

This page provides an overview of the *Parks on the Side* project, but the specific instructions, grading percentages for each piece, and links to templates, forms, and other building blocks of our work will be linked from a [Trello project management board](#) we'll be using to keep track of all of the moving pieces of this large undertaking.

What We're Building

We will be pulling together primary source materials — images, maps, articles, and other documents — with, I hope, public commentary and recollections (gathered via social media), to illustrate the particular stories of the chosen Parkway recreation areas. We will locate each recreation area and its key features on a map and timeline, and we may use some georeferenced historical planning maps that allow us to see how these landscapes have evolved. The materials we will pull together may include a combination of things already digitized and available via *Driving Through Time* along with supplemental materials uncovered in our own research.

We are going to build our exhibit in a WordPress environment, using a new tool, [DH Press](#), recently created by [Carolina's Digital Innovation Lab](#), to create an embedded visualization of parts of our narrative. In the process, we be working our way through the process of turning historical evidence and stories into "data" that can be well represented in a spatial/digital interpretive environment.

For this to be successful, we'll have to work together to identify what's important in the stories we want to tell and how we would like to organize the information behind them. What items that we've discovered will be interesting for our publics to see, too? How would we like our visitors to navigate the materials? How should the final interface look? Ideally, we'll move from idea to full-fledged digital public history exhibit in just 14 weeks!

For an example of what we are headed towards, see the Fall 2013 History 671 WordPress/ DH Press project, [The Unbuilt Blue Ridge Parkway](#).

It is my hope that what we create, in the end, can be presented to colleagues at the park and to members of the public and, ultimately, linked as a new Overlook for *Driving Through Time*.

How We're Working

We'll be working in groups of two or three on the sites I've chosen. I've picked sites that I know contain interesting, significant stories that span the whole 75 years of Parkway history, and for which I know there are plentiful archival or secondary source materials available.

Based on your answers to the pre-semester questionnaire, I am going to try to distribute a balanced portfolio of expertise (research, writing, technical/visual, project management, social media) to each group.

We are fortunate this fall to have a project coordinator, one of your fellow students, Elijah Gaddis, a graduate student in American Studies who as his part of his digital humanities certificate will be doing some additional project work behind the scenes to get our underlying project infrastructure in place.

As noted above, we'll be using Trello to keep the project tasks organized.

Sites

Here are our chosen sites:

- Mt. Pisgah (NC)
- Crabtree Falls (formerly Crabtree Meadows) (NC)
- Linville Falls (NC)
- Doughton Park (formerly The Bluff) (NC)
- Cumberland Knob (NC)
- Mabry Mill (VA)
- Rocky Knob (VA)
- Peaks of Otter (VA)

Questions for Research for Each Site

As we work, we'll want to learn and discuss the following things about each site:

- Physical description (acreage/size, key physical/natural features, inventory of key buildings/activities/facilities)
 - At some past point (possibly 1955 but possibly other moment of flourishing)
 - Present day
- Timeline of site's development

- Popular reports/experiences of site (from magazines, newspapers, popular press — for instance, *Our State*, *Blue Ridge Country* magazines, etc.). This will be gleaned through library and online research.
- Social media outreach about the site — memories, observations, photographs, current feelings regarding site (how to take the current “mood” about a site?).
- Site visit. Photographs, possible observation of how people interact with the site, “field notes”; attend a program; speak with an NPS staff person... (check [Blue Ridge Parkway Weather](#) before you go!)
- Historical background — what key policy changes and other developments have shaped the site? This information will be explored via documentary research in records such as:
 - Superintendent’s reports
 - Summary studies of any of these sites
 - Concessions records
 - Visitor use (photographs, media, etc., showing how people interacted with the site in the past)
- Current and future status (policy, concessionaires, etc.) at each site. Who is operating the site, what is available to do, is it profitable? What is its future?
 - General Management Plan
 - Some of this may be gleanable from current news search

In order to complete this project, we will have to start at the beginning of the term and work steadily all semester. Portions of each class period will be devoted to discussion of project components and hands-on work on the project, and you will be expected to be prepared for each of these “project meetings.”

Graded Components and Deadlines

There are several *graded* “mileposts” along the way; these are indicated on the course week-by-week schedule calendar, fully elaborated in terms of what to do in Trello, and listed in Sakai’s “Assignments” area. Here is a quick summary:

- September 10: Preliminary Research Report (Driving Through Time resources) (5%)
- September 17: Preliminary Research Report (Blue Ridge Parkway resources) (5%)
- September 24: Preliminary Research Report (Library databases and other collections) (5%)
- October 1: Formal Research Summary Report (group) with Personal Reflection (individual) (10%)
- October 8: In-Class Presentations (group) of Research and Social Media Engagement (5%)
- October 22: Site Visit Report and Photos (10%)
- November 12: First Round Data Entry (5%)
- December 3: Final Data Entry and Project Narrative Due (10%)

Between December 3 and our final exam on December 8, the *Parks on the Side* team (Elijah and I) will make the final edits so that we can demonstrate the project on December 8th.

History671: Schedule

Wed Aug 20, 2014

5pm - 8pm History 671: Introduction to History 671 and Public History

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description:

Review syllabus and "how the course works" in Sakai; Introduce course project other graded work. Signups for various logins; pre-semester survey. Signups for discussion teams/minute takers.

Wed Aug 27, 2014

5pm - 8pm History 671: The Public and History

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description:

Readings: Woodward, "Shaping the People's History of America" Ferguson, Land of Lincoln. Discussion: What is public history? What is the public looking for in its encounters with history?

Wed Sep 3, 2014

5pm - 8pm History 671: Silences in the Past, Part 1

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description: Reading: Trouillot, beginning through end of Chapter 3.

Wed Sep 10, 2014

5pm - 8pm History 671: Silences in the Past, Part 2

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description: Reading: Trouillot, Chapters 4, 5, Epilogue DUE: Preliminary Research Report #1

Wed Sep 17, 2014

5pm - 8pm History 671: Blue Ridge Parkway, Part 1

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description:

Reading: Super-Scenic Motorway, Introduction through end of Chapter 4 DUE: Preliminary Research Report # 2

Wed Sep 24, 2014

5pm - 8pm History 671: Blue Ridge Parkway, Part 2

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description: Reading: Super-Scenic Motorway, Chapters 5-7, Epilogue. DUE: Preliminary Research Report #3

Wed Oct 1, 2014

5pm - 8pm History 671: History of Public History, Part 1

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description:

Reading: Meringolo, Prologue, Parts 1 & 2. DUE: Formal Full Research Summary Report (group) and Personal Reflection (individual)

Wed Oct 8, 2014

5pm - 8pm History 671: History of Public History, Part 2

Where: Graham Memorial Room 0035

Calendar: History671: Schedule

Created by: Anne Whisnant

Description: Reading: Meringolo, part 3. DUE: In-Class Research Presentations

History671: Schedule

Wed Oct 15, 2014

5pm - 8pm History 671: NO CLASS FALL BREAK

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant

Wed Oct 22, 2014

5pm - 8pm History 671: Public History and Race, Part 1

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: Reading: Burns, Introduction through end of chapter 3. DUE: Site Visit Report and Photos

Wed Oct 29, 2014

5pm - 8pm History 671: Public History and Race, Part 2

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: Reading: Burns, Part 2

Wed Nov 5, 2014

5pm - 8pm History 671: The National Park Service and Difficult Histories, Part 1

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description:
Reading: Kelman, Preface through end of chapter 4; Whisnant & Whisnant, Exhibition Review, JAH. GUEST: Ari Kelman, 5pm.

Wed Nov 12, 2014

5pm - 8pm History 671: The National Park Service and Difficult Histories, Part 2

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: Reading: Kelman, chapter 5 to the end DUE: First Round Data Entry

Wed Nov 19, 2014

5pm - 8pm History 671: Interpretation for a New Era: Reconsidering Freeman Tilden

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: Reading: Tilden (entire)

Wed Nov 26, 2014

5pm - 8pm History 671: NO CLASS THANKSGIVING

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant

Wed Dec 3, 2014

5pm - 8pm History 671: History in the National Park Service: Imperiled Promise?

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: Reading: Imperiled Promise DUE: Final Data Entry and Project Narrative/Bios

Mon Dec 8, 2014

4pm - 7pm History 671 Final Exam and Project Demo

Where: Graham Memorial Room 0035
Calendar: History671: Schedule
Created by: Anne Whisnant
Description: DUE: Final Exam