

Welcome

History 671: Introduction to Public History

At the University of North Carolina at Chapel Hill

Instructor: Dr. Anne Mitchell Whisnant (Twitter: @amwhisnant)

Fall 2015

Wednesdays, 5:45 to 8:15 pm

Dey Hall 402

[Contacting the instructor](#)

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:
 - who is “the public” and what do they want or need from history?
 - how parts of the past are remembered or forgotten
 - why “history” is inevitably dynamic
 - the historical development of the public history field
 - how public history can and does deal with difficult topics and painful episodes in the past.
2. **Practicing public history by creating together, as a class, a *digital* public history project focused on the history of the UNC-Chapel Hill campus.** The central position of this project in the course means that
 - we will focus on learning something about the history of the university
 - we will try to undertake a public history approach that is appropriate for a university campus (as opposed to a museum or historic site, for instance),
 - we will engage the the history-related issues that are live in our community right now (including talking with various stakeholders and presenting our work in a public forum at the end of the course), and that
 - we will pay close attention to what digital historical projects can offer to public conversations about history.

Key Skills

Through the approach outlined above, this course will expand your knowledge of some key ideas and issues in public history while building some specific skills:

Practicing critical reading and discussion of other historians' work

- Reading complicated texts carefully to understand the nuances of historical arguments
- Thinking critically and analytically about what you've read
- Learning to have an informed, grounded, and authentic discussion of what you've read

Conducting original historical research

- Doing historical research, including asking historical questions and finding pertinent primary and secondary source materials in archival collections (both physical and online)
- Evaluating, assessing, and drawing meaning from primary sources and historical evidence
- Keeping track of your research in a way that allows proper citation and tracking of your sources

Developing an interpretation and presenting your findings to public audiences

- Engaging with various perspectives about the particular histories we're researching to identify major questions
- Formulating and articulating cogent, well-grounded, well supported, and engaging narratives about what you have discovered through your research

- Trying to determine what kinds of interpretive approach might be effective in the current environment
- Planning and executing a compelling, accurate, well-researched, and user-friendly online exhibit that is both appropriate to the stories you've uncovered and relevant to current concerns
- Working collaboratively as part of a large team
- Developing and executing an interesting, substantive in-person public presentation of your work

Working with digital history tools

- We'll have to think about how to translate historical findings into "data" appropriate for use in a visualization tool.
- Tools we'll use include:
 - [Trello](#) (where we'll manage both day-to-day class and project work)
 - WordPress in the web.unc.edu environment (where the class project will be built)
 - [Google Drive](#) (where some documents and assignments will be created and stored)
 - [DH Press/Prospect](#) (a WordPress plugin with which to build the interactive visualization piece of our exhibit)

Syllabus

This syllabus is, by its nature, somewhat dynamic. The professor, therefore, reserves the right to make changes to the syllabus, including due dates and test dates. These changes will be announced as early as possible.

A PDF of the syllabus as it stood on 8/19/2015 is attached here for reference.

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 only; articles, web resources, and other readings will be included on the weekly schedule, but are not duplicated here.

Course Policies

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

Course Schedule

This section includes a link to the course's Google Calendar (big-picture view of topics and deadlines, synchronized to Sakai) and Trello board, which contains full details of readings, assignments due, and other activities 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 for all work on the course project.

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 appointments 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 major 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 that 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

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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, the UNC library, and through other book sales outlets.)

- 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.
- Horton, James Oliver and Lois E. Horton. *Slavery and Public History: The Tough Stuff of American Memory*. Chapel Hill: UNC Press, 2008.
- 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.
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston, Mass.: Beacon Press, 1995.
- Wilder, Craig Steven. *Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities*. Bloomsbury Press, 2013.

Project-Related Readings

Each week will also include some reading related closely to our work on the course project. Dates and specifics about what is to be read are noted in our main Trello board; links to any private and/copyrighted materials that cannot be made available publicly are available for students on the “Resources” area of our [Sakai site](#).

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) try your hand at doing some smart, well-informed, and relevant public history by building a new web exhibit about aspects of the history of the UNC campus; and (c) reflect thoughtfully upon your encounter with public history.

Graded work will be distributed as follows:

- [Class Discussion Leader](#) (1 class session): 10%
 - 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 on the main ("Reading and Discussion" book) reading for the day. (The quizzes will not cover the Project Readings.) These will take place each class via Sakai; lowest two will be dropped; rest averaged: 15%
- [Class Project: UNC Buildings and the Names They Bear](#): Together, as a team of the whole, under my guidance, you'll research, write, design and mount a major new digital exhibit about the history of a selection of buildings and their namesakes on the UNC campus. This project, the course centerpiece, will engage you in doing public history in real time. There will be various discrete tasks assigned as part of the project (described in full on the [Project Page](#)). While this is a group project, each person will have a clear, individual portions of the work for which s/he is responsible. The components of this undertaking will add up to 55% of your final grade. **Work must be complete by Wednesday, December 2, 2015 at 5:00 p.m.**
- Final Public Presentation (aka the final exam): Working as a team of the whole, we will design and mount a public event at which to debut the results of our work on UNC history. This event will include specific roles for each member of the class and will take place in Wilson Library Room 504 during our exam time on **Monday, December 7, 2015 at 4:00-7:00 pm**. There will also be a short written reflection to be submitted at this time. 15%

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
- includes properly formatted, accurate citations to all sources

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
- includes accurate citations

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
- suffers from citation problems

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)
- lacks appropriate or thorough citations of sources

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 (or undocumented) claims
- is sloppy and appears to be the product of minimal time investment

- is burdened with incomprehensible writing

Discussion Leader Assignment

[Signup sheet for Discussion Leader Assignment](#)

This assignment is worth 10% of your final grade.

Each week, one student will be designated to work with the instructor as that week's Class Discussion Leader. 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 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've signed up for. You don't need to worry with planning the other components of that day's class, including the project work sessions.

What to do:

- Read all of the day's required readings carefully and thoroughly.
- Using the [Discussion 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.

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, one student 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.
- This will give everyone in the class a complete set of notes for the course, while relieving everyone of having to take extensive notes every week.

Course Project

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- [UNC Buildings and the Names They Bear: The Big Picture](#)
 - [What We're Building](#)
 - [How We're Working](#)
 - [Graded Components and Deadlines](#)

UNC Buildings and the Names They Bear: The Big Picture

Fifty-five percent (55%) of your graded work for this course will entail working as part of a class “team of the whole” to build an experimental new, online interpretive exhibit related to the ongoing conversation at Carolina about how history is represented on our campus landscape.

The subject of our exhibit will be *UNC Buildings and the Names They Bear: The Big Picture*. We'll pick up the campus conversation that has been going on about Saunders/Carolina Hall and expand it to look at the larger landscape of the histories encoded in the names of buildings across the campus. I see this as an effort to contribute to the larger project of “contextualizing” and creating educational materials about our campus buildings and monuments.

This page provides an overview of the *UNC Campus Buildings* project, but the specific instructions and links to templates, forms, and other building blocks of our work will be linked from our main class Trello board we'll be using to keep track of all of the moving pieces of the class work and this large undertaking.

What We're Building

We are basically building an interpretive website that has conventional narrative pages as well as a “visualization” component that will let us see larger patterns in the commemorative landscape of building names at UNC. The visualization will invite users to explore primary sources — documents, images, newspaper articles, etc. — related to the history of each building and its namesake.

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

For this 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 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](#).

The final project website will be debuted in a public forum in Wilson Library during our final exam hour on Monday,

December 7, 2015.

How We're Working

We'll be working as a group of the whole, with each person having responsibility for discrete pieces of the project built around (probably) two buildings — one “primary” and one “secondary” — chosen from a list of about thirty (30) that our RA, Charlotte Fryar, and I have selected. You'll do deep research and develop a long (approximately 2500 word) historical narrative about your primary building, while gathering more limited information about your secondary one.

We are fortunate this fall to have Charlotte with us as the project coordinator. She is a graduate student in American Studies who as part of her 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 our Trello board to keep the project tasks organized. But below you will find a general schedule of deadlines.

Graded Components and Deadlines

We will be having a project meeting during *every class period*. Sometimes this will involve some advance reading that we will discuss, an in-class activity or tutorial, a guest speaker, and, on five occasions prior to Fall Break, direct reports from you on your own research progress. The graded research reports will be calculated 80% on your own report and 20% on your in-class contributions to making suggestions for other students' work as we discuss the reports in class.

More detail on what is to be done at each of these points will be forthcoming.

- September 9: Research Report — Focus on Basic Building Stats and Facts; Promising Resources for Both Buildings (5%)
- September 16: Research Report— Focus on Building Origins, Construction, Naming Moment (5%)
- September 23: Research Report — Focus on Significant Uses, Transitions, Controversies (5%)
- September 30: Research Report — Focus on Person Named For (5%)
- October 7: Formal Research Summary (10%)
- October 21: (10%) Main Building 2500-Word Narrative Draft Due
- November 11: First Round Data Entry (5%)
- December 2: Final Data Entry and Final Project Narrative Due (10%)
- December 7: Final Exam Portion (Public Presentation & Reflection; worth 15%, over and above the 55% included in the components above)

Course Policies

Below are some key general course policies. See also elsewhere on the site specifics regarding [graded work](#).

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- [Class Attendance](#)
- [Computers, Cell Phones, and Other Nifty Electronic Devices](#)
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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. 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.

Additionally, you should adopt a consistent file naming convention for managing your research materials (documents, digital images, etc.) that you will be saving to our Google Drive. The following two videos from the North Carolina Department of Cultural Resources explain best practices in file naming:

- [What Not to Do When Naming Files](#)
- [Best Practices for File Naming](#)

Citing Sources

A crucial part of being an ethical and professional historian is keeping close track of where you got your information for any historical claims that you make. A reader should be able to trace your sources and check your information for themselves. Therefore, proper record keeping and citation of sources is central to the project of doing history. Citations for all sources (both primary and secondary) 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](#).

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](#).

[intlink id="1236" type="page"]Learning how to use appropriate citation techniques to credit sources appropriately[intlink] 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." Since our work will be submitted digitally, I will assume that submission amounts to signing of this pledge; if Sakai offers to opportunity to assent to the pledge, I will ask that you do so.

Citations

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- [Chicago Style](#)
- [Citation Format Examples](#)
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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](#), a wonderful research management database, 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.

Course Schedule

Class Period Structure

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

- General discussion of the day's assigned "big picture" public history readings (the books), facilitated by Discussion Leader(s) for each day.
- Project work session / "team meeting" about course project. This will also frequently involve some readings to prepare in advance.

Calendar

Detailed day-by-day activities and preparation required for each class meeting will be shortly be available on our History 671 Master Trello Board.

Here is a [PDF draft schedule as of 8/19/2015](#). This document will evolve over the first couple of weeks of class.

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](#)

PDF of the Fall 2014 Complete Syllabus for History 671: [2014History671SyllabusWhisnant_AsOf8-26](#)

History 671 Weekly Schedule

*Draft as of 8/19/2015
This schedule is evolving.*

Week 1 (August 19)

Week 2 (August 26)

General Reading: Who is the Public and What Do They Want from History?

- Ferguson, *Land of Lincoln* (entire)

Project Reading: UNC Interpretive Efforts & Resources

Peruse the following

- Lawrence Giffin and Records Services Archivist, "University Archives in Action: Renaming Saunders Hall |," *For the Record*, <http://blogs.lib.unc.edu/uarms/index.php/2015/05/university-archives-in-action-renaming-saunders-hall/>.
- "Slavery and the Making of the University · UNC Libraries," October 2005, <http://exhibits.lib.unc.edu/exhibits/show/slavery>.
- Gladys Hall Coates University History Lecture Series | UNC Chapel Hill Libraries," http://library.unc.edu/wilson/ncc/coates_lecture/.
- "History on the Hill: Resources for Researching UNC-CH History," <http://library.unc.edu/historyonthehill/>.
- "Names Across the Landscape--The Carolina Story," n.d., <http://museum.unc.edu/exhibits/names/>.
- "Research Guides for UNC History," http://eresources.lib.unc.edu/guides/process_browse.php?tab=guides&subject=UNC+History.
- "UNC: Interactive Tour Archive," *The University of North Carolina at Chapel Hill*, accessed April 24, 2015, <http://www.unc.edu/interactive-tour/>.
- "Virtual Black and Blue Tour | The University of North Carolina at Chapel Hill," accessed March 21, 2015, <https://blackandblue.web.unc.edu/>.

Week 3 (September 2)

General Discussion: Remembering and Forgetting: The Past in the Present

- Trouillot, beginning through end of Chapter 3

Project Reading: The Current Situation at UNC

- Trustees Statements
- RSS Statements
- Press Coverage
- Public Submissions

Week 4 (September 9)

General Discussion: Remembering and Forgetting: The Past in the Present

- Trouillot, Chapters 4, 5, Epilogue

Project Reading: UNC History

- Zogry, Introduction & Chapter 1

Research Reports begin here

Week 5 (September 16)

General Discussion: Universities and Slavery

- Wilder, Ebony & Ivy, Part 1

Project Reading: UNC History

- Zogry, Chapter 2

Research Report

Week 6 (September 23)

General Discussion: Universities and Slavery

- Wilder, Ebony & Ivy, Part 2 and Epilogue

Project Reading: UNC History

- Zogry, Chapter 3

Research Report

Week 7 (September 30)

General Discussion: The History of Public History

- Meringolo, Prologue, Parts 1 and 2

Project Reading: UNC History

- Zogry, Chapter 4

Research Report

Week 8 (October 7)

General Discussion: The History of Public History

- Meringolo, Part 3

Project Reading: UNC History

- Zogry, Chapter 5

Comprehensive Research Report

Fall Break

Week 9 (October 21)

General Discussion: Race and Public History

- Burns, Introduction through end of Chapter 3

Project Reading: None

Main Building Narrative Draft Due

Week 10 (October 28)

General Discussion: Race and Public History

- Burns, Chapter 4 through end.

Project Reading: Tools, Other DH Projects, Prospect Manual

Week 11 (November 4)

General Discussion: Slavery and Public History

- Horton and Horton, Introduction and Chapters 1-6

Project Reading: What Other Universities are Doing

Week 12 (November 11)

General Discussion: Slavery and Public History

- Horton and Horton, Chapters 7-11

Project Reading: Interpreting Slavery

- Ask A Slave
- Monticello
- Article on the person who'd been the docent and what people said
- New Museum in Louisiana

Week 13 (November 18)

General Discussion: Contested Ground: Coming to Terms with Competing Narratives of the Past

- Kelman, Misplaced Massacre, Preface through end of Chapter 3

Project Reading: History@Work

Week 14 (December 2)

General Discussion: Contested Ground: Coming to Terms with Competing Narratives of the Past

- Kelman, *Misplaced Massacre*, Chapter 4 through Epilogue

Project Reading: None

Week 15 (December 7)

Presentation