

HIST 240: Introduction to Public History

Spring 2026, Room TBD, 3 credit hours

1. Instructor Information

Dr. Wendy Soltz, Associate Professor of History, Director of the Public History Program
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2. Course Information

Course Description

This course provides an overview of the practice of history done for the benefit of the general public and performed in a public setting typically outside of an academic curriculum. Among the public history fields examined are archives, museum work, interpretation of historic sites, historic preservation, cultural resources management, editing of history journals and other publications, development of audio and audiovisual (including emerging) media, corporate history, entrepreneurial history, oral history, and public policy research and consulting.

Prerequisites

There are no prerequisites for this course.

Course Objectives

This course is designed to acquaint history majors, prospective majors, and others with a foundational understanding of the field of public history. It furthermore serves as the first of two requisites (History 368: *Public History Careers and Internship Preparation*, is the second) for Option 2 in the History major. Completion of this two-course sequence enables the qualified undergraduate to seek out a 9 credit-hour internship in a public history setting as the capstone course (History 369: *Public History Internship*) for this concentration of the major.

Knowledge Objectives: Students will comprehend:

- How and why public history movement in the United States emerged in the second half of the 20th century and distinguished itself from academic history;
- What are the constituent fields of public history, how are they organized, what are their distinctive responsibilities and concerns, and what kinds of qualifications are expected to be possessed by those who wish to professionalize in them.
- What are the major opportunities and challenges faced by those who practice history in, with, and for the primary benefit of the general public;
- In what specific ways the practice of public history differs from academic history and what modes of scholarly investigation, interpretation, and presentation they share.

Skill Objectives:

- How to analyze nontraditional sources of information about the past including how to “read” the built environment as though it were a primary-source document and how to evaluate the quality of historical information presented by museums, historic sites, and the mass media including emerging media and the internet;
- How to anticipate and mitigate potentially adverse reactions by members of the public to the presentation of history content that offers alternative ways of understanding the past which may conflict with traditional beliefs and strongly held views not based exclusively on scholarly evidence;
- How to apply knowledge about institutional mission statements and collections policies to evaluating the efficacy and professionalism of particular public history organizations and agencies.

Course Modality/Structure

This course is a designated Immersive Learning course. High Impact Practices (HIPs) will be used to assess the following student learning outcomes:

- Students will create a constructive **collaborative climate**.
- Students will **apply previous knowledge or skills** to demonstrate comprehension and performance in novel situations.

Throughout this course we will host guest speakers, make site visits, and engage in community projects. We will also utilize modified lectures, reading assignments, discussions, essays, and material culture, to learn about the field of public history.

3. Course Materials

Cauvin, Thomas. *Public History: A Textbook of Practice*, 2nd Edition 2022. (Referred to as “Cauvin” below).

Livingstone, M. Rebecca, Kelly McFall, and Abigail Perkiss. *Monuments and Memory Making: The Debate over the Vietnam Veterans Memorial, 1981-1982*. (a Reacting to the Past Game, RTTP) University of North Carolina Press, 2023. (Referred to as “RTTP Reading” below).

All other readings, videos, and podcasts will be provided online through Canvas.

For more information about obtaining required course materials, see [Ball State First Day](#).

4. Course Assignments and Assessments

Course Assignments and Percentage of Grade

Reading Quizzes (20%)

For the weeks with assigned readings you will have a quiz. These ten (10) quizzes will be multiple choice, true/false, fill-in-the-blank, and short answer.

Guest Speaker/Visit Reflections (4x5%=20%)

In this class, we will host several guest speakers and visit locations. For every guest speaker/visit you are responsible for crafting thought-provoking questions for them ahead of time and coming to class prepared to engage. For four (4) of the speakers/visits, you are also responsible for writing a reflection on the presentation. Assignment instructions and an assessment rubric are provided on Canvas.

Reacting to the Past Game (RTTP) (20%)

To accompany the units on living history, public memory (including monuments and memorials), and games in history we will be playing a class game entitled: “*Monuments and Memory Making: The Debate over the Vietnam Veterans Memorial, 1981-1982*.” Each student will have a unique role in the game and individual and group assignments. Assignment instructions and an assessment rubric are provided on Canvas.

Exhibit/Object Research and Labels (20%)

In this class we will be hosting an exhibit in the Burkhardt Building #201, the Public History Exhibit Works. We will be collaborating with community partners, researching objects, and writing exhibit labels. We will also be hosting an exhibit opening. Assignment instructions and an assessment rubric are provided on Canvas.

StoryMap (20%)

You will select one public history case study from the list and submit an overview and analysis by creating a simple ArcGIS StoryMap. A workshop will be held during class time to provide guided assistance. Assignment instructions and an assessment rubric are provided on Canvas.

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

Course Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

5. University Statements and Attendance Policy

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Absences will be excused for funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories. Students may also face other circumstances (e.g., car accidents, job interviews) that lead to absences, but only faculty members can excuse these, and any adjustments are at the instructor's discretion. Students should contact me if they expect to be absent and may need to provide documentation (with confidential information redacted if appropriate). For online class sessions, student attendance and engagement is documented through participation such as discussion board activity or assignment submission.

6. Additional Statements, Policies, and Information

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

No Generative AI Use

All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. **Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).**

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose.

7. Course Expectations and Policies

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week, check the “Course Announcements” tab, and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

Grading and Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48+/- hours on the weekend.
- I will read every discussion post but I will not always personally comment on posts.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- All assignments are due by 11:59 pm EST/EDT time on the due dates indicated.
- You can submit an assignment up to one week late, with a 5% deduction for each day it is late. This policy only applies to certain assignments, such as reflective essays. Some assignments cannot be turned in late for logistical reasons, for example, the in-class quizzes, in-class work for RTTP, and the final project at the end of the semester. In some instances, turning in an assignment late is better than turning in a rushed and possibly incomplete assignment. After a week has passed, the assignment is considered “missed” and a 0 will be issued.
- If you experience a medical, legal, family, or another type of emergency and you miss a deadline please notify me by email as soon as possible (see Attendance Policy above).
- Internet connectivity and technical issues may occur and cause you to turn in late work. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- Canvas will not accept assignments for grading after 4:59 pm EST/EDT on the final day of class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx or PDFs with extension .pdf unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.

- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

8. Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas (see "Modules"). I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Module/Week	Lectures, readings, and quizzes
<p>1 1/6 & 1/8</p>	<p>Reading:</p> <ul style="list-style-type: none"> ○ "Defining Public History" and "A Long History of Public History," Chapters 1 and 2 in Cauvin. ○ Sections: Intro, 1 and 2 of "History, The Past, and Public Culture: Results from a National Survey." American Historical Association. 2021. Peter Burkholder and Dana Schaffer. <p>Resource: National Council of Public History: https://ncph.org/what-is-public-history/about-the-field/</p> <p>Due: Quiz: What is Public History?</p>
<p>2 1/13 & 1/15</p>	<p>Local History, Local Memory & Oral History <i>(Including community, considering locals)</i></p> <p>Reading: "Collaboration, expertise, and authority: history with publics" and "Oral History," Chapters 4 and 9 in Cauvin</p> <p>Resources:</p> <ul style="list-style-type: none"> ○ American Association of State and Local History: https://aaslh.org/ ○ Delaware County Historical Society: https://www.delawarecountyhistory.org/ <p>Attend: Guest Speaker Karen Vincent, Delaware County Historical Society</p> <p>Due: Quiz: Local History, Local Memory & Oral History</p>
<p>3 1/20 & 1/22</p>	<p>Writing for the Public <i>(Where do public historians write? Where can the public find historical writing?)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ "Public History Writing" and "Historical Fictions" Chapters 10 and 11 in Cauvin. ○ Stories from Suffragette City ○ "Addy" an American Girl Doll's Story <p>Attend: In class book club</p> <p>Resource: Historical Novel Society: https://historicalnovelsociety.org/</p> <p>Due: Quiz: Writing for the Public; Local History Reflection</p>
<p>4 1/27 & 1/29</p>	<p>Preserving the Built Environment: Historic Preservation <i>(shifting needs, community development and adaptive reuse)</i></p>

	<p>Reading:</p> <ul style="list-style-type: none"> ○ “Historic Preservation,” Chapter 8 in Cauvin. ○ Indiana Landmarks https://www.indianalandmarks.org/ <p>Resource: National Trust for Historic Preservation https://savingplaces.org/</p> <p>Attend: Guest speaker Jonathan Spodek, CAP Professor of Architecture</p> <p>Due: Quiz: Historic Preservation</p>
<p>5 2/3 & 2/5</p>	<p>Watching History <i>(film’s influence on the historical narrative)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ “Movies Made History and History Made Movies,” pages 75-88 in Ian Tyrrell, <i>Historians in Public: The Practice of American History, 1890-1970</i>, 2005. ○ “Radio and Audio-Visual Production,” Chapter 12 in Cauvin. <p>Resource: International Documentary Association: https://www.documentary.org/</p> <p>Attend: Film screening in class</p> <p>Due: Historic Preservation Reflection; Quiz: Watching History</p>
<p>6 2/10 & 2/12</p>	<p>Cultural Resource Management <i>(Preserving heritage assets and advocating good development)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ A Village Built over a Battlefield: Urban Archaeology and Preservation at the Battle of the Wabash (1791) in <i>Indiana Archaeology</i> 13(1):43-48. https://www.in.gov/dnr/historic-preservation/files/hp-2018_Archaeology_Journal_Vol_13_No_1.pdf <p>Watching:</p> <ul style="list-style-type: none"> ○ Battlefield Tour Video given at October 2022 Ohio Tribal Nations Conference - https://bit.ly/3HMMvOj <p>Resource: Battlefield Tour StoryMap - https://bit.ly/39bAcf1</p> <p>Attend: Kevin Nolan, Applied Anthropology Lab tour, Cooper Science #221</p> <p>Due: in class material culture/object analysis worksheet</p>
<p>7 2/17 & 2/19</p>	<p>Collecting and Storing History in Libraries and Archives <i>(Acquisition and preservation issues, mission creep, digital advances)</i></p> <p>Reading: “Archiving,” Chapter 7 in Cauvin.</p> <p>Resources:</p> <ul style="list-style-type: none"> ○ Ball State University Archives: https://www.bsu.edu/academics/libraries/research/archives-and-special-collections ○ Archives LibraryGuide: https://bsu.libguides.com/c.php?g=1039276 ○ Society of American Archivists: https://www2.archivists.org/ <p>Attend: Visit University Archives (Leo Gillis at Schwartz Center, 1st floor of Bracken Library)</p> <p>Due: CRM Reflection; Quiz: Libraries and Archives</p> <p>***Extra Credit! Attend Student History Conference, February 20 Details on Canvas.***</p>
<p>8 2/24 & 2/26</p>	<p>Displaying History in Museums, Part 1 <i>(The power of material culture and the absence of authorship)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ “Museums and Collections” and “Exhibiting History” Chapters 6 and 13 in Cauvin.

	<ul style="list-style-type: none"> ○ Schlereth, Thomas. “Material culture research and historical explanation.” <i>The Public Historian</i>, 7, no. 4 (1985): 21-36. <p>Resource: American Alliance of Museums: https://www.aam-us.org/</p> <p>Attend: Star Wars Guest visit</p> <p>Due: In class object analysis workshop; Archives Reflection</p>
	SPRING BREAK
9 3/10 & 3/12	<p>Displaying History in Museums, Part 2 <i>(The power of material culture and the absence of authorship)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ Smithsonian Guide to Interpretive Labels, undated. On Canvas. ○ Star Wars Readings TBD. <p>Resource: Indiana Historical Society: https://indianahistory.org/</p> <p>Attend: Exhibit installation</p> <p>Due: Exhibit Label Assignment</p>
10 3/17 & 3/19	<p>Wait a Second... Is this <i>Fictional</i> History? <i>(children as public, living history and historical villages, blurring “then and now” line)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ “Immersion and Performance,” Chapter 14 in Cauvin. ○ “Personalizing the Past,” pages 67-76 in <i>The Gifts of Interpretation: 15 Guiding Principles of Interpreting Nature and Culture</i>. Larry Beck and Ted T. Cable, Sagamore, 2011. ○ Sections: 6 & 7 of “History, The Past, and Public Culture: Results from a National Survey.” American Historical Association. 2021. Peter Burkholder and Dana Schaffer. <p>Resource: Association for Living History, Farm and Agricultural Museums https://www.alhfam.org/</p> <p>Attend: Exhibit Opening; Guest speaker Caroll Emmert</p> <p>Due: Museum Reflection; Quiz: Living History</p>
11 3/24 & 3/26	<p>Public Memory: Memorials, Monuments, and Commemorations, Part 1 <i>(Collective memory evolves over time)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ Stanley, Matthew E. “Third Ward Neighborhood Self-Guided Walking Tour by Historic Third Ward Association.” <i>The Public Historian</i> 34, no. 4 (2012): 85-88. ○ RTTP game book: pages 4-44. <p>Resource: Indiana Historical Bureau: https://www.in.gov/history/state-historical-markers</p> <p>Listening:</p> <ul style="list-style-type: none"> ○ “Stumbling Upon Mini Memorials,” NPR https://www.npr.org/2012/05/31/153943491/stumbling-upon-miniature-memorials-to-nazi-victims ○ https://www.npr.org/2021/12/27/1068197354/racial-reckoning-turns-focus-to-roadside-historical-markers <p>Due: Quiz: History on the Streets; Living History Reflection; Review assigned RTTP instructions.</p>
12 3/31 & 4/2	<p>Public Memory: Memorials, Monuments, and Commemorations, Part 2</p> <p>Reading:</p>

	<ul style="list-style-type: none"> ○ Sections: 3-5 of “History, The Past, and Public Culture: Results from a National Survey.” American Historical Association. 2021. Peter Burkholder and Dana Schaffer. ○ Mervosh, Sarah. “What Should Happen to Confederate Statues?” <i>New York Times</i>, June 22, 2019. ○ RTTP game book: pages 45-53 ○ RTTP core texts <p>Listening: “Monumental Dilemma,” 99% Invisible Podcast https://99percentinvisible.org/episode/monumental-dilemma/</p> <p>Resource: National Monument Audit https://monumentlab.com/audit</p> <p>Due: Quiz: Public Memory</p> <p>Attend: RTTP set up sessions, role assignments</p>
13 4/7 & 4/9	<p>Public History and Gaming, Part 1 <i>(historical scholarship presented in games, playing and role-playing history)</i></p> <p>Readings and Resources: TBD</p> <p>Attend:</p> <ul style="list-style-type: none"> ○ RTTP Game Sessions 1 & 2 <p>Due: Quiz: RTTP Readings; Papers/Speeches for designated players; First media production due for designated characters.</p>
14 4/14 & 4/16	<p>Public History and Gaming, Part 2</p> <p>Readings and Resources: TBD</p> <p>Attend:</p> <ul style="list-style-type: none"> ○ RTTP Game Sessions 3 & 4 <p>Due: Papers/Speeches for designated players; Second media production due for designated characters.</p>
15 4/21 & 4/23	<p>History in Public Places & Digital Spaces <i>(evolving history, up-to-date history, multi-media)</i></p> <p>Reading:</p> <ul style="list-style-type: none"> ○ “Digital Public History: A Promising Future,” Chapter 5 in Cauvin. ○ “Introduction,” <i>Digital History, A guide to Gathering, Preserving, and Presenting the Past on the Web</i>. Daniel J. Cohen and Roy Rosenzweig, University of Pennsylvania Press, 2005. http://chnm.gmu.edu/digitalhistory/introduction/ <p>Resource:</p> <ul style="list-style-type: none"> ○ Digital Scholarship Lab: http://bsudsl.org/ ○ ESRI StoryMaps: https://collections.storymaps.esri.com/humanities/ <p>Attend: Visit GIS Map Lab (2nd floor of Bracken)</p> <p>Due: Quiz: Digital History</p>
16 4/28 & 4/30	<p>Finals Week</p> <p>Attend: In class StoryMap presentations</p> <p>Due: StoryMap</p>

9. Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.

