FALL 2023

PUBLIC HISTORY PRACTICUM

HIS 4935 – 001
Dr. Camden Burd

EASTERN ILLINOIS UNIVERSITY

Fall 2023
History 4935-001
Class Time: Tuesdays & Thursdays, 3:30 – 4:45pm
Class Location: Coleman Hall 2751
Instructor: Dr. Camden Burd
Contact: crburd@eiu.edu
Office & Office Hours: I will offer times to meet on Tuesdays from 2:00pm-3:00pm, Wednesdays 9:00am-11:00am, and Thursdays from 9:30am-10:30am. I am also willing to work with you to find a more agreeable time if these do not work with your schedule.
Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours on weekdays.

<u>**COVID-19: Rules and Expectations**</u>
"The University asks all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices include face coverings when and where appropriate (or required by the CDC or Illinois Department of Public Health), avoiding campus if sick, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43. Visit EIU COVID-19 for information and policy updates."

The instructor reserves the right to make changes to the syllabus

<u>**Course Overview**</u>
The public history practicum focuses on the practical study of public history through work in the field. Students enrolled in the practicum course will conceive, develop, and present an entire public history project that utilizes various forms of media. This course is intended to give students the hands-on experience necessary to be a successful public historian beyond the academy. During this semester students will focus on the environmental history of the Illinois Prairie. Students will research, design, and install an exhibit to be on display in Booth Library.

<u>**Required Texts**</u>
- John Summers, *Creating Exhibits That Engage: A Manual for Museums and Historical Organizations* (2018).
- Robert Michael Morrisey, *People of the Ecotone: Environment and Indigenous Power at the Center of Early Amercia* (2022).
- Kristin L. Hoganson, *The Heartland: An American History* (2019).

<u>**Course Objectives**</u>
- Prepare an exhibit proposal using appropriate primary and secondary sources.
- Construct a historical narrative and create exhibit across various platforms.
- Present the exhibit in public venue.

Assignments

Your grade in this class comes down to several components that will eventually make up the final exhibit. More information on each assignment will become available as the semester progresses. However, you will find the key components below. In addition to contributing to the physical and digital exhibit.

Physical Exhibit Materials **(200 points)**

At the completion of the course, you will have helped to design and create a physical exhibit at Booth Library. This exhibit will go on display in the Spring 2024. This original exhibit will be based on your conceptual framing, research, writing, and design. More details will be available on D2L including the timeline for completion of the different components of the project.

> **Exhibit Proposal (30 points)**
> **Research Reports & Exhibit Text Draft (100 points)**
> **Final Exhibit Text (70 points)**

Digital Exhibit Materials **(120 points)**

In addition to the physical exhibit you will contribute to a digital website. This will include writing a long-form essay based on your research. You will also be responsible for digitizing some document/primary source material to be displayed digitally. More details will be available on D2L including the timeline for completion of the different components of the project.

> **Text Draft & Digital Component Selection (80 points)**
> **Final Digital Exhibit (40 points)**

Participation & Attendance **(80 points)**

This class, perhaps more so than others, will require active participation and attendance. Please be prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Additionally, your classmates and community partners are relying on you to come to class prepared to discuss, read, discuss the course materials.

Late Work and Missed Assignments

Due dates for writing responses, quizzes, and other assignments will be clearly marked in D2L and the syllabus. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. Especially in the midst of COVID-19, I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

Technical Requirements and Skills

During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

Technical Support
If you need assistant with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in "My Home" page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at https://techsupport.eiu.edu/. If you have a question regarding course content, feel free to contact me.

Academic Integrity
Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

Statement on Artificial Intelligence Programs/Apps
Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Written work will be submitted through Turnitin in D2L. Turnitin includes an AI detection tool which indicates the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was generated by AI. This information may be used, in addition to other evidence, if there are concerns with academic misconduct.

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations. All accommodations must be approved through this Office. Please stop by McAfee Gym, Room 1272, email accommodations@eiu.edu, or call 217-581-7208 to make an appointment.

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistant with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1336.

Discussion Etiquette
Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene. In digital discussions such as D2L, faculty will request that inappropriate content be removed from the

Course room and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Course Schedule

August 22 – Introductions and Overview

August 24 – Public History and the Role of Museums
> **Read:** Thomas A. Woods, "Museums and the Public: Doing History Together," *Journal of American History* 82, no. 3 (December 1995): 1111-1115.

August 29 – Doing Local History

August 31 – Environmental History, Indigenous History, and Public History
> **Read:** Martin V. Melosi, "Public History and the Environment," *The Public Historian* 15, no. 4 (1993): 10-20.
> **Read:** Richard King, "Surrounded by Indians: The Exhibition of Comanche and the Predicament of Representing Native American History," *The Public Historian* 18, no. 4 (1996): 37-51.

September 5 – Indigenous History & The Prairie
> **Read:** Robert Michael Morrisey, *People of the Ecotone* (Introduction & Chapter 1)
> **Discussion:** Led by Dr. Burd

September 7 – Indigenous History & The Prairie
> **Read:** Robert Michael Morrisey, *People of the Ecotone* (Chapter 2 & 3)
> **Discussion:** Led by Group 1

September 12 – Field Trip to Prairie Sites

September 14 – Indigenous History & The Prairie
> **Read:** Robert Michael Morrisey, *People of the Ecotone* (Chapter 4 & 5)
> **Discussion:** Led by Group 2

September 19 – Indigenous History & The Prairie
> **Read:** Robert Michael Morrisey, *People of the Ecotone* (Chapter 6 & 7)
> **Discussion:** Led by Group 3

September 21 – Indigenous History, The Prairie, and Reflection
> **Read:** Robert Michael Morrisey, *People of the Ecotone* (Conclusion)
> **Discussion:** Led by Dr. Burd

September 26 – Agricultural History & Public History

September 28 – Settler-Colonialism & The Prairie
  Read: Kristin L. Hoganson, *The Heartland: An American History* (Introduction & Chapter 1)
  Discussion: Led be Group 1

October 3 – Settler-Colonialism & The Prairie
  Read: Kristin L. Hoganson, *The Heartland: An American History* (Chapter 2 & Chapter 3)
  Discussion: Led be Group 2

October 5 – Settler-Colonialism & The Prairie
  Read: Kristin L. Hoganson, *The Heartland: An American History* (Chapter 4 & Chapter 5)
  Discussion: Led be Group 3

October 10 – Environmentalism, Conservation, and the Grand Prairie Friends

October 12 – Environmentalism, Conservation, and the Grand Prairie Friends

October 17 – What is an Exhibit and Who are its Audiences?
  Read: John Summers, *Creating Exhibits That Engage: A Manual for Museums and Historical Organization* (Chapter 1 & 2)

October 19 – Exhibit Workflow & Design
  Read: John Summers, *Creating Exhibits That Engage: A Manual for Museums and Historical Organization* (Chapter 3 & 4)

October 24 – Exhibit Exercise, Brainstorm, Group Assignments, and Remaining Course Outline

October 26 – Research Day, Booth Library

October 31 – Presentations on Research Materials (Each Group)

November 2 – Project Discussion, Work, and Research

November 7 – Research & Write on Digital Essays

November 9 – Research & Write on Digital Essays

November 14 – Digitization Demo and Online Publishing/Work Day
  Read: Sheila A. Brennan, "Public, First," in *Debates in the Digital Humanities 2016*, eds. Matthew K. Gold and Lauren F. Klein (Minneapolis: University of Minnesota Press, 2016), 384-389.

November 16 – Group Discussion/Pair-and-Share
  Due: Drafts of Group Research Paper

November 21 – NO CLASS, THANKSGIVING BREAK

November 23 – NO CLASS, THANKSGIVING BREAK

November 28 – GROUP WORK

November 30 – GROUP WORK

December 5 – GROUP WORK

December 7 – GROUP WORK

December 12: FINAL REMAINING COMPONENTS DUE, 2:45PM-4:45PM.