

HIST 5302: Introduction to Public History (Public History and Career Diversity)

CRN 18046 / Fall 2017
Dr. Jeffrey P. Shepherd
jpshepherd@utep.edu

Classroom: LART 310 1:30 – 4:20 Wednesdays
Office Hours: LART 326, T & W 10:30 – 12:00
Phone: 915-747-6805

Course Description

This graduate course will take a “hands-on” and experiential approach to learning about Public History and recent initiatives in Career Diversity. Career Diversity reflects the growing efforts of the American Historical Association and the National Endowment for the Humanities to introduce history graduate students to careers beyond teaching. It has some overlap with Public History, but does not solely focus on history related careers. Although we will read one book, and several articles providing an overview of the literature, the course is designed to offer students direct experiences with several institutions, agencies, organizations, and community groups in Las Cruces, El Paso, and the immediate region.

To these ends, we will create a **Historical and Cultural Resources Research “Firm”** that is modeled after—and builds upon—pre-existing examples of real world research businesses. This semester-long exercise will require students work in teams to focus on different elements of a history research firm. The teams will work independently on different parts of the firm and meet occasionally to share their accomplishments with the whole class. The semester will be divided into approximately four phases, within which the teams will complete different components of the overall set of objectives to be concluded in the “Long Term Business and Management Plan.”

Teams will focus on the following:

- *Conduct a historical/cultural resources inventory* of institutions, agencies, and organizations in the region that might hire or need the services provided by our firm. Additionally, these entities may also be sources for our own research into the region.
- *Draft a budget* that includes physical overhead, payroll, and other expenses; devise price points (costs) for services.
- *Build and manage a website, and advertise and market services, social media presence.*
- *Establish the range of research services, our “portfolio,”* research into general borderlands history, as well as specific areas such as Native American history, environmental history, urban history, Mexican American history, etc.; historic preservation, cultural resources management, cultural and historical resources policy and compliance, museum and exhibit consultation, oral history and videography services
- *Draft policies for internal operations, structure of the firm, estimates of staffing numbers.*
- *Finalize a **Proposed Business and Management Plan*** that includes the budget, advertising agenda, firm structure and division of work, portfolio of services, and internal policies for staff.

This is a unique and experimental course that will *require creativity, cooperation, resourcefulness, and flexibility*. We will visit several sites and meet with people working in the field. Students will have a reasonable writing component, which includes brief response essays analyzing required reading, weekly reflective journals, and writing associated with actually creating the research firm. The teams will participate in a public presentation of their contributions that address their contributions to the firm. Assessment is based on tangible and objective factors, such as participation and *communication* in class and in the groups; *collaboration and cooperation* in your groups; the quality of your communication in the various assignments; the *creativity* you demonstrate (*problem-solving*, for instance); and the *independence and accountability* you exhibit while completing different steps of the project. Students taking this class in the fall may also be

interested in a possible internship / independent study course in the spring associated with an aspect of the class this fall.

Principles of Career Diversity

The American Historical Association and the National Endowment for the Humanities have been working on overlapping efforts to expand the professional horizons of history and humanities PhD graduates to include employment outside of the classroom/academia. Similarly, driven by a decade of growing awareness about the interest of history graduate students in non-teaching careers, and exacerbated by the economic downturn and declining state support for higher education, many departments of history have embraced Career Diversity and made connections with the long standing field of Public History. This class will attempt to merge Public History and Career Diversity through an emphasis on **five skill sets** identified by the AHA and the NEH for their relevance to multiple career paths and professions.

The five main skill sets are as follows:

- Communication (presentation and public speaking skills)
- Quantitative skills and budgeting
- Collaboration and cooperation with groups from varied backgrounds
- Intellectual independence and confidence (creativity and inquiry)
- Digital literacy (digital humanities, social media, etc.)

Readings

Thomas Cauvin, *Public History: A Textbook of Practice* (Routledge, 2016)

Examples, Models, and Preliminary Resources

Historical Research Associates (<http://hrassoc.com/>)

History Associates (<https://www.historyassociates.com/>)

Dovetail Cultural Resources Group (<http://www.dovetailcrg.com/>)

Louis Berger (<http://www.louisberger.com/our-work/services/cultural-resource-management>)

Beveridge and Diamond, Inc. (<http://www.bdlaw.com/practices-69.html>)

TRC (<http://www.trcsolutions.com/>)

National Council on Public History (<http://ncph.org/>)

National Trust for Historic Preservation (<https://savingplaces.org/>)

National Coalition of Independent Scholars (<http://www.ncis.org/>)

American Cultural Resources Association (<http://www.acra-crm.org/>)

NPA Archeology Program (<https://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm>)

NPS History, Preservation, CRM (<https://www.nps.gov/history/index.htm>)

NPS, National Register of Historic Places (<https://www.nps.gov/nr/>)

Texas Historical Commission (<http://www.thc.texas.gov/>)

New Mexico Office of Cultural Affairs (<http://www.nmhistoricpreservation.org/>)

Isleta Pueblo Department of Cultural and Historical Affairs (<http://isletapueblo.com/dept-of-cultural--historic-preservation.html>)

Grades and Assessment

- *Response papers to readings (10%)*
 - Five brief response papers, each 750 words
- *Site visits and reflections (10%)*
 - Students will visit three sites (including a class visit to Las Cruces and Mesilla)
- *Attendance and Participation in class (20%)*
 - A course like this requires full and active participation for success. Please come to each class meeting with something to say about the reading and the overall project.

- *Journal Entries (10%)*
 - Students must write 10 journal entries of 150 – 250 words, reflecting on what you did during a particular week (or two). Although these do not need to be grammatically correct, I do expect them to be substantive...even critical of what we are doing. More useful, however, are thoughtful reflections on content, ideas, concerns, and “next steps.”
- *Final Project: Proposal for a History and Cultural Resources Research Firm (50%)*
 - Students will work in groups of 2-3 and *collaborate* on various components of the project. Your groups are responsible for meeting *independently* outside of the classroom, *communicating* via email, and staying on task and remaining focused.
 - A full rubric and list of expectations will be provided the second week of class

Course Schedule (This is definitely subject to change)

PHASE ONE: CONVERSATIONS ABOUT CAREER DIVERSITY AND PUBLIC HISTORY

Week 1 / August 30	<p>Introductions and Overview of the Semester</p> <ul style="list-style-type: none"> •Career Diversity and Public History •Basic parameters of the class project •Reading: Grafton and Grossman, “No More Plan B” <i>The Chronicle of Higher Education</i>, October 9, 2011; Emily Swafford, “There Be Monsters,” <i>Perspectives on History</i> (September 2016): 48-49; “The Career Diversity Five Skills” AHA website
Week 2 / September 6	<p>A Historical Research Firm as Public History and Career Diversity</p> <ul style="list-style-type: none"> •Readings: Cauvin, Introduction; Wood and Townsend, “The Many Careers of History PhDs” AHA website; Wolff, “A New Course: Converting a Passion for History into a Private Sector Career,” <i>Perspectives on History</i>, January 2014; “Forum on Consulting” <i>Public History News</i> V. 30 No. 4 (September 2010). •Assignment: 750 word response to readings •In Class: Reflect on your skills and experiences that will be useful for the creation of a research consulting firm, building off of the five main skill sets above and the articles for today. Preliminary discussion about teams.
Week 3 / September 13	<p>Basics of a Historical Research Firm</p> <ul style="list-style-type: none"> •Readings: Cauvin, Chapter 13; Ramona Houston, “Casting a Wider Net: History PhDs, Change Your Perspective!” <i>Perspectives on History</i>, April 2016; •Assignment: Visit the websites above and write a 750 word paper reflecting on two different research firms (scope, interests, size, range of projects, and reflect on how they might stand as models for our project) •In Class: Discuss different components of the firm, organize into groups focusing on those components, begin sketching out plans for semester, phases and timelines. Plan class visit to Las Cruces and Mesilla.
Week 4 / September 20	<p>Readings in Public History and Career Diversity</p> <ul style="list-style-type: none"> •Cauvin, Part I (Chapters 1 – 3); AHA, “Careers for Students of History”¹, pay particular attention to, “Historians in Museums;” American Alliance of Museums (http://www.aam-us.org/home)see especially, “Resources” •Assignment: 500 word summary of one chapter

¹ <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>

PHASE TWO: POLICIES, RESEARCH, AND PLANNING**Week 5 / September 27****Legislation, Policies, and General Issues**

- Readings: National Trust for Historic Preservation (<https://savingplaces.org/>) and National Historic Preservation Act (http://cr.nps.gov/historyv/online_books/nps28/28chap5.htm); Archeological Resources Protection Act (<https://www.nps.gov/archeology/tools/Laws/arpa.htm>); Native American Graves & Repatriation Act (<https://www.nps.gov/nagpra/mandates/25usc3001etseq.htm>); Mihesuah, "American Indians, Anthropologists, Pothunters, and Repatriation"
- Assignment: Summarize each piece of legislation in 250 words, for a total of 750 words. Use full and proper citations for each law.
- In Class: Discuss legislation and Mihesuah article. Divide work for next week

Week 6 / October 4**Regional Inventory of Historical and Cultural Institutions**

- Readings: Cauvin, Part II (Chapters 4 – 6);
- Assignment: Each group must compile a list of 5-7 organizations, institutions, agencies, archives, universities, non-profits, etc. that deal with the history and culture of the tri-state region. Please don't limit yourself to entities that you agree with politically. Keep an open mind and cast a wide net. Each listing must have full title, contact information and a 2-3 sentence annotation explaining their scope, mission, and relevance for this project.
- In Class: Team Meetings; divide work for next week

Week 7 / October 11**Bibliography and Database of Regional History**

- Readings: National Archives and Records Administration (<https://www.archives.gov/>); Society of American Archivists – Records Management (<https://www2.archivists.org/>); Association of Records Management and Administrators (<https://www.arma.org/>); Academy of Certified Archivists (<https://www.certifiedarchivists.org/>)
- Assignment: Each group must compile a list of 5-7 primary sources, manuscripts, or archival collections relevant for our project; and 10-15 secondary sources relevant for our project. This is an annotated bibliography.
- In Class: Team Meetings

Week 8 / October 18**Funding Opportunities & Research Obligations**

- Reading: National Coalition of Independent Scholars (<http://www.ncis.org/>); American Cultural Resources Association (<http://www.acra-crm.org/>); grants.dov; NEH websites; SHPO websites; Campbell, "The Socorro Mission;" Jett, "Navajo Sacred Places: Management and Interpretation"
- What are the sources of funding and where do we find projects, calls for proposals, where are contracts available? What obligations do researchers have to the communities they research?
- Finalize groups and portfolio interests

PHASE THREE: DESIGNING AND BUILDING**Week 9 / October 25****Assessment, Reflection and Planning**

- Readings: Samples from NPS (Historic Preservation, Archeology, CRM, National Register); Scope of Work (SOW), project plans, etc.
- In Class: Pause and assess where we are, updates and sharing team progress
- Review historical and cultural resources, markets and potential clients, portfolios and services,

Week 10 / November 1**Group Design Meeting (No class, meet in your groups)**

- Portfolio of Services, 3-5 different portfolios (500 word explanations)
- Budgeting, overhead, costs, revenue, expenditures
- Advertising, outreach, social media (investigate web services)
- Discuss how to “bid and make an offer” on a contract

Week 11 / November 8**Technology, Digital History and Social Media**

- Reading: “Digital History” (<http://chnm.gmu.edu/digitalhistory/>); “Digital History Resources” AHA Website (<https://www.historians.org/teaching-and-learning/digital-history-resources>); “Not Even Past” University of Texas-Austin (<http://notevenpast.org/>); Hurley, “Chasing the Frontiers of Digital History,” *The Public Historian*, v. 38 n. 1 (February 2016): 69-88
- Assignment: Read the materials and work on website, possible pod-casts
- In Class: Website and social media plan, possible pod casts or videos

Week 12 / November 15**Budgeting, Marketing, Costs and Policies**

- Reading: Emily Greenwald, “Consulting Fees” and HRA website and others
- For Class: How much does all of this cost? Teams must devise systems for assessing and predicting costs of research, equipment, hourly billing, etc. How do we assess and predict research and travel costs, balance budgets? How do we find clients, reach out to them, and present our services? Do we have a “logo” or image we want to present to clients?
- Assignment: Each student must contribute 250 – 750 words for each team, and then the teams must compile this information into one document, with titles and keywords, goals objectives, main points, etc.

Week 13 / November 22**Communication and Speaking: Multiple Audiences and Public Settings**

- Readings: AHA Website, The Career Diversity Five Skills: Communication (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/five-skills>)
- Assignment: Practice speaking in front of a small group, a mirror, etc. Practice talking about your component of the team’s work.
- In class: Students will stand up and “formally” discuss the work their team has been focusing on. Five minute presentations for each students. Be prepared for questions.

Week 14 / November 29**Wrap up and Penultimate Draft**

- Assignment: Students must submit, collectively, a full DRAFT of the ***Proposed Business and Management Plan***

Week 15 / December 6**Final Project Due and Presentation**

- Teams will formally present their final Proposed Business and Management Plan off campus. More details will be provided.