

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 201 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

HIST 201 is a new course.

We request this course be added to the Social Science and
Historical Literacy menus

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)

Signature

Approval date

Signature

Approval date

College Academic Council(s)


Signature

Approval date

Approval date

Dean(s)



Signature

Approval date

Signature

Approval date

Teacher Education Council

Chair's signature

Approval date

General Education Council

Chair's signature

Approval date

Undergraduate Academic Council

Chair's signature

Approval date

Graduate Council

Chair's signature

Approval date

Provost

Signature

Approval date

Faculty

Chair of faculty senate

Approval date

President

Signature

Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	HIST 201
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Prof. Amanda Biles
2	Course Instructor	Prof. Amanda Biles
3	Course Title	Intro to Public History: Interpreting American Pasts
4	Course Abbreviation for Banner if title is more than 30 characters	Intro to Public History in the US
5	College	College of Arts and Sciences
6	Department or School	History and Global Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20. We are aware that this is a lower enrollment cap than standard history surveys typically have, but given the nature of some of the course objectives and assignments (field trips to local historic sites and preservation sites, exhibit design assignment with public presentation), we want to keep the size of the class down to 20 (much in the same vein as our HIST 353 Historical Methods course, in which students work firsthand in Milliken Special Collections).
17	Catalog Description (50 words or less)	The purpose of this course is to help students experience and understand American history through the lens of public history, exploring the ways that American pasts have been communicated through museums, documentary films, National Parks, etc., and examining debates around the construction of the American history narrative.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not</i>	Spring 2022 under new number. We will offer as a ST course in Spring 2021.

	<i>be earlier than the coming fall semester.</i>	
24	Is this course required for a degree/s?	☒ No, not yet, but it will become a required course for the Public History track (proposal to be brought Spring 21). It will also be a menu option for history, history teaching, and social studies teaching majors to fulfill U.S. history survey requirements. ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No, but will be in Spring 2021 ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	There is a small amount of chronological overlap between HIST 222 and HIST 201, with the primary difference being one of emphasis and approach; while both courses look at modern U.S. history, 222 is a traditional historical narrative overview, while 201 is first and foremost an introduction to the conventions, practices, and professions of public history that uses examples, historiographical debates, and interpretive sites from the modern U.S. period to illustrate the concepts being taught.

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

HIST 201 is being created specifically to serve as an introduction to the new Public History track the Department of History and Global Studies intends to bring forward in Spring 2021. HIST 201 will join HIST 301 (Public History Internship, added to catalog in Spring 2020) and HIST 310 (Topics in Public History, to be brought to councils in Spring 2021) as a new course that supports this track. Our creation of the track is a response to the increasing demand for emphasis on the study and practice of public history, with an eye towards careers in museums, archives, national parks, and historical societies, that

we have seen from students and parents over the last several years. We're seeing more and more students with the ACU History BA go on to a Museum Studies or Public History degree, and to work in the public history profession. This more hands-on, pragmatic career pathway seems very attractive to students and parents as an alternative to an academic career, and amidst national debates about public memory and commemoration, the topic of public history and the creation of historical narratives is more resonant than ever.

HIST 201 will serve as an important entry point both practically and philosophically. Practically, the course will introduce students to the basic skills and practices of the public historian. Students will speak with and, in some cases, shadow current professionals in the field—archivists, museum educators, curators, park rangers, exhibit designers. Students will be introduced to sources of historical information available in the local community and to local organizations active in the public history space. Ultimately, students will utilize the ideas and skills that they develop during the semester to undertake a historical research project that will culminate in exhibit design and public presentation of their work.

Philosophically, this course will emphasize the processes and debates of historical narrative creation, helping students to see history not simply as “the past” but as an ongoing conversation between many competing voices in which the past is brought to bear on the present and the future. It will also provide a critical introduction to the concept of public memory and help students engage intelligently in current debates on how to appropriately memorialize the past, and whether sites of commemoration should ever be changed or removed.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is open to all students (no prerequisites), and we hope that the contemporary resonance of the topic of public history and commemoration may attract some non-majors to the course who are simply interested in the subject matter. We intend to allow this course to fulfill the same menu requirements that HIST 221 and 222 does, so that students who choose to may opt to get their historical literacy or social studies credit that might typically come from a traditional survey from this course instead. More specifically, this course is geared toward history students who are especially interested in the field of, and eventual careers in, public history.

2. State the overarching course goal(s) in performance terms.

Upon completion of this course the student will better understand American history and be able to draw connections between it and developments in the field of public history. They will be able to recognize and describe important public history debates; locate and identify major examples of public history in their own community; and define the role of the public historian in society.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate mastery of key events and interpretations of American history as they appear in the public history space.	Two major examinations
2	Recognize and evaluate the impact of those American history narratives on the	Exhibit review assignment

	development of public memory.	
3	Learn and practice the disciplines of history and public history by researching, designing, and constructing an exhibit and presenting it publicly.	Exhibit design project and presentation

3. Text and Resources

Gardner, James B., and Peter S. LaPaglia. Public History: Essays from the Field. Malabar, Fla: Krieger Pub. Co, 2006. 1575242443

Tyrrell, Ian R. Historians in Public: The Practice of American History, 1890-1970. Chicago, Ill: University of Chicago Press, 2005. 9780226821948

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.



HIST 201: Interpreting American Pasts

HIST 201

Room # ---

Day/Hour ---

Credit Hrs: 3

Spring 2021: Jan 11- May 8, 2021

Prerequisites: none

Instructor: Amanda B. Biles

E-mail: abt19a@acu.edu

Office: Admin 324E

Office Hours: TBD

Required Texts:

Gardner, James B., and Peter S. LaPaglia. *Public History: Essays from the Field*. Malabar, Fla: Krieger Pub. Co, 2006. 1575242443

Tyrrell, Ian R. *Historians in Public: The Practice of American History, 1890-1970*. Chicago, Ill: University of Chicago Press, 2005. 9780226821948

Catalog Description: The purpose of this course is to help students experience and understand American history through the lens of public history, exploring the ways that American pasts have been communicated through museums, documentary films, National Parks, etc., and examining debates around the construction of the American history narrative.

Course Overview: This course approaches American history through the lens of public history—often simply defined as *the practice of history outside of the classroom, for a non-specialist audience*. This simple definition belies complicated fundamental issues, such as what role the public audience does and should play in determining which issues are of historical concern, and how those stories should be expressed.

The course will begin by considering the purposes and basic questions of the field of public history. The class will then explore the many ways that American pasts have been communicated over generations through the study of museums, documentary films, National Park Service sites, etc. This examination will take students through the major historiographical and educational/political debates within the field of American history to help broaden their understanding of the American history narrative.

Students will also work on developing the basic skills of the public historian. Students will speak with and, in some cases, shadow current professionals in the field. They will be introduced to sources of historical information available in the local community and to local organizations active in the public history space. Ultimately, students will utilize the ideas and skills that they develop during the semester as they undertake a historical research project that will culminate in exhibit design and public presentation of their work.

Intended Audience: This class is open to all students and has no prerequisites. It fulfills University Requirements in Historical Literacy and Social Science. For History, History teaching, and Social Science teaching majors, this course satisfies one of the U.S. history survey requirements. HIST 201 will be a REQUIRED course for all History BA students on the Public History track (beginning Fall 2021).

Learning Outcomes:

Course Goals and Competencies: Upon completion of this course the student will better understand American history and be able to draw connections between it and developments in the field of public history. They will be able to recognize and describe important public history debates; locate and identify major examples of public history in their own community; and define the role of the public historian in society.

Competency	Measurement Instrument
Demonstrate mastery of key events and interpretations of American history as they appear in the public history space.	Two major examinations.
Recognize and evaluate the impact of those American history narratives on the development of public memory.	Exhibit Review assignment.
Learn and practice the disciplines of history and public history by researching, designing, and constructing an exhibit and presenting it publicly.	Exhibit design project and presentation.

Course Requirements:

Active learning, asking questions, and your observations are encouraged.

Important Assignments and Make-Up Policies: Students will complete an exhibit review project and an oral history project, followed by a major exhibit design and public presentation. They will also complete two exams and participate in discussions based on issues examined in assigned readings. Students should prepare written notes in advance of each discussion and make verbal contributions for which they will receive a participation grade.

Note: Additional assignments may be given throughout the course, if a student misses a class period they should always check with the professor to ensure compliance with assignment deadlines.

Discussions/Quizzes/In-Class Activities cannot be made up except under special circumstances at the professor's discretion. **No work will be accepted electronically.** All assignments must be submitted in paper form at the beginning of the designated class period. **Late work will not be accepted unless student has arranged this with the professor in advance of the original submission deadline.** Do not e-mail assignments to professor without express, written permission.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The ACU College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies strives to provide an understanding of the experiences of humankind; to stimulate thought concerning various institutions, ideas and cultures; and to promote ethical standards in keeping with the Christian faith.

Christian Perspective:

This course provides students the opportunity to engage with history from a Christian perspective. It encourages students to examine their own faith experiences by evaluating the historical origins of these experiences and their context within systems of American Christianity. It also respectfully examines other systems of belief throughout American history.

Course Outline:

(This outline serves as a guide and is always subject to change)

Week 1	Jan 10	Intro to Public History – Student Experiences, Museums and Historic Sites – Exploring history nearby
Week 2	Jan 17	Public Memory and the World of Jim Crow – The creation of the Jim Crow world, the “New South” and the “Lost Cause” – Recent conversations in Civil War commemoration
Week 3	Jan 24	Archives & Repositories: Urbanization, the Corporation, and American Record-Keeping – Archival Theory and Practice – State Historical Societies – Gilded Age organization
Week 4	Jan 31	Progressivism and Conservation – Teddy Roosevelt and the National Park Service – Professionalization – Read Tyrell Ch. 7
Week 5	Feb 7	Historic Preservation and Historic Buildings – Reading Gardner p. 233 – Guest Speaker on preservation in Abilene
Week 6	Feb 14	The Great Depression and “Benevolent Propaganda” – <i>Grapes of Wrath</i> excerpt and “Dust Bowl Odyssey” reading – WPA Travel Guides and FSA photographs – Read Tyrell Ch. 10 – Exam 1

Week 7	Feb 21	Campus Archives and Special Collections Week – Work on Exhibit Design
Week 8	Feb 28	War and Military Commemoration: Controversy and Public Memory – Enola Gay exhibit case study – Oregon Nikkei Legacy Center
Week 9	Mar 7	Spring Break
Week 10	Mar 14	War and Military Commemoration: Controversy and Public Memory – Pritzker Military Museum – Commemoration and Denial globally – Read Tyrell Ch. 11
Week 11	Mar 21	Building Platforms and Raising Voices: Civil Rights and Digital Public Humanities – “Does It Count? Scholarly Communication and African American Digital History” (Delmont) – Slavery plantation museum case study – MLK Memorial NYT: . Ronald Smothers, "Issue behind King Memorial: Who Owns History?" New York Times, 16 January 1995.
Week 12	Mar 28	Cold War History and the Role of the Federal Government – NPS, LOC, and NARA – Missile Silo NPS sites and interpretation – Policy Advisors Reading (p. 217)
Week 13	Apr 4	Film and Media and Vietnam – In-class documentary: Discussion – Role of the historian advisor: Read Gardner p. 117 essay. – Vietnam: “Where Trouble Comes” reading and discussion – Public History Resume assignment
Week 14	Apr 11	Financing Public History and the Gig Economy Frontier – Grant Writing & Museum Endowments – “As a Business” Essay (read Gardner p. 385) – Sacco, “The Future of Public History Employment in the Age of the ‘Gig Economy’”
Week 15	Apr 18	Political Messaging and Public Memory – Nixon Library and the NARA handover – Iran Hostage Crisis and Carter v. Reagan
Week 16	Apr 25	Interpreting the Recent Past: September 11 th and the War on Terror – 9-11 Memorial Case study – Gardner p. 397 – “Shared authority” debate
Week 17	May 4	Final Exam Week

Grading Methodology

This course is graded on raw (unweighted) points earned throughout the semester. Each point you earn will be added to your total point score. Please see below for the point ranges of each letter grade. Your final grade is based exclusively upon your points, not on any percentage or weighted score. Earn a total of 801 points and you have earned a B. Earn a total of 699 points and you have earned a D. Percentage scores are irrelevant.

GRADE BREAKDOWN:

Item/Category	Points
Exhibit Review	100
Oral History Project	100
Exam 1	150
Exam 2	150
Assignments and Participation:	100
Exhibit Design & Presentation	400
Total Possible	1000

GRADE CATEGORIES:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	<600

ATTENDANCE AND CLASSROOM POLICIES: Students are expected to attend class regularly and attendance will be taken at each meeting. Missing one meeting can severely impair student success so students should always seek instructor guidance in the event of any absence. Students with more than one unexcused absence may receive a reduced participation grade.

EXAM POLICY: No student will be admitted to an exam session after the first student has finished and left the room. DO NOT BE LATE. Make-up exams will only be provided to students for excused absences. Students must contact the professor **prior to** the beginning of the exam period if they must miss an exam.

ACADEMIC INTEGRITY STATEMENT: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible for academic dishonesty will be subject to disciplinary action.

INSTRUCTOR POLICY ON ACADEMIC MISCONDUCT: A violation of the University's Academic Dishonesty Policy will result in a grade of "0" for the assignment and possible "F" for the course for the offending student at the instructor's discretion. Academic integrity violations may also be placed on a student's permanent record.

ADA COMPLIANCE STATEMENT

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667 or email the compliance coordinator, Scott Self, at jss00c@acu.edu.

TITLE IX STATEMENT

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our

one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center (<https://www.acu.edu/community/offices/health-safety/maccc/counseling/overview.html>).

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: July 30, 2020
TO: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 201 – Intro to Public History

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Melinda Isbell at mgil2a@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.

July 29, 2020

Professor Amanda Biles
Admin 324E
Abt19a@acu.edu

Re: Review of HIST201: Interpreting American Pasts

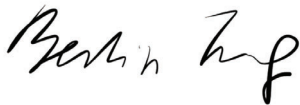
Dear Professor Biles,

Thank you for submitting Review of HIST201: Interpreting American Pasts, and I have reviewed them based on the [ACU Syllabus Guidelines](#) from the Povost's office and found it to be meeting all requirements except a few changes I would suggest:

- Add catalog description (shorter version) and intended audience to the syllabus;
- It is fine not to have office hours for the time being, but please remember to add the information when it becomes available.
- The syllabus does not permit the submission of work in electronic format. Is there a particular reason for this restriction? Some students may prefer to hand in work via Canvas assignment.

There is no need to bring back the syllabus for further review. Please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center



American History since 1877

HIST 222

Course Number: 01

MW 3:00-4:20pm

Hardin Administration Building 310

NOTE: The purpose of this syllabus is for the committee to see the difference between this course and HIST 201

Professor: Amanda B. Biles

E-mail: abt19a@acu.edu

Office: Hardin Administration Building 324F

Office Hours: MW 2:00pm – 3:00pm. Other times by appointment

Required Texts:

James W. Davidson et al., *U.S.: A Narrative History, Volume 2: Since 1865*. Eight Edition. ISBN: 9781260025040.

Course Description: HIST 222 examines the political, social, economic, diplomatic, military, religious, and cultural history of the United States from the end of Reconstruction to present day. The lectures will focus on the controversies, personalities, and diverse cultural contexts that influenced the outcome of key historical moments. Emphasis will be placed on how ordinary people lived within, responded to, and influenced their historical setting. The text complements the lectures with a narrative overview of each period, illustrations, and excerpts from primary sources. Keeping up with the assigned readings and participating actively in the lecture sections are prerequisites for success in this course.

Purpose of this Course: To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, this course promotes an understanding of a body of knowledge all students need in order to become better thinkers, community members, and participants in American life.

The Value of Studying History: *“There is one mind common to all individual men. Every man is an inlet to the same... He that is once admitted to the right of reason is made a freeman of the whole estate. What Plato has thought, he may think; what a saint has felt, he may feel; what at any time has be-fallen any man, he can understand. Who hath access to this universal mind is a party to all that is or can be done...”*

-Ralph Waldo Emerson, *History*

If you are here for this purpose, to better comprehend the human experience, to learn to think critically, to “access the universal mind,” then I will do everything in my power to ensure you achieve it. Every single assignment or task in this course will pursue this aim and we will all be better for it. That is the true endeavor of higher education.

Student Learning Outcomes and Measurement: Upon completion of this course, the student will be familiar with the major events of American history during the period covered. They will be able to recognize and describe influential historical figures; locate and identify ideas and individuals with associated groups/factions within societies; and analyze selected scholarly interpretations of historical events. These outcomes will be measured through in-class discussion responses, exams, and the scholarly book review assignment.

Course Requirements: Your grade is entirely up to you. Active learning, asking questions, and offering personal observations are all encouraged. There will be three exams. Students will be tested on material from lectures, textbooks, and other readings. Exams may include multiple choice questions, short-answer identifications, fill in the blank, and short essays.

Important Assignments and Make-Up Policies: Students will participate in discussions based on the issues examined in assigned readings. Students will prepare a written summary of each issue and contribute to an oral discussion for which they will receive a participation grade.

Students will prepare one major book review on a work selected from the approved list or independently approved by the instructor. A detailed assignment sheet will follow explaining specific book review expectations.

Note: Additional assignments will be given throughout the course, if a student misses a class period they should always check with the instructor to ensure compliance with assignment deadlines. Discussions/Quizzes/In-Class Activities cannot be made up except under special circumstances at my discretion. **No work will be accepted electronically.** All assignments must be submitted in paper form at the beginning of the designated class period. **Late work will not be accepted unless student has arranged this with the instructor in advance of the original submission deadline.** Do not e-mail assignments to instructor without express, written permission.

Extra Credit: Students may earn extra credit points to be added to their overall point total by participating in approved historical experiences and writing essays about that experience. These opportunities will be announced in class throughout the semester.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The ACU College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies strives to provide an understanding of the experiences of humankind; to stimulate thought concerning various institutions, ideas and cultures; and to promote ethical standards in keeping with the Christian faith.

Christian Perspective:

This course provides students the opportunity to engage with history from a Christian perspective. It encourages students to examine their own faith experiences by evaluating the historical origins of these experiences and their context within systems of American Christianity. It also respectfully examines other systems of belief throughout American history.

Course Outline:

(This outline is for reference only and always subject to change)

Week 1	Jan 13	Intro/The New South and the Trans-Mississippi West
Week 2	Jan 20	Martin Luther King Jr. Day – The New Industrial Order
Week 3	Jan 27	New Industrial Order – Urban Order
Week 4	Feb 3	The Rise of an Urban Order – Realignment and Empire
Week 5	Feb 10	The Progressive Era
Week 6	Feb 17	EXAM 1 – The US and the Collapse of the Old World Order
Week 7	Feb 24	The New Era
Week 8	Mar 2	The Great Depression and the New Deal
Week 9	Mar 9	Spring Break
Week 10	Mar 16	America's Rise to Globalism
Week 11	Mar 23	EXAM 2 – Cold War America
Week 12	Mar 30	The Suburban Era - Civil Rights and Uncivil Liberties
Week 13	Apr 6	The Vietnam Era – Book Review Due!
Week 14	Apr 13	The Conservative Challenge
Week 15	Apr 20	The Conservative Challenge - US in a Global Community
Week 16	Apr 27	FINAL EXAM – Thursday May 7th 2:00-3:45pm

Grading Methodology

This course is graded on raw (unweighted) points earned throughout the semester. Each point you earn will be added to your total point score. Please see below for the point ranges of each letter grade. Your final grade is based exclusively upon your points, not on any percentage or weighted score. Earn a total of 801 points and you have earned a B. Earn a total of 699 points and you have earned a D. Percentage scores are irrelevant.

GRADE BREAKDOWN:

Exam 1 – 200pts

Exam 2 – 200pts

Book Review – 200pts

Final Exam – 200pts

Participation in Discussion/Assignments/Attendance – 200pts

Total Possible Points – 1000

GRADE CATEGORIES:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	<600

ATTENDANCE AND CLASSROOM POLICIES: Students are expected to attend class regularly. Attendance will be taken regularly and reported to the university as required. Discussion and peer-to-peer learning are important components of this course. Students should plan to substantively contribute to our classroom conversation on a regular basis. Participation grades will be awarded based on attendance, reading quizzes, regular engagement, and these substantive contributions.

Absolutely no cell phone usage will be tolerated in this class. Students seen with cell phones out after class begins may receive reduced participation grade.

EXAM POLICY: No student will be admitted to an exam session after the first student has finished and left the room. DO NOT BE LATE. Make-up exams will only be provided to students for excused absences. Students must contact the instructor **prior to** the beginning of the exam period if they must miss an exam.

ACADEMIC INTEGRITY STATEMENT: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible for academic dishonesty will be subject to disciplinary action.

PROFESSOR'S POLICY ON ACADEMIC MISCONDUCT: Any instance of academic dishonesty will result in a grade of "0" for the assignment and possible "F" for the course at the professor's discretion. Academic integrity violations may also be placed on a student's permanent record.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667 or email the compliance coordinator, Scott Self, at jss00c@acu.edu.

Proposal: HIST 201 Intro to Public History: Interpreting American Pasts should be included on the Historical Literacy Menu.

In this course, students will *demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations* by examining U.S. history since Reconstruction with particular attention to the varied and contested ways in which historical narratives have been written, challenged, and presented to the public via museums, monuments, memorials, national holidays, parks, and historic preservation. Emphasis placed on conflicting narratives—for example, the “Lost Cause” narrative of the Confederacy vs. histories of the American south that emphasize racialization and the economic exploitation of people of color—will provide significant opportunities to look at key historical events and themes from multiple points of view, allowing students to understand how race, gender, social class, and political perspective shape the historical narrative. Students will also *encounter and analyze primary sources in their historical context* by examining the primary materials that historians use to write their interpretations of U.S. history, and asking questions about the narrative choices historians make—whose voices are amplified and whose are left out by those historians. Further, the class will also allow students to delve into a deeper layer of interpretation by interrogating specific physical sites of public memory, and asking how place itself shapes memory. *Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history*, in particular giving attention to conflicting narratives in the web of American history: continuity vs. change, Manifest Destiny vs. Trail of Tears, Lost Cause vs. lynching. Finally, *students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography)*. This final element is, of course, the most significant end and goal of this course; no other class we offer fulfills this final criterion quite so thoroughly, as public memory is the lens through which history is examined in this course.

Assessment: Students in HIST 201 will demonstrate *deep understanding of and hands-on experience with the inquiry practices of the historical discipline* (SLO 2) and will weigh the social and historical implications *individual, civic and social choices* (Competency 4), specifically within the realm of public memory, by researching, designing, and publicly presenting their own historical exhibit. As a follow up to extensive hands-on work throughout the semester, including visits to historic sites and museums and shadowing of public history professionals, the exhibit design project allows the student to step into the shoes of a public historian, to weigh available evidence, craft a narrative, and consider the consequences of the storytelling choices historians and curators make.

Course Name & Number HIST 201 Intro to Public History: Interpreting American Pasts
University Requirement menu Historical Literacy
General Education Competency SLO 2, Competency 4
Assessment Method Exhibit Design Project
Acceptable Goal 75% of students make 70 or better
Ideal Goal 85% of students make 70 or better

Proposal: HIST 201 Intro to Public History: Interpreting American Pasts should be included on the Historical Literacy Menu.

Note: The lettering and numbering that follow correspond to the same on the document UGEC Criteria for the Social Science Menu.

A. General Criteria for University Requirements

Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisite and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3).

Compliance: HIST 201 is free of pre- and co-requisites, appeals to students from any major, and focuses on the sorts of critical thinking and writing skills that any History course should convey to the general population of students.

B. Criteria for courses on Social Science Menu.

1. Disciplines: History is one of the disciplines that qualify for inclusion in the Social Science menu.
2. Definition of Social Science courses: History is, by definition, an interdisciplinary field located at the intersection of the social sciences, natural sciences, and the humanities. Those who pursue historical inquiry do so because they are interested in connections, interactions, and interdependencies. Concerned with higher levels of aggregation, the course involves the study of a variety of social variables: with particular, but not exclusive attention, to larger demographic, political, economic, and cultural systems—e.g., race, gender, and nation. It examines certain dynamics of human interaction; the relationships between humans and their physical environment, especially physical spaces that are significant to the commemorative landscape in this country; the creation and interaction with institutions of power and governance, for example the Departments of State and Interior, the Smithsonian Institution, Societies for Historic Preservation, and, at a more local, groups like the Daughters of the American Revolution or the Equal Justice Initiative; and the development of socioeconomic realities within the society across time. We also consider interactions within and between these diverse levels of aggregation, such as the influence of sociocultural factors on people, their families, and how those factors shape the creation of historical narratives, as well as how public memory shapes communities by creating lines of inclusion and exclusion.
3. Course Content: HIST 201 introduces students to the particular discipline of history within the social sciences, with an emphasis on its basic methods of inquiry, the primary sources that historians consult and the process of historical narrative creation, the principle of cause and effect, key concepts and terminology, and topics common to the discipline, particularly contested narratives of significant historical moments and events.

C. General Education Competencies

Note to Council: Please see course description and learning outcomes and measures (below).

General Education Competency 2

A. Knowledge: Demonstrate an understanding of the basic knowledge, terminology, or elements appropriate to the discipline.

B. Inquiry: Demonstrate an understanding of the fundamental elements (methodology or theoretical framework) for sound inquiry and analysis appropriate to the discipline.

Course Description: The purpose of this course is to help students experience and understand American history through the lens of public history—often simply defined as *the practice of history outside of the*

classroom, for a non-specialist audience. This simple definition belies complicated fundamental issues, such as what role the public audience does and should play in determining which issues are of historical concern, and how those stories should be expressed.

The course will begin by considering the purposes and basic questions of the field of public history. The class will then explore the many ways that American pasts have been communicated over generations through the study of museums, documentary films, National Park Service sites, etc. This examination will take students through the major historiographical and educational/political debates within the field of American history to help broaden their understanding of the American history narrative.

Students will also work on developing the basic skills of the public historian. Students will speak with and, in some cases, shadow current professionals in the field. They will be introduced to sources of historical information available in the local community and to local organizations active in the public history space. Ultimately, students will utilize the ideas and skills that they develop during the semester as they undertake a historical research project that will culminate in exhibit design and public presentation of their work.

Learning Outcomes:

Course Goals and Competencies: Upon completion of this course the student will better understand American history and be able to draw connections between it and developments in the field of public history. They will be able to recognize and describe important public history debates; locate and identify major examples of public history in their own community; and define the role of the public historian in society.

Competency	Measurement Instrument
Demonstrate mastery of key events and interpretations of American history as they appear in the public history space.	Two major examinations.
Recognize and evaluate the impact of those American history narratives on the development of public memory.	Exhibit Review assignment.
Learn and practice the disciplines of history and public history by researching, designing, and constructing an exhibit and presenting it publicly.	Exhibit design project and presentation.

To be approved for inclusion in the Social Sciences menu, courses must designate the appropriate assessment method for the general education competency and the relevant goal level for the student achievement of that outcome in this format:

Course Name & Number	HIST 201 Intro to Public History: Interpreting American Pasts
University Requirement menu	Social Science
General Education Competency	In two major exams, students will demonstrate broad knowledge of U.S. history and the complex and conflicting ways that history is presented to the public. They will hone the critical outlooks and skills required

	for sound historical inquiry , working with original primary documents and examples of public historical discourse, and considering how each generation of scholars brings contemporary concerns to their study of the past.
Assessment Method	Assessment would measure knowledge of major actors, events, institutions, and socioeconomic structures of U.S. history and the public history profession through exams and the exhibit review project. It will measure student mastery of the aforementioned tools of inquiry through creative written analysis in the exhibit design project.
Acceptable Goal	70% of students score 80% or higher on final exam
Ideal Goal	85% of students score 80% or higher on final exam
Results for this year	(this course has not yet been offered)