

Dr. Amy Woodson-Boulton

Department of History

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OFFICE HOURS: Friday 10-12 & by [appointment](#) on T/R

HIST 4900.01 Public History Topics: Britain, Ireland, and the British Empire

MW 12:40 PM-2:10 PM

St. Robert's Hall 246

Course Syllabus

PART I: What is this course about and what will we be doing?

COURSE DESCRIPTION. What is this about?

HIST 4910 introduces students to the issues and practice of public history, which is dedicated to addressing and engaging the broader public in issues of history, memory, commemoration, and identity. This course considers public history through a study of the British Isles in relation to the world. What forms has public history taken in Britain, Ireland, and the former British Empire? How have the British and Irish debated their role in Europe, their own national identities, and their role as colonizers and colonized? How have they engaged with meaningful debate about the role of history in politics and national identity? What debates over commemoration, visibility, and invisibility or erasure have become important for people in Britain, Ireland, and their former colonies? Students will identify and research a specific topic related to Britain, Ireland, and the world, and will work together to translate their research into a class website. By putting their study of public history theory into practice in a public forum, students will connect their out-of-classroom experience with their academic content. Public history as a practice means connecting past ideas, lives, and experiences to the present day, illustrating the need for continual re-interpretation, and communicating the gripping interest of historical research to those outside of academia. The experience of considering the broader implications of their academic work invites students to consider the meaning and uses of information in general, and of history in particular, in public debates and in the formation of communal (national, racial, ethnic, religious) identities.

STUDENT LEARNING OUTCOMES. What will I be learning?

After taking this course you will have a good understanding of the issues involved with researching history and translating this for a popular audience.

Engaged Learning Flag Outcomes. Through this course, students will experience and engage with:

- Civic Knowledge and engagement, applying knowledge to address problems of social justice;
- Ethical reasoning, identifying ethical issues and proposing effective resolutions; and
- Habit of service, engaging in the service of human communities and the natural environment.

Information Literacy Flag Learning Outcomes. After taking this course, students will be able to:

- Select information that provides relevant evidence for a topic.

- Find and use scholarly and discipline-specific professional information.
- Differentiate between source types (differences include primary vs. secondary vs. tertiary sources; scholarly vs. popular sources; professional vs. academic) recognizing how their use and importance vary with each discipline.
- Evaluate resources for reliability, validity, accuracy, authority, and bias.

What if I'm not a History major?

Although this is an upper-division History course, you do not need to be a History major and do not need to have taken other History courses. What you need is an interest in history, and a willingness to learn: this course is hopefully designed to get you (or keep you!) interested in history, and maybe even to think about History as a major or minor! Most History majors do not go on to become professional historians, professors, or teachers. Instead, it is a degree that prepares you to go on to have any career that needs good thinking, research, and writing. Here's what the LMU History Department website says:

The study of History teaches you perspective, as you come to understand the differences and similarities between past and present societies. The History curriculum will train you to be alert, critical, and inquisitive, able to identify your sources' biases and to contextualize their positions. Studying a broad range of places and times, you will become an informed global citizen, able to participate in public life with articulate, effective, and persuasive arguments. As you master a wide body of knowledge, you will gain cultural literacy and sensitivity, aware of your particular perspective while respecting others' backgrounds and points of view. Your own research will demonstrate that historical interpretation is always changing, while your ability to make sense of complex problems will make you an effective decision-maker. When you graduate, you will be prepared to follow any career you choose, armed with knowledge, skepticism, empathy, and eloquence.

For more information about the LMU History department, the major/minor, and career planning, go to <http://bellarmine.lmu.edu/history> and/or <http://bellarmine.lmu.edu/history/beyondtheclassroom/careerpathways/>. You can also speak to me any time or contact the History Department Chair, [Dr. Elizabeth Drummond](#).

Required Texts. What do I need to buy?

Hilda Kean and Paul Martin, *The Public History Reader* (Routledge, 2013)

All other readings will be available on [Brightspace](http://brightspace.lmu.edu) (brightspace.lmu.edu)

COURSE WORK/EXPECTATIONS. What will we be doing?

	Week Due	Weight
Class Participation	(ongoing)	10%
Reading Responses, 5 x 2% each	(ongoing)	10%
Public History Website		
Research Abstract	4	5%
Research Paper	8	15%
Public History Presentation		
Group presentation	9 to 14	3%
Individual presentation	9 to 14	5%
Draft Public History Website		
Group page	12	5%
Individual page	12	8%
Final Public History Presentation	Finals	8%
Reflection Essay	Finals	8%
Final Public History Website		
Group page	Finals	8%
Individual page	Finals	15%
		100%

IN FURTHER DETAIL...**Class Participation (10% of final grade)**

This portion of your grade reflects the frequency and depth of your participation in class discussion. A student who contributes to the class with thoughtful questions, comments and ideas consistently will earn an A; a student who contributes often will earn a B; a student who contributes only occasionally will earn a C; a student who only rarely speaks or offers comments significantly unrelated to the material will earn a D; a student who never speaks, or is distracting or disrespectful will fail this part of the grade. See also section on "Classroom Etiquette" below. **Please note that I will assume that you have completed reading assignments by the date indicated on the Course Schedule.**

I understand that class participation can be difficult for some students, but hope that this course will be a supportive and engaging environment for even the shyest or least confident student. Articulating and sharing ideas, especially difficult and even controversial ones, is a fundamental part of this course, and I will grade on improvement in your presentations, participation and writing. Participation includes attendance, familiarity with the material, willingness to participate, ability to let others speak in turn, and cogency of ideas (that is, the ability to stay on topic and provide useful, rather than tangential, discussion). *Please* come to see me if you have any questions about this or any other element of the course.

Reading Responses (10% of final grade)

FOR EVERY CLASS MEETING with assigned readings (see Course Schedule and Course Readings on Brightspace), you will prepare a short (*no longer than one page*) typed response to the assigned sources. All assigned sources, other than the *Public History Reader*, will be posted on the online learning management system **Brightspace**, accessible via brightspace.lmu.edu (you will need to sign in using your MyLMU credentials). The reading responses will help prepare you for class discussions and will be useful preparation for the research paper and public history project. Response grades will also reflect your level of participation in discussing the readings. Your response should contain:

1. Two or three significant points about that day's readings, websites, podcasts, or film clips: What is this about? (There is usually more than one item, so try to say something about each one.)
2. A short paragraph on a larger question that these documents raise: What is interesting to you about this set of readings and/or audio-visual material? For instance, how do these documents relate to the theme of the week or to the course as a whole? What do these documents tell us about public history, representation, Empire, colonial legacies, etc?
3. A representative image, sequence, or quotation from each text or clip (if this is very long, just give the beginning sentence or two, or timecode) and a sentence on why this is a revealing excerpt.

The response SHOULD be in bullet points; it is not a formal paper, but you will need to take some time to digest the material and consider it rather than simply jotting down notes as you read. Be prepared to address your ideas in class, as I will call on you to do so! Because you will be bringing this prepared response to class, you **DO NOT** need to bring printouts of documents to class unless you wish to do so. (We will call up documents on the screen as needed.) (The only exception to this is *The Public History Reader*; please bring this to class on relevant days.)

I will collect these at random SEVEN TIMES throughout the semester, but will drop your two lowest grades. Each response is worth 2 points, for a total of 10 points. If you receive high scores on all seven responses, then you will receive up to 2 percentage points of extra credit added to your final course grade. To earn 2/2, you will need to consistently speak up in class about the reading assignments and complete the response assignment. A grade of 1.5/2 will reflect poor participation or a poor write-up; a grade of 1/2 will reflect poor participation AND a poor write-up. *Please note that to receive any credit, this assignment MUST be typed and completed before the beginning of class.* If you have problems with your printer, EMAIL ME the response before class (you will not know whether or not I am collecting them). **I will NOT accept late responses.**

[Public History Website](#)

The various assignments for this course all relate in some way to this project. For details about this, see the separate document, "Hist 4910 Public History Website and Related Assignments," handed out on the first day of class and posted on [Brightspace](#).

PART II: The Fine Print. What are important dates, deadlines, and university policies?

CREDIT HOUR POLICY/Coursework/Expectations

This is a 4-unit course, so LMU policy expects you to complete 180 hours of work total for the semester, meaning 3 hours per week in class, and **9 hours per week of work outside of class**. This means you should expect to spend, on average, **several hours** preparing for each class meeting and additional time working on the assignments for the public history project.

Special Accommodations

Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

Classroom Etiquette

Generally, I expect you to show respect for others and their ideas, and to come to class prepared and ready to engage with the material. Specifically, I ask you not to sleep, work on assignments for other classes, talk while others are addressing the class, leave class early or come to class late, or use your cellphone *for any purpose* during class. **Laptops and tablets are not allowed.** In order to refer to online readings in class, you may print these out (there are printers in Hannon Library and the History Department) or rely on your notes and Reading Responses.

Withdrawals

According to the LMU Undergraduate Bulletin, bulletin.lmu.edu/withdrawal.htm:

“A student may withdraw from any or all courses **prior to the last day to withdraw** in a term as published in the University Bulletin and online Academic Calendar. A currently enrolled student may withdraw from a course(s) by using the drop function in the computer registration system (PROWL).

“Prior to the deadline, a student may drop all courses using PROWL. In order to completely withdraw from a term or the University, the student should contact the Office of the Registrar. The student will receive grades of W in each of the courses and will be considered to be on a leave of absence for up to two years unless the student gives written notice to the Office of the Registrar that he/she is withdrawing from the University.

“**After the deadline**, and before the final day of classes, students may withdraw from courses only for medical or psychological reasons. A written petition with accompanying documentation from a licensed professional should be submitted to the Office of the Registrar. The documentation from the licensed professional must certify that the student is not able to complete the semester for medical or psychological reasons. If approved, the

student will be withdrawn for all courses and not a portion of the course schedule. Students are eligible for tuition and fee refunds according to the University's published policy. Additional documentation from a licensed professional is required indicating that the student is able to resume study at the University."

The withdrawal deadline for Fall 2017 is November 3, 2017.

Academic Honesty Policy

I expect perfect academic honesty from all of my students. According to the LMU Academic Honesty Policy,

Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU's academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their instructor(s) before assignments are due to proactively resolve any questions they may have.

Academic honesty requires that all members of the LMU community act with integrity, respect their own intellectual and creative work as well as that of others, acknowledge sources consistently and completely, act honestly during exams and on assignments, and report results accurately.

Please review the definition of academic *dishonesty*, as well as LMU's disciplinary policies and procedures:

<http://bulletin.lmu.edu/content.php?catoid=9&navoid=408#lmu-academic-honesty-policy-and-procedures>

Absences

I will subtract 0.5 points from your participation grade for your **SECOND absence and every subsequent absence**. I do not distinguish between excused and unexcused absences; emailing me to tell me that you are ill, while courteous, will not excuse your absence. *Emergencies requiring longer absences will be dealt with on an individual basis.*

Late Work

For **every day** that an assignment is turned in late, it **will lose 5 percentage points, unless** you have *contacted me ahead of time to discuss an unusual circumstance.*

Grades

I will use the following familiar scale to mark your assignments and calculate your final grade:

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Please note that this syllabus is subject to change. Students are responsible for any changes or modifications announced or distributed in class or posted on LMU's course management system Brightspace. Please ensure that your current email address is linked to this system.