Course Description
As a history major, I assumed I would teach. But there are other ways that history is used in the “real world.” This class teaches what “public” historians do. It also provides the opportunity for students to participate in a public history project—a Redd Center sponsored oral history program. I selected oral history as the case study because I have worked with oral history projects at the Redd Center and would like to share the knowledge that I have developed over thirty years. Oral history is important as a source for academic writing, as a method of teaching history to students in K-12, as a way of providing human interest in museums, and as a forum for communities to understand their history and unite on common projects to name just a few possibilities.

Class Summary
This class will focus first on what is public history and what are the job opportunities. Then we will discuss setting up an oral history project. Finally we will work on a practical example of how oral history can be used in a public history setting. Nearly all public history projects have a client who the historian works with and has to answer to. The topic for this class is downtown Provo and the clients are Nu Skin and the LDS Church Historic Sites. The class will gather stories about changes in downtown Provo which may be used in a display in the Nu Skin building (now under construction). It will also collect memories and photographs about the Provo Tabernacle which can be used by the LDS Church Historic Sites.

Public History
Readings
In the public history section, you will read some material about that discipline. Please note that the readings serve two purposes. First, the History Department requires that upper division classes read a set number of pages. Second, these readings will help you take part in the discussions. You will not be tested on these readings so I hope you will enjoy them and not worry about memorizing the information. You will receive more class participation points if I can tell from your comments that you have done the reading. If it appears that no one is reading, I reserve the option of giving pop quizzes. I would prefer not to do that so please do the reading. You will be reading at the first of the semester, hopefully before you start taking midterms, turning in papers, etc. The books are on reserve. The articles are available through jstore on line, but you may need to use a BYU computer to get access. I do have paper copies of the articles that you can borrow to make copies.

Public History Project
There are many types of public history that we could study, but I want you to research the one that you are most interested in and then share that information with the class. So you will be selecting a topic, doing research, and then writing a paper and giving a presentation in class. We will focus on historic preservation in class to better understand the Provo Tabernacle, but a
student could still select that topic. If several students are interested in the same topic, we will work up an arrangement so there is no duplication of material.

Oral History

Background
In the oral history section, we will discuss getting permission to do oral history, designing an oral history project, publicizing an oral history project, and conducting oral history interviews. We will also discuss processing oral history interviews and using them in a public venue (film, display, reader’s theater, etc.).

Assignments
You will pick a way to use oral history in a public setting and write a paper and give a class presentation.
You will also be required to conduct three interviews. You may receive extra credit for doing additional interviews.

Potential Employment
If you are interested, you may be hired by the Redd Center to do additional interviews during Winter Semester 2012. There is no limit to how many class members will be hired to do interviews. Nu Skin may hire interns to work on historic displays but I do not know how many and for how long.

Class Project
The main focus of the class is to work as individuals or groups to create a concept of how Nu Skin could display historical information in the lobby. You will present your work on the last days of class. You will turn in a short paper explaining why you selected the concept, how you developed it, and the concept’s strengths and weaknesses. I will be available during the class period and at other times by appointment while you are working on your project, but there will not be formal class period until the presentations.

Final Examination
The History Department requires that there be a final exam. We will discuss it later in the semester but it will not be something that you will have to spend hours studying for.

Attendance
Please attend class whenever there is a formal class period. These classes will set the stage for the final project. Especially attend class when there are presentations to support your class members. This class requires team work.

Grading
Public History Presentations/Papers 20%
Oral History Presentation/Papers 20%
Oral History Interviews 20%
Final Class Project 20%
Final Examination 5%
Class Participation/Reading 15%
Grade Breakdown: 93-100, A; 90-92, A-; 87-89, B+; 83-86, B; 80-82, B-; 77-79, C+; 73-76, C; 70-72, C-; 67-69, D+; 63-66, D; 60-62, D-, Below 60, E.
University Policy
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification. You must document all of your sources. When you paraphrase, remember to use your own words. If you only alter a few words, you are plagiarizing.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

Class Schedule
August 30
Class Requirements
Discussion: “What is Public History?”
Discussion: Introduction of Class Project

September 1
Discussion: Historiography of Public History
Discussion: Types of Public History or What do Historians Do Other than Teach?
Assignment: Select a type of public history that you are more interested in such as museums, archives, historic preservation, etc). Research that topic by referring to the chapters in James B.
Gardner, *Public History: Essays from the Field* (The book is on reserve.) You may also use the internet to find information. You will also interview one person who works in the field that you selected. I have other sources that you can look at depending on your interest. You will be giving an 8 to 10 minute presentation on your topic to the class and writing a 4-5 page paper. The presentation and paper will be due on September 27 or September 29.  
Schedule: Schedule a time to met with me about your topic on September 6. I will give you individual suggestions on what you might read and who you might interview.  

September 6  
Individual meetings with Professor Embry in her office, 370 SWKT.  

September 8  
Discussion: Pitfalls and Challenges of Public History  
Discussion: Provo History  
Read: Chapters on Provo History (copies handed out at your appointment on September 6.)  

September 13  
Discussion: Historic Preservation  
Discussion: Historic Preservation in Provo  

September 15  
Discussion: Class Oral History Project  
Discussion: Determining if Institutional Review Board approval is needed, publicizing the oral history project.  
Assignment: IRB tutorial, press release. (You need to let me know you did the tutorial. We will discuss the press release on October 4.)  
Guest Speaker: Lane Fischer, chair of IRB at BYU
September 20
Discussion: Historic Preservation: Provo Tabernacle Case Study
Guest Speaker: Emily Utt, LDS Historic Sites

September 22
No Class; work on assignments. I will be out of town.

September 27
Class Presentations on Public History Topics

September 29
Class Presentations on Public History Topics

October 4
Discussion: Starting the Oral History Project: Researching the Topic; Developing an Outline; Interviewing Techniques; Submitting the Press Release; Contacting Interviewees; Snowballing to Find More Interviewees.
Read: Donna M. DeBlasio, et al., Catching Stories: A Practical Guide to Oral History (The book is on reserve.)
Assignment: Conduct a practice oral history interview; Develop an outline for the interviews for this project.

October 6
Discussion: Continued Discussion on Oral History
Assignment: Conduct an oral history interview on downtown Provo and the Provo Tabernacle. The interview should be at least half an hour and longer if possible. Write a journal entry about your interviewing experience to share with the class. This interview is due on October 18.

October 11
No Class, work on assignments. I may be out of town.

October 13
No Class; work on assignments. I will be out of town.

October 18
Discussion: Interviewing Experience
Discussion: Processing Oral History
Assignment: Continue to conduct interviews. All interviews are due the last day of class, but if you turn them in earlier, they will be transcribed so you can have the transcripts to use for your project. Please turn in paperwork and a short description of the experience with each interview.
Discussion: Using Oral History in Public History Setting
Assignment: After the class discussion, select a method of presenting the oral history research to the public. Select one method and prepare an 8 to 10 minute presentation on the topic. You will also write a 4-5 page paper. This assignment will be due on November 1 or November 3.
Schedule: Arrange a time to talk to me about your project. I will give you individual suggestions.
October 20
Individual meetings with Professor Embry in her office, 370 SWKT.

October 25
No Class, work on assignments

October 27
No Class, work on assignments

November 1
Class Presentations on Oral History

November 3
Class Presentations on Oral History

November 8
Discussion: Using the Oral Histories Conducted for this Class as a Public Presentation
Assignment: As groups or individuals, you will use the oral history interviews conducted for this class to develop a project. We will discuss possibilities based on what you learned about presenting oral history research to the public. I will be available to help you with your projects during class and by appointment. There will not be a formal class period until we start the presentations on December 6.

November 10, November 15, November 17
Discussion: Project

November 22
Friday Instruction

November 24
Happy Thanksgiving

November 29, December 1
Discussion: Project

December 6
Presentations of Class Projects

December 8
Presentations of Class Projects

Final: December 14, 8:00-10:00 a.m.