

UMBC UGC New Course Request: PUBH 301: Project Development Lab

Date Submitted: Sept. 13, 2018

Proposed Effective Date: July 1, 2019

	Name	Email	Phone	Dept
Dept Chair	Nicole King	nking@umbc.edu	5-1457	AMST
Other Contact				

COURSE INFORMATION:

Course Number(s)	PUBH 301
Formal Title	Project Development Lab
Transcript Title (≤30c)	Students will be introduced to the concepts and methods of public humanities.
Recommended Course Preparation	PUBH 200
Prerequisite	PUBH 200 and permission of instructor/public humanities director
# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	1
Repeatable for additional credit?	No
Max. Total Credits	1
Grading	Reg (A-F)

Method(s)	
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PROPOSED CATALOG DESCRIPTION:

The public humanities Project Development Lab is a one credit course attached to a 3-credit methods content course (either AMST 300 or HIST 300). During the first part of the semester, students go over the methods and ethics of public scholarship and programming. Students work with the instructor in building the second part of the semester based on readings and assignments from the content courses and their interests in public humanities. Guest speakers and field trips are important parts of the course learning experience. Students are given the agency to take readings, assignments, and lessons from the content course in building a collaborative project. Students begin this work by sharing their individual proposals from PUBH 200.

RATIONALE FOR NEW COURSE:

The public humanities Project Development Lab course is a methods course for a new minor in public humanities in collaboration with the Department of American Studies, the Orser Center for the Study of Place, Community, and Culture, the Dresher Center for the Humanities, and other participating programs/departments at UMBC. (See Proposal)

ATTACH COURSE SYLLABUS (mandatory):

PUBH 301: Project Development Lab

Spring semester

Fridays, 4-5:15pm

The public humanities Project Development Lab is a one credit course attached to a 3-credit methods content course (either AMST 300 or HIST 300). During the first part of the semester, students go over the methods and ethics of public scholarship and programming. Students work with the instructor in building the second part of the semester based on readings and assignments from the content courses and their interests in public humanities. Guest speakers and field trips are important parts of the course learning experience. Students are given the agency to take readings, assignments, and lessons from the content course in building a collaborative project. Students begin this work by sharing their individual proposals from PUBH 200.

Course to be taken with one of the following approved companion courses:

AMST 300: This course introduces students to theories and methods in the field of American studies. Readings focus on methodological approaches and research practices employed both inside academia and in public scholarship. Students will write original research proposals that focus on problem solving. Students are expected to use what they learn in applying approaches in American studies to a specific problem/social issue and developing an original research proposal for a research paper or a public facing project.

HIST 300: Public history is an interdisciplinary form of scholarship practiced as public service. Public historians help create historical understanding by sharing authority and inquiry with a variety of partners, including audiences, museum professionals, reservationists, business leaders and others. Public historians are trained, first and foremost, as historians to conduct research, to craft interpretations and to write well. However, public historians must also be prepared to work collaboratively with partners for whom an understanding of history can have immediate practical implications.

Course Assessment:

Scale: 1 – 100 point scale for each assignment. A = 90-100, B = 80-89, C = 70-79, D = 60 – 69, F = 59 and below. Specific requirements and assessment rubrics for each assignment will be provided. Essentially, my **grading philosophy** is if you follow all the guidelines and correctly complete each aspect of the paper assignment you earn a C. To earn a B you must show an especially good (beyond average) grasp of the concepts and an original application. To earn an A your work should express a strong critical understand of the issues in the class. Each major assignment (issue paper + proposal) will have its own **individual assessment rubric** focused on building critical analysis and writing skills. Blog writing assignments will be a more reflective and informal space to propose and develop work in more open and creative ways.

Assignments:

Class blog 25%: Student will keep a weekly blog on their progress throughout the semester. The blog is a space for the student to reflect on the process of doing public humanities work.

Annotated Bibliography contribution 25%: Students will read one book and scholarly article to annotate for the ONLINE [public history collaborative annotated bibliography](#). In addition, student will analyze a “model” public humanities project for the bibliography.

Participation 25%: Attending class on time, reading the assignments, and participating in discussions are essential to your grade and your success in the course. There may also be pop quizzes and small writing assignments assessing critical reading skills.

Final Project (collaborative) 25%: The students will work together on a collaborative project of their choosing.

Final Research Plan (individual) 25%: Revise your PUBH 200 project + method statement and work plan

COURSE SCHEDULE

Subject to change. Please check Blackboard.

Week 1: Introductions & Revisiting PUBH 200 proposals

Students will go around and briefly present on their individual project ideas from PUBH 200.

Week 2: Sharing Ideas, Sharing the Syllabus

READ: Students read their classmates project summaries as posted on their class blog.

Students bring the syllabus from their methods course to discuss.

Week 3: Ethics and IRB

READ:

Students complete CITI training and sample IRB application to go along with their projects.

Week 4: The Collaborative Annotated Bibliography: NEW Readings on Public Humanities

READ: Each student reads a journal article from the bibliography + prepares an annotation + brings the top three choices for a monograph in the field to read and annotate.

Week 5: Reading Group I - articles

Project blog 1: Project proposal ideas

Week 6: Reading Group II - projects

Discuss and choose a group project in class as we discuss your project analysis for the bibliography.

Week 7: Reading Group III - monographs

Project blog 2: Work plan... be strategic and specific

Week 8: FINAL Annotations due + project planning (during class)

PART II: The Collaborative Project

Week 9: Workshop and come up with the student generated syllabus

Week 10: Present syllabus to director of public humanities + advisory committee

Week 11: Project work I

Week 12: Project work II

Week 13: Project work III

Week 14: Presentation Prep for individual projects

Week 15: Presentations

Week 16: Final Project

Public Humanities Reading List: (selected)

Barrett, Jennifer. *Museums and the Public Sphere*. Wiley, 2011.

Bate, Jonathan, editor. *The Public Value of the Humanities*. 1st ed., Bloomsbury Academic, 2011. <http://www.bloomsburycollections.com/book/the-public-value-of-the-humanities/>

Brown, Wendy. "Neoliberalized Knowledge." *History of the Present*, vol. 1, no. 1, 2011, pp. 113–29.

Cooper, David D. "Can Civic Engagement Rescue the Humanities." *Learning in the Plural: Essays on the Humanities and Public Life*, Michigan State University Press, 2014, pp. 151–65.

Ellison, Julie. "Guest Column—The New Public Humanists." *PMLA*, vol. 128, no. 2, Mar. 2013, pp. 289–98.

Ellison, Julie, and Timothy K. Eatman. *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*. Imagining America, 2008.
<http://imaginingamerica.org/wp-content/uploads/2015/07/ScholarshipinPublicKnowledge.pdf>

Fenton, Will. "Literary Scholars Should Use Digital Humanities to Reach the Oft-Ignored 'Public.'" *Inside Higher Ed*, 29 Jan. 2018, <https://www.insidehighered.com/views/2018/01/29/literary-scholars-should-use-digital-humanities-reach-oft-ignored-public-opinion>.

Hurley, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010.

Jay, Gregory. "The Engaged Humanities: Principles and Practices for Public Scholarship and Teaching." *Journal of Community Engagement and Scholarship*, vol. 3, no. 1, 2010, pp. 51–63. <http://jces.ua.edu/the-engaged-humanities-principles-and-practices-for-public-scholarship-and-teaching/>

Kathleen Woodward. "The Future of the Humanities in the Present & in Public." *Daedalus*, vol. 138, no. 1, 2009, pp. 110–23.

Kaufman, Ned. *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*. New York: Routledge, 2009.

Kirshenblatt-Gimblett, Barbara, "Objects of Ethnography." *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Ed. Ivan Karp and Steven D. Lavine. Washington, DC: Smithsonian Institution Press, 1991. 386-443.

Krebs, Paula M. "From the Executive Director We Are All Public Humanists." *MLA Commons: From the Executive Director*. 15 Nov. 2017. Web. <https://execdirector.mla.hcommons.org/2017/11/15/we-are-all-public-humanists/>

Loofbourow, Lili, and Phillip Maciak. "Introduction: The Time of the Semipublic Intellectual." *PMLA*, vol. 130, no. 2, Mar. 2015, pp. 439–45.

Mullen, Mary L. "Public Humanities' (Victorian) Culture Problem." *Cultural Studies*, vol. 30, no. 2, Mar. 2016, pp. 183–204.

Pollock, Della. *Remembering: Oral History Performance*. New York: Palgrave/MacMillan, 2005.

Schroeder, Robyn. "What Is Public Humanities?" *Day of Public Humanities*, 20 Mar. 2017, <https://dayofph.wordpress.com/what-is-public-humanities/>.

Sommer, Doris. *The Work of Art in the World: Civic Agency and Public Humanities*. Duke UP, 2014.

Wexler, Laura. "MLA Presidential Forum: The Public Humanities in Vulnerable Times." *Profession*, 2014, <https://profession.mla.hcommons.org/2014/11/24/mla-presidential-forum-the-public-humanities-in-vulnerable-times/>

Wickman, Matthew. "What Are the Public Humanities? No, Really, What Are They?" *University of Toronto Quarterly*, vol. 85, no. 4, Nov. 2016, pp. 6–11.

Yamamura, Erika K. and Kent Koth, *Place-Based Community Engagement: A sTrategy to Transform Universities and Communities*. Sterling, VA: Stylus, 2018.

Public Humanities Projects: See the National Humanities Alliance - Humanities for All website: https://www.nhalliance.org/the_publicly_engaged_humanities

Fwd: PUBH301

2 messages

Dr. Terrance Worchesky <worchesk@umbc.edu>
Reply-To: Dr.Worchesky@umbc.edu
To: Rose Drohan <rdrohan@umbc.edu>

Mon, Sep 24, 2018

Good morning Rose,
Here is a letter of support for the PUBH200 course.
Thanks
Terry

Dr. T. L. Worchesky
Associate Professor
Associate Chair and Undergraduate Program Director
UMBC Department of Physics
Chair, UMBC Undergraduate Council

410.455.6779

----- Forwarded message -----

From: **Nicole King** <nking@umbc.edu>
Date: Sun, Sep 23, 2018 at 3:30 PM
Subject: Fwd: PUBH301
To: Terrance Worchesky <worchesk@umbc.edu>
Cc: Jessica Berman <jberman@umbc.edu>

Terry,

Attached is the confirmation from the chair of history that the department approves of PUBH 301 being attached to HIST 300 as part of the public history minor.

I appreciate you reaching out to clarify before Thursday's meeting. If you have any other questions or points of clarification, please let me know.

I will see you at Thursday's meeting.

Best,

Nicole

Nicole King
Associate Professor & Chair
Department of American Studies

University of Maryland Baltimore County
1000 Hilltop Circle - Fine Arts Bld. 545-B (south wing)
Baltimore, MD 21250
(410) 455-1457

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From: **Amy Froide** <froide@umbc.edu>
Date: Sun, Sep 23, 2018 at 3:16 PM
Subject: Re: PUBH301
To: "(Paula) Nicole King" <nking@umbc.edu>
Cc: Jessica Berman <jberman@umbc.edu>

Dear Nicole,

History approves of PUBH 301 being attached to Hist 300 when the course is used by a student as the gateway course for the Public Humanities minor.

Sincerely,

Amy

On Sun, Sep 23, 2018 at 2:04 PM Nicole King <nking@umbc.edu> wrote:

Amy,

Could I get an email from you confirming that that history is fine with the 1 credit PUBH 301 being taken with HIST 300 as part of the public humanities minor? You were on the original thread (as incoming chair) where Marjoleine made sure HIST 300 was included. We only had a question mark in the original draft because we did not have the chair's approval yet (I only talked with Denise). From Marjoleine, "Before I can support this, I would like to see HIST 300 be accepted as an alternative requirement (in the proposal you sent it has a question mark behind it, not sure why)."

If you have any questions, please let me know.

Best,

Nicole

PS - full email below...

Jul 18

Marjoleine Kars <kars@umbc.edu>

to Jessica, Amy, me

Dear Jessica,

Thanks for sending along the proposal. Before I can support this, I would like to see HIST 300 be accepted as an alternative requirement (in the proposal you sent it has a question behind it, not sure why). I would also like to see a list of electives, to make sure our PH courses are listed.

Thanks!

MK

Marjoleine Kars
Associate Professor and Chair
History, UMBC
410-455-2032

Nicole King
Associate Professor & Chair
Department of American Studies

University of Maryland Baltimore County
1000 Hilltop Circle - Fine Arts Bld. 545-B (south wing)
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(410) 455-1457

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From: Dr. Terrance Worchesky <worchesk@umbc.edu>
Date: Sun, Sep 23, 2018 at 12:22 PM
Subject: PUBH301
To: "(Paula) Nicole King" <nking@umbc.edu>

Dr. King,

I am Terry Worchesky, the chair of the UGC this year, and I wanted to try to take care of a possible hiccup in your new course submission for PUBH301. As it says it will be attached either AMST300 or HIST300, could you get a letter from the chair of History saying that they support this. As you are the chair of AMST, that will be assumed by the committee. I want to make sure a little thing like that does not hold up the approval.

Thanks

Terry Worchesky

Dr. T. L. Worchesky
Associate Professor
Associate Chair and Undergraduate Program Director
UMBC Department of Physics
Chair, UMBC Undergraduate Council

410.455.6779

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Amy M. Froide
Professor and Chair of the History Department

Affiliate Faculty, Gender and Women's Studies &
Language, Literacy, and Culture Ph.D. program

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410-455-2033

Now Available: *Silent Partners: Women as Public Investors during Britain's Financial Revolution, 1690-1750* (Oxford University Press, 2016).

Rose Drohan <rdrohan@umbc.edu>

To: "Worchesky, Terrance" <Dr.Worchesky@umbc.edu>

Mon, Sep 24, 2018 at 8:36 AM

Okay. Thanks Terry. I'll attach it to the course.

Rose

[Quoted text hidden]

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Rose Drohan
Executive Administrative Assistant to the Faculty Senate
Office of the Vice Provost
"You ARE enough!"