Resolution # 13 2011-2012
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: April 2, 2012
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: History Graduate Program Proposal for American Public History Track (moving #24_11-12GC)

Signed: Date: 4/6/12
(John P. Daly 2011-2012, College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: John P. Daly, College Senate President
FROM: John R. Halstead, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted - Implementation Effective Date: Fall, 2012
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation

II. III. Response to Recommendation or Other/FYI
a. Received and acknowledged ___/___/___
b. Comment:
c.

Resolution forwarded to Albany by President’s Office for final approval. YES NO

Signed: Date: 5/23/12
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collgesenate/resolutions.
# COLLEGE SENATE OFFICE RESOLUTION PROPOSAL COVER PAGE

**DEADLINE FOR SUBMISSIONS:** FEBRUARY 28

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

## INSTRUCTIONS

- Use committee guidelines and General Education forms available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Do not submit your proposal as a .pdf file unless using Gen Ed forms. They are difficult to merge.
- Email completed proposal to senate@brockport.edu. (General Education Proposals go to dlamphron@brockport.edu first.)
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

## 1. PROPOSAL TITLE:

Please be somewhat descriptive, i.e., Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

| History Graduate Program Proposal for American Public History Track |

## 2. BRIEF DESCRIPTION OF PROPOSAL:

Adds new American public history track with a capstone project and course requirements

## 3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? __NO__ __YES__

**EXPLAIN YES**

## 4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

## 5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

N/A

## 6. ANTICIPATED EFFECTIVE DATE:

Fall 2012

## 7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<tr>
<td>2/23/2012</td>
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## 8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Martin</td>
<td>History</td>
<td>5690</td>
<td><a href="mailto:mmartin@brockport.edu">mmartin@brockport.edu</a></td>
</tr>
</tbody>
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## 9. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
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<tbody>
<tr>
<td>Executive Committee</td>
<td>Standing Committee</td>
<td>2/23/2012</td>
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<tr>
<td>Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
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<tr>
<td>Faculty &amp; Professional Staff Policies</td>
<td>Passed GED's to Vice Provost</td>
<td>3/19/12</td>
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<td>Graduate Curriculum &amp; Policies</td>
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<td>4/3/12</td>
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<tr>
<td>Student Policies</td>
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## NOTES:
1. Program Proposal and Comparison with Current Program

The History Department Graduate Program would like to expand our offerings to students in public history. We currently offer a very flexible public history minor (9 credits) but do not have a formal public history curriculum or a way for students to demonstrate their abilities in a capstone project. We would like to formalize our public history offerings into a track by adding designated public history courses to our curriculum, adding requirements for this track that include internships and adding a new capstone option in public history worth 3 credits. The requirements for the new track in American public history would be: required courses for American track (HST 600, HST 614, HST 615, 9 credits total), two public history courses (see new courses below, 6 credits), two internships (HST 503, 6 credits), three classes in American history electives (at least 2 at 600 level, 9 credits) and a public history capstone project which builds on both their public history and American history training (3 credits).

Comparison chart of current tracks to new track:
Note that all students must take at least half of their credits (18) at the 600 level or above. Since none of the new public history courses will be taught at the 600 level, students in this track must take at least two of their American history electives at the 600 level.

<table>
<thead>
<tr>
<th>Current Program Tracks (33 credits total)</th>
<th>New Track</th>
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<tbody>
<tr>
<td><strong>American Tracks</strong></td>
<td><strong>American Public History Track</strong></td>
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<tr>
<td>Required courses (9 credits)</td>
<td>Required courses (9 credits)</td>
</tr>
<tr>
<td>HST 600 Introduction to Historical Study</td>
<td>HST 600 Introduction to Historical Study</td>
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<tr>
<td>HST 614 Early America</td>
<td>HST 614 Early America</td>
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<tr>
<td>HST 615 Modern America</td>
<td>HST 615 Modern America</td>
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<tr>
<td><strong>American Electives (9-12 credits)</strong></td>
<td>Public History Field (12 credits)</td>
</tr>
<tr>
<td><strong>Minor Field * Electives (9 credits)</strong></td>
<td>5xx Public History Course</td>
</tr>
<tr>
<td><strong>Capstone Project</strong></td>
<td>5xx Public History Course</td>
</tr>
<tr>
<td>HST 700 Integrative Essay (3 credits)</td>
<td>HST 503, Internship</td>
</tr>
<tr>
<td>OR</td>
<td>HST 503, Internship</td>
</tr>
<tr>
<td>HST 701 Thesis (6 credits)</td>
<td><strong>Capstone Project</strong></td>
</tr>
<tr>
<td>OR</td>
<td>HST 700 Integrative Essay (3 credits)</td>
</tr>
<tr>
<td></td>
<td>OR HST 701 Thesis (6 credits)</td>
</tr>
</tbody>
</table>

*Minor fields can include Education, World, American, Women’s History, English, Study Abroad, etc.
2. “Mission”, “Market”, and “Quality”
A public history track is in direct alignment with the campus mission: We seek to further student engagement and offer a wide range of diverse experiences inside and outside the classroom.

Many of our students are interested in pursuing careers in public history, either in museums, historic sites, historical associations, preservation or archives. We have placed a number of students in these fields in the past, including the job of City Historian in Rochester, Monroe County Historian, Rochester Historical Society curator and Strong Museum curators. Currently we offer a “build-your-own” public history minor track, which consists of local internships (HST 503) and electives offered by the department. In contrast, our new public history track with capstone project will be a rigorous, coordinated effort to train students in this field, making them more marketable for jobs in the community. The 12 credits of public history courses and internships plus the capstone project, of 3 credits, would provide a base from which students could apply competitively for jobs.

No local college offers a public history program at the MA level and we are the only local MA program in history. St Johns Fisher offers a certificate in Museum Studies that does have a similar set of courses offered as electives – History of Rochester, New York History and Introduction to public history. However, in the past year and a half they have only taught one of these courses. In addition, a certificate in Museum Studies does not have the recognition that a MA in history with a public history emphasis has for students seeking work in public history or archives.

We currently have two professors who are capable and interested in teaching permanent courses in this field. Dr. Joe Torre, who has experience in managing archives, has already taught a course in Material Culture that will become a key part of this field. The course was overwhelmingly successful according to feedback by both graduate and undergraduate students received by Dr. Torre, on his evaluations and relayed to the Graduate Director. Dr. Bruce Leslie, whose expertise includes history of the college, will be developing a public history course to introduce students to the field. Dr. Torre will also develop a local history course to interact with projects as they happen in the city of Rochester. In addition, Dr. Ken O’Brien is a specialist in local history and has worked as the Monroe County Historian. He will be a key asset in this effort.

The courses associated with the public history track will all be swing courses. This is because we do not have the quantity of students available to fill a 600 level seminar and we believe this program will greatly enhance our undergraduate curriculum as well. An emphasis on public history at the undergraduate level is likely to increase our students’ participation in internships throughout the area, increase our graduate numbers and provide real world skills to students. This is a positive side effect of improving our graduate offerings.

Having a more robust public history offering will also allow us to advertise widely to the community and beyond and to attract more graduate students. A public history option fits well into the department’s vision for its growth and sustainability.

3. Description of the new courses.

**HST 4/5xx Material Culture**
Investigates material culture and lived experience in the United States through the 18th and 19th centuries. Defining material culture to include various aspects of Early Americans’ everyday lives, the course includes discussion and analysis of various topics: clothing production and consumption; the cultural construction of hygiene; the meaning and utility of lived spaces; interior furnishings and their relationship to
users; amenities such as the lighting and heating of homes; cultural expressions such as art, music, and print
culture; the shaping and reshaping of urban and rural land, time and soundscapes; the theoretical frameworks
through which historians interpret these cultural productions.

This course will satisfy the major research-intensive requirements of the History Department.

**HST 4/5xx Public History**

Examines how historians preserve historical memory and convey the 'mystic chords of memory' to the
public. After considering the challenges of popularizing specialized knowledge, students examine the work
and techniques of archives, popular historical writing, historical societies, museums, and oral history. The
course culminates with a ‘hands-on’ project in one of those areas.

**HST 4/5xx The Rochester Reform Trail: The Power of Place in History and the Construction of
Historical Narratives**

Examines the role of Rochester in the history of the American Reform Movement. Topics include
women's rights, abolition, temperance, sabbatarianism, religious revivals, and political economy. Also
analyzes how time and place affected the development of reform. Finally, the course examines how these
historical narratives are constructed and reconstructed in physical and virtual museum spaces like the Susan
B. Anthony House, the National Women's Hall of Fame, various Erie Canal museums, the proposed
“Rochester Heritage Trail,” and others.

**History 7xx: Public History Project**

Entails that a student put together a virtual exhibit on a historic topic which builds public history courses
and their American history courses as well as their internship experiences. This will include visual sources
and a written equivalent of a exhibit catalogue (30 pages+). The written portion of the project must include a
historiography of the topic and a history that utilizes the main academic texts in the field for the purposes of
public history. Students would be expected to produce a professional product and would be encouraged to
present their work at scholar’s day, the graduate studies conference and if feasible to exhibit in the library.

4. Staffing.

No new staffing required. New courses fit into the faculty’s current expertise and schedule. These
class topics are expected to be popular with undergraduates as well as graduates.

5. Academic administration commentary
   a. Letter of review/comment from the Graduate Dean attached
   b. Letter of review/comment from Dean of the School attached
   c. Letter of review/comment from Department Chair attached

6. Resources, facilities, and non-teaching staff needed to implement the program.

The library will be integral to the success of the public history field. The support of the College
Archives, under the guidance of Charlie Cowling, is essential for internships and projects produced by
students. The library staff is also highly knowledgeable in public history and their willingness to work with
students and in helping bring exhibits to life is key. This should not necessitate extra resources, but a use of
resources we already have and enthusiastic support by the librarians on staff (see letter from Pamela
O’Sullivan).

Support from Information Technology will also be crucial, as students will need to learn the skills to create
virtual exhibits. The IT staff is already highly knowledgeable in helping students put together media
presentations. The history department would, however, also require some coaching in new programs which
can be used for creating online exhibits. We are currently piloting the use of virtual posters during Scholar’s
Day by two of our students and a number of faculty are planning on enhancing their own skills to be able to guide students in this task.

Letters from Library and Information Technology attached.

B. Facilities (address for all proposals)

No new facilities will be needed for this proposal, however the program expects to make active use of the college archives as a laboratory of student projects and for course work.
Dear Graduate Committee on Curriculum and Policy,

The Brockport History Department’s proposed track in “Public History” builds on two decades’ experience.

In the early 1990s Ken O’Brien became Monroe County Historian. His decade in that position brought part of the County Archives to the campus as well as summer research grants for our students. Then, as part of the NEH commemoration of the 50th anniversary of WWII, Prof. O’Brien and Prof. Emeritus Lynn Parsons received a grant of $250,000 which sponsored numerous public history projects which a number of us participated in.

In that period we developed relationships with a number of institutions in Monroe County and beyond and have sponsored internships which have continued. We have also offered occasional courses in the field. And in recent years Prof. Jose Torre has joined the Department, bringing new expertise and a valuable course.

In addition Prof. O’Brien and I have also been instrumental in helping build the Brockport College Archive, which provides an on-campus public history laboratory. We have overseen 50+ student papers written using the Archive. Students have also conducted oral histories and participated in events like the Campus School Reunion and presidential inaugurations.

Although we have not heretofore offered a formal program, our efforts have reached important public history positions including the past and present Historians of the City of Rochester and Prof. O’Brien’s successor as Monroe County Historian.

More broadly, the timing of this proposal fits changes in the history profession. The American Historical Association recently created criteria to facilitate evaluating public history for promotion and tenure. And the AHA President, Tony Grafton, recently called on the profession to elevate the role of public history in the history profession.

In SUNY, Ken O’Brien and I are collaborating in a proposed Conversations in the Disciplines, originated at the SUNY University at Albany, whose purpose is to promote and coordinate public history ventures around New York State.

Creating a formal track at Brockport is timely and appropriate.

Best,

Bruce Leslie
Professor
Dean Darwin Prioleau  
The School of the Arts, Humanities, and Social Sciences  
The College at Brockport, SUNY

Dear Dean Prioleau,

I am writing in strong support of the History Department's College Senate Resolution Proposal in favor of creating a formal Public History track in the graduate M.A. program. This track will interest prospective graduate students who intend to pursue careers in public history. We will offer new courses in public history, have a formal internship requirement for students pursuing this field, and create a new culminating public history project. This Public History track will help us recruit a broader group of students to our M.A. program.

Sincerely,

Alison Parker  
Professor and Chair  
History
TO: Susan Seem, Graduate Studies
FROM: Darwin Prioleau, Dean
DATE: February 21, 2012
RE: Department of History College Senate Resolution Proposal

Attached, please find the proposal from the Department of History to add a new American Public History tract with a capstone project and swing course requirements. The Public History tract will be a positive addition to the History department's graduate degree program. The addition of this tract has the potential to increase enrollment in the MA program. I approve the proposal on those merits; however, this approval is also partially based on the department's expectation that the number will increase exponentially in the coming years and eliminate the need for the "swing course" designation.
Date: 2/22/12

To: College Senate

From: Susan Seem
      Assistant to the Provost for Graduate Education and Scholarship

Re: New program proposal for an American Public History tract in the Department of History

I support the proposal for a graduate track in American Public History. It is a creative way to expand the Department of History’s offerings at the graduate level and requires no additional resources. This tract will better prepare graduates for a wide diversity of jobs and provide students with practical application of communication and analytic skills. Finally, it appears to have the potential to increase enrollments at the graduate level.
Technology Support Services

Date: 2/23/2012
To: Dr. Morag Martin
From: Jeffrey S. Smith, Director, Technology Support Services
Re: LITS Technology Support Services support for the History Graduate Program Proposal for American Public History Track

Technology Support Services is well equipped to support the addition of graduate programs in the History department. Among the areas where TSS can be of assistance are:

- We utilize a world-class course management system
- Wireless network access exists throughout the College
- Library services are continually improving and students have access to Films on demand, as well as several library databases and journals.
- There are several instructional labs where students can learn hands-on
- Open access computer labs are available for students to utilize during non-class time
- Students can access our virtual lab 24 hours a day from wherever they are.
- Students have access to a wide array of campus licensed software
- Technology enhanced classrooms are located across the campus
- Each student has personal file storage that can be accessed from on and off-campus
- Each student has the ability to create a personal web space
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

We are looking forward to working with you to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Jeffrey S. Smith
Director - Technology Support Services
The College at Brockport
jsmith@brockport.edu
February 23, 2012
To: Graduate Committee on Curriculum and Policy
From: Pamela O'Sullivan, Head of Integrated Public Services, Drake Memorial Library

The proposal of a formalized track in “Public History” will be a valuable addition to the History Department of the College at Brockport. There is considerable demand for trained personnel in such venues as museums, archives, and historic sites, but no other local institution offers a program like this. This program will help to attract a broader group of students to the college, as well as helping us to forge even closer ties with the Rochester region's many museums and historic sites through internships at these institutions.

I enthusiastically support this proposal, and, with my colleagues at Drake Memorial Library, look forward to working with faculty and students in this program of study.