

The 2016 John and Janet Creighton Public History Field School

Week 1: Virginia City, Montana

Week 2: Salmon, Idaho

Week 3: Fort Hall Indian Reservation

ADDITIONAL INSTRUCTORS:

Darrell Shay, Shoshone-Bannock Tribes

Leah Hardy, Shoshone-Bannock Tribes

Leo T. Ariwite, Shoshone-Bannock Tribes

Jeff McDonald, Historic Preservation Officer, Virginia City, Montana

Lin Gray, Director, Sacajawea Interpretive, Cultural, and Educational Center

Beverly Penninger, Director, NAKA Productions

Alyson Young, Director, NAKA Productions

Jared Chastain, Graduate Student Coordinator

Cody Pearson, Virginia City Coordinator

1. COURSE OVERVIEW:

The Field School concept has two defining elements: that experienced-based learning is fundamental, and that learning occurs within a real world research setting. While certainly not replacing the academic setting, the field school enhances student learning subsets through collaborative and team-oriented learning opportunities. For example, students will conduct a pedestrian survey of Tendoy Park, reach the summit of Lemhi Pass, experience narrated encounters with native sites such as buffalo jumps, ghost towns, and Dembi Zohabich, the Rock Man near Salmon, Idaho. Concluding the Field School will be the last week at the Fort Hall Indian Reservation—finalizing and revising work products, making presentations, and subsequent revisions.

2. HISTORY DEPARTMENT'S LEARNING GOALS:

A) Identify and summarize the issue/problem/question/work assignment related to historical analysis.
Inquiry in the Humanities. Critical and Creative Thinking.

B) Identify and consider the influence of historically based contexts and assumptions.
Critical and Creative Thinking.

C) Present, assess, and analyze appropriate supporting data/evidence (including primary and secondary source analysis). Information Literacy.

D) Incorporate diverse perspectives.
Diversity.

E) Apply advanced information literacy skills.
Information Literacy.

F) Identify and assess conclusions, implications, and consequences.
Critical and Creative Thinking.

G) Communicate effectively through text or presentations.
Communication.

3. COURSE OBJECTIVES:

- A) Learning to work effectively within the canons of public history, specifically collaborative and team-oriented settings.
- B) Incorporating interpretations, analysis, and the perspectives of a variety of professionals working in this field: the Virginia City Historic Preservation Officer, Shoshone-Bannock Language and Culture Preservation Department [LCPD] personnel, Naka Productions, Wimberg Productions, the Sacajawea Interpretive, Cultural, and Educational Center Director, and WSU Faculty.
- C) Developing drafts of historical signage and interpretive design for Tendoy Park; writing and designing public school level illustrated narratives depicting site-specific thematic stories; creating individual posters depicting work specific to each student's Public History Field School experience.
- D) Presenting draft Field School deliverables to LCPD during the final week at the Fort Hall Indian Reservation in Fort Hall, Idaho.
- E) Incorporating LCPD's critiques of the above materials.

4. SECONDARY OBJECTIVES:

Provide students with immersive, practical, hands-on, experience in many aspects of Public History and Cultural Resource Management. Unlike traditional internships which generally focus on a single area of study, the Public History Field School is designed to provide students a broader selection of "real world" work experience in the various sub-fields encountered in Public History employment. Experiences of this sort have direct connections to subsequent employment opportunities in the field of Public History. For instance, students completing this field course will be able to include the following CV entry:

"The 2016 John and Janet Creighton Public History Field School," The Washington State University [WSU] Public History Field School Program (Undergraduate and Graduate), with the Virginia City Historical Preservation Office, the Montana Heritage Commission, The Sacajawea Interpretive, Cultural, and Educational Center in Salmon, Idaho, the Shoshone-Bannock Tribes, Naka Productions of Charlotte, North Carolina, and Wimberg Productions, LLC of Bozeman, Montana, May 22-June 11, 2016.

5. COURSE NARRATIVE

As an extension of the Spring 2016 Public History 528 seminar, students will conduct and finalize research at three distinct locations: 1) Virginia City, Montana; 2) Salmon, Idaho; and 3) Fort Hall, Idaho. Students will arrive in Virginia City on Sunday, May 22, 2016.

Sponsored by the John and Janet Creighton Public History [JJCPh] Project, the Department of History at WSU in Pullman, Washington, will offer its Public History Field School from Sunday, May 22, through Saturday, June 11, 2016.

Professor Orlan Svingen and the Department of History received a high-impact research award from WSU benefactors John and Janet Creighton (PhD history, 2004) to support a new, four-year outreach project connecting the WSU Public History Program with ongoing historical and cultural interpretive work by the Shoshone-Bannock Tribes and state and local groups in southwestern Montana and east-central Idaho.

An extension of Dr. Svingen's research and teaching agenda, the JJCPh Project will provide hands-on experiential learning opportunities for undergraduate and graduate students interested in American Indian history and culture. Students will work collaboratively with Shoshone-Bannock tribal specialists, as well as historical and interpretive specialists from Virginia City, Montana, and Salmon, Idaho.

The 2016 Public History Field School will span three weeks, beginning Sunday, May 22 in Virginia City, Montana. Week 1 will be spent developing interpretive themes and signage drafts for three locations: the newly-

formed Tendoy Park in Virginia City, Montana, the 1868 Territorial Headquarters Building (Tendoy's Cession Document), and Laurin, Montana (1868 Virginia City Treaty site). Students will be housed at the Bonanza Inn.

Week 2 begins on Sunday, May 29 in Salmon, Idaho, where students will work in conjunction with the Sacajawea Interpretive, Cultural, and Educational Center. The objective here is twofold: 1) finalizing projects from Virginia City and 2) developing storylines for the public school level illustrated narratives depicting site-specific thematic stories, recognizing the Mixed-Bands of Shoshone, Bannock, and Sheepeater People whose aboriginal homeland includes both sides of Lemhi Pass. Students will be housed at the Sacajawea Inn.

Week 3 will be spent in Fort Hall, Idaho, at the Fort Hall Indian Reservation, home of the Shoshone-Bannock Tribes. Working with the Language and Cultural Preservation Department and the Culture Committee, students will prepare draft-reports of their work from weeks 1 and 2 for a formal presentation. Students will be housed at the Shoshone-Bannock Hotel.

WSU summer school enrollment for this course will be capped at 20 students, undergraduate and graduate students combined, and it will fulfill requirements for History 497/529, which will earn students 3 semester credits. History 497 for undergraduate students, History 529 for graduates.

6. NAKA PRODUCTIONS:

An ongoing and parallel project involves Naka Productions. Professor Svingen and the Shoshone-Bannock Tribe have sponsored past funding for *In Good Faith*, a historical documentary project focusing on the Virginia City Treaty of September 24, 1868 (Laurin, Montana), the Tendoy Cession Document of January 3, 1870 (Virginia City), and the legal-historic impact on matters in southwestern Montana and Wyoming.

Their work is technical, specific, and intense, which means that scheduling is subject to change at the last moment due to weather, noise, filming opportunities, and the availability of interview subjects. Given the fluid nature of documentary field work, students and instructors may be called away from our center of research for a given period. When in the vicinity of ongoing documentary field work (read: filming), individuals not specifically involved are invited to observe and absorb the material—albeit silently and from an appropriate distance. Any interaction deemed a “disturbance” runs the serious risk of losing valuable and sometimes irreplaceable filming and sound recordings—the nature of documentary film work requires hundreds of hours and tens of thousands of dollars. Put another way, “horseplay,” talking, or noisy behavior can render an hour of footage unusable in any professional sense. We cannot afford to review every shot in the field for disturbances and schedule a reshoot: we have to “get it” on the first take.

7. WORK PRODUCT AND ASSIGNMENTS:

Following the dinner meal service, students will make brief presentations on that day's updates to:

- A) Hand-written journals cataloging daily activities, notes, reminders, sketches, etc. Students will be provided a notebook to be handed in at the completion of the Field School for their final grade.
- B) Daily PowerPoint presentations of their work, explaining their research methods and findings.
- C) Tendoy Park Design Project: Layout/design proposals for future interpretation of the 8-acre park.
- D) Children's Book: Public school level illustrated narratives depicting site-specific thematic stories.
- E) Poster: advertising 19th century historical boosterism, highway signage and logo, Salmon, Idaho Mixed-Band populations, Salmon Cemetery, etc
- F) Podcast: 5-minutes on narrative from the public school level illustration, poster, etc.

On Friday nights, students will present a PowerPoint presentation on that week's progress for their assignments.

8. CODE OF ETHICS:

Students are required to read, initial each page, and sign a Public History Field School Code of Ethics.

8. READINGS:

Madsen, Brigham D. *The Lemhi: Sacajawea's People*

Mann, John W.W. *Sacajawea's People: The Lemhi Shoshones and the Salmon River Country*.

Grant, Marilyn. *A Guide to Historic Virginia City*.

9. SCHEDULE: May 22 – June 11, 2016:

Week 1: Virginia City, Montana

Sunday, May 22: Travel to and arrive in Virginia City, MT

6pm Expected Arrival Time

Monday, May 23: Work in Virginia City

Tuesday, May 24: Work in Virginia City

Wednesday, May 25: Work in Virginia City

Thursday, May 26: Work in Virginia City

Friday, May 27: Work in Virginia City

Saturday, May 28: On your own

Sunday, May 29: Travel to and arrive in Salmon, ID

3pm Expected Arrival Time

Week 2: Salmon, Idaho

Monday, May 30: Work in Salmon

Tuesday, May 31: Work in Salmon

Wednesday, June 1: Work in Salmon

Thursday, June 2: Work in Salmon

Friday, June 3: Work in Salmon

Saturday, June 4: On your own

Sunday, June 5: Travel to and arrive in Fort Hall, ID

3pm Expected Arrival Time

Week 3: Fort Hall, Idaho

Monday, June 6: Work in Fort Hall

Tuesday, June 7: Work in Fort Hall

Wednesday, June 8: Work in Fort Hall

Thursday, June 9: Work in Fort Hall

Friday, June 10: Work in Fort Hall

Saturday, June 11: Depart for home

10. Housing:

Housing is covered by the Field School. You pay nothing.

Week 1: Virginia City, Montana

The Bonanza Inn

Week 2: Salmon, Idaho

The Sacajawea Inn

Week 3: Fort Hall, Idaho

The Shoshone-Bannock Hotel

11. Food:

Breakfast: Provided daily.

Lunch: On your own.

Dinner: Provided daily. Student groups assigned to cook nightly.

Saturday nights: leftovers.

12. GRADE EVALUATION:

Course work and participation through duration of the field school will be monitored by the professor and the other instructors who will then determine each participant's final course grade.