

HIST 4430: MUSEUM STUDIES
CRN 82479, 3 credit hours
Tuesday and Thursday, 2:00 p.m. – 4:45 p.m.
SO 2027
Fall 2015

Instructor: Dr. Jennifer W. Dickey
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Course Communication: Students should contact me by e-mail at the above address with any questions or to make an appointment for discussion related to academic standing in the course. **DO NOT e-mail me through D2L.** Students should use the cell phone number only in instances when delayed or lost en route to a field trip.

The University provides all KSU students with an “official” e-mail account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole e-mail account you should use to communicate with your instructor or other University officials.**

Changes to the course schedule or any announcements from the professor will be sent to your KSU student email account as well as posted in the “News” on D2L. Students are responsible for checking their email and D2L for such announcements, especially in the event of inclement weather.

Course description: This course offers a broad introduction to the museum world and the functions of museums in American society with an emphasis on history museums. Subjects covered will include museum management, collections management, education, interpretation, exhibit design, ethics, and scholarly criticism of museums. The class will combine lectures by the instructor and guest lecturers, in-class discussion, case studies, readings, and field trips to achieve the goals specified below.

Course Goals: At the completion of this course you should demonstrate the following:

- an understanding of the history of museums in the United States
- an understanding of the interpretive techniques employed by museums
- an understanding of the current issues of debate in the museum field
- an understanding of the importance of ethical practices in museums
- the ability to develop an exhibit or program for a history museum

Required Readings:

Alexander, Edward P. and Mary Alexander. *Museums in Motion: An Introduction to the History and Functions of Museums*. Altamira Press, 2008. ISBN – 0-7591-0509-X

Dubin, Steven. *Displays of Power: Controversy in the American Museum from the Enola Gay to Sensation*. New York University Press, 1999.

ISBN-10: 0814718906 | ISBN-13: 978-0814718902

Additional readings as assigned

Attendance & Participation: Students are solely responsible for managing their enrollment status; nonattendance does not constitute a withdrawal. You are expected to attend class and to participate in class discussions. We will be working in groups throughout the semester, so it is important that you arrive at class on time and that you be prepared to contribute to your group’s work. You are expected to ask questions, contribute to class discussions, and be engaged in what is going on in the classroom. If you miss one day of class, you have missed the equivalent of an entire week. Your final grade will drop **10 points** for each unexcused absence. If you are sick or need to miss class for any reason, you should alert the professor in advance by **e-mail**. If an absence is deemed justifiable, you will be given an opportunity to make up the work. Participation counts for 20 percent of your grade, so be prepared and speak up!

Electronic Devices Policy: You may bring a laptop to class. Cellphones are not allowed in class. You will have no occasion to use your cellphone during class—no reason to text, send email or check Facebook, Twitter, or the box scores. Put your cellphone away during the time that you are in the classroom or on a field trip.

Student Disability Services: Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she **must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams**. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Writing Center: The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, writing assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), visit <http://www.kennesaw.edu/english/WritingCenter> or stop by Room 242 in the English Building.

Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University’s grades and degrees depend upon it.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation **AND** will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:
<http://plagiarism.org/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Group Presentations: You will be divided into groups with which you will prepare and deliver a series of presentations related to the different types of museums that we will be reading about throughout the semester. Each group will be assigned a museum on which they should do research and prepare a presentation. The presentation should include a brief history of the museum (when it was founded and by whom), the mission, the collection, exhibitions, programming or other aspect for which the museum is best known, and the role of the museum in its local community and in American culture and society. Presentations should be no longer than **ten minutes**. A discussion board will be set up for each group on D2L, and each group **must post a copy of each presentation** into their **group folder in the Dropbox on D2L** before the class period in which they deliver the presentation. You must submit an evaluation of yourself and your group members on the date of the last group presentation. The evaluation

form will be posted on D2L in the “Administrative and Forms” module. Group presentations for 20 percent of your final grade. See the attached presentation rubric for details on how the professor will grade your presentations.

Exhibition Project: During the semester we will work with Dr. Herb Mattord of the Department of Information Systems on an exhibition about the history of the computer. You will be working in groups for this project. You will be required to evaluate your own contributions as well as the contributions of your team members to the group project. You will be expected to use the **D2L discussion board** to coordinate and disseminate your work throughout the semester. The discussion board allows me to see who is contributing to the group project. If you do not show up on the discussion board, I will assume that you are not contributing to the project. The evaluation form will be posted on D2L in the “Administrative and Forms” module. More details on the project will be provided on a separate handout. The Exhibition Project counts for 20 percent of your final grade.

Exhibit Reviews: We will take class field trips to the Tellus Science Museum, the Root House, and the Atlanta History Center (AHC) during the semester. You will be required to write a short review (750-1000 words) of two out of the three museums. Your review should include a critical assessment of a particular exhibit and how the exhibit relates to the mission of the museum in the case of the AHC and the Tellus Museum. Your review of the Root House should offer a critical assessment of the Root House tour and how it supports the mission of Cobb Landmarks. You should draw on the assigned readings and class discussions in your analysis. Examples of reviews can be found on D2L and in issues of *The Public Historian* or *The Journal of American History*. Each exhibit review counts for 20 percent of your final grade.

As you walk through the exhibition, use the **Framework for Assessing Excellence Form** that is posted on D2L to help you organize your observations. **You will be expected to turn in the Assessment Form along with your paper. See the attached Exhibit Review sheet for more details.** Your review will be graded on **composition and content**. See the attached exhibit review rubric for details on how the professor will grade your reviews.

Grading:

Review #1	20%
Review #2	20%
Exhibition Project	20%
Group Presentations	20%
Attendance/Participation	20%

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F

Tentative Schedule – (changes will be announced in class)

Week 1 Oct 13	Introduction What is a museum? Temple or Forum? Telling history with objects In-class exercise – A History of the United States in Five Objects	http://www.aam-us.org/ http://www.kennesaw.edu/historymuseum/ D2L – Duncan Cameron, “The Museum, a Temple or the Forum?” http://www.bbc.co.uk/ahistoryoftheworld/
Week 1 Oct 15	The history of museums and the role of museums in America Museum standards & best practices Film – “Riches, Rivals, and Radicals: 100 Years of Museums in America” Visit the exhibition case in the Burruss Building, 4 th floor – Dr. Herb Mattord Attend event at the Southern Museum: The Past Speaking to the Present – Gallery tour of “Seeking Justice: The Leo Frank Case Revisited” 6:00pm 2829 Cherokee Street	Alexander, Chpts. 1, 8, 9, and 13. D2L – Newseum article from <i>Museum</i> magazine. Philip Kennicott, “Exhibit A,” <i>Washington Post</i> http://www.washingtonpost.com/wp-dyn/content/article/2009/03/26/AR2009032604470.html?sid=ST2009032702764 American Association of Museums website at http://www.aam-us.org/resources/ethics-standards-and-best-practices http://greatmuseums.org/ Collections Stewardship at AAM website http://www.aam-us.org/resources/ethics-standards-and-best-practices/characteristics-of-excellence-for-u-s-museums/collections-stewardship
Week 2 Oct 20	Introduction to Collections Management	http://www.kennesaw.edu/historymuseum/ Guest speakers from the KSU MARB: Adina Langer, Curator; Matthew Harper, Registrar, Becky Parker, Collections Support Specialist D2L – Excerpts from <i>Museum Registration Methods</i> 5 th Edition: “The Profession,” pp. 2-21, “The Basics,” pp. 38-57, “Collections Management,” pp. 206-276. NPS Museum Handbook online http://www.nps.gov/museum/publications/handbook.html
Week 2 Oct 22	Museum Exhibitions Work on exhibition project: -Identify objects to be interpreted -Assign sections to groups	Alexander, Chpts. 10, 11 D2L – Selections from <i>Exhibiting Cultures</i> (Karp and Levine), from <i>Exhibit Labels</i> (Serrell), “Visitor Circulation Patterns,” and “5 Design Ideas Every Museum Professional Should Know.” D2L – Harold Skramstad, “An Agenda for Museums in the Twenty-first Century” from <i>Reinventing the Museum A History of the Computer</i> available at http://www.pbs.org/nerds/
Week 3 Oct 27	Natural History and Anthropology Museums, Science and Technology Museums, Botanical Gardens and Zoos Group presentations – Natural History, Science, and Zoos	Alexander, Chpts. 3, 4, and 6
Week 3 Oct 29	Field trip – Tellus Science Museum Amy Gramsey – Director Curatorial Services & Sarah Timm – Curator	Meet in the lobby, Tellus Drive, Cartersville, GA. Bring \$10 for admission. http://www.tellusmuseum.org/
Week 4 Nov 3	History Museums Tellus Science Museum Exhibit Review due Group presentations – History Museums	Alexander, Chpt. 5. D2L – Dubin – “Battle Royal: The Final Mission of the Enola Gay”
Week 4 Nov 5	Field Trip – Atlanta History Center Don Rooney – Curator & Heather Culligan – Collections Manager	Meet at 2:45 in the lobby, 130 West Paces Ferry Rd, NW, Atlanta, GA http://www.atlantahistorycenter.com/
Nov. 5	Last day to withdraw with a grade of W	
Week 5 Nov 10	Historic House Museums Olympic Exhibit Review due	D2L—Donnelly, pp. 18-42, 43-80, 192-230. Ruth Graham, “The Great Historic House Museum Debate,”

	Group presentations – Historic House Museums	<i>Boston Globe</i> , August 10, 2014. NTHP House Museum Closedown Checklist
Week 5 Nov 12	Field Trip – The Root House Museum	Meet at 2:30 at 145 Denmead St NE, Marietta, GA 30060, corner of North Marietta Loop and Polk Street in Marietta, (770) 426-4982 http://www.cobblandmarks.com/root-house.php
Week 6 Nov 17	Art Museums Root House Review due Group presentations – Art Museums Evaluations due for group presentations	Alexander, Chpt. 2. D2L – Dubin – The West As America D2L – Materials on “A Walk In the Valley” controversy
Week 6 Nov 19	Field Trip – Zuckerman Museum of Art	Meet with Justin Rabideau, director, Dr. Teresa Reeves, curator, Katie Malone, education and outreach manager, Katie Ericson, visitor services coordinator, Matthew Harper, chief registrar, and Becky Parker, associate registrar. http://zuckerman.kennesaw.edu/
Nov 23-29	Thanksgiving Break – No class	
Week 7 Dec 1	Work on Exhibit Project First draft of object labels due	
Week 7 Dec 3	Work on Exhibit Project Group Project Evaluations Due	Mounting and cutting labels
Dec 7	Installation of exhibition	

Exhibition Project

Overview:

The class will be curating a small exhibition on the history of computer technology for Dr. Herb Mattord of the Department of Information Systems. The exhibit, which will be housed in a display case on the 4th floor of the Burruss Building, includes a variety of computers and other information technology hardware.

Project:

Working in groups, students will research the history of the computer with a focus on how the various objects from the collection tell that story. Students will select objects to put on display, write exhibit labels for each object, and write an introductory text panel that explains the content of the exhibition. Students will prepare labels for display, including mounting and cutting the labels. Mounting and cutting supplies will be provided by the professor.

Readings associated with this project will be posted on D2L in the Exhibit Project folder. Readings will include content materials as well as guidelines for writing exhibit text.

Students will be evaluated based on their contribution to their group's effort on this project. Student will decide within their group how to divide the work for the project.

The first draft of the individual object labels will be due on Dec. 1.

Final installation of the exhibit will be on Dec. 7 during the final exam period.

Museum and Exhibit Reviews

You will be required to write two reviews during the semester—one on the Olympic exhibit at the Atlanta History Center and the other on either the Root House Museum or on an exhibition of your choice at the Tellus Science Museum. The reviews should be 3-4 pages (750-1000 words) and should provide an analysis of the site or exhibit in terms of organization, design, themes, execution, and issues. The reading assignments throughout the semester are designed to help you develop your critical thinking and analysis skills as they relate to assessing the impact, effectiveness, and quality of public history displays. You should use the *Chicago Manual of Style* and include footnotes as appropriate.

Use the **Framework for Assessing Excellence Form** that is posted on Vista to help you organize your observations. **You will be expected to turn in the Assessment Form along with your paper.**

Your review should address the following questions:

- What is the mission of the institution that hosts the exhibit or tour?
- How does the exhibit or tour support that mission?
- How is the theme of the exhibition or tour conveyed through the objects, design, and, if appropriate, subsidiary text?
- What kind of bias or perspective does the exhibition or tour have?
- What were the curatorial objectives?
- Is the organization of the exhibition or tour logical?
- Was the exhibition or tour well researched and presented in an appealing fashion?
- What was emphasized or omitted and what impact does that have on the visitor?
- For an exhibit, how does the design shape the visitor's understanding or experience?
- What did the interpretive team do well? What areas could have been improved?
- Who is responsible for the content and design?

A few tips:

- **DO NOT USE FIRST PERSON!**
- Analyze; do not summarize. The summary of what you saw should be condensed to a short paragraph—just enough to allow the reader to understand what the exhibition or site was all about.
- Read sample reviews in the *Journal of American History* or the *Public Historian*.
- Do not mention every artifact or tidbit of information that was conveyed to you. Be selective. Talk about highlights and lowlights.
- Provide concrete evidence to support your argument and assertions.
- Do not feel that you have to organize your paper to mimic the layout of the exhibition or tour.
- Use the **Framework for Assessing Excellence Form** to guide your review.

Mission Statements:

Atlanta History Center – The Atlanta History Center through its collections, facilities, programs, exhibitions, and publications preserves and interprets historical subjects pertaining to Atlanta and its environs and presents subjects of interest to Atlanta's diverse audiences.

Cobb Landmarks (The Root House) – The mission of Cobb Landmarks is to Preserve, Protect and Promote the irreplaceable historic places and cultural heritage unique to Cobb County for the economic welfare, education, and pleasure of current and future generations of residents and visitors.

Tellus Science Museum – Because science matters, we engage, educate, and inspire visitors to make scientific connections through dynamic exhibits and enriching experiences.

Grading rubric for Exhibition Review

Possible Points	Actual Points	Criteria
10		Clear articulation of purpose or mission of the site
10		Clear assessment and explanation of how exhibit supports the mission
20		Clear and concise explanation of the design, objects, and content of the exhibit
20		Analysis of how the exhibit achieves the criteria of comfortable, engaging, reinforcing, and meaningful as defined in the Exhibit Assessment Framework
10		Well organized with an introduction, body, and conclusion
20		Style and mechanics – Uses a varied and sophisticated sentence structure and paragraph development. No grammar or punctuation errors.
10		Format – Follows the specifications outlined in the syllabus including length, margins, spacing, and use of citations.
Total Possible	Total Actual	Comments:
100		

Grading rubric for Group Presentations

Student Presentation Evaluation

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact & Elocution	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points:

HIST 4430 – Museum List for Group Presentations

Natural History and Anthropology Museums, Science and Technology Museums, Botanical Gardens and Zoos

- 1A. American Museum of Natural History, New York <http://www.amnh.org/>
- 1B. Field Museum of Natural History, Chicago <http://fieldmuseum.org/>
- 2A. National Museum of Natural History, Washington, DC <http://www.mnh.si.edu/>
- 2B. Museum of Science and Industry, Chicago <http://www.msichicago.org/>
- 3A. Henry Ford Museum, Dearborn, MI <http://www.thehenryford.org/museum/index.aspx>
- 3B. National Air and Space Museum, Washington, DC <http://airandspace.si.edu/>
- 4A. Philadelphia Zoological Garden, Philadelphia <http://www.philadelphiazoo.org/>
- 4B. San Diego Zoo, San Diego <http://www.sandiegozoo.org/>

History Museums

- 1A. New York Historical Society, New York <http://www.nyhistory.org/>
- 1B. Chicago History Museum <http://www.chicagohistory.org/>
- 2A. Colonial Williamsburg, Williamsburg, VA <http://www.history.org/>
- 2B. Old Sturbridge Village, Sturbridge, MA <http://www.osv.org/>
- 3A. Tenement Museum, New York, NY <http://www.tenement.org/>
- 3B. National Museum of American History, Washington, DC <http://americanhistory.si.edu/>
- 4A. United States Holocaust Museum and Memorial, Washington, DC <http://www.ushmm.org/>
- 4B. National Constitution Center, Philadelphia, PA <http://constitutioncenter.org/>

Historic House Museums

- 1A. Mount Vernon <http://www.mountvernon.org/>
- 1B. Monticello <http://www.monticello.org/>
- 2A. Drayton Hall <http://www.draytonhall.org/>
- 2B. Biltmore, Asheville, NC <http://www.biltmore.com/>
- 3A. Falling Water, Mill Run, PA <http://www.fallingwater.org/>
- 3B. Jane Addams Hull-House Museum, Chicago <http://www.uic.edu/jaddams/hull/>
- 4A. Graceland, Memphis, TN <http://www.elvis.com/graceland/>
- 4B. The Philip Johnson Glass House, New Canaan, CT <http://philipjohnsonglasshouse.org/>

Art Museums

- 1A. The Metropolitan Museum of Art, New York <http://www.metmuseum.org/>
- 1B. Museum of Fine Arts, Boston <http://www.mfa.org/>
- 2A. Detroit Institute of Arts, Detroit <http://www.dia.org/>
- 2B. The National Gallery of Art, Washington, DC <http://www.nga.gov/content/ngaweb.html>
- 3A. J. Paul Getty Center, Los Angeles <http://www.getty.edu/museum/>
- 3B. Philadelphia Museum of Art, Philadelphia <http://www.philamuseum.org/>
- 4A. The Museum of Modern Art, New York <http://www.moma.org/>
- 4B. The Guggenheim, New York <http://www.guggenheim.org/>

Outline and points of emphasis for presentations:

- 1. Brief history
 - a. When founded and by whom?
 - b. Mission
- 2. Collection
 - a. Overview
 - b. Outstanding pieces or objects
- 3. Exhibitions
 - a. Current or recent
 - b. Notable or exceptional that transformed the field
- 4. Role in the community and society
 - a. Education and outreach
 - b. Community engagement
 - c. Importance or significance in the museum world