HIST 4430: MUSEUM STUDIES
CRN 11058, 3 credit hours
Thursday, 5:00 p.m. – 7:45 p.m.
SO 2027
Spring 2008

Instructor: Dr. Jennifer W. Dickey
Office: 4095 SO
Office Hours: Th – 1:00 p.m.–4:45 p.m. or by appointment
Phone: 678-797-2295
E-mail: jdickey2@kennesaw.edu

Course description: 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:

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

Required Readings:


Additional readings and handouts as assigned

Attendance: Students are expected to attend class and to participate in class discussions. If a student is sick or needs to miss class for any reason, he or she should alert the professor in advance by email or by phone. If an absence is deemed justifiable, the student will be given an opportunity to make up the work.

Participation:

You are expected to participate as well as show up. This means that you ask questions, contribute to class discussions, and generally engage in what’s going on in the classroom. To facilitate your engagement, you should read the assignments, arrive on time, **turn off your cell phone**, pay attention, and take notes.

In order to stimulate discussion and encourage you to read the weekly assignments, you will be required to prepare **two discussion questions each week based on the assigned reading**. Questions should be **typed** and should include your name in the upper left-hand corner. You will be asked to submit your questions to the professor. You may be called on to ask your questions of the class as part of the class discussion.

Student Services: The Office of Disabled Student Support Services (Student Center, Room 268A) offers services to aid disabled students with their academic work. Arrangements for special services should be made at the beginning of the semester so that appropriate accommodations can be made.
Academic Honesty: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II 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 University Judiciary Program, 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.

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.

Museum Education Project: During the semester we will work with the staff of the Root House Museum in Marietta to develop an educational program. The program, which will be based on the principle of cooperative learning and support the Georgia Performance Standards, should enhance the existing interpretive program at the Root House (see Georgia Performance Standards at http://www.georgiastandards.org/). The class will be divided into teams for this project. See page 4 of the syllabus for more information.

Historic Site Review: We will take a class field trip to the Root House Museum during the semester. You will be required to write a short paper (750-1000 words) on the interpretive program at the Root House. Your paper should provide a critical analysis of the interpretive program (tour) at the Root House. You should draw on the assigned readings and class discussions in your analysis of the tour. Examples of reviews can be found in issues of The Public Historian or in The Journal of American History. Assignments will be graded on content and composition.

Exhibit Review: We will be taking a field trip to the Atlanta History Center during the semester. You will write a short review (750-1000 words) of one of the exhibits at the Atlanta History Center (AHC). The paper should include the mission of the AHC and a critical review of the exhibit as it relates to that mission. You should draw on the assigned readings and class discussions in your analysis of the exhibit. Examples of reviews can be found in issues of The Public Historian or in The Journal of American History. Assignments will be graded on content and composition.

Journal: You will be required to keep a journal throughout the semester as a record of your work on the documentation project that we will be undertaking and your reflections on the reading assignments. Journals should be typed and should include at least one entry for each week. Journals should include a brief assessment of the weekly reading assignments and any work you did on the group project. You must submit your journal to the professor on the dates specified on the schedule.

Grading:
- Historic Site Review 25%
- Journal 10%
- Exhibit Review 25%
- Project 40%

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Introduction</td>
<td></td>
<td>WebCT – Donnelly, pp. 1-42, 111-127; Guest speaker, Mary Ellen Higginbotham, The Root House</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Historic House Museums</td>
<td></td>
<td>WebCT – Donnelly, pp. 1-42, 111-127; Guest speaker, Mary Ellen Higginbotham, The Root House</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Optional evening visit to the Root House between 5:00 and 9:00 p.m.</td>
<td>145 Denmead St. NE, Marietta, GA 30060</td>
<td><a href="http://www.cobblandmarks.com/root-house.html">http://www.cobblandmarks.com/root-house.html</a></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Optional visit to Root House to observe school group at 11:00 a.m.</td>
<td></td>
<td>Guest speakers Dr. Catherine Lewis and Cindy Vengroff WebCT – Museum Education Programs, from Donnelly – pp. 269-309 Georgia Performance Standards for Social Studies at <a href="http://www.georgiastandards.org/socialstudies.aspx">http://www.georgiastandards.org/socialstudies.aspx</a> From National Standards, pp. 59-62</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Field Trip – The Root House</td>
<td>Meet at 5:30 at 145 Denmead St. NE, Marietta, GA 30060</td>
<td><a href="http://www.cobblandmarks.com/root-house.html">http://www.cobblandmarks.com/root-house.html</a> Web CT – Tours that succeed, from Donnelly – pp. 192-209</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Interpreting Historic House Museums</td>
<td>Web CT – Museum Interpretation, from Donnelly – pp. 43-110</td>
<td></td>
</tr>
<tr>
<td>Mar 5</td>
<td>Field Trip – Marietta Museum of History</td>
<td>1 Depot Street, Marietta, GA</td>
<td><a href="http://www.mariettahistory.org/index.html">http://www.mariettahistory.org/index.html</a></td>
</tr>
<tr>
<td>Mar 26</td>
<td>Field Trip – Atlanta History Center</td>
<td>130 West Paces Ferry Road NW, Atlanta, GA 30305</td>
<td><a href="http://www.atlantahistorycenter.com/">http://www.atlantahistorycenter.com/</a></td>
</tr>
<tr>
<td>Apr 2</td>
<td>No class – work on Root House projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>Museum management and ethics</td>
<td></td>
<td>From National Standards, pp. 13-45, 63-75.</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Final review of education programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td>Presentations and Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Museum Education Project**

Working in small groups, the class will develop a series of educational activities that can be combined into a cohesive educational program for the Root House Museum. The activities, which will be based on the principles of cooperative learning, will target 4th or 5th grade students and support the Georgia Performance Standards (see [http://www.georgiastandards.org/](http://www.georgiastandards.org/)).

Each group will focus on a particular area of the Root House (kitchen, parlor, bedroom, dining room, or garden) and develop an educational activity that will include pre-visit, on-site, and post-visit components.

On the last day of class, each group will give a formal presentation of their project and submit all materials to the professor. The final project should include a lesson plan for the teacher, a list of supplies and materials necessary to complete the activities, copies of any primary source materials required, and instructions for carrying out the activities.

See the following websites for more information on museum education and cooperative learning:

- Cooperative Learning [http://edtech.kennesaw.edu/intech/cooperativelearning.htm](http://edtech.kennesaw.edu/intech/cooperativelearning.htm)
- NPS Teaching with Historic Places [http://www.nps.gov/history/nr/twhp/](http://www.nps.gov/history/nr/twhp/)
  - [http://www.nps.gov/history/nr/twhp/wwwlps/lessons/130newphila/index.htm](http://www.nps.gov/history/nr/twhp/wwwlps/lessons/130newphila/index.htm)
  - [http://www.nps.gov/history/nr/twhp/wwwlps/lessons/112penniman/112penniman.htm](http://www.nps.gov/history/nr/twhp/wwwlps/lessons/112penniman/112penniman.htm)
- NPS Teaching with Museum Collections [http://www.nps.gov/history/museum/tmc/docs/ELEMENTS%20HowtowriteTMC%202007.pdf](http://www.nps.gov/history/museum/tmc/docs/ELEMENTS%20HowtowriteTMC%202007.pdf)
The following rubric will be used to assess your papers.

A = Excellent. An excellent essay will:

- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis
- Show thorough comprehension of the ideas presented in class and in the reading
- Demonstrate innovative ideas and approaches
- Have strong analyses of material arguments found in lectures, reading, and research
- Contextualize ideas and arguments to the overall historical period
- Have proper citations
- Be written clearly, with few errors in grammar, spelling, punctuation or usage

B = Good. A good essay will:

- Have a valid thesis that is supported by a mostly well-organized essay
- Provide appropriate examples to support your thesis
- Demonstrate comprehension of the ideas presented in class and in the reading
- Analyze the material and arguments found in lectures, reading, and research
- Connect ideas and arguments to the overall historical period
- Have proper citations with few mistakes as per syllabus
- Be written clearly, with minor errors in grammar, spelling, punctuation, or usage

C = Satisfactory/Average. An average essay will:

- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay
- Provide examples to support your thesis
- Demonstrate basic comprehension of the ideas presented in class and in the reading
- Reveal some incompleteness in the research
- Incompletely analyze the material and arguments found in lectures, reading, and research
- Incompletely connect ideas and arguments to the overall historical period
- Have improper citations
- Be written clearly, with some errors in grammar, spelling, punctuation, or usage

D = Below Average/Barely Passing. A below average essay will have one or more of the following major problems:

- A weak thesis, or one that is incompletely supported
- Incomplete or weak organization
- Weak examples that do not support the thesis
- Show minimal comprehension of the ideas presented in the class
- Show incomplete research
- Partially analyze material and arguments found in lectures, reading, and research
- Missing or incorrect citations
- Show lack of coherence, or many errors in grammar, spelling, punctuation, or usage

F = Failing. A failing essay will receive an “F” if it meets any of the criteria below:

- Does not meet the minimum requirements for a D
- Shows evidence of plagiarism
- Does not fulfill the requirements of the assignment
- Contains an unacceptable amount of compositional errors
- Written in stream-of-consciousness or incoherent argumentation
**Historic Site and Exhibit Reviews**

You will be required to write two reviews during the semester—one on the tour program at the Root House and one on an exhibit at the Atlanta History Center. 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 *Chicago Manual of Style* and include footnotes as appropriate.

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:

- 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.
PLEASE PRINT AND SIGN THIS PAGE AND SUBMIT TO THE PROFESSOR WITHIN THE FIRST TWO WEEKS OF CLASS.

I have read every page of the attached syllabus for HIST 3325 and agree to the terms set forth therein.

Name: ____________________________________________

Signature: __________________________________________

KSU ID#: __________________________________________