HIST 4426: DOCUMENTATION AND INTERPRETATION
CRN 10897, 3 credit hours
Th, 2:00 p.m. – 4:45 p.m.
SO 2027
Spring 2010

Instructor: Dr. Jennifer W. Dickey
Office: 4095 SO
Office Hours: T, W, Th – 10:00 a.m.-1:00 p.m. or by appointment
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Course description: Explores the methods of documenting historic properties, especially as related to the National Register of Historic Places. Special emphasis is placed on completing a nomination for the National Register of Historic Places or interpretive exhibit. Includes interpretation of historic sites for public exhibit.

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

- understand the significance and purpose of the National Register for Historic Places
- understand the criteria for listing a property on the National Register of Historic Places
- understand how to apply the National Register criteria and how to nominate a property for listing on the National Register
- be able to develop an interpretive plan for a historic property

Required Readings:


The following books, which should be useful for your research, are on reserve at the Sturgis Library and may be picked up for two-hour use in the library from the circulation desk.

Call number: G155.U6J33 1985

Jakle, John A. and Keith A. Sculle, The Gas Station in America
Call number: TL153.J27 1994

Newman, Harvey K., Southern Hospitality: Tourism and the Growth of Atlanta
Call number: G155.U6 N753 1999
Scott, Thomas Allan, *Cobb County, Georgia and the Origins of the Suburban South: A Twentieth-Century History*  
Call number: F292.C6 S382 2003

Stager, Claudette and Martha Carver, ed., *Looking Beyond the Highway: Dixie Roads and Culture*  
Call number: F216.2.L66 2006

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, students 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 be engaged in what is 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.

**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](http://www.kennesaw.edu/english/WritingCenter) or stop by Room 242 in the English Building.

**Statement of Significance:** You will write a 7-10 page research paper (1,750 – 2,500 words, Times New Roman, 12-point font) on the significance of the Dixie Highway in American history. You must submit a bibliography for your paper, including at least 10 sources (primary and secondary), on January 14. The paper is due on February 14. Your paper should provide the historic context for the development and decline of the Dixie Highway (i.e., the rise of an automobile culture in America, the Good Roads movement, the role of Carl Fisher in the interstate highway movement, the creation of the Dixie Highway Association, the construction of the Dixie Highway and its impact on the areas through which it passed, the post-war construction of new highways and the decline of the Dixie Highway, the early 20th-century revival of the Dixie Highway).

You may use your textbooks as sources, as well as the books that are on reserve at the library; however, you must include at least one primary source in your bibliography. A primary source can include historical newspapers, available online through the ProQuest database. You may also use credible websites as sources. If you are confused about the credibility/reliability of a website, please see me. Wikipedia IS NOT a credible source! Entries to Wikipedia are made by the general public, and the website is not a credible source for a research paper. To quote from the Wikipedia website, “Anyone with internet access can write and make changes to Wikipedia articles. There are no requirements to provide one's real name when contributing” ([http://en.wikipedia.org/wiki/Wikipedia:About](http://en.wikipedia.org/wiki/Wikipedia:About)). Feel free to use Wikipedia to get background information or to locate other sources, but anything you read there should be corroborated from another, credible source. If you cite Wikipedia as a source, I will **deduct 10 points** from your grade.
For documenting your sources (bibliography and footnotes), follow The Chicago Manual of Style using the humanities style guidelines, which are available online at [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). A hard copy of The Chicago Manual of Style, 15th ed., which is a useful resource for all your questions regarding grammar and punctuation, is available at the Sturgis Library. Your paper will be graded on composition and content.

**Exhibition Brief:** You must submit an exhibition brief that will serve as the primary planning document for the development of an exhibit about the Dixie Highway. An exhibition brief provides an overview of what the exhibit is about and the exhibit’s intended audience, as well as detailed information about the layout and content of the exhibit. A sample exhibition brief and a template are available on WebCT.

**Final Project:** During the semester the class will produce an exhibition about the history of the Dixie Highway and its impact on Acworth for the Acworth caboose, which is located on Main Street adjacent to the railroad tracks. We will install the exhibit by the end of the semester.

**Journal:** You will be required to keep an online journal through WebCT/Vista throughout the semester. You should make an entry in your journal each week with your reflections on the reading assignments and any work you do on the group project. Journal entries will be reviewed weekly, so be diligent!

**Grading:**
- Statement of Significance 30%
- Exhibition Brief 20%
- Final Project 40%
- Journal 10%

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 7</th>
<th>Introduction</th>
<th>The Dixie Highway Association <a href="http://www.dixiehighway.org/">http://www.dixiehighway.org/</a></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Understanding the significance of the Dixie Highway. <strong>Bibliography due.</strong></td>
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<tr>
<td>Week 4</td>
<td>Jan 28</td>
<td>Drive the Dixie (or at least part of it)</td>
<td>Meet in classroom, then excursion to Acworth along the Dixie Highway We will meet with Amanda Sutter, Acworth Tourism Director, at the caboose.</td>
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<td>Week 6</td>
<td>Feb 11</td>
<td><strong>Exhibition Brief due.</strong> Develop exhibit plan. Designate teams.</td>
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<td>Week 7</td>
<td>Feb 18</td>
<td>Practice Presentation for Acworth Tourism Commission Preliminary image selection complete</td>
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<td>Week 8</td>
<td>Feb 25</td>
<td><strong>Presentation to Acworth Tourism Commission</strong></td>
<td>Meet at Acworth City Hall at 3:00 p.m.</td>
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<td>Week 9</td>
<td>Mar 4</td>
<td><strong>First draft of exhibit text due</strong> Revised image selection</td>
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<td>Week 10</td>
<td>Mar 11</td>
<td>No class – spring break</td>
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<tr>
<td>Week 11</td>
<td>Mar 18</td>
<td><strong>Edited exhibit text due</strong> Final image selection complete</td>
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<td>Week 13</td>
<td>Apr 1</td>
<td>Field Trip to downtown Cartersville</td>
<td>NPS Preservation Brief 17 – Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character, available online at <a href="http://www.nps.gov/hps/tps/briefs/brief17.htm">http://www.nps.gov/hps/tps/briefs/brief17.htm</a></td>
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<td>Week 15</td>
<td>Apr 15</td>
<td>Field Trip – Dixie Highway from Marietta to Chattanooga</td>
<td>May be rescheduled for a Friday or Saturday</td>
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<td>Week 16</td>
<td>Apr 22</td>
<td><strong>Exhibit installation</strong></td>
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<td>Week 17</td>
<td>Apr 29</td>
<td><strong>Exhibit installation</strong></td>
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<td>May 6</td>
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<td><strong>Opening of exhibit</strong></td>
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