

HIST 4426: DOCUMENTATION AND INTERPRETATION
CRN 10257, 3 credit hours
Th, 2:00 p.m. – 4:45 p.m.
SO 2027
Spring 2012

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Course description: This capstone class explores the methods of documenting and interpreting historic sites. 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 be able to do the following:

- Develop a plan for an interpretive exhibition for a historic site.
- Write an Exhibition Brief.
- Write the text and captions for an exhibition.
- Identify images and obtain the rights for the use of those images for an exhibition.
- Prepare an exhibition notebook for a graphic designer.
- Develop lesson plans and other educational materials for an exhibition.

Required Readings:

Books

Bergen, Doris, *War and Genocide: A Concise History of the Holocaust*, Rowman & Littlefield Publishers, 2003, ISBN 9780742557154
Stephenson, Jill, *Women in Nazi Germany*, Longman, 2001, ISBN 9780582418363

Materials posted on Vista

Websites

USHMM <http://www.ushmm.org/holocaust/>
USHMM Ravensbrück Concentration Camp <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005199>
Ravensbrück Memorial Site <http://www.ravensbrueck.de/>
University of Minnesota Center for Holocaust & Genocide Studies, “Women of Ravensbrück” exhibition
<http://www.chgs.umn.edu/museum/exhibitions/ravensbruck/>

The following books, which should be useful for your research, are available at the Sturgis Library online.

Ofer, Dalia., Lenore J Weitzman, and Inc NetLibrary. *Women in the Holocaust*. New Haven: Yale University Press, 1998. (electronic book accessible through Galileo)
Jacobs, Janet Liebman. *Memorializing the Holocaust: Gender, Genocide and Collective Memory*. London: I. B. Tauris, 2010. (electronic book accessible through Galileo)

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

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.

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: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

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.

Book Review: You will write a 3-4 page (750-1,000 words, Times New Roman, 12-point font) review of Doris Bergen’s *War and Genocide*. The review is due **January 26**. See page 5 of the syllabus for more details

Exhibit Review: You will write a 3-4 page (750-1,000 words, Times New Roman, 12-point font) review of the exhibition, “Absence of Humanity: The Holocaust Years, 1933-1945” at the Breman Jewish Heritage and Holocaust Museum in Midtown Atlanta. The review is due **February 2**. As you walk through the exhibition, 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.** See the attached Exhibit Review sheet for more details. Your review will be graded on **composition and content**. See page 6 of the syllabus for more details.

Exhibition Brief: You must submit an exhibition brief that will serve as the primary planning document for the development of the traveling exhibit about the Ravensbrück Concentration Camp. An exhibition brief provides an overview of what the exhibit is about, the exhibit’s intended audience, as well as detailed information about the layout and content of the exhibit. A sample exhibition brief is available on Vista.

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. You may be expected to give impromptu presentations.

Journal: You will be required to keep an online journal through 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!

Group Projects—Exhibition and Lesson Plans:

You will be working on two projects this semester—a traveling exhibition and lesson plans to support that exhibition. You will be required to evaluate your own contributions as well as the contributions of your team members to the group project. A discussion board will be set up for each group on Vista. You will be expected to use the 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 group effort on the project.

Exhibit Project: As a class, you will curate a traveling exhibition about the Ravensbrück Concentration Camp, which is located 55 miles outside of Berlin, Germany, for the KSU Museum of History and Holocaust Education (MHHE). You will work in teams to write the text and identify the images for the 8-10 panel traveling exhibition. The exhibit and lesson plans will be in English and German. You will be responsible for writing the English text for the exhibit. Students from Dr. Sabine Smith's GRMN 4400, 4402, and 4499 will collaborate with our class to translate resource materials from German to English and to translate your text from English to German. Graphic design of the exhibition will be done by the MHHE's graphic designer, Zoila Torres.

Lesson Plans: Each group will develop two lesson plans related to the traveling exhibition. The lesson plans must support the Georgia Performance Standards. The lesson plans will be in English and German. Dr. Sabine Smith's students will assist with translation of materials for the lesson plans. See page 7 of the syllabus for more details.

Grading:

Book Review	15%
Exhibit Review	15%
Exhibition Brief	20%
Exhibit Project	20%
Lesson Plans	20%
Participation/Journal	10%

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 Jan 12	Introduction Divide into groups	The Museum of History & Holocaust Education, http://www.kennesaw.edu/historymuseum/ Guest speaker, Dr. Catherine Lewis, KSU MHHE Ravensbrück Concentration Camp and Memorial Site Students from GRMN 4400, 4402, 4499 join us at 2:45
Week 2 Jan 19	Field trip – Breman Jewish Heritage and Holocaust Museum	Meet at the Breman Museum at 2:30p.m., 1440 Spring St. NW, Atlanta, Georgia 30309. Bring your student ID and \$6 for admission. Parking is free. http://www.thebreman.org/plan-your-visit/index.html Bergen, <i>War and Genocide</i> . German students join us.
Week 3 Jan 26	Book Review (<i>War and Genocide</i>) due Presentation of translated thematic content by German students Skype session with Dr. Matthias Heyl Exhibit Assessment forms discussion	Vista – Eschebach, “Soil, Ashes, Commemoration” Vista – Ravensbrück materials 2:30 – Skype with Dr. Matthias Heyl, Head of Educational Services of Ravensbrück Memorial Site German students join us – present thematic content 2:00-2:25
Week 4 Feb 2	Exhibit Review due Museum interpretation Exhibition Briefs	Vista – “Exhibit Labels,” Beverly Serrell Exhibition Brief sample & template http://fieldmuseum.org/sites/default/files/Chocolate%20Exhibition%20Brief%20September%202010_0.pdf “Telling the Stories: Planning Effective Interpretive Programs” http://www.nps.gov/nr/publications/bulletins/pdfs/interp.pdf
Week 5 Feb 9	Exhibition Brief due Finalize themes for exhibit, Assign panels to teams	
Week 6 Feb 16	Preliminary image selection First draft of text due	
Week 7 Feb 23	Revised text and image captions Dress rehearsal for presentation of exhibit proposal to MHHE staff	
Week 8 Mar 1	Presentation to MHHE staff Edited exhibit text due Final image selection complete	Meet in room 151 at the MHHE, 3333 Busbee Drive All MHHE staff invited to attend Exhibit notebook ready for submission to Zoila Torres German students join us
Week 9 Mar 8	No class – spring break	
Week 10 Mar 15	Review draft panel template Museum Education at the MHHE Introduction to exhibition lesson plans	Vista – “Museum Education” from <i>The Handbook for Museums</i> Meet in room 151 at the MHHE, Richard Harker, guest speaker. German students join us
Week 11 Mar 22	Review all exhibit panels	Submit edits to Zoila Torres
Week 12 Mar 29	Review exhibit panels Work on lesson plans	Submit edits to Zoila Torres
Week 13 Apr 5	Final review of panels Work on lesson plans	Deliver final edits to Zoila Torres
Week 14 Apr 12	Exhibit proof from Colorchrome Dress rehearsal for Lesson Plan presentations	Meet in room 151 MHHE Final sign-off on exhibit panels.
Week 15 Apr 19	TBA	Exhibit panels in production
Week 16 Apr 26	Final presentation of lesson plans to MHHE staff	Meet in room 151 MHHE. All MHHE staff invited to attend German students join us
Week 17 May 3	Exhibit Opening	Location TBD, 1:00-3:00.. All MHHE staff invited to attend German students join us

Book Review

You will write a 3 to 4-page (750-1000 words) book review of Doris Bergen's *War and Genocide: A Concise History of the Holocaust*. This is a **book review**, not a book report! You should analyze, not summarize, the book in light of what you know about the subject field and how effective you think the book is for providing a broad understanding of the Holocaust. Your assignment is to review this book as a stand-alone source for basic knowledge of the Holocaust. How effective is it for this purpose?

The following link provides the guidelines you should follow: <http://writing.wisc.edu/Handbook/CriNonfiction.html>
Seriously, go to this website and follow the instructions for “reading for a review” and how to write the introduction, body, and conclusion of your review.

You must use the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html) and should include footnotes when necessary.

Exhibit Review

Your review should be 3-4 pages (750-1000 words, 12-pt. Times New Roman) and should provide an analysis of the exhibition in terms of organization, design, themes, execution, and issues. As you walk through the exhibition, 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.**

This assignment is 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* (hard copy available in the library, citation style quick guide available online at http://www.chicagomanualofstyle.org/tools_citationguide.html) and include footnotes as appropriate.

Your review should address the following questions:

- What is the mission of the institution that hosts the exhibit?
- How does the exhibit support that mission?
- How is the theme of the exhibition conveyed through the objects, design, and, if appropriate, subsidiary text?
- What kind of bias or perspective does the exhibition have?
- What were the curatorial objectives?
- Is the organization of the exhibition logical?
- Was the exhibition well researched and presented in an appealing fashion?
- What was emphasized or omitted and what impact does that have on the visitor?
- 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 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. Use the Framework for Assessing Excellence Form to help you sort through things that are worthy of mentioning in your paper.
- 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.

Tech Specs:

- Paper should be Times New Roman, 12 pt font, double spaced.
- Include the title and your name in the upper left corner.
- Include page numbers in the lower right corner.
- Use standard MS Word margins (1-inch top and bottom margins, 1.25-inch left and right margins).
- Indent the first line of each paragraph one-half inch (this is the standard if you select first line indentation under paragraph formatting in Word).
- DO NOT triple or quadruple space between paragraphs.
- Use the Chicago Manual of Style for all citations.

Lesson Plans

Working in teams, the class will develop educational materials for the traveling exhibition on the Ravensbrück Concentration Camp at the Kennesaw State University Museum of History and Holocaust Education (MHHE) <http://www.kennesaw.edu/historymuseum/>. The exhibit supports the mission of the MHHE, which is to **promote diversity, build character, and encourage respect through exhibits and public programs that are free and open to the public**. The lesson plans must support the Georgia Performance Standards (see <http://www.georgiastandards.org/>).

For the duration of the project, you will serve as consultants to the MHHE. That means that **you will behave as if you are professional consultants** hired to develop a support materials for this exhibit.

Each team will develop two lesson plans for a thematic section of the exhibit. With guidance from the MHHE staff, teams will identify subthemes that will serve as the subjects for the lesson plans.

Richard Harker, education and outreach coordinator will be your main contact at the MHHE. Richard's contact information is as follows:

Email: rharker@kennesaw.edu

Tel: 678.797.2085

The Georgia Performance Standards can be found online at <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>.

For examples of lesson plans that use historic sites or resources, see the following:

MHHE <http://www.kennesaw.edu/historymuseum/k12curriculum.shtml>

United States Holocaust Museum and Memorial <http://www.ushmm.org/education/foreducators/lesson/>

NPS Teaching with Historic Places <http://www.nps.gov/history/nr/twhp/>

Atlanta History Center Educator Resources

<http://www.atlantahistorycenter.com/cms/Native+Lands%253A+Indians+and+Georgia/37.html>

The Smithsonian

http://www.smithsonianeducation.org/educators/resource_library/standards_of_learning.asp?state=GA&grade=8&subject=Social+Studies&Submit.x=27&Submit.y=8

National World War II Museum <http://www.ddaymuseum.org/education/for-teachers/lesson-plans/lesson-plans.html>