History 4426: Documentation and Interpretation
Spring 2014

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Office hours: Wed., 9-11

Course description: This capstone class explores the methods of documenting and interpreting historic sites and/or periods of historical significance through the creation of exhibits. The class will combine lectures by the instructor and guest lecturers, in-class discussion, hands-on learning, case studies, readings, and field trips to achieve the goals specified below.

Course Goals: Our main task will be to create a traveling exhibition for the Museum of History & Holocaust Education, KSU. During the semester, you will:

- Develop skills in exhibit design and curation
- Conduct primary research and consult scholarship to inform the creation of an exhibit
- Write exhibit text and captions
- Identify images and obtain the permission to use those images for an exhibit
- Work collaboratively with peers and professionals in service of public history creation
- Understand and articulate the importance of the past (in this case, Japanese-American internment) for understanding and interpreting present-day issues

Required Readings (available at the KSU bookstore or an amazon.com):

Alice Yang Murray, What did the Internment of Japanese Americans Mean? 2000

Beverly Serrell, Exhibit Labels: An Interpretive Approach, 1996

Materials posted on D2L

*This course will require independent reading and research on Japanese-American internment. I will provide a bibliography for your research.

Attendance: You are expected to attend class on time 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. In class, please turn cellphones and tablets off unless they’re needed for a specific course assignment.

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](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.

**Assignments**

**Participation:** You are expected to participate and attend class regularly. 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.

**Book review:** You will write a 2-3 page review of Alice Yang Murray’s, *What Did the Internment of Japanese Americans Mean?* (500-750 words, Times New Roman, 12-point font)

The review is due **January 23.** Your review will assess the main arguments of the book; the historical content provided; sources of the author; strengths and weaknesses of the work; and the
Online Exhibit Review: You will write a 3-4 page (750-1,000 words, Times New Roman, 12-point font) review of an online exhibit of your choice. The review is due **February 6**. As you explore the exhibit, use the University of Maryland’s “Evaluating Web Sites” document ([http://www.lib.umd.edu/ues/guides/evaluating-web#design](http://www.lib.umd.edu/ues/guides/evaluating-web#design)) to help you organize your observations. You will be expected to turn in the checklist from this document along with your paper. I will post sample exhibit reviews on D2L with more details. Your review will be graded on composition, grammar, and content.

**Section Briefs**: Your group will produce a 3-page section brief to present to the class. The brief, due **February 13**, will include a contextual overview of your assigned sections, section text and images, as well as a bibliography of sources you consulted. You will be responsible for making overall recommendations for the interpretation of your sections in a presentation to the class.

**Film Screening**: As part of its regular Pizza, Movie, and a Tour series, the MHHE will screen *Cats of Mirikitani* ([http://www.thecatsofmirikitani.com/](http://www.thecatsofmirikitani.com/)) for a general public audience. You will be expected to attend the screening as representatives of MHHE’s curatorial team. **The film screening will be Thurs. Jan. 30** at 5:30 p.m in the KSU Center.

**Eric Muller Lecture**: In partnership with the Year of Japan program, the MHHE will host Prof. Eric Muller on **Feb. 20**. His lecture, from 12:30-1:30 in SO 1019, is **mandatory**. Prof. Muller will be speaking about his edited collection of essays on rare Kodachrome (color) images found of the Heart Mountain internment camp, Wyoming.

**Group Project—Traveling Exhibition**: As a class, you will curate a ten-panel exhibition on Japanese-American internment for the KSU Museum of History and Holocaust Education (MHHE). You will work in teams to write the text and identify images for the exhibition. Exhibit design will be done by the MHHE’s graphic designer, Zoila Torres, but ultimately shaped by your choices and feedback.

You will be working on the exhibit in groups. At the end of the class, 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 (under the Forums tool) will be set up for each group on D2L. You will be expected to use the discussion board on D2L to coordinate and disseminate your work throughout the semester—this 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.
Each person will write a 500-700 word entry to be considered for the MHHE’s new blog, due April 17. The post should reflect on the process of building the exhibit, on content, and on what you, as co-curator, hope that the new exhibit will impart to audiences. Some of the posts will be included on the MHHE’s new blog at the discernment of Anna Tucker, MHHE Public Relations Manager. All entries will be graded on composition, grammar, and content.

Grading:

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<tr>
<th>Component</th>
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<tr>
<td>Book Review</td>
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<tr>
<td>Exhibit Review</td>
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<td>Section Brief</td>
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<td>Exhibit Text</td>
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<td>Presentation</td>
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<td>Exhibit Project</td>
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<td>Participation/Attendance</td>
<td>10%</td>
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<td>Blog post</td>
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Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
| Week 1 | Jan. 9 | Introductions | Introduction to the Museum of History & Holocaust Education and Year of Japan
Begin reading *What Did the Internment of Japanese Americans Mean?* |
| --- | --- | --- | --- |
| **Week 2** | **Jan. 16** | Field trip – Museum of History and Holocaust Education
Introduction to content: Japanese American Internment | Meet at 2:00 at the MHHE, KSU Center, 3333 Busbee Dr. |
| **Week 3** | **Jan. 23** | **Book review due** *(What Did the Internment of Japanese Americans Mean?)* | In-class discussion and curatorial exercise |
| **Week 4** | **Jan. 30** | Writing exhibit text
In-class section work
Film at the MHHE at 5:30 *(mandatory): The Cats of Mirikitani* | Bring computers and any research
Reading: Serrell, chaps 1-7 |
| **Week 5** | **Feb. 6** | **Exhibit review due**
Civil Liberties in the 21st Century | Readings: TBD (on D2L)
Guest speaker: Prof. Rebecca Hill, KSU American Studies program chair |
| **Week 6** | **Feb. 13** | **Section brief due** with text and images
Presentation of sections to class | Consult Serrell chp. 14 for choosing images |
| **Week 7** | **Feb. 20** | Eric Muller lecture *(mandatory)*,
“The Colors of Confinement” *(SO 1019 12:30-1:30)*
**Revised text and image captions due**
Focus group and dress rehearsal for presentation of exhibit to MHHE staff | Reading: Serrell chp. 13
Invite friends/family to class for focus group on exhibit content and images |
| **Week 8** | **Feb. 27** | Presentation to MHHE staff
**Edited exhibit text and images due**
Exhibition notebook due to Zoila Torres, MHHE designer | Meet in room 151 at the MHHE, 3333 Busbee Drive
All MHHE staff invited to attend |
| **Week 9** | **Mar. 6** | Museum Event Planning | Reading: TBD (on D2L)
Guest speakers: Anna Tucker, Marketing and PR Manager, and Patricia Mosier, Museum Manager, MHHE |
| **Week 10** | **Mar. 13** | Review draft panels | Submit edits to Zoila |
| **Week 11** | **Mar. 20** | Review draft panels | Final panel designs due to Zoila |
| **Week 12** | **Mar. 27** | Field Trip: Bartow History Museum | Meet at 2:30 at 4 E Church St., Cartersville, GA 30120 |
| **Week 13** | **Apr. 3** | No class—spring break | |
| **Week 14** | **Apr. 10** | Field Trip: ColorChrome | Meet at 2:45 at 3174 Marjan Dr, Doraville, GA 30340
Review proofs |
| **Week 15** | **Apr. 17** | **Blog Entry Due**
Wrap-up and course assessment | Reading: Serrell chp. 19 |
| **Week 16** | **Apr. 24** | Exhibit Opening! | All details TBA—the class will help plan the event |