HIST 4490: SPECIAL TOPICS MUSEUM EDUCATION
Spring 2014, CRN 12008, 3 credit hours
Mondays 2:00 – 4:45
ROOM SO2027

Instructor: Mr. Richard J. W. Harker
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Course Description

This course exposes students to both the theory and practice of education in museums, historic sites, and other public history and cultural institutions. An emphasis will be placed on the way that museum educators combine theory with practice when implementing educational programming. Major trends in the field of museum education are explored including K-12 education, museum-community partnerships, online learning, and audience engagement. The class will combine lectures by the instructor and guest lecturers, in-class discussion and workshops, case studies, readings, and field trips to achieve the goals specified below.

Course Goals

At the end of the course students will be conversant about:

- The major issues in contemporary museum education
- The genesis of museum education and the evolution of this field of museum practice
- The theoretical underpinnings of contemporary museum education
- The roll of audience evaluation in educational programming
- Different strategies for engaging visitors at different historic sites and/or museums
- How different museums and sites are engaging school teachers and new community groups to inform educational strategies
- The impact of technology on changing practices in museum education
- The tensions between education and entertainment in museum practice

Course Materials

Required Texts:


Additional readings and handouts as assigned and distributed through Desire2Learn.
Other Policies

Attendance:
You are expected to attend class and to participate in class discussions. Roll will be taken during each class session. If you are sick or need to miss class for any reason, you should alert the professor in advance by e-mail or by phone. If an absence is deemed justifiable, you will be given an opportunity to make up the work. Absence from class does not excuse students from submitting any written work due on that day students should e-mail the instructor the work if they are unable to be in class no later than 5 p.m. on the day of the class missed. In the case of emergencies, alternative assignments and extensions will be granted at the discretion of the instructor.

Technology Policy:
Cell phones and similar devices should be turned off and put away during class. Do not use them during class time. Laptop computers are allowed for course work only; other laptop use can be distracting to other students (and to the instructor as well).

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.

Student Services:
The Office of Disabled Student Support Services (Student Center, Suite 267) 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.
Grading

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

Participation 10%
Group Presentation 20%
Curriculum Project 25%
Docent Tour 25%
Educational Program Report and Evaluation 20%

Course Requirements:

Reading:
In each week of the syllabus important readings from the required books and additional sources are listed. These should be completed before class, and you should come to class prepared to discuss the major themes from the reading. Talking intelligently about the readings will be an important factor in your participation grade.

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. 10% of your grade is based on participation and attendance.

Field trips:
We will be taking several field trips throughout the semester to broaden your understanding of how various organizations and institutions present history to the public. You are expected to show up on time, take notes, and ask questions as appropriate. Field trips represent a great opportunity for you to get to know public history professionals and for you to begin to understand how the lessons you have learned in the classroom apply in the real world.

Assignments:

Curriculum Assignment:
You will be assigned to a small group with which you will plan, create, and write a section (2 lessons) of a teacher’s guide to accompany the Museum of History & Holocaust Education’s traveling exhibit, The Tragedy of War: Japanese American Internment. You will create a plan for the lessons and submit them to the professor by the end of April 7. Your plan should include the type of activities (4 recommended) that will be included in each lesson, an explanation of what learning styles these activities are designed to appeal to, and the Georgia Standards (GPS & Common Core found at https://www.georgiastandards.org/standard) that these lessons will correlate with. You will submit the final lessons by the end of May 5. The final lessons will include the following sections: An overview, the materials needed for each lesson, the length and age-appropriateness of each lesson, well-written and clear activities, the Georgia Standards that each lesson correlates too, a further readings section, and clear and obvious citations of material.
Each group will create a presentation of their lessons using PowerPoint that will be presented to Museum of History & Holocaust Education staff in the final class on May 5. Your presentation should outline the lessons and activities therein, and explain the rationale for each lesson.

In order to create the teacher’s guide you will be introduced to concept, key ideas, and exhibit details in class, and you will be expected to conduct research on the Japanese American Internment during World War II from the following sources:


For documenting your sources (bibliography and footnotes), you should follow The Chicago Manual of Style using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html).

Docent Tour assignment:

You will plan, develop, and deliver a 10-12 minute tour of a museum exhibition at either the Museum of History & Holocaust Education or the Bernard A. Zuckerman Museum of Art. You will create a plan for your tour identifying the objectives, big idea, and important steps that will be submitted in February 17. This plan will be based on guidelines distributed in class. Each student will write a script of their tour that will be submitted in March 3. You will film your tour and submit it to the professor by March 24. You will work in small groups to film your tour and may use your smartphone, a video camera borrowed from the Museum of History & Holocaust Education, or a one-day loan video camera from Audio-Visual and Technology Services (AVTS). Information about borrowing equipment from AVTS can be found at http://avts.kennesaw.edu/avCirculation.html Films must be submitted in .mp4 or .mov format.

Educational Program Report

You will attend one educational program (aimed at any audience) at a museum that is not part of KSU and write a 5-6 page (double spaced, 12 point Times New Roman font) paper discussing the pedagogical methods used throughout the program and a critical review of the program. You should draw on class readings, discussions, guest-presenters information to inform your analysis. The assignment will be graded on content and composition. For documenting your sources, you should follow The Chicago Manual of Style using the humanities style guidelines, which are available online at (http://www.chicagomanualofstyle.org/tools_citationguide.html). This report is due on February 10.
## Tentative Schedule (changes will be announced in class)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
<th>Susie Wilening and James Chung, “Top Ten—No, Top 14—List of Interpretation Preferences.” Life Stages of the Museum Visitor, 25-30. [Distributed in class]</th>
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| 1/13 | **The museum as an educational space. What is Museum Education?**  
*Curriculum Workshop I: Introduction to the topic, Dr. Julia Brock (Director of Interpretation, Museum of History & Holocaust Education)* | |
| Week 2 | Martin Luther King Jr. Day | No Class |
| 1/20 | **The historical origins of Museum Education**  
| Week 3 | 1/27 | |
| 1/28 | **Pizza Movie & a Tour: The Cats of Mirikitani, 5:30 p.m. at the Museum of History & Holocaust Education, KSU Center, 3333 Busbee Drive, Kennesaw, GA.** | |
| 2/3 | **Field trip & Guest Speaker** – Katy Malone (Outreach Coordinator, Zuckerman Museum of Art) | |
| Week 5 2/10 | **Knowing Yourselves, knowing your audiences**  
**Educational Program Report Due**  
|---|---|
| Week 6 2/17 | **Sharing authority and the participatory museum**  
**Docent Tour Plan Due**  
Sections of  
www.theparticipatorymuseum.org  
www.museumtwo.blogspot.com |
| Week 7 2/24 | **The power of the field trip: Docent Tours and Informal Learning Environments**  
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Resource</th>
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<td>March 3</td>
<td>Last day to withdraw from class without academic penalty</td>
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| Week 11 3/24 | "Edutainment": Exploring the tension between education and entertainment  
Curriculum Workshop II: Planning and Setting Goals  
| 3/31 | Spring Break - No Class |
| Week 13 4/7 | Learning about the landscape: The National Park Service  
Field Trip & Guest Speaker: Kennesaw Mountain National Battlefield. (Meet at 900 Kennesaw Mountain Dr, Kennesaw, GA 30152 by 2:15 p.m.)  
Curriculum Assignment Plan Due | http://www.cr.nps.gov/NR/twhp/  
| Week 13 4/14 | Education and family experiences  
Eliza Sherman, “How Tech is Changing The Museum Experience,”  
http://mashable.com/2011/09/14/high-tech-museums/ |
| **Practice Presentations** |
| Week 16 5/5 | **Presentations of Teacher's Guides to MHHE staff**  
Curriculum Assignment Due  
Curriculum Presentations | Course Evaluations |