Instructor: Dr. Jennifer W. Dickey
Office: 4130 SO
Office Hours: Tue/Thu – 9:00-12:00, 1:00-2:00, and by appointment
Phone: 470-578-2295
E-mail: jdickey2@kennesaw.edu
Cell phone: 706-266-0603

Course Communication: Students should contact me by e-mail at the above address with any questions or to make an appointment for discussion related to academic standing in the course. **DO NOT e-mail me through D2L.** Students should use the cell phone number only in instances when delayed or lost en route to a field trip.

The University provides all KSU students with an “official” e-mail account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole e-mail account you should use to communicate with your instructor or other University officials.**

Changes to the course schedule or any announcements from the professor will be sent to your KSU student email account as well as posted in the “News” on D2L. Students are responsible for checking their email and D2L for such announcements, especially in the event of inclement weather.

Course description: This capstone class explores the methods of documenting and interpreting historic sites, especially as related to the National Register of Historic Places, and includes interpreting historic sites for the public. 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 able to do the following:

- 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.
- Be able to develop an interpretive plan for a historic site.
- Be able to assess the condition of a historic building or structure.
- Understand the component parts of a Historic Structure Report.
- Be able to prepare a Historic Structure Report.

Required Readings:

**Books**
None required. Readings posted on D2L.

Attendance & Participation: Students are solely responsible for managing their enrollment status; nonattendance does not constitute a withdrawal. You are expected to attend class and to participate in class discussions. We will be working in groups throughout the semester, so it is important that you arrive at class on time and that you be prepared to contribute to your group’s work. You are expected to ask questions, contribute to class discussions, and be engaged in what is going on in the classroom. If you miss one day of class, you have missed the equivalent of an entire week. Your final grade will drop **10 points** for each unexcused absence. If you are sick or need to miss class for any reason, you should alert the professor in advance by **e-mail**. If an absence is deemed justifiable, you will be given an opportunity to make up the work. Participation counts for 10 percent of your grade, so be prepared and speak up!
Electronic Devices Policy: You may bring a laptop to class. Cellphones are not allowed in class. You will have no occasion to use your cellphone during class—no reason to text, send email or check Facebook, Twitter, or the box scores. Put your cellphone away during the time that you are in the classroom or on a field trip.

ADA Compliance:
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:
SDS Email: sds@kennesaw.edu
Primary number for Kennesaw campus: 470-578-2666
Primary number for Marietta campus: 678-915-7244

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: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C 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 Department of Student Conduct and Academic Integrity (SCAI), 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. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. Violations will result in a failing grade on the assignment, and possibly failure of the course.

For more information on what constitutes plagiarism, see the following websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Assignments and Grading:

Individual Assignments—Exhibit Review and ITV Interpretive Plan:
Exhibit Review: You will write a 3-4 page (750-1,000 words, Times New Roman, 12-point font) review of the “Parallel Journeys” exhibit at the MHHE. The review is due January 28. As you walk through the exhibition, use the Framework for Assessing Excellence Form that is posted on D2L 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.

In the Valley Interpretive Plan: Using the format presented in the attachment on page 6 of the syllabus, you will submit an outline for a proposed interpretive plan for the In the Valley site. The plan should include information on the proposed audience, content, and method. See the Interpretive Plan attachment below and the folder on D2L for more details.

Team Assignments—Exhibition Panels, Interpretive Plan, and Historic Structure Report:
You will be working on two team projects this semester—an exhibition for the MHHE and an Interpretive Plan and a Historic Structure Report for KSU’s Bartow County property, In the Valley. For these projects, you will be required to evaluate your own contributions as well as the contributions of your team members to the project. A discussion board will be set up for each group on D2L. 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 Panels: Working in teams, you will curate panels for the MHHE’s new Georgia and World War II exhibition. Each team will write the text and identify the images for two panels that will be installed in the back section of the MHHE “bunker.”

Interpretive Plan: Each team will prepare a final interpretive plan based on the outlines submitted by the individual members of the team. The plan should incorporate what the team considers to be the best aspects of each team member’s individual proposal in a way that leads to a comprehensive and coherent plan for interpreting the site for the public. Attention should be paid to identifying different audiences, explaining content, and the proposed method of delivery. While a detailed script for a tour or exhibition panels is not required, enough detail should be included to provide MHHE staff with guidelines for the creation of such a script. Include bibliographical references and images that would be useful for the implementation of the plan.

In the Valley Historic Structure Report: Working in teams, you will collect and compile data to finalize a Historic Structure Report (HSR), which will include a preservation plan, for In the Valley. A great deal of research and assessment work has been done by previous KSU students. Each team will be assigned sections of the HSR for which they are responsible. Each team will conduct research and on-site assessments necessary to update, complete and compile those assigned sections of the report. Included in the report will be an executive summary and a preservation plan that includes recommendations for KSU regarding preservation priorities for the property.

Grading:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exhibit Review</td>
<td>20%</td>
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<tr>
<td>Exhibit Project</td>
<td>20%</td>
</tr>
<tr>
<td>Interpretive Plan Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Final Interpretive Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Historic Structure Report</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grade Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F
| Week 1  | Jan 14 | Introduction  
|        |       | Divide into groups and assign topics  
|        |       | Beverly Serrell, excerpts from *Exhibit Labels*.  
|        |       | “Museum of History and Holocaust Education Exhibitions Program” on D2L, Exhibit Project Module  
|        |       | “Telling the Stories: Planning Effective Interpretive Programs”  
| Week 2  | Jan 21 | Field trip – Museum of History and Holocaust Education (MHHE)  
|        |       | Tour “Parallel Journeys” exhibit at the MHHE  
|        |       | KSU Center, 3333 Busbee Dr, Suite 125  
|        |       | Meet with Stefanie Green, MHHE Office Manager  
| Week 3  | Jan 28 | Submit “Parallel Journeys” review  
|        |       | Present proposed images  
|        |       | Submit images in a PowerPoint to D2L Dropbox by noon on Jan. 28.  
| Week 4  | Feb 4  | Review images and present first draft of exhibit text  
|        |       | Submit text in MS Word format and images with captions in a PowerPoint to D2L Dropbox by noon on Jan. 28.  
| Week 5  | Feb 11 | Present final text and images  
|        |       | Compile exhibit notebook for submission to Zoila Torres  
|        |       | Submit final text and captions in MS Word format to D2L Dropbox. Submit images in TIF format, minimum 300dpi resolution to D2L Dropbox. Turn in hard copy of text and image thumbnails.  
| Week 6  | Feb 18 | Corra Harris and In the Valley (ITV)  
|        |       |  
|        |       | D2L readings:  
|        |       | See materials in ITV folder  
|        |       | Secretary of the Interior’s Standards at [http://www.nps.gov/tps/standards.htm](http://www.nps.gov/tps/standards.htm)  
|        |       | “The Great Renaming Craze of 2015”  
| Week 7  | Feb 25 | Interpretive Plan and Historic Structure Report (HSR)  
|        |       |  
|        |       | D2L readings:  
|        |       | “Telling the Stories: Planning Effective Interpretive Programs”  
|        |       | “Standards and Practices for Interpretive Planning”  
|        |       | Selections from *Anarchist’s Guide to Historic House Museums*  
|        |       | NPS Preservation Brief 43 – Historic Structure Reports  
|        |       | Assign sections and buildings/structures for ITV HSR  
| Week 8  | Mar 3  | ITV site visit  
|        |       |  
|        |       | D2L readings:  
|        |       | Existing ITV HSR materials  
| Week 9  | Mar 10 | Submit Interpretive Plan outline  
|        |       | (individual)  
|        |       | Discuss proposed interpretive plans.  
|        |       | Review and assess data collected during site visit  
| Sat.  | Mar 12 | ITV work day  
|       |       | 9:00-1:00, lunch provided!  
| Week 10 | Mar 17 | Work on Interpretive Plans and HSR  
| Week 11 | Mar 24 | Possible ITV Site visit, otherwise, continue work on Plans and HSR  
|        |       | Inventory of surplus materials  
| Week 12 | Mar 31 | Work on HSR  
|        |       | Submit and present final Interpretive Plan Proposal (team)  
| Week 13 | Apr 7  | No class – spring break  
| Week 14 | Apr 14 | Work on HSR, refine Interpretive Plans if necessary  
| Week 15 | Apr 21 | Dress rehearsal presentation of HSR, Preservation Plan, and Interpretive Plans  
| Week 16 | Apr 28 | Final presentation to MARB staff  

**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 D2L 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](http://www.chicagomanualofstyle.org/tools_citationguide.html)) and include footnotes as appropriate.

In order to focus your efforts, select two of the context panels (the panels installed along the outer wall inside of the concrete bunker) and two of the personal story panels (the panels installed in the center of the concrete bunker) on which to focus your analysis.

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:

- **DO NOT use first person.**
- 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.
**Interpretive Plan**

**Outline prepared by each student:**
Based on your readings from The Anarchist’s Guide to Historic House Museums, Engaging Places “Three Part Harmony,” the NPS publication “Telling Stories: Planning Effective Interpretive Programs,” and the National Association for Interpretation’s “Standards and Practices for Interpretive Planning,” each student will submit a proposal for an interpretive plan for the In the Valley property.

Your proposal, in **outline form**, should use as its foundation the following mission statement:

The mission of *In the Valley* is to help KSU and the broader public understand the complex transformation of the American South in the nineteenth and twentieth centuries, with a focus on environmental, historical, social and literary developments. Particular attention is placed on how gender, race, place, politics, and economics shaped the site and its residents. KSU seeks to use curriculum, public programs, and exhibitions to engage a diverse public in a discussion about the complicated and dynamic role of the site in the history of the region, state, and nation.

Your proposal should include the following:

I. An explanation of how your plan supports the mission.
II. An explanation of the intended audiences.
III. Three to five themes or ideas that the audiences should take away from a visit to the site.
   a. Subthemes as necessary
   b. Objects that illustrate themes and subthemes
IV. An explanation of how those themes will be conveyed to the audiences.
   a. Type of delivery (tour, exhibit panels, online, Podcast, etc.)
   b. Location of delivery
V. A bibliography

**Final interpretive plan (submitted by the team):**
Each team will review the individual interpretive plan outlines of each team member and prepare a final interpretive plan proposal that will be submitted on behalf of the team. The final interpretive plan should be in narrative form and should include the following sections:

I. Executive Summary
II. Mission
III. Interpretive Goals and Objectives
IV. Key Recommendations
V. Audience
VI. Visitor Outcomes
VII. Interpretive Themes
VIII. Interpretive Methods
IX. Partners and External Stakeholders
X. Bibliography

# Grading rubric for Exhibition Review

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Actual Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Clear articulation of purpose or mission of the site</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Clear assessment and explanation of how exhibit supports the mission</td>
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<tr>
<td>20</td>
<td></td>
<td>Clear and concise explanation of the design, objects, and content of the exhibit</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Analysis of how the exhibit achieves the criteria of comfortable, engaging, reinforcing, and meaningful as defined in the Exhibit Assessment Framework</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Well organized with an introduction, body, and conclusion</td>
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<tr>
<td>20</td>
<td></td>
<td>Style and mechanics – Uses a varied and sophisticated sentence structure and paragraph development. No grammar or punctuation errors.</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Format – Follows the specifications outlined in the syllabus including length, margins, spacing, and use of citations.</td>
</tr>
<tr>
<td>Total Possible</td>
<td>Total Actual</td>
<td>Comments:</td>
</tr>
<tr>
<td>100</td>
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**Grading rubric for Group Presentations**

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<tr>
<th></th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact &amp; Elocution</strong></td>
<td>Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
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</tbody>
</table>

**Total Points:**