

**HIST4424**  
**MUSEUM EDUCATION**  
Spring 2017  
CRN: 12309  
Social Science Building, Room 2033  
Thursdays 2:00-4:45

**Instructor: Dr. Richard J. W. Harker**  
**Office: KSU Center, Suite 125, Room 139**  
**Office Hours: By appointment**  
**Office Phone: 470.578.2085**  
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**Course Communication:**

I welcome open communication throughout the semester, preferably by e-mail. Office hours are by appointment and can be arranged to suit your schedule.

**Electronic Communications:**

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

**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 is 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. This class will combine lectures by the instructor and guest lecturers, in-class discussion and group workshops, case studies, readings, and field trips to achieve the goals specified below.

**Learning Objectives:**

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 public history 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

## **Required Reading:**

Anna Johnson, Kimberly A. Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove, *The Museum Educator's Manual: Educators Share Successful Techniques* (Plymouth: Alta Mira, 2009).

Additional readings and handouts as assigned and distributed through D2L Brightspace.

## **Policies**

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### **Attendance Policy:**

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

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 professor the work if they are unable to be in class no later than 5:00 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.

### **Electronic Devices 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 the instructor as well).

**Academic Integrity Statement:** 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>.

Examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

### **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 encouraged), visit <http://writingcenter.kennesaw.edu/> or stop by Room 242 in the English Building.

### **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 Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability 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. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at [www.kennesaw.edu/stu\\_dev/sds](http://www.kennesaw.edu/stu_dev/sds) for more information, or call the office at 470-578-6443.

### **Late Assignments:**

For every day an assignment is late one letter grade will be deducted from the final grade. Late assignments will not be accepted after three days past the deadline.

### **Course Requirements**

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#### **Reading:**

In each week of the syllabus important readings from the required book 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 (or don't!) in the real world.

## **Grading**

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### **Grade Calculations**

Participation = 10%

Group Presentation = 20%

Curriculum Project = 25%

Docent Tour = 25%

Educational Program Report and Evaluation = 20%

### **Grading Scale**

Students are evaluated on the following scale:

A - (90-100%)

B - (80-89%)

C - (70-79%)

D - (60-69%)

F - (0-59%)

**I**—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course.

Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

## **Course Assessments/Assignments**

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### **Curriculum Project – The City of Adairsville:**

This semester, the KSU Public History Program, including HIST4424 Museum Education and HIST4426: Documentation and Interpretation are supporting the re-development of the City of Adairsville's Visitor Center and history exhibitions. You will be assigned to a small group with which you will plan, create, and write a component of a larger educational packet for the City of Adairsville. This packet will include docent tours, teacher's guides, visitor self-guides, and evaluation material.

You will submit a plan for your group's piece of the packet in class on **April 13th**. Your plan should include a rationale, a description of the proposed activities/projects, an explanation of

what learning styles are engaged, and any Georgia Performance Standards that your work supports. Full details and a full rubric of these projects will be discussed in class.

The final product will be submitted in class on **Thursday April 27<sup>th</sup>**.

Each group will create a presentation of their educational material to staff and stakeholders from the City of Adairsville in the final exam period on **May 4<sup>th</sup>**. Further discussion of these presentations and a full rubric will be provided.

In order to develop this educational material you will be introduced to concepts, key ideas, and exhibit details in class, and you will be expected to conduct research on the city of Adairsville from the research material provided through D2L Brightspace.

### **Docent Tour assignment:**

You will plan, develop, and deliver a 10-12 minute tour of a museum exhibition at either the Museum of History and Holocaust Education or the Bernard A. Zuckerman Museum of Art. You will create a plan for your tour identifying the objective, bid idea, and important steps that will be submitted on **February 16**. This plan will be based on guidelines distributed in class. Each student will write a script of their tour that will be submitted on **March 2**. You will your tour and submit it by **March 23**. You will work in small groups to film your tour and you may use your smartphone, or a one-day loan video camera from University Information Technology Services (UITS). Information about borrowing equipment can be found at:

<http://uits.kennesaw.edu/services/av.php>

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 or historic stie 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. Note: While you should comment on how an exhibition is used, if that is part of the program, this is not an exhibition review. You must draw on class readings, discussions, and 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](http://www.chicagomanualofstyle.org/tools_citationguide.html)). This report is due by e-mail at 5:00 p.m. on **February 9**.

**Course Schedule:**

Tentative Schedule (Changes will be announced in class and posted on D2L Brightspace)

<b>Week/ Date</b>	<b>Topic:</b>	<b>Readings:</b>
Week 1  1/12	<p><b>Introduction</b></p> <p><b>The Museum as an educational space. What is Museum Education?</b></p> <p><i>Curriculum workshop I: Introduction to the Project and City of Adairsville, Dr. Jennifer Dickey (KSU Public History Program), Johnny Ivansthenko.</i></p>	<p>Susie Wilening and James Chung, “Top Ten—No Top 14—List of Interpretation Preferences.” <i>Life Stafes of the Museum Visitor</i>, 25-30. [Distributed in Class]</p>
Week 2  1/19	<p><b>The historical origins of Museum Education</b></p> <p><i>Docent tour workshop I: Planning and Goal Setting</i></p>	<p>Kimberly A. Huber, “Introduction,” <i>Museum Educator’s Manual</i>, 1-6</p> <p>Anna Johnson, “Museum Education and Museum Educators,” <i>Museum Educator’s Manual</i>, 7-14.</p> <p>Lisa C. Roberts, “Introduction” (1-14) and “Conclusion and Epilogue” (131-154), in <i>From Knowledge to Narrative: Educators and the Changing Museum</i>. [Available via D2L Brightspace]</p> <p>Stephen E. Weil, “From Being about Something to being for Somebody,” in <i>Reinventing the Museum</i>, 170-190. [Available via D2L Brightspace]</p>
Week 3  1/26	<p><b>Interpretation and Programming</b></p> <p><i>Docent tour workshop II: The power of public speaking and interpretation</i></p>	<p>Freeman Tilden, <i>Interpreting our Heritage</i>, 3-54. [Available via D2L Brightspace]</p> <p>Anna Johnson, “Docent Training Guidelines,” <i>Museum Educator’s Manual</i>, 29-46.</p> <p>Kimberly A. Huber and Anna Johnson, “Planning and Managing Museum Programs and Special Events,” <i>Museum Educator’s</i></p>

		<i>Manual</i> , 95-108.
Week 4 2/2	<b>Knowing Yourself, knowing your audiences</b>	<p>Susie Wilening and James Chung, "Does Anyone Care about Me?" <i>Life Stages of the Museum Visitor</i>, 18-19. [Available via D2L Brightspace]</p> <p>Nancy Cutler, "Evaluation," in <i>The Museum Educator's Manual</i>, 117-130.</p> <p>John H. Falk and Beverly K. Sheppard, <i>Thriving in the Knowledge Age</i>, Chapter 9, 185-220. [Available via D2L Brightspace]</p>
Week 5  Saturday 11 <sup>th</sup> February, Time TBC	<p><b>Educational Program Report Due by e-mail at 5:00 p.m. on Thursday 2/9 – no class Thursday</b></p> <p><b>Saturday 11<sup>th</sup> February: Visit City of Adairsville Visitor Center and Museum</b></p>	<p>Meet at: City of Adairsville Museum and Visitor Center</p> <p>101 Public Square Adairsville, GA 30103</p>
Week 6 2/16	<p><b>Dialogue, sharing authority, and the Participatory Museum   Part I</b></p> <p><b>Docent Tour Plan Due</b></p> <p><i>Docent Tour Workshop III: Developing the Script</i></p>	<p>Nina Simon, "Principles of Participation," <i>The Participatory Museum</i>, Online, <a href="http://www.participatorymuseum.org/chapter1/">http://www.participatorymuseum.org/chapter1/</a></p> <p>Nina Simon, "Part 1: What is Relevance," <i>The Art of Relevance</i>, 27-50. [Available via D2L Brightspace]</p> <p>Nina Simon, "Part 2: Outside In," <i>The Art of Relevance</i>, 51-86. [Available via D2L Brightspace]</p>
Week 7 2/23	<b>Dialogue, sharing authority, and the Participatory Museum   Part II</b>	<p>Maggie Russell-Ciardi, "The Museum as a Democracy-Building Institution: Reflections on the Shared Journeys Program at the Lower East Side Tenement Museum." <i>The Public Historian</i> 30, no. 1 (2008): 39-52. [Available via D2L Brightspace]</p> <p>Ruth J. Abram, "Kitchen Conversations: Democracy in Action at the Lower East Side Tenement Museum." <i>The Public Historian</i> 29, no. 1 (2007): 59-76. [Available via D2L Brightspace]</p>

		Deborah Schwartz and Bill Adair, “Community as Curator: A Case Study at the Brooklyn Historical Society,” in <i>Letting Go? Sharing Historical Authority in a User-Generated World</i> , 112-123. [Available via D2L Brightspace]
<i>Wednesday 3/1   Last Day to Withdraw from Class without academic penalty</i>		
Week 8 3/2	<p><b>The Power of the field trip: Docent Tours and Informal Learning Environments</b></p> <p><b>Docent Tour Script Due</b></p> <p>Guest Speaker: Dr. James Badger, University of North Georgia</p>	<p>Anna Johnson, “Building Effective Tours: Taming Wild Docents,” in <i>Museum Educator’s Manual</i>, 47-60.</p> <p>Mary Abu-Snumays and Gaea Leinhardt, “Two Docents in Three Museums: Central and Peripheral Participation,” in <i>Learning Conversations in Museums</i>, 45-80. [Available via D2L Brightspace]</p> <p>David Anderson et al, “Understanding the Long-Term Impacts of Museum Experiences,” in Falk et al, <i>In Principle, In Practice</i>, 197-216. [Available via D2L Brightspace]</p>
Week 9 3/9	<p><b>Art Museum Education</b></p> <p>Field Trip: Bernard A. Zuckerman Museum of Art at Kennesaw State University</p> <p>Meet: 492 Prillaman Way, Kennesaw, GA 30144</p>	<p>Excerpts from Phillip Yenawine, <i>Visual Thinking Strategies</i></p> <p>Excerpts from <i>Multiculturalism in Art Museums Today</i> ed. Boyd &amp; Evans.</p> <p>[Both Available via D2L Brightspace]</p>
<i>3/15   City of Adairsville History Project Presentation at Bartow History Museum</i>		
Week 10 3/16	<p><b>Evaluating the merits of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person interpretation</b></p>	<p>Leon and Rosenzweig, “Living History Museums,” in <i>History Museums in the United States</i>, 64-97. [Available via D2L Brightspace]</p> <p>Alexander Cook, “The Uses and Abuses of Historical Reenactment: Thoughts on Recent Trends in Public History,” <i>Criticism</i> 46:3 (Summer 2004) 487-496. [Available via D2L Brightspace]</p> <p>Cathy Stanton, “Queenston on and off the</p>

		field: A Q&A discussion with Adam Shoalts and Cathy Stanton,” Online. <a href="http://ncph.org/history-at-work/queenston-shoalts-stanton/">http://ncph.org/history-at-work/queenston-shoalts-stanton/</a>
Week 11 3/23	<p><b>“Controversial” Museum Topics I: Slavery, Race, and Civil Rights</b></p> <p><b>Docent Tour Final Film Due</b></p> <p><b>Guest Speaker: Dina Bailey, Mountain Top Vision</b></p>	<p>Antoniette Jackson, “The Kingsley Plantation Community,” in <i>Speaking for the Enslaved</i>, 113-134. [Available via D2L Brightspace]</p> <p>Other selected excerpts TBC</p>
Week 12 3/30	<p><b>“Controversial” Museum Topics II: Educating about the Holocaust</b></p> <p><b>Field Trip + Guest Speakers:</b> Museum of History and Holocaust Education. (Meet at KSU Center, 3333 Busbee Drive, Kennesaw, GA, 30144 by 2:15 p.m.)</p> <p><i>Curriculum Workshop I: Groups, Planning, Goal Setting, Laying the Foundation</i></p>	<p>Erminia Pedretti, “Challenging Convention and Communicating Controversy: Learning Through Issues-Based Museum Exhibitions,” in Falk et al, <i>In Principle, In Practice</i>, 121-138. [Available via D2L Brightspace]</p> <p>Jeffrey Glanz, “Ten Suggestions for Teaching the Holocaust,” in <i>The History Teacher</i>, 32, 4 (1999), 547-565. [Available via D2L Brightspace]</p> <p>David Lindquist, “Guidelines for Teaching the Holocaust: Avoiding Common Pedagogical Errors,” <i>The Social Studies</i> (September/October, 2006): 217. [Available via D2L Brightspace]</p>
4/6   Spring Break No Class		
Week 13 4/13	<p><b>Learning about the Landscape: The National Park Service</b></p> <p><b>City of Adairsville Project Plan Due</b></p> <p><b>Field Trip:</b> Kennesaw Mountain National Battlefield. (Meet at 900 Kennesaw Mountain Dr., Kennesaw, GA, 30152 by 2:15 p.m.)</p>	<p>John S. Patterson, “From Battle Ground to Pleasure Ground: Gettysburg as a Historic Site,” in <i>History Museums in the United States</i>, 128-157. [Available via D2L Brightspace]</p> <p><a href="http://www.cr.nps.gov/NR/twhp/">http://www.cr.nps.gov/NR/twhp/</a></p> <p>C. J. Van Riper, &amp; D. D. White, “Bridging the gap: Assessing managers’ perspectives of visitor experiences at Canyon de Chelly National Monument.” In S. Weber &amp; D. Harmon (Eds.), <i>Proceedings of the 2007 George Wright Society Biennial Conference on Parks, Protected Areas, and Cultural Sites</i></p>

		<p>(293-299). St. Paul, MN: George Wright Society, 2008. [Available via D2L Brightspace]</p> <p>Melissa Bingmann, Tim Grove, and Anna Johnson, "Families and More: Intergenerational Learning," in <i>Museum Educator's Manual</i>, 75-86.</p>
<p>Week 14 4/20</p>	<p><b>Working with underserved communities</b></p> <p><i>Curriculum Workshop III: Peer-Review and Final Consultations</i></p>	<p>Nina Simon, "Part 3: Relevance and Community," <i>The Art of Relevance</i>, 87-120. [Available via D2L Brightspace]</p> <p>Nina Simon, "Part 4: Relevance and Mission," <i>The Art of Relevance</i>, 121-160. [Available via D2L Brightspace]</p> <p>Nina Simon, "Part 5: The Heart of Relevance," <i>The Art of Relevance</i>, 161-185. [Available via D2L Brightspace]</p> <p>Nancy Cutler, "Reaching Out into the Community," in <i>Museum Educator's Manual</i>, 87-94.</p>
<p>Week 15 4/27</p>	<p><b>Museum Education in an International Context</b></p> <p><b>Curriculum Project Final Product Due</b></p> <p><i>Curriculum Workshop IV: Practice Presentations</i></p>	<p>Samir El Azhar, "The Ben M'Sik Community Musuem: Beyond Cultural Boundaries," in <i>Museums in a Global Context</i>, 24-43. [Available via D2L Brightspace]</p> <p>Laura Caldwell Anderson, "Promoting Civil and Human Rights Worldwide through Education: A Case Study of the Birmingham Civil Rights Institute," in <i>Museums in a Global Context</i>, 44-57. [Available via D2L Brightspace]</p> <p>Leah M. Melber and Katie L. Gillespie, "Conservation Education: A Global Perspective on Collaboration," in <i>Museums in a Global Context</i>, 58-81. [Available via D2L Brightspace]</p>
<p>Final Exam 4/4 @</p>	<p><b>City of Adairsville</b></p>	

<b><u>1:00-3:00</u></b>	<b>Final Group Presentations</b>	
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