

**HIST 4430: MUSEUM STUDIES**  
**CRN 80930, 3 credit hours**  
**Tuesday and Thursday, 2:00 p.m. – 4:45 p.m.**  
**SO 2033**  
**Fall 2019**

Instructor: Dr. Jennifer W. Dickey  
Office: SO 4130  
Office Hours: Tue. and Thu. from 9:00-12:00 and by appointment  
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**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 course offers a broad introduction to the museum world and the functions of museums in American society with an emphasis on history museums. Subjects covered will include museum management, collections management, education, interpretation, exhibit design, ethics, and scholarly criticism of museums. 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:**

- explain the history and role of museums in the United States
- evaluate museum exhibitions and the interpretive techniques employed by museums
- discuss the current issues of debate in the museum field
- explain the importance of ethical practices in museums
- develop components for an exhibit or a museum program

**Required Readings:**

Alexander, Edward P. and Mary Alexander. *Museums in Motion: An Introduction to the History and Functions of Museums*. Altamira Press, 2008. ISBN – 0-7591-0509-X

Additional readings as assigned

**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. 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.

**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.

**Student Disability Services:**

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, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [470-578-7361](tel:470-578-7361)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

**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 <https://writingcenter.kennesaw.edu/index.php> or stop by Room 242 in the English Building.

**Academic Honesty:**

Academic Honesty/Integrity Statement [https://curriculum.kennesaw.edu/resources/federal\\_bor\\_ksu\\_student\\_policies.ph](https://curriculum.kennesaw.edu/resources/federal_bor_ksu_student_policies.ph)

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>

**University – Student Rights Statement**

See <http://catalog.kennesaw.edu/content.php?catoid=46&navoid=3382>

## Federal, BOR, and KSU Student Policies

For more information on Federal, Board of Regents, and KSU Student policies see [https://curriculum.kennesaw.edu/resources/federal\\_bor\\_ksu\\_student\\_policies.php](https://curriculum.kennesaw.edu/resources/federal_bor_ksu_student_policies.php)

## Assignments:

### Individual work

- Root House Assignment
- Exhibit Review

### Group Work

- Group Presentations
  - Museums
  - Case Studies
- Tate Depot Project

## Root House Assignment

We will take a class field trip to the Root House Museum during which you will take notes on your experience. You will be required to turn in your notes along with a short (1-2 page) written assessment of the experience as detailed in the syllabus.

## Exhibit Reviews:

We will take class field trips to the Bartow History Museum and the Tellus Science Museum during the semester. You will be required to write a short review (750-1000 words) on one of the two museum visits. Your review should include a critical assessment of a particular exhibit and how the exhibit supports the mission of the museum. You should draw on the assigned readings and class discussions in your analysis. Examples of reviews can be found on D2L and in issues of *The Public Historian* or *The Journal of American History*.

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**. See the attached exhibit review rubric for details on how the professor will grade your reviews.

## Group Presentations:

You will be divided into groups with which you will prepare and deliver a series of presentations related to the different types of museums that we will be reading about throughout the semester and the case studies that you will read, which will be posted on D2L.

For the museum presentations, each group will be assigned a museum on which they should do research and prepare a PowerPoint presentation. The presentation should include a brief history of the museum (when it was founded and by whom), the mission, the collection, exhibitions, programming or other aspect for which the museum is best known, and the role of the museum in its local community and in American culture and society. Presentations should be no longer than **ten minutes**. Submit your PowerPoint to the Assignments folder for your group at **least one hour before class** on the day it is due.

For the case studies, each group should be prepared to lead a class discussion about its assigned case study by presenting a synopsis of the case study and addressing the questions presented in the book at the end of the case study. Submit your synopsis in the form of a PowerPoint presentation to the Assignments folder before class on the day it is due. PowerPoints should present the key points of the case study, the questions the case study raises, and the group's response to those questions. See the Case Study example (Submodule in week 2A) posted on D2L.

Everyone in the class should read each of the case studies that we will be discussing during a particular class period and should be prepared to contribute to the discussion that is led by the group that is presenting the case study.

A discussion board will be set up for each group on D2L, and each group **must post a copy of each presentation** into their **group folder in Assignments on D2L at least one hour before the class period** in which they deliver the presentation. You must submit an evaluation of yourself and your group members on the last day of class as noted in

the schedule. The evaluation form will be posted on D2L in the “Administrative and Forms” module. See the attached presentation rubric for details on how the professor will grade your presentations.

**Tate Depot Project:**

During the semester we will work with the staff of the KSU Department of Museums, Archives, and Rare Books (MARB) to find images and write captions for those images for an exhibition to be installed in the historic railroad depot in Tate, GA. **Details about the project are on the last page of the syllabus.** You will be working in groups for this project. You will be required to evaluate your own contributions as well as the contributions of your team members to the group project. You will be expected to use the **D2L 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 project. The evaluation form will be posted on D2L in the “Administrative and Forms” module. More details on the project will be provided on a separate handout.

**Grading:**

Root House Assignment	25%
Exhibit Review	25%
Tate Depot Project	20%
Group Presentations	20%
Attendance/Participation	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 & Date	Topic	Readings, Speakers, and Instructions
Week 1 Oct 15	Introduction What is a museum? Temple or Forum? Telling history with objects In-class exercise – A History of the United States in Three Objects	<a href="http://www.aam-us.org/">http://www.aam-us.org/</a> <a href="http://www.kennesaw.edu/historymuseum/">http://www.kennesaw.edu/historymuseum/</a> D2L – Duncan Cameron, “The Museum, a Temple or the Forum?” Philip Kennicott, <a href="#">“Is it a Museum or Not?”</a> Washington Post, Oct. 12, 2018. <a href="http://www.bbc.co.uk/ahistoryoftheworld/">http://www.bbc.co.uk/ahistoryoftheworld/</a>
Week 1 Oct 17	The history of museums and the role of museums in America Museum standards & best practices Film – “Riches, Rivals, and Radicals: 100 Years of Museums in America” Assign Groups	Alexander, Chpts. 1, 8, 9, and 13. D2L –Philip Kennicott, “Exhibit A,” <i>Washington Post</i> <a href="http://www.washingtonpost.com/wp-dyn/content/article/2009/03/26/AR2009032604470.html?sid=ST2009032702764">http://www.washingtonpost.com/wp-dyn/content/article/2009/03/26/AR2009032604470.html?sid=ST2009032702764</a> American Association of Museums website at <a href="http://www.aam-us.org/resources/ethics-standards-and-best-practices">http://www.aam-us.org/resources/ethics-standards-and-best-practices</a> <a href="http://greatmuseums.org/">http://greatmuseums.org/</a> Jim Crow Museum at <a href="https://www.ferris.edu/jimcrow/">https://www.ferris.edu/jimcrow/</a>
Week 2 Oct 22	<b>Introduction to the Tate Depot Project</b> <b>-Assign topics to groups</b> Introduction to Collections Management	Guest speaker from the KSU Zuckerman Museum of Art: <b>Becky Parker</b> , Chief Registrar D2L – Excerpts from Museum Registration Methods 5 <sup>th</sup> Edition: “The Profession,” pp. 2-21, “The Basics,” pp. 38-57, “Collections Management,” pp. 206-276. Collections Stewardship at AAM website <a href="http://www.aam-us.org/resources/ethics-standards-and-best-practices/characteristics-of-excellence-for-u-s-museums/collections-stewardship">http://www.aam-us.org/resources/ethics-standards-and-best-practices/characteristics-of-excellence-for-u-s-museums/collections-stewardship</a> NPS Museum Handbook online <a href="http://www.nps.gov/museum/publications/handbook.html">http://www.nps.gov/museum/publications/handbook.html</a> Review Case Studies example posted on D2L
Week 2 Oct 24	Museum Exhibitions and Tours <b>Group presentations – case studies.</b>	Alexander, Chpts. 10, 11 D2L – Selections from <i>Exhibiting Cultures</i> (Karp and Levine), from <i>Exhibit Labels</i> (Serrell), “Visitor Circulation Patterns,” and “5 Design Ideas Every Museum Professional Should Know.” D2L – Harold Skramstad, “An Agenda for Museums in the Twenty-first Century” from <i>Reinventing the Museum. Museum and Historic Site Management Case Studies</i> – D2L – <a href="#">Museums and the ADA</a> D2L - <i>Museum and Historic Site Management Case Studies</i> Group 1 – Chapter 4, Case 1 Group 2 – Chapter 4, Case 2 Group 3 – Chapter 4, Case 3 Group 4 – Chapter 5, Case 1 Group 5 – Chapter 5, Case 2 Group 6 – Chapter 5, Case 3
Week 3 Oct 29	Historic House Museums <b>Group presentations – Historic House Museums</b>	D2L—Donnelly, pp. 1-42. D2L – Ruth Graham, “The Great Historic House Museum Debate,” <i>Boston Globe</i> , August 10, 2014. D2L – Dakin and Friesen, “Success Factors for Small Historic House Museums,” <i>Reimagining Historic House Museums</i> .
Week 3 Oct 31	<b>Field Trip – The Root House Museum</b>	D2L – Donnelly, pp. 43-80. Meet at 2:30 at 145 Denmead St NE, Marietta, GA 30060,

		corner of North Marietta Loop and Polk Street in Marietta, (770) 426-4982 <b>Trevor Beemon</b> , Executive Director <a href="http://www.cobblandmarks.com/root-house.php">http://www.cobblandmarks.com/root-house.php</a>
Week 4 Nov 5	History Museums <b>Root House Museum Assignment due</b> <b>Group presentations – History Museums</b>	Alexander, Chpt. 5.
Week 4 Nov 7	<b>Field Trip – Bartow History Museum</b> Trey Gaines – Director <b>Last day to withdraw with a grade of W</b>	Meet at 2:45 in the lobby of the museum at 4 E. Church St, Cartersville, GA 30120 <a href="https://bartowhistorymuseum.org/">https://bartowhistorymuseum.org/</a> <b>Trey Gaines</b> – Director
Week 5 Nov 12	Natural History and Anthropology Museums, Science and Technology Museums <b>Bartow History Museum Review Due</b>	Meet at 2:00 in room 151 at the MHHE (back of the office suite 125), 3333 Busbee Drive, KSU Center We will attend WWII exhibit opening and lecture at 3:30. Alexander, Chpts. 3 and 4 <b>Tyler Crafton-Karnes</b> , Offsite Education Coordinator and Accessibility Specialist D2L – MHHE Accessibility Report and Self-Study
Week 5 Nov 14	<b>Field trip – Tellus Science Museum</b>	Meet in the lobby, Tellus Drive, Cartersville, GA. <b>Amy Gramsey</b> – Director Curatorial Services <a href="http://www.tellusmuseum.org/">http://www.tellusmuseum.org/</a>
Week 6 Nov 19	<b>Tellus Museum Exhibit Review due</b> Museum Education <b>Meet at MHHE at KSU Center</b>	Meet at 2:15 at the MHHE at the KSU Center, 3333 Busbee Drive, <b>Classroom 151 in the MHHE Office Suite</b> Guest speaker – <b>James Newberry</b> , Education and Outreach Manager, MHHE, and <b>Tyler Crafton-Karnes</b> , Offsite Education Coordinator and Accessibility Specialist D2L – Excerpts from <i>Museum Educators Manual</i> Anna Johnson, "Museum Education and Museum Educators," in <i>The Museum Educator's Manual: Educators Share Successful Techniques</i> , ed. Anna Johnson et al (Plymouth: AltaMira Press, 2009), 7-14. Nancy Cutler, "Reaching Out into the Community," in <i>The Museum Educator's Manual: Educators Share Successful Techniques</i> , ed. Anna Johnson et al (Plymouth: AltaMira Press, 2009), 87-94. Tim Grove, "Educators on Exhibition Teams," in <i>The Museum Educator's Manual: Educators Share Successful Techniques</i> , ed. Anna Johnson et al (Plymouth: AltaMira Press, 2009), 141-150.
Week 6 Nov 21	Museum Administration – Personnel Management, Community Engagement, and Financial Planning <b>Group presentations – case studies</b> Work in class on Tate Depot Project	D2L - <i>Museum and Historic Site Management Case Studies</i> Group 1 – Chapter 6, Case 1, Group 2 – Chapter 6, Case 2 Group 3 – Chapter 6, Case 3 Group 4 – Chapter 7, Case 1 Group 5 – Chapter 7, Case 2 Group 6 – Chapter 7, Case 3
Nov 25-29	<b>Thanksgiving Break – No class</b>	
Week 7 Dec 3	<b>Present draft of Tate Depot Project</b>	In-class discussion and work on project
Week 7 Dec 5	Museum Administration – Board Management and Fundraising <b>Group presentations – case studies</b> <b>Evaluations due for group presentations</b>	D2L - <i>Museum and Historic Site Management Case Studies</i> Group 1 – Chapter 1, Case 1, Group 2 – Chapter 1, Case 2 Group 3 – Chapter 1, Case 3 Group 4 – Chapter 2, Case 1 Group 5 – Chapter 2, Case 2 Group 6 – Chapter 2, Case 3

Dec 10	<b>Final Materials for Tate Depot Project due</b> <b>Final Exam Period 1:00-3:00</b>	Submit all materials (text and images with citations and captions) through D2L Assignments folder.
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## Exhibit Review

### **Mission Statements:**

#### Bartow History Museum

The mission of the Bartow History Museum is to educate, entertain, and inspire a diverse audience by creating a place where people feel welcome, find meaning and value, and delight in exploring the history around us..

#### Tellus Science Museum

Because science matters, we engage, educate, and inspire visitors to make scientific connections through dynamic exhibits and enriching experiences.

You will be required to write an exhibit review during the semester either on the main exhibition on the second floor of the Bartow History Museum or on one of the galleries at the Tellus Museum. The review should be 3-4 pages (750-1000 words) and should provide an analysis of the site or exhibit in terms of organization, design, themes, execution, and issues. The reading assignments throughout the semester are 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 the *Chicago Manual of Style* and include footnotes as appropriate.

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.**

### **Your review should address the following questions:**

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

Grading rubric for Exhibit Review

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

## Grading rubric for Group Presentations

Criteria	Points				Total
	1	2	3	4	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact &amp; Elocution</b>	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.	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.	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	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.	

**Total Points:**

## HIST 4430 – Museum List for Group Presentations

### Historic House Museums

1. Mount Vernon, Mount Vernon, VA <http://www.mountvernon.org/>
2. Montpelier, Orange, VA <https://www.montpelier.org/>
3. Drayton Hall, Charleston, SC <http://www.draytonhall.org/>
4. Biltmore, Asheville, NC <http://www.biltmore.com/>
5. Falling Water, Mill Run, PA <http://www.fallingwater.org/>
6. Graceland, Memphis, TN <https://www.graceland.com/>

### History Museums

1. Chicago History Museum <http://www.chicagohistory.org/>
2. Colonial Williamsburg, Williamsburg, VA <http://www.history.org/>
3. National Museum of African American History and Culture, Washington, DC <https://nmaahc.si.edu/>
4. United States Holocaust Museum and Memorial, Washington, DC <http://www.ushmm.org/>
5. New York Historical Society, New York <http://www.nyhistory.org/>
6. The Henry Ford Museum of American Innovation, Dearborn, MI <https://www.thehenryford.org/visit/henry-ford-museum/>

### Outline and points of emphasis for presentations:

1. Brief history
  - a. When founded and by whom?
  - b. Mission
2. Collection
  - a. Overview
  - b. Outstanding pieces or objects
3. Exhibitions
  - a. Current or recent
  - b. Notable or exceptional that transformed the field
4. Role in the community and society
  - a. Education and outreach
  - b. Community engagement
  - c. Importance or significance in the museum world

## Root House Museum Assignment

Mission Statement of Cobb Landmarks and Historical Society:

**Cobb Landmarks shares the stories and preserves the places that form our community for the benefit of current and future generations through advocacy and education.**

For this assignment, you will read the assignments posted on D2L related to Historic House Museums and visit, with the class, the Root House Museum in Marietta. During the visit, you should take notes about what you see and hear at the museum. What were the objects or stories that caught your attention? Note these things (in writing) during the site visit.

The goal is for these quick notes to capture the free and uncensored flow of your thinking, the spontaneous and random ideas, question or thoughts that you experienced when you encountered the particular thing or moment that drew your attention more than other particular things and moments.

When you get home, review, but do not edit, your quick notes.

**Use your notes to respond to the following prompts:**

1. What role, if any, did the following play in your visit to the museum? Identify those that were most prominent for you and explain how they captured your experience.
  - Emotion
  - Memory
  - Personal inclination
  - Sensory stimulation
  - Reasoning
  - Subjectivity
  - Objectivity
  - Contextual thinking
  - Association
  - Boredom
  - Confusion
  - Distraction
  - Interaction (with others)
  - Fatigue
  - Wonder
  - Annoyance
  - Pleasure
  - Discomfort
  - Anger
  - Fascination
2. Describe the ways in which your visit to the museum was a learning experience.

For questions 3 and 4, refer to the above-noted mission statement of Cobb Landmarks as well as to the assigned readings as noted in each question.

3. Does the Root House museum reflect the best practices as noted in Donnelly, Chapter 2, “Interpretive Planning: Why and How,” by Barbara Abramoff Levy? Provide examples to support your answer.
4. Does the Root House Museum reflect the best practices noted in the readings from Donnelly, in Chapter 3, “Interpreting the Whole House,” by Rex Ellis? Provide examples to support your answer.

**Root House Museum Project, cont.**

You will submit the following:

Your **unedited** quick notes documenting your museum visit along with a response to the above questions.

Be prepared to share your quick notes with the class.

You will be evaluated according to the following criteria:

<b>Criteria</b>	<b>Notes are incomplete and lack detail. Responses are incomplete, incoherent, and contain numerous grammatical errors. No reference to assigned readings.</b>	<b>Notes offer some detail but are incomplete. Responses are coherent but do not contain a thoughtful reflection of the visit or the assigned readings and contain grammatical errors.</b>	<b>Notes are honest and thoughtful. Responses are thoughtful and coherent with few grammatical errors and make connections to the assigned readings.</b>	<b>Notes are honest, thoughtful, detailed, and revealing. Responses are thoughtful, complete, coherent, grammatically correct, and reflect the ideas encountered in the assigned readings.</b>	
<b>Possible Points</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total Points</b>
<b>Quick Notes</b>					
<b>Question 1</b>					
<b>Question 2</b>					
<b>Question 3</b>					
<b>Question 4</b>					
<b>Total Points</b>					

## Tate Depot Project

MARB and students in the KSU Public History Program are working with the Pickens County Government to develop an exhibition for the historic railroad depot in Tate, Georgia. The exhibit focuses on the history of the community of Tate from Native American settlement to the present. Below are the “big idea” and panel topics proposed for the exhibit.

Big Idea: How did a small community in Georgia become a “pillar” of America?

### Themes:

1. Geology
2. Native American settlement and removal
  - a. Trail of Tears
3. White Settlement and the Village of Tate
4. Tate Family
  - a. Col. Sam Tate
5. Georgia Marble Company
  - a. J.B. Hill
6. Georgia Marble across the country
7. Roadways
8. Railroad
  - a. Tate Depot
9. Education
10. Housing
11. Race Relations
  - a. Segregation – two windows, two waiting rooms
12. Civic Organizations
  - a. Tate Community Association
  - b. Marble Valley Friends, Inc.
13. Revitalization of Tate

### Assignment:

Each group will be assigned two panels for which they will identify at least four images related to the content of the panels. The group will be responsible for determining rights restrictions and for writing captions for each of the images.