

HTS 3100: INTRODUCTION TO MUSEUM STUDIES: HISTORICAL EXHIBITS

**2018 EXHIBIT TOPIC –STONE MOUNTAIN
History and Sociology, Ivan Allen College, Georgia Tech**

Dr. Carla Gerona, email: cgerona@hts.gatech.edu

**Spring 2018, Tuesday and Thursday, 3:00-4:15 Office: Old CE G19 (Civil Engineering),
Office Hours: TR 12:00-1:00, or by appointment**

COURSE OVERVIEW:

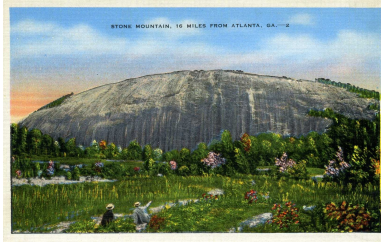
This introductory class in museum studies is a studio history class, in which you will be learning about museums by doing. This hands-on interdisciplinary course will enable you to gain insight into history and museum studies through the completion of a studio project -- a public exhibit based on historical research. You will be exploring the way that words and pictures work together to tell stories, and sharing your stories with a larger audience. By taking this class you will be engaging in an increasingly crucial skill for our own digital age – curation.

Above all, this class is an interdisciplinary journey into the past. First, both the class and exhibit are grounded in history and will involve primary and secondary source research. Along with this historical research, you will be exploring your artistic side: by designing panels and posters, selecting images, and taking photographs for the exhibit. Third, as we create our story boards and build our show, we will also learn about how museums work: about exhibit design, curatorial practices, project management, and public outreach. Readings, class presentations, and course activities will also encourage you to examine how museums have changed over time, and we will trace the museum's journey from elite preserves to public showplaces. In short, this class will provide you with a unique opportunity to think about art and history, and how the two together can provide an important community service by creating a space for contemplation and learning – a museum space.

While this course is committed to exploring a particular disciplinary approach – museum studies as it pertains to historical exhibits – as I already mentioned, the primary approach of *curation* is one that is increasingly crucial for all students to explore and understand. One primary way that we communicate today is through the internet -- whether through web pages or social media. Both of these digital platforms rely on distilling complex ideas and information in compressed writings and powerful visual content. Telling stories and creating narratives in this way is an important skill for all of you to have, whether you go on to do engineering, architecture, science, computer science, or the visual arts. The practices that you will learn in this course will have widespread applications far beyond museum studies or historical interpretation.

This year's topic is "STONE MOUNTAIN." This is a particularly timely, but also a very controversial topic. We will explore the history of Stone Mountain, learn about the historical context, and discuss the historical controversies. As part of this exhibit, and in the larger exhibit, each of you will consider how -- and whether -- we should display Confederate Monuments in the twenty-first century. Here are a few pictures to get us started on the topic.

Stone Mountain before the Confederate carving



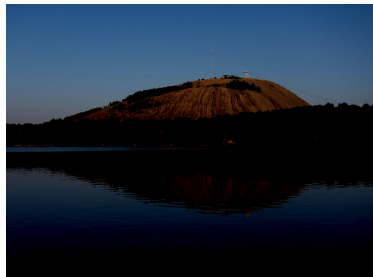
Stone Mountain with the Confederate carving (today)



Proposal to add to an additional carving



The other side of Stone Mountain today (with no carving)



THIS COURSE MEETS THE REQUIREMENT FOR THE UNIVERSITY SYSTEM OF
GEORGIA'S LEARNING GOAL E: SOCIAL SCIENCES

This course is about how history can be expressed in public ways that engages communities. As students create their own historical exhibit about Stone Mountain they will learn how social, political, and economic forces influence social behavior. They will demonstrate that they have met the Area E learning outcome through their research portfolios, individual panels, and a final exhibit.

COURSE REQUIREMENTS AND METHOD OF ASSESSMENTS

Above all the requirements for this course is to participate actively in individual and group assignments in order to create an effective class exhibit.

Your exhibit will include the following individual items:

- An individual panel for each person in the class
- A photograph from your site visit for each person in the class
- Each person will address the following question as part of the exhibit: what should happen to this particular Confederate monument?
- In addition, the class will work together to complete a cohesive exhibit.

Individual research portfolio 40%

This includes all research that is done during and outside of class time, prior to your creation of individual panels and exhibit group work. The main thing that you are doing here is gathering a lot of information, including historical research and visual images – material that you, your group, and the class can use to create your exhibit. In general, I will be handing out worksheets to guide your research. You will turn in most of this material for class and/or individual feedback as we go. Worksheets will be marked with checks, check-plusses, and check-minuses. You will also have an opportunity to add new material to the portfolio based on feedback. The portfolio will include your site visit with your original photographs that will be incorporated into the exhibit. At the end of February, you will compile all your worksheets as well as your class notes, and selected photographs, and write an “exhibit brief” based on your research to that point. The exhibit brief will be the final piece of the portfolio, and it will lay out your plan for the final exhibit. We will then work as a group to develop a core idea, plan the exhibit story board, and create the actual exhibit.

Individual exhibition panels 20%

Everyone is responsible for turning in their own panel for the exhibit – based on topics and styles that will be determined in your groups and as a class. Panels will be based on the material you compiled in your research portfolios. You will select the best material to tell the best story. You will propose and sketch different ideas, using a template that includes a title, timeline, brief descriptions, stories, and quotes, and visuals. Exhibition panels will require at least one rough draft before turning in the final copy. In addition, everyone will choose one original photograph to include in the exhibit.

Group panels, poster designs, and exhibit construction 20%

This grade will include all of the work done after you have turned in your portfolio (with the exception of your individual panels). This work might include an individual poster, group panels, the exhibit set-up, and various other miscellaneous tasks as we complete the exhibit. For the miscellaneous tasks and exhibit construction, everyone will sign up for a few hours of final assembly time and other tasks associated with exhibit production. Once the exhibit is completed, each of you will write a paragraph describing your contributions as well as provide a critique of group members.

Class participation and attendance 10%

Regular attendance is crucial for you to do well in this class. Both the quantity and quality of your participation will be incorporated into this grade. This course requires you to come to all classes, however, everyone is allowed one excused absence for whatever you might need (job interview, job fair, court date, doctor’s appointment, religious holiday, car broke down, plane ticket, etc.) -- no questions asked. More than one absence might be allowed due to university sanctioned activities, hospital stays, and requests from the dean. This exception requires notes from dean, doctor, religious leader etc. Please check with me about doing make-up work in such cases.

STUDENT USE OF MOBILE DEVICES

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention. This means you are creating a negative learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to

turn off your mobile devices but you may use your laptops during class for note-taking (I might ask you to show me your notes!).

GEORGIA TECH HONOR CODE:

Students in this class will be expected to abide by the honor code and avoid any instances of academic misconduct including but not limited to: 1) possessing, using, or exchanging improperly acquired written or oral information in the preparation of an exam or paper; 2) substitution of material that is wholly or substantially identical to that created or published by another individual or individuals; 3) false claims of performance or work that has been submitted by the student. See published Honor Code for additional information (the full text of the code, the history of its development and implementation, and other related information may be found on the web at <http://www.honor.gatech.edu/>).

ACCOMMODATIONS FOR LEARNING NEEDS:

If you have learning needs that require some adaptations for you to succeed in this course, please contact the Office of Disability Services on campus (<http://www.adapts.gatech.edu/>). I am happy to arrange to accommodate your learning needs based on their recommendations.

READINGS:

We will read a few articles together, as listed below – and I may add one or two other articles as we go. Links to these readings will be posted on t-square. Mostly, however, everyone will be reading their own books and articles individually as they do research.

EXPECTED EXPENSES:

I have designed this class to be minimally expensive. There is no studio fee for this class, however, you should budget about 40 dollars (maximum) for supplies and other expenses that you might incur throughout the semester, mostly for printing panels (it might be a lot less as long as you plan ahead). You will be doing some oversize color printing as you create your panel mock-ups – this can be done cheaply at the Multimedia Lab. Final panels will be mounted on foam core, and you will use Paper and Clay (the GT art Studio in the Student Center). Also, there will be a fee of three dollars to visit the Paper Museum as well as gas, parking, or transportation to Stone Mountain site visit.

CLASS CALENDAR AND SCHEDULE OF ASSIGNMENTS: This is just a guideline and the schedule is subject to change – perhaps more than any class you have taken at GT!

Class Calendar

Date	Class activity	Readings due for class	Assignments due for class
T Jan 9	Intro – basic overview with features of historical exhibit	Brief Introductory article about Stone Mountain	
R Jan 11	Intro to museum studies (history to 1960s)	J. Vincent Lowery, “A Monument to Many Souths: Tourists experience Southern Distinctiveness at Stone Mountain” in <i>Destination Dixie: Tourism and Southern History</i> , ed. Karen Cox.	Lowery worksheet due

T Jan 16	Intro to museum studies (after the cultural turn/the specialization of museum administration/politics)	Thinking about historical exhibits James W. Loewen, "Introduction," in <i>What our Historic Sites Get Wrong: Lies Across America</i> (Norton, 1999), 15-49.	Lowen worksheet due.
R Jan 18	Begin internet searches	Internet websites	
T Jan 23	Historical lecture: Slavery and the Civil War (also feature Davis, Lee, and Jackson).		Internet worksheet due
R Jan 25	Historical lecture: Reconstruction, the Lost Cause, and The Klan in the Twentieth Century, the Civil Rights Movement	David B. Freeman, <i>Carved in Stone: The History of Stone Mountain</i> Assigned chapters	Stone Mountain Worksheet due
T Jan 30	Confederate Monuments	<i>Slavery and Public History: The Tough Stuff of American Memory</i> Assigned chapters	Slavery and Public History worksheet due.
R Feb 1	Confederate monuments in Atlanta	Atlanta Council Committee Meeting Notes on Confederate Monuments	Committee worksheets due
T Feb 6	Robert C. Williams Paper Museum with Education Curator, Virginia Howell		Worksheet due.
R Feb 8	Atlanta Journal Constitution	AJC articles	
T Feb 13	Introduction to Archives – Georgia Tech Archives with Jody Thompson and the Special Collections staff		AJC Worksheet due
R Feb 15	Stone Mountain Archives -- Emory	Stone Mountain Archival collection	GT Archives Worksheet due
T Feb 20	Evaluate Emory materials and plan any additional research		Emory Archives Worksheet due
R Feb 22	No class, but must visit Stone Mountain this week to take pictures		
T Feb 27	Evaluate pictures – class critique		Pictures due

R Mar 1	Tie up loose ends		Extra research worksheet due
T Mar 6	Story boarding begins -- exhibit core idea and titles		Final exhibit Brief and Portfolio due
R Mar 8	Continue working on story board		
T Mar 13	Critique individual template		Individual panel rough drafts due
R Mar 15	Critique actual size drafts and actual size photograph due		Actual size rough drafts due for individual panels and photographs
T Mar 20– Spring Break			
R Mar 22 – Spring Break			
T Mar 27	Group work – introductory panels		Final mounted rough drafts due – individual panels and photograph
R Mar 29	Group work – titles, posters, etc.		Rough group drafts due
T April 3	Final group work due		Final group panels due
R April 5	Whatever is left and begin Exhibit Build		
T April 10	Exhibit Build		
R April 12	Exhibit Evaluation/Opening		
T April 17	Evaluation/Opening		
R April 19	Exhibiting in a Community – guiding, teaching and communicating		Worksheets for post-exhibit planning/Planning exhibit tours
T April 24	Exhibiting in a Community – guiding, teaching and communicating		Worksheets for post-exhibit planning/Planning exhibit tours