

**GEORGIA HIGHLANDS COLLEGE
Honors Option Contract**

Please complete this form & return the original to:

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TO BE COMPLETED BY THE HONORS STUDENT

Student ID

Address

Home Phone

Email

Major Business Administration

Course Number, Section and CRN HIST 2111 M2 (20718)

Course Title American History to 1877

Semester Spring **Year** 2019 **Credit Hours** 3

TO BE COMPLETED BY THE SPONSORING FACULTY MEMBER

Professor

Title

Division

Work Phone

Email

Is your _____ **ing an honors student?**
 yes

TO BE COMPLETED BY THE HONORS STUDENT AND FACULTY MEMBER

Attach a description of the plan of study keeping in mind the following: Include information on the topic or problem to be examined, the nature of the reading assignments and the number and nature of reports or projects. Indicate how successful completion of the Honors Option will be determined.

See Attached

Specify meeting dates for student-faculty consultation (must have at least 3 throughout the semester)

- Step 1 (Research Summary- Meeting 2/28
- Step 2 (20 Museum Images + Descriptions) - Meeting 3/28
- Step 3 (Tour Guide Script) - Meeting 4/23
- Final Project - Due 4/30

Attach a description of how this course provides an Honors experience for the students. What elements are added or changed and how do they relate to the description of Honors courses on the first page? Please attach the regular class syllabus along with any additional information needed to clarify the description (e.g. a reading list, assignment instructions, etc.).

See Attached

SIGNATURES

Signature of Student



Date 2/5/19

Signature of Sponsoring Faculty Member



Date 2/5/19

TO BE COMPLETED BY THE DIRECTOR OF THE HONORS PROGRAM

Honors Option Approved Honors Option Not Approved

Explanation:

Signature of the Honors Director

Date

Museum Project

Over the course of this semester, you will be designing a museum on a topic of your choosing. Museum design and curation is part of a particular branch of historical practice called public history. Public history differs from academic history in both purpose and form. While traditional historians construct their arguments in writing, using a variety of primary sources as evidence for an overarching thesis, public historians largely rely on visual evidence (photos and videos) and explanations in clear, concise language to construct their arguments. Moreover, traditional academic historians write primarily for other historians (and secondarily for students in history classes), while public historians create history for a much broader audience (with differing levels of education, experience, and interest).

In other words, both academic and public historians have the same primary goal (to educate), but their methods and audiences differ greatly. This means that the pressures on a public historian (to educate, to entertain, to be appeal to and be understood by a broad audience) are different from the pressures on academic historians (to contribute something “new” to the historiography of a period, either by offering new evidence or considering existing evidence in a new way).

This semester, we will explore what that means by creating our own museum exhibits on a topic within the scope of the course. By the end of the semester, you will have created a museum with the following components:

- Title Page
- Research Summary
- Gallery (Exhibit) Layout
- 20 Artifacts + Label Information (Title, Date, 3-4 sentence description)
- Tour Guide Script
- Bibliography

You will invest a considerable amount of time in this project, so be sure that you choose a topic that is interesting to you.

Let's get started.

For further reading:

- American Association of Museums. *Organizing Your Museum: The Essentials*. Washington, D.C.: American Association of Museums, 1989.
- Anderson, Gail. *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, Cal.: AltaMira Press, 2004
- Gardner, James B., and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Malabar, Fla.: Krieger Publishing, 1999.
- George, Jerry and Cindy Sherrell-Leo. *Starting Right: A Basic Guide to Museum Planning*. Walnut Creek, Cal.: AltaMira Press, 2004.
- Hooper-Greenhill, Eilean. *Museums and the Shaping of Knowledge*. London: Routledge, 1992.
- Lord, Barry, and Gail Dexter Lord. *The Manual of Museum Planning*. Walnut Creek, Cal.: AltaMira Press, 2002.
- Roberts, Lisa. *From Knowledge to Narrative: Educators and the Changing Museum*. Washington, D.C.: Smithsonian Institution Press, 1997.

Step 1: Topic Proposal (Completed)

██████████ will be creating his museum project on the assassination of Abraham Lincoln. This will allow to explore public perceptions of the event from two critical perspectives (popular film analysis—his traditional class project is being done on the film *Lincoln*—and public history—this museum project),

Step 2: Research Summary (Due 2/28)

Purpose

Thus far in the project, you have:

- Chosen a topic that falls within the scope of the course (Step 1)

In **step 2**, you will be summarizing what you have learned from your research on your topic.

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in the course:

- Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
- Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Knowledge

This assignment will also help you become familiar with the following content knowledge in history (pertaining to the topic of your choosing):

- Understand the dynamics of change over time.
- Explore the complexity of the human experience, across time and space.

Task

- Write a **2-3 page summary** of the research you have done on your topic.
- The summary must use cite evidence from at least 4 scholarly sources using the Chicago Manual of Style (notes + bibliography)

Criteria for Success

- See rubric for more information about grading.

Step 3: 20 Museum Images and Descriptions (Due 3/28)

Purpose

Thus far in the project, you have:

- Chosen a topic that falls within the scope of the course (Step 1)
- Summarized your research and crafted it into a “story” (non-fiction) that you want to tell. (Step 2)

In **step 3**, you will be selecting 20 images that help to tell the story of your chosen topic. You will also be providing short written descriptions of the image in question. These descriptions should be similar to what you might see on a plaque beside a museum exhibit. They must include the title and date of the artifacts as well as a 3-4 sentence description.

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in the course:

- Seek a variety of sources that provide evidence to support an argument about the past.
- Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
- Explore the complexity of the human experience, across time and space.

Knowledge

This assignment will also help you become familiar with the following content knowledge in history (pertaining to the topic of your choosing):

- Identify key events that define change over time in a particular place or region, and identify how change occurs over time
- Understand the dynamics of change over time.

Task

You must submit 20 separate images that represent your proposed museum artifacts + the placard descriptions. We will discuss them at our meeting, so that you make any necessary changes.

Criteria for Success

See the rubric in D2L for details on how you will be graded on this part of the project. A few notes:

- **Artifact Images:** Images should be clear, of good resolution, and in color. You will be assessed on how well your artifact selection helps to tell your story. The artifacts must also include citations in the Chicago Manual of Style
- **Artifact Descriptions:** These should be 3-4 sentences each and should describe what each artifact is and why it is significant. You should include information about the creator and date of creation if available. Ask yourself this question: what do I want a viewer to know about this artifact and why it is important to my museum exhibit?

Step 4: Tour Guide Script (Due 4/23)

Purpose

Thus far in the project, you have:

- Chosen a topic that falls within the scope of the course (Step 1)
- Summarized your research and crafted it into a “story” (non-fiction) that you want to tell. (Step 2)
- Identified and written descriptions for 20 museum artifacts (Step 3)

In **step 4**, you will be using your research summary and selected artifacts to write an informative and entertaining tour guide script, aimed at 1 specific audience.

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in the course:

- Seek a variety of sources that provide evidence to support an argument about the past.
- Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
- Explore the complexity of the human experience, across time and space.

Knowledge

This assignment will also help you become familiar with the following content knowledge in history (pertaining to the topic of your choosing):

- Identify key events that define change over time in a particular place or region, and identify how change occurs over time
- Understand the dynamics of change over time.

Task

You must submit a copy of a 2-3 page tour guide script. As you write this, you should identify the specific audience and shape your script to suit that audience. A tour intended for grade schoolers will be different than one intended for college students.

Criteria for Success

- **Tour Guide Script:** This should be written with a specific audience in mind. Please identify that audience before beginning your script. You will be assessed on how well you tell the story/educate your particular audience (so a script intended for kids is going to be different from a script intended for graduate students, etc).

Final Museum Portfolio (Due 4/30)

Purpose

Thus far in the project, you have:

- Chosen a topic that falls within the scope of the course (Step 1)
- Summarized your research and crafted it into in a “story” (non-fiction) that you want to tell. (Step 2)
- Identified and written descriptions for 20 museum artifacts (Step 3)
- Written a tour guide script to make your research accessible to a specific audience (Step 4)

In **step 4**, you will use what you know to create a museum exhibit that tells an historical story visually, textually, and orally. Your goal is to be interesting/entertaining while also being informative.

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in the course:

- Seek a variety of sources that provide evidence to support an argument about the past.
- Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
- Explore the complexity of the human experience, across time and space.

Knowledge

This assignment will also help you become familiar with the following content knowledge in history (pertaining to the topic of your choosing):

- Identify key events that define change over time in a particular place or region, and identify how change occurs over time
- Understand the dynamics of change over time.

Task

You must submit a copy of your full museum portfolio as a single file in the same order:

1. Museum Design /Layout – Visual representation of the layout of the exhibit

2. 3-page Research Summary (Completed – Step 2, make any necessary corrections and resubmit)
3. 20 artifact images with specific citation references (for each picture) in Chicago Manual of Style (Step 3)
4. 3-4 sentence descriptions of the artifacts (for use on plaques placed by the artifacts) that summarize the importance of your chosen artifacts (Step 3)
5. 3-4 page tour guide script (Step 4)
6. Bibliography (Completed – Step 2, make any necessary corrections and resubmit)

Criteria for Success

See the rubric in D2L for details on how you will be graded on this part of the project. A few notes:

- **Museum Layout:** you may design it using software or draw it by hand. It should show considerable attention to the design and “flow” of the exhibit. Does it lead the viewer from one exhibit to the next in a coherent way?
- **Research Summary:** Make any necessary corrections from my feedback in step 3 and resubmit
- **Artifact Images:** Images should be clear, of good resolution, and in color. You will be assessed on how well your artifact selection helps to tell your story. The artifacts must also include citations in the Chicago Manual of Style.
- **Artifact Descriptions:** These should be 3-4 sentences each and should describe what each artifact is and why it is significant. You should include information about the creator and date of creation if available. Ask yourself this question: what do I want a viewer to know about this artifact and why it is important to my museum exhibit?
- **Tour Guide Script:** This should be written with a specific audience in mind. Please identify that audience before beginning your script. You will be assessed on how well you tell the story/educate your particular audience (so a script intended for kids is going to be different from a script intended for graduate students, etc).
- **Bibliography:** This bibliography is just for the research portion of your work (not the images). Most of the work here will have already been completed in step 2, so you just need to make any necessary corrections (indicated by my feedback on step 2) and add any additional sources that you used for research (summary or tour guide script)