LOCATION: MHRA #3208
VIRT'L OFFICE HOURS: TH, 1:30-2:30, 3-4 PM
EMAIL: AEPARSON@UNCG.EDU

TIME: TUESDAYS, 2:00-4:50 PM
OFFICE HOURS SIGN UP: GO.UNCG.EDU/ANNEPARSONS
PHONE: 217.255.2399

COURSE DESCRIPTION

In this hands-on course, you will work collaboratively with each other and with community partners as you help to curate a traveling exhibit on the 1942 Tuchyn ghetto uprising for the North Carolina Council on the Holocaust. Over the course of the semester, you will serve an important community need by planning an innovative, hybrid digital/physical exhibit that will engage high school students and inspire them to think about how to make a positive change. This semester, our primary focus will be on curating the digital exhibit. We will collaborate with Sarah Riazati our web developer to curate the digital component of the exhibit – drafting the text, selecting the images, and designing multi-media components. Separately, in Fall 2021 we will also create plans for evaluation and the physical exhibit and a Web presence. The final curation elements will occur in the Spring, with the exhibit launching in April 2022. In this class, you will learn by doing, taking the time to both practice new skills and reflect on the connections between this public history project and your graduate courses so that you absorb the principles you have learned.

What Makes This Course Different? (Hint: Service Learning)

Some of you have worked on public history projects before and all of you will work on something similar in the future. How does this class differ from your other jobs, internships, and class projects?

This is a service-learning class, in which you create a community-based project as part of the learning experience. Studies show that service-learning classes succeed because they: 1) offer a chance for students to assess how theories play out in real-world settings, 2) improve job skills such as empathy, project planning, and working in a team, and 3) provide more student ownership of the learning process. Service learning is multi-directional and comes from students' own initiatives and reflections, facilitation by the professor, and interactions with peers and community partners.

In service-learning classes, the faculty member designs the community project *with your learning as the main purpose.* As the instructor, I intentionally connect our project work to what you have studied in other classes. Here, you will focus not just on the final project, but on the process.

In my old neighborhood, we had an unused, flat parking lot where kids would go to learn how to ride their bikes. The space was ideal for kids to practice riding, going fast, popping wheelies. Kids fell all the time, got back up, and tried again. The purpose of this class is to serve as a flat,

enclosed parking lot where you will practice public history skills: primary and secondary source research, digital design, sharing authority, and exhibit curation. You will practice working as a team, meeting deadlines, communicating clearly, and de-escalating conflict. We will mess up – all of us, including me. Perfection is not the goal. Instead, trying our best, working through issues, being kind to one another, and learning are the most important tasks at hand.

Learning Outcomes
By the end of the course, all of you will:
- understand how to conduct primary and secondary research for the purposes of curating an exhibition,

- have gained experience in curating text and content for digital exhibitions,

- collaborate with and support team members and listen to their feedback with an open mind,

- increase your cultural competency as you work with a diverse set of community members and stakeholders,

- enhance your project planning skills (task management, communication),

- curate a hybrid digital/physical exhibit in a way that engages the audience and encourages participatory approaches, and,

- serve as leaders of meetings of the curatorial team.

Students will also choose one additional area to strengthen during the second half of class. The options are:
- learning best practices in outreach on the Web (website and social media),

- implement best practices in developing a visitor evaluation plan,

- experiment with best practices in the creation of a preliminary plan for the physical exhibit component, and,

- understand the process of securing the rights and reproductions for images.

Roles and Responsibilities
To make this service-learning process successful, each person involved has certain responsibilities to uphold.

As students, you have the responsibility of taking charge of your own learning. You will identify areas to strengthen and then will put effort into improving those areas. Think about the tasks you do in this course as *learning opportunities* rather than merely task items on a checklist. Whether things go right or wrong, the main purpose lies in learning and serving the community. To that end, you will write reflection pieces during the class to consciously evaluate your

progress and you will build a supportive environment with your classmates. For the project itself, each student will have three project roles:

- For the entire semester, you will curate one section of the digital exhibit with two other students – developing the content (text and assets) and assisting in the design of the section.

- Beginning on September 28, you will work on <u>one</u> of the following areas with 1-2 other students: 1) Creation of Preliminary Plan for Physical Installation, 2) Rights and Reproductions, 3) Social Presence (Website and Tik Tok), and 4) Evaluation.

- For a 3–4-week period, you will serve as a co-leader of class meetings with 1-2 other students – setting the agenda, leading the large group meeting, and taking meeting minutes.

The primary responsibility of the instructor lies in facilitating learning by designing and implementing the service experience (directing the project, crafting the schedule and syllabus, and evaluating student work). I will also give feedback on your efforts in designing the exhibit, working with community partners, and collaborating with peers. Finally, I will respond to any major issues that arise among students or with community partners to work toward a positive experience for everyone involved. This class is also a flat parking lot for me as it is the first time I've supervised the creation of a digital exhibit. I commit to approaching this class in a spirit of transparency, respect, and collaboration with students and partners. My final project responsibilities include:

- Project management of the curatorial process – ensuring that we meet our deadlines and deliverables.

- Curating content for the Introduction and Conclusion of the digital exhibit, with input from the rest of the curatorial team.

- Overseeing the budget and funding issues for the project and communicating these to the team.

- In Spring 2022, I will finalize the digital exhibit, complete the final design and fabrication of the physical exhibit, develop pre- and post-visit learning experiences, organize the launch of the exhibit, maintain the web presence, and implement evaluation plans. I will work with students who volunteer for any of this work or who choose to take an independent study with me next semester.

The community partners (in this case the North Carolina Council on the Holocaust, Holocaust survivors/descendants, our web developer and participating artist, and scholarly advisors) will work with us over the course of the project, modeling the approaches of professionals and experts in their fields. Our primary community partner is the NC Council on the Holocaust. We are curating this exhibition and it will become part of their exhibition program. To that end, we must meet their requirements and guidelines. The web developer will design the digital component of the exhibit, our participating artist will help develop participatory practices and the

physical installation, and the scholarly advisors will review the materials for historical accuracy. The instructor will mediate between students and community partners if issues arise.

Exhibit Timeline and Semester Goals
Because student learning is the most important, the final project and the curation process will look different than in a typical museum environment. First, we will proceed slower than a typical public history project, to give time for trial, error, learning and reflection.

This semester, in the interest of learning, we will not complete the entire exhibit. Instead, the class will significantly move the project forward. I will then work with Sarah Riazati and Adam Carlin to complete the exhibit in Spring 2022. Students can volunteer to assist on key tasks in Spring 2022 *or* take an independent study with me (1-3 credits) in Spring 2022 and choose to work on an area of final exhibit development.

First Exhibit Location - The exhibit is set to launch in April 2022 at the Milbrook High School in Raleigh. The teacher is Garrett Southerland and he will be using the exhibit with his Holocaust and Modern Genocide class. Garrett has approximately 30 students in his class with 30 laptops, and classes run 90 minutes long. He can devote more than one class to the exhibit and can offer pre- and post-exhibit homework. We do not yet know his physical space as he is moving classrooms. Why Milbrook? I chose this school because we have a pre-existing relationship with the teacher Garrett, he is fantastic to work with (prompt, reliable), and he is very excited about the project.

Fall 2021 Outcomes
By the end of Fall 2021, the class will have created the following:
- Digital exhibit – either final draft or close-to-final draft,
- Preliminary plan for the physical exhibit,
- Evaluation plan,
- Basic website (for use pre-April '22) and TikTok social media presence,
- User testing of exhibit, and,
- Rights and reproductions significantly secured.

Spring 2022 Outcomes
- Final edits to the digital exhibit (text tweaks, final permissions acquisitions) ,
- Final testing of exhibit,
- Detailed design plan of physical exhibit,
- Fabrication of physical exhibit,
- Design of pre- and post-exhibit learning experiences (lesson plans, guest speaking),
- Continued outreach around exhibit, using website and TikTok,
- Schedule of exhibit tour stops,
- Launch of exhibit, and,
- Evaluation of visitor experience with exhibit.

EXPERIENCES, PROJECTS & EVALUATION
You must hand in each assignment on-time, and I will deduct a third of a grade for each 24 hours past the deadline. Unless you have a specific accommodation from the Office of Accessibility Resources and Services, I will only grant extensions in advance of the due date. That said, contact me if you sense that you will not meet the deadline. I will post the grades to Blackboard, and if you see a discrepancy, please contact me immediately.

Grade Scale: A+ 97-100 / A 93-96 / A- 90-92 / B+ 87-89 / B 83-86 / B- 80-82 / C+ 77-79 / C 73-76 / F 72 and below

Class Work and Participation – 20% – Weekly
Mini-Reports Graded Complete/Incomplete
End-of-Semester Participation Graded as a Letter Grade
Work on the project and participation in the class make up a central part of this practicum course. Please allot 9 hours per week on this class – 3 during class-time and 6 outside of class-time. Students will meet deadlines set by the team. In order to document this participation in the project, students will submit mini-reports each week in which you describe what you accomplished and identify your tasks for the next week. I will use these mini-reports and my own assessment to evaluate your consistency in participation, the weekly effort you put in, and your ability to meet deadlines.

I will also evaluate your attendance in class, which is mandatory. If you have any conflicts because of religious holidays, family emergencies or health issues, please contact me as soon as possible and no later than the day of class to request an excused absence and arrange for making up work as needed.

Reflection Prompts and Discussions – 20% – Bi-Weekly (Letter Grade)
Every other week, you will write short reflections in response to question prompts, sometimes as a personal assignment and sometimes as a group discussion. These reflection pieces offer you the chance to step back and give thought to the experience of curating an exhibit and what you learn along the way. You will have a chance to reflect on successes or breakthroughs, collaborations with peers or community partners, and challenging situations.

Curation Deliverables – 30% – December 7 – 12:00 PM
You will submit final deliverables for your curatorial project at the end of the semester. These will reflect the work you did in curating your section of the digital exhibit with your teammates. I will grade these deliverables by evaluating the final materials and my own understanding of your role in the work, based on your mini-reports. Please note that the quality of a project often lies in the creativity, thoughtfulness, and rigor that you put into each step along the way.

Please upload submit a link to the final content and/or GoogleDrive folder links to Canvas. The final deliverables should include:
- The final curated content (text/images, video(s), and/or storymap(s))
- A document with content text that includes footnotes for where you acquired your information. The footnotes should reference both primary and secondary sources.

Elective Deliverables – 20% – December 7 – 12:00 PM
You will submit final deliverables for the elective project that you chose to do. I will grade these elective deliverables by evaluating the final materials and my own understanding of your role in the work, based on your mini-reports.

Please upload submit a link to the final content and/or GoogleDrive folder links to Canvas. The final deliverables should include:

- **Evaluation Team** – An evaluation plan (max 4 double-spaced pages) that lays out a strategy for evaluating the visitor experience, with template materials (ex: a sample questionnaire or sample focus group questions).

- **Physical Installation Team** – A preliminary plan (max 4 double-spaced pages) that lays out an approach for the physical installation, including design plan, budget, materials, and fabrication strategy.

- **Digital Outreach** – Links to a basic website that introduces people to our project (no more than 4 pages) and TikTok site.

- **Rights & Reproductions** – A rights and reproductions spreadsheet that lists all digital assets, their identifying information (location, call number, title, creator, date), the status of the high-quality reproduction (secured or not secured), and permissions (rejected, in-process, or secured).

Meeting Leadership – 10%
During the semester, you will co-lead 3-4 meetings with 1-2 other students. Please be sure to check with your classmates when preparing the agenda and submit the draft agenda to me 24 hours before class for review. I will evaluate you on how you prepared for the meeting (agenda), your work in facilitating the meeting (giving space for opinions, identifying decision moments, and ability to keep time), and follow-up (clear, concise, and thorough notes). No submission necessary.

ACADEMIC INTEGRITY
The University of North Carolina at Greensboro greatly values integrity in the work of its students. You must appropriately cite any information that you use from your sources and you must submit work that you yourself have written or created. Copying the work of others and passing it off as your own (known as plagiarizing) is taken very seriously and will be handled by the university administration. You can read more about the policy at: academicintegrity.uncg.edu.

ACCESSIBILITY & RESOURCES
The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all of the students in it and will work with OARS to accommodate students' requests. N.B. You do not need to disclose details about your disability to the instructor in order to receive accommodations.

For assistance with writing assignments, contact the UNCG Writing Center, where staff members hold appointments both in person and via instant-messaging. The Digital Media Commons and the Digital ACT Studio in Jackson Library provide help with multimedia projects and UNCG's Speaking Center offers a great resource for building public, small-group or individual speaking skills.

COVID STATEMENT
As we return for Fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

● Following face-covering guidelines
● Engaging in proper hand-washing hygiene when possible
● Self-monitoring for symptoms of COVID-19
● Staying home if you are ill
● Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues

may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

READINGS
Over the course of the semester, I will suggest and provide readings to help you as you draft exhibit components, plan your schedule, conduct outreach, and evaluate audiences. I will work to provide PDF files or e-book copies of these readings or to use materials that you have read before in HIS 627 or 626.

CLASS SCHEDULE
Below is the main schedule for the entire class. Each small group will also develop a plan for their work in the semester, which they will use as well.

August 17   First class meeting via Zoom at go.uncg.edu/zoom (no password)
- Dr. Parsons will hand out instructions for leading classes.
- Review of digital exhibit prototype and interpretive plan

August 24   Class meeting (Co-Leaders: Sade, Josh)

August 31   Class meeting (Co-Leaders: Sade, Josh)

September 7   No Full Class meeting – Religious Holiday

September 14   Class meeting (Co-Leaders: Sade, Josh)

September 21   Class meeting (Co-Leaders: Saskia, Liz)

September 28   Class meeting (Co-Leaders: Saskia, Liz)
Elective Projects Begin (Eval., Physical Exhibit, R&R, & Web Outreach)

October 5   Class meeting (Co-Leaders: Saskia, Liz)

October 12   No Class meeting – Fall Break

October 19   Class meeting (Co-Leaders: Katie, Shari)

October 26   Class meeting (Co-Leaders: Katie, Shari)

November 2   Class meeting (Co-Leaders: Katie, Shari)

November 9   Class meeting (Co-Leaders: Chris, Cliff, Jasmin)

November 16   Class meeting (Co-Leaders: Chris, Cliff, Jasmin)

November 23   Class meeting (Co-Leaders: Chris, Cliff, Jasmin)

November 30   Final Class meeting (Co-Leaders: Chris, Cliff, Jasmin)

December 7   Final Curation & Election Deliverables Due by 12:00 PM