



PUBLIC HISTORY CAPSTONE II SPRING 2022

UNCG HIS 721
DR. TORREN GATSON
OFFICE: MHRA, #2119
CLASS LOCATION: NSCI- 256

THURSDAY, 2:00-4:50
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OFFICE HOURS: BY APPOINTMENT

OVERVIEW OF COURSE

Thus far in the Museum Studies Program your classes and internships introduced you to the major principles and best practices of public history, strengthened your historical research skills, expanded your knowledge of the historiography of the United States, and improved your skills in writing, public presentation, and project planning. The prescribed capstone course (HIS 720 & 721) within the museum studies program offers you the opportunity to merge what you have learned and apply it toward a public history project of your own creation. While capstone projects are independent in nature, the first part of this course was designed to offer you the opportunity to practice patience and endurance as you strategized, researched, and designed your chosen project. The goal this semester in HIS 721 is to produce this impactful product based on your collected materials and deliver that product to your community partner.

This semester, your cohort will focus on the implementation of ideas and execution of strategies to reach our intended goal. In the wake of the ongoing COVID-19 pandemic you must find innovative ways to engage your audience. You will also incorporate the suggestions of your community partner and course professor as well listen to the suggestion of students in the class. Please note that the conversations among the students in the class are confidential. Throughout the semester, you will practice self-reflection about what this experience taught you, likewise, you will present your projects in three separate formats including:

- Poster presentation to the History Department Graduate History Conference (Date TBA)
- If selected, At the National Council on Public History (NCPH) (March 2022)
- Final in-class presentations for the professor, colleagues, community partners and friends

LEARNING OBJECTIVES

During HIS 721, you will strengthen your historical skills in the following ways:

- **communicating and working with your community partner** as you plan steps to implement final components of your project,
- **modeling best practices in public history as you develop detailed materials for your project**, such as conveying a main idea and purpose and interpreting the history in a way that engages your audience in an adaptable fashion.
- **identifying, analyzing, and properly citing your work when using relevant primary and secondary sources. This semester close attention will be paid to** how your historical narrative is framed/formed/or based, and the correct footnoting, and securing of image licensing for photographic materials.
- **by presenting your work** in public programs, for the UNC Greensboro department of history conference, professionally at conferences (if selected), and through your submitted portfolio binder.

TEACHING METHODS

In the capstone course, you as students have as much, if not more, influence over what you learn and the skills that you build as the professor does. As the professor of this course, I will ensure that you are facilitating the research and writing process by setting deadlines and goals, likewise through limited class discussion and troubleshooting any issues that may arise. I will also offer comments on the drafts you turn in and share deliverables throughout the semester. Beyond that, the majority of the work will occur outside of the classroom setting where you will control how you conduct your research, writing, and collaboration with community partners.

The primary purpose of this capstone project lies not just in an end product that serves the community. The other intention of this class is that you hone your skills as a public historian by taking steps outside of your comfort zone and trying new things. As a result, the class will include peer review of professional development facilitation and also opportunities for self-reflection about what you are learning and how it will relate to your public history career.

CLASS MEETINGS & BREAKOUT SESSIONS

This semester, the focus of class meetings will be centered on finishing capstone projects and professional development for upcoming job searches. Unlike 720, this semester, I will begin each class with short breakout rooms to assess progress toward completion of your project and to handle any necessary trouble shooting. This time will also be used to schedule any professional development necessary to aid in your capstone including digital design workshops on topics such as Illustrator, Publisher, audio/video editing, graphic design, and so on. The intention of this is to build in scheduled time for your capstone project in the midst of your busy lives. It will also make it easier for you and me to communicate throughout the semester. For any student wanting to share your work, please be prepared to display your work visually as peer review will be critical for the remainder of your academic career.

EXPERIENCES, ASSIGNMENTS & EVALUATION

Unless you have a specific accommodation from the [Office of Accessibility Resources and Services](#), You must hand in each assignment on-time and I will deduct a full letter grade per each day past the deadline. I will only grant extensions in advance of the due date. **That said, my job is to support your professional development, PLEASE contact me if you sense that you will not meet the deadline.**

**** Special Note****

Departmental Conference and Capstone Posters

Each Spring, second year master students are required to present their capstone projects at the department of histories annual Graduate History Conference. You have the option to either present a poster presentation or an oral/written presentation. **This is a required mandate of the capstone course.** Likewise, if accepted to NCPH, it is expected that all students will present their capstone project posters at NCPH's annual conference.

Deliverable Workplan – 5%

Due January 20th

Like last semester, you will describe your anticipated deliverables to complete your capstone by the end of the semester. This semester, the main requirement of this work plan is to provide your road map- so to speak of your plan for implementing your designs to complete your capstone. As was the case last semester, deliverable workplans can come in a host of formats including calendar format, Microsoft excel spreadsheet, or Microsoft word document. **This semester, close attention will be paid to your deliverable due date set directly by you. I will hold each student accountable for their workplan.**

Self-Reflections – 15%

Due April 28th

The purpose of this exercise is to document growth, progress, shortcomings and ultimately successes throughout this year long two-part course. It is critical that in your professional endeavors that you are always able to identify points of growth and to spotlight evolution as public historian. To that end- you will write **an eight page double spaced essay** that details your maturation as a budding public historian entering the professional world. While you will focus primarily on this semester and the creation of the final products, you must also discuss last semester as a building stage for your final product.

Final Project Portfolio (Your capstone binder)– 40%

Due April 28th

Because each capstone project is tied to different community organization or covers a different topic and or aspect of an organization you will submit an individualized portfolio (binder) documenting your prescribed process in completion of your capstone. Please include the final materials of what you have created (includes: exhibit layout plans and text, final video cuts, lesson plans, detailed design plans, links to mobile apps, public programming outlines, historic interpretation guides, gallery guides, etc.). For all sections where you provide historical narratives (exhibit text, video scripts, etc.), please provide footnoted citations for your work to document what sources you have used to back up your claims. Finally, the instructor may elect to

distribute an evaluation questionnaire (via email) to your community partner prior to the end of the semester, which will assess how well you worked with that institution.

The grade for this project will assess the areas listed below and how well you incorporated instructor, and community partner comments as well peer suggestions (if applicable) into the final draft. I will grade the capstone project based on the following criteria:

- communicating and working with your community partner as you plan out the components of your project (determined by the evaluation form),
- modeling best practices in public history as you develop detailed materials for your project, such as conveying a main idea and purpose and crafting an interpretive plan that engages your audience, and,
- identifying, analyzing, and using relevant primary and secondary sources upon which you base your narrative, and properly citing your work by footnoting your final materials.

Final Project Presentation– 40%

April 28th

At the end of the semester, you will publicly present your project to the class, community partners and family and friends. Note* This presentation is separate from department’s graduate student conference which you will also be presenting.

Statement of understanding on Covid-19 and classroom procedure

There will be a mandated seating chart for in person class meetings. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. You must sit in your assigned seat at every class meeting. You may move your chairs in class to facilitate group work.

However, you will not be permitted to Eat or Drink during class time.

A limited number of disposable masks will be available in the classroom for students who have forgotten theirs. Face coverings are also 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 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.

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 by clicking [HERE](#)

ACCESSIBILITY & RESOURCES

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. I am committed to making this course accessible to all of the students, and will work with OARS to accommodate your requests. N.B. You do not need to disclose details about your disability to me in order to receive accommodations. For assistance with writing assignments, contact the [UNCG Writing Center](#). [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 speaking skills.

CLASS MEETING SCHEDULE

January 13th – Introduction to the course & general overview of semester procedures
One-on-One meetings with Dr. Gatson to discuss potential obstacles and hurdles for final semester of capstone project. What Goes in my final capstone binder?, short discussion

January 27th- Preparing the Interview in the Era of COVID, Megan Walters, Associate Director for Career Development. **Deliverables Work Plan DUE**
(Deadline for declaration of necessary funds for capstone allotment (\$150.00))

February 10th – Drafting A Dynamite Cover Letter

February 24th – In the eye of the Designer Pt. 2: Reviewing Capstone Poster Designs and class critique.

March 3rd – Those presenting poster presentations at NCPH will display their progress toward completion of their poster to the class. Class to discussion on image permissions & protocol.

March 24th – A Journey through Public History, Melissa Knapp, Manager of Conferences and Programs at the Museum of Early Southern Decorative Arts.

April 7th –Discussion on creation of final project presentation

April 14th – Each student will present progress toward final presentation.

April 28th – Final Presentations of Capstone Projects!!!! (Open to the public, you are expected to invite your community partners) Reflection Essay & Final Portfolio Due (Note, you will not get your binder back)

UNCG Graduate Conference

All Students must present. This date changes, so until it is set in stone this serves a reminder that it will be added to the calendar once a date is confirmed.

****Note: Any details found within this syllabus excluding university policy are subject to change at any time at the full discretion of the professor of record ****

**** As UNC Greensboro continues to maneuver through the COVID- 19 pandemic, there remains the possibility for rapid unforewarned changes to this syllabus. Your patience is necessary as we must remain flexible.** Please watch this video before the first day of classes.
<https://youtu.be/Mb58551qxEk>