

## PUBLIC HISTORY CAPSTONE II SPRING 2023

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UNCG HIS 721

MONDAYS, 2:00-4:50

DR. ANNE E. PARSONS (SHE/THEY)

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CLASSROOM: PUBLIC HISTORY LAB, 536 HIGHLAND AVE, UNCG CAMPUS

OFFICE HOURS (VIRTUAL AND IN PERSON): MONDAYS, 12:30-1:30

SIGN UP IN ADVANCE TO GUARANTEE A SPOT: [GO.UNCG.EDU/TALKWITHDRPARSONS](https://go.uncg.edu/talkwithdrparsons)

IN PERSON LOCATION: MHRA 2137 / VIRTUAL LOCATION: [GO.UNCG.EDU/ZOOM](https://go.uncg.edu/zoom)

[CLICK HERE FOR THE COURSE DESCRIPTION](#)

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### OVERVIEW OF COURSE

In your classes and internships with the History/Museum Studies program, you have studied major principles and best practices of public history, strengthened your historical research skills, expanded your knowledge of the historiography of United States history and improved your skills in writing, public presentation, and project planning. The capstone classes HIS 720 and 721 offer you the opportunity to draw upon the knowledge you gained during your coursework, learn new areas of study, and put theory into practice with a project that serves a community need. You will synthesize your understanding of the public history and museum studies disciplines, while learning new professional skills.

In the first semester of the capstone, HIS 720, you laid the foundation for the community project and began working on it. In HIS 721, you design, implement, and/or fabricate the public history and will document the research that you have done along the way. You will complete your public project by working with your community partner, developing materials based on primary and secondary resources, and finding innovative ways to engage your audience. You will also incorporate the suggestions of your community partner as well as the instructor and the other students of 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 you are learning and at the end of the class, you will present your projects in a poster session at the History Department at the Graduate History Conference and will submit portfolios documenting your work to the instructor.

### STUDENT LEARNING OUTCOMES

During HIS 721, you will strengthen your history and museum studies skills in the following ways:

- **by communicating with your community partner** to identify the needs of the institution and the audience,

- **by improving your project management skills** as you work independently on a long-term project,
- **by modeling best practices in public history**, particularly in research and preliminary design work,
- **by identifying and evaluating bodies of academic and public history work** that tell the history of your subject,
- **by conducting research in relevant primary sources** that inform your narrative and that you can use in your project, and,
- **by creating clear and concise deliverables** that document how you wove together the interests of your community partner and audience, the primary and secondary source research you conducted, and the preliminary plan of the project.

#### **CORE ELEMENTS OF CAPSTONE PROJECTS**

- An original contribution (this topic has not been covered before in this manner)
- Rigorous research – either historical research or museum studies research (i.e., evaluations, audience interviews)
- Involves interpreting research to a broader audience
- Done in collaboration with a community partner (a museum, local institution, library, archive, school)
- Builds at least two concrete public history skills (i.e., exhibit design, evaluation, programming)
- UNCG will provide a minimum of \$150, towards the cost of travel, research, or the project.

#### **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 and community partner do. As the instructor of the course, I facilitate the process by establishing the goals, facilitating class discussions, and leading feedback sessions. I am also available to comment on any drafts you create throughout the semester. Most work, however, occurs outside of the classroom setting where you control how you conduct your research, writing, collaboration with community partners, and project planning. This schedule assumes that you will also be communicating with your community partner approximately no less than once every two weeks. It is your responsibility to communicate regularly with your

community partner, to do the work the partner expects of you, and to meet with them at the agreed-upon times.

The purpose of the capstone is two-fold: a product that serves the community and the space for you to hone your skills as a public historian. This is your chance to step outside of your comfort zone and try new things. The goal is not perfection; the goal is learning. As a result, class sessions will include not just time for peer review, but also time for reflection on your experiences.

### **ASSIGNMENTS, ASSESSMENTS, & GRADING POLICY**

To build these skills, you will engage in the experiences and projects listed below. 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 Canvas, and if you see a discrepancy, please contact me immediately. N.B. There are no “Required Readings,” per se. You will determine your own readings based on your research needs and I may assign a few readings for homework as needed.

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

### **Class Participation – 5%**

I base the participation grade on your engagement with in-person discussions and on the quality of the reflections that you do in class. Attendance is mandatory and 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 that work.

### **Semester Start Worksheet with Community Partner – 5%**

#### **Due: January 23**

Meet with your community supervisor and fill out the semester start worksheet posted on Canvas.

### **Mid-Semester Evaluation from Community Partner – 10%**

#### **Evaluation Form Due via Canvas: February 27**

The community partner supervisor will fill out an evaluation form that will assess your communication style, attention to detail, research skills, implementation of project, and professionalism. If issues arise with the community partner supervisor, Dr. Parsons will work with the student to find an alternative assessment method. Please submit the evaluation form to the Community Partner, have them send the complete form back to you and then please upload it to Canvas.

**Poster – 20%**

**Poster Due Via Canvas: March 27**

Please submit your poster that you will share at NCMC and the History Graduate Conference via Canvas. Dr. Parsons will also review the hard copy at the conferences.

**Final Evaluation Form from Community Partner – 15%**

**Evaluation Form Due via Canvas: April 27**

**Reflection Essay – 15%**

**Essay Due via Canvas: April 27**

**Project Portfolio – 30%**

**Due via Canvas: April 27**

Because these capstone projects are tied to community organizations that have different needs and requirements, the final project is an individualized portfolio decided upon by each student and the professor no later than April 27. The grade for this project will assess the four areas listed below. I will grade the portfolio based on the following rubric:

- the project has a clear purpose and meets a community need,
- modeling best practices in public history, particularly in preliminary design work (identifying an audience, articulating a big idea, and crafting an interpretation and design plan that engages your audience),
- identifying and evaluating bodies of academic and public history work that tell the history of your subject (does your project fill a gap, build upon a well-documented or burgeoning field, make an intervention, take up a hotly debated topic, etc.),
- articulating how your project builds upon and contributes to bodies of academic and public history work already done on your topic,
- identifying and analyzing relevant primary sources that inform your narrative and that you can use in your project, and,
- quality of the presentation of the work.

How will you document these things? For the final capstone, you may submit website URLs for digital projects, documents of tours, links to podcasts, PDFs of final panels, photographs of exhibits, oral histories, spreadsheets of collections you have processed, and so forth. Basically, document what you did over the course of the year.

## **COMMUNICATION RESPONSE**

The faculty member will respond to emails within 48 hours on Monday to Thursday. Emails received Friday through Sunday will be responded to the following Monday. For time-sensitive issues, please text or call at 217.255.2399.

## **LAND ACKNOWLEDGMENTS**

UNCG is located on the traditional lands of the Catawba, Keyauwee, and Saura Nations. UNCG and the City of Greensboro are home to a vibrant Native community connected by the Native American Student Association (NASA) at UNCG and the Guilford Native American Association. The state of North Carolina is home to many Native Nations, including the Coharie, the Eastern Band of Cherokee Indians, the Haliwa-Saponi, the Lumbee Tribe of North Carolina, the Meherrin, the Sappony, the Occaneechi Band of the Saponi Nation, the Tuscarora Nation of North Carolina, and the Waccamaw Siouan. Let us venture to honor them with our work together.

## **ACADEMIC INTEGRITY**

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

## **ACCOMMODATIONS & RESOURCES**

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you encounter any barriers to full participation in this course due to the impact of a disability/condition impacting a major life activity, please contact the Office of Accessibility Resources and Services (OARS). OARS will engage students in an interactive process to determine the need for any reasonable accommodations. Connect quickly via this brief [Welcome Form](#). Upon receipt, OARS will contact you to schedule a convenient, virtual consultation. You may also request a consultation by calling 336-334-5440, emailing [oars@uncg.edu](mailto:oars@uncg.edu), or walking into the OARS suite in 215, EUC. Additional OARS info may be found at <https://oars.uncg.edu/>.

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](#) provides help with multimedia projects and UNCG's [Speaking Center](#) offers a great resource for building public speaking skills.

## **Covid Statement from University**

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.

- Staying home when 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.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible. As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

## **CLASS SCHEDULE**

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January 9<sup>th</sup> – Introductions - Class Meeting

January 16<sup>th</sup> – No Meeting (MLK Day)

January 23<sup>rd</sup> – Class Meeting

- Semester Start Worksheet Due

January 30<sup>th</sup> – No Meeting

February 6<sup>th</sup> – Class Meeting

February 13<sup>th</sup> – No Meeting

February 20<sup>th</sup> – Class Meeting

February 27<sup>th</sup> – No Class Meeting

- Mid-Semester Supervisor Evaluation Due

March 6<sup>th</sup> – No Class Meeting – Spring Break

March 13<sup>th</sup> – Class Meeting

- Rough Draft of Poster Due via Canvas

March 20<sup>th</sup> – No Class Meeting

March 27<sup>th</sup> – No Class Meeting (NCCMC Conference + Poster Presentations)

- Poster due (You will also present this at the History Grad Conference and NCCMC if you attend NCCMC)

April 3<sup>rd</sup> – Final Class Meeting

April 10<sup>th</sup> – No Class Meeting

April 17<sup>th</sup> – No Class Meeting

April 24<sup>th</sup> – No Class Meeting

April 27<sup>th</sup> – History Graduate Conference

- Reflection Essay
- Final supervisor evaluation
- Final project portfolio

This syllabus is subject to change.