

INF 388E: Historical Museums: Context and Practice

Unique #28525 | Spring 2025

Wednesdays | 12:00-3:00 PM

Conference Room, Benson Latin American Collection, SRH 1.208 + Local Museums

Instructor Information

Albert A. Palacios, PhD, MSIS (he/his/him)

Digital Scholarship Coordinator | LLILAS Benson Latin American Studies and Collections

Office Hours: Wednesdays, 10:00-12:00 PM and by appointment through Zoom

Communication: Use Canvas to email

Course Description

This course explores the process of exhibit creation in historical museums, from planning through development to opening and maintenance, as a negotiation among stakeholders for influence on the story that is told. The objective of the course is for students to obtain a solid understanding of current theoretical frameworks, ethical considerations, and practical approaches in developing relevant, inclusive, and impactful historical museum exhibitions.

Topics: Students visit local historical museums and examine how presentations are influenced by the institutional position of the museum, including its history and resources; the concerns of museum employees; the influence of the audience and of those who are directly affected or represented by an exhibit; and the role of contractual professionals.

Learning Outcomes

Throughout the course, the students will learn about:

- Institutional and curatorial missions, objectives, resources, and stakeholders;
- Collection development, re-scoping, deaccessioning, and repatriation approaches;
- Artifact assessment, appraisal/analysis, selection, description, research, and contextualization for exhibitions;
- Ethical and practical issues that emerge in the planning and development of exhibitions;
- Applicability of archival science, social science, humanities, data science, digital studies, and gender studies theories in historical museum praxis;
- Writing for non-specialist audiences;
- Issues in the representation of various communities in museum contexts;
- Written, oral, and digital storytelling techniques;
- Physical exhibition design and phenomenological considerations;
- Approaches to design multi-perspective and inclusive exhibitions and related programming;
- Intellectual, linguistic, and physical accessibility of exhibitions; and
- Ways to meaningfully connect historical museums (the institution and its exhibitions) to various audiences and constituents through educational and community engagement programming.

We all learn differently, and everyone struggles sometimes: You are never the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

Teaching Modality Information

This course will be in-person, primarily at the Benson Latin American Collection. Class sessions will usually be in two or three parts. The class will begin with small group and class discussions of the week's readings. For some sessions, the second part will consist of presentations by and interviews of guest speakers who do historical interpretation work. The third part of each class (or the second part if there are no guest speakers) will consist of collaborative activities and/or hands-on exercises intended to put into practice the theoretical frameworks and ethical considerations that were discussed in the readings.

Five class sessions will be at local museums. While the instructor will do their best to remind students of where the class will take place that week, it is the students' responsibility to consult the syllabus regularly to determine the class location. On field trip days, students are expected to be at the museum by 12:00 PM. Three of the museums the class will visit are on or by campus, and thus are relatively accessible. For the two off-campus visits, the instructor will coordinate carpooling for students who are unable to get to the

museum easily. Those who are carpooling will need to be at the Benson or the predetermined meeting location on campus by 11:45 AM to account for commute time to the museum.

Each museum visit will typically be in three parts. For the first 45 minutes, students will independently explore and critically examine the museum's exhibits through the theoretical lenses discussed in the week's assigned articles, using David Carr's "Appendix B: To Observe" in *The Promise of Cultural Institutions* as a methodological guide. It is highly recommended that students document and photograph (where permitted) successful and problematic aspects of exhibits to discuss in class and to refer to as they develop their own exhibition throughout the semester. For the second part, the class will convene in the museum's classroom space to discuss in groups and as a class the theoretical and ethical frameworks presented in the week's readings *and* the museum's exhibits with the authors' arguments in mind. As a conclusion, the museum's staff (e.g. curators, directors, designers, and education program coordinators) will join the class and answer questions about the museum's mission, goals, exhibition development process, stakeholders, challenges, and education and community engagement programs.

Communication

The course Canvas site can be found at <https://canvas.utexas.edu/>. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

I highly encourage you to schedule a Zoom appointment if you have any questions about class content or assignments or simply want to chat about your academic/professional trajectory.

University Policies and Resources

For a list of important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the [University Policies and Resources Students Canvas](#) page. The page includes the language of the University Honor Code, Title IX legal requirements for Texas employees, and information about how to receive support through the office of Disability & Access.

Course Requirements and Grading

Required Materials & Devices

No textbook is required. Course readings are either open access or available through UT Libraries with UT EID authentication. Some class activities will require a laptop. Please let me know if you do not have one so that I can provide you access to one. For museum visits, a notebook, writing instrument, and/or a smart device is required for you to document your observations and take notes during museum staff interviews.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Classroom Expectations

Student preparation for discussion and participation is extremely important for the success of everyone in the class. Students are expected to:

- Attendance to all class sessions and historical museum class visits is required.
- Participate actively. Students should prepare to discuss course readings and concepts; engage in class activities and discussion; and put their best effort in assignments. The more you put into it, the more you will get out of it.
- Understand that respect is vital. My goal is to create an atmosphere that is open to diverse perspectives where we value each other's input. Everyone is expected to show courtesy, civility, and respect towards each other. Comments or online postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.
- Safely explore beyond your comfort zone. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort. This course will include a trauma-informed approach. Students can tune out or leave the class meeting

to attend to personal and emotional needs when necessary. I will also provide warnings that detail content, severity, and duration of material that might be triggering. Class meetings will also start and end with check-ins to talk about how everyone is doing and reactions to the course material.

- Read and digest material in advance of weekly discussion deadlines. Use the course readings and resources to inform participation in discussions, class activities, and completion of assignments.
- Turn in all assignment deliverables fully and on time. Late submissions will only be accepted as specified in the grading policies or the assignment. For exceptions related to emergency situations and university excused absences, please contact me as soon as possible.
- Communicate with and educate each other regularly. Class activities, reading discussions, resources, and assignments are designed to encourage this kind of collaboration.
- Have fun!

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Many readings, historical artifacts, and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to warn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. During class discussions and activities, please feel free to leave the room if you need a break from the conversation.

Assignments

Students will be evaluated with the following assignments, each worth a particular percentage of the final grade. All assignments should be submitted through Canvas:

Reading Reflections and Group Discussion Facilitations (15% - Individual grade): Students will engage with the class readings in two ways. **First**, each student will sign up to facilitate a group discussion for **two** of the semester's assigned readings. Discussion leaders will design activities that promote engaging conversations with peers (e.g. guiding questions, mock debates, scenarios based on reading). **Second**, on the weeks that students are not leading a reading discussion, they will write and submit through Canvas (prior to class) a ~1 page, double-spaced, 2-3 paragraph, 300-450-word **critical reflection** on one of the week's readings. This should **not be a reading summary/abstract**, but a response to the reading's main arguments, case study(ies), and/or application of the proposed theory(ies) to your career path. It can comprise reactions to specific arguments the author(s) makes, questions that emerge as you read, thoughts on how the reading will inform your approaches in your selected profession, and/or connections you are making with other readings or case studies. The goal is that these reflections will provide you talking points for the group discussions during class. To have an even distribution of discussants per group discussion, each student will also sign up for the article they will read, reflect on, and discuss in class each week. Assignment components (with percentage of the final grade) include:

Facilitation of two group reading discussions, 5% (2.5% per facilitation)

Reading reflections, 10% (1% per critical reflection)

Class Activity Participation (5% - Individual grade): When the class is not visiting a museum, students will do hands-on exercises intended to put into practice the theoretical frameworks and ethical considerations that were discussed in the readings. Students will work with historical artifacts preserved at the Benson Latin American Collection to analyze artifact materiality; identify hidden histories; create impactful exhibition text; approach the storytelling of difficult histories; and explore accessibility approaches. These class exercises will be completed during and submitted at the end of class (regardless of their completion state) for participation credit. Activities include an artifact condition assessment/description, exhibit introduction and label text writing exercises, peer reviews of group exhibit text, and Braille writing.

Exhibition Development Project (40% - Group grade): Groups of 3-4 students will develop an historical exhibition based on an assigned collection(s) from the Benson Latin American Collection, the Harry Ransom Center, the Briscoe Center for American History, or the Alexander Architectural Archive. The history should have an introductory text and unfold in 3-4 "gallery" sections (a section per student), each with its own subtheme and told through artifacts in the assigned collection(s). Assignment components (with percentage of the final grade) include:

Memorandum of Understanding, 2%

Artifact Selection and Description, 15%

Exhibition Introduction, "Gallery" Panel Texts, and Artifact Labels, 20%

Group Member Evaluation, 3%

Audience Engagement Project (40% - Group grade): In the same groups, students will explore different ways they can make their historical exhibitions more engaging to various audiences and literacies through graphic, digital, and storytelling design. Assignment components (with percentage of the final grade) include:

- Memorandum of Understanding, 2%
- Interactive Digital Element, 10%
- Physical Exhibition Design, 10%
- Curator’s Tour (Final Class Presentation), 5%
- Exhibition Catalog, 10%
- Group Member Evaluation, 3%

Late Work

There will be a 10% grade deduction for every 24 hours an assignment is submitted late. However, each student will have:

- One token/opportunity to submit a reading reflection up to 48 hours late to receive full credit for it; and
- One token/opportunity to submit one of the *Historical Museum Exhibition* assignment components up to 48 hours late to receive full credit for it.

The “10% grade deduction for every 24 hours” policy will apply if the work is submitted after the 48-hour grace period. Tokens/grade adjustments will be applied on the lowest grades at the end of the semester.

Absences & Religious Holy Days

You are responsible for letting the instructor know if you cannot make it to a class or a museum visit. Students who have an unexcused absence will not receive credit for their reading reflection for that day. The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. For questions regarding religious accommodations, please contact the Office of the Dean of Students.

If you must be absent, use your resources wisely. Ask your other classmates to get a run-down and notes on any lessons. If you find that there are topics that we covered while you were gone that raise questions, you may drop in during office hours or schedule a meeting with me to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Class Locations at a Glance

Date	Class Location
January 15	Benson Latin American Collection
January 22	Benson Latin American Collection
January 29	Texas Memorial Museum
February 5	Benson Latin American Collection
February 12	George Washington Carver Museum (tentative)
February 19	Benson Latin American Collection
February 26	Lyndon B. Johnson Library
March 5	Benson Latin American Collection
March 12	Benson Latin American Collection
March 19	Spring Break
March 26	Bob Bullock State History Museum
April 2	Benson Latin American Collection

April 9	Elisabet Ney Museum
April 16	Benson Latin American Collection
April 23	Benson Latin American Collection

Grading Breaks & Policy

Grade	Cutoff	Grade	Cutoff	Grade	Cutoff	Grade	Cutoff	Grade	Cutoff
A	94%	B+	87%	C+	77%	D+	67%	F	<60%
A-	90%	B	84%	C	74%	D	64%		
		B-	80%	C-	70%	D-	60%		

Flexibility will be built into the assignments to support your success in this course. Consequently, the final grades will be non-negotiable.

Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at <https://canvas.utexas.edu/>. Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week 1: January 15		Introduction to Historical Museums
Location: SRH 1.208, Benson Latin American Collection		
Readings		
Required		
<ul style="list-style-type: none"> Syllabus White, Hayden. "Anomalies of the Historical Museum, or, History as Utopian Space." In <i>The Ethics of Narrative</i>, edited by Robert Doran (United States: Cornell University Press, 2022), 153-165. (Available through UT Library's Catalog) 		
Class Agenda	Introductions; Syllabus and semester project overview; Archival research at assigned cultural institutions	

Week 2: January 22		Objects and Memory-Making
Location: SRH 1.208, Benson Latin American Collection		
Readings		
Required		
<ul style="list-style-type: none"> Carr, David. "Appendix B: To Observe." In <i>The Promise of Cultural Institutions</i> (Walnut Creek, California: AltaMira Press, 2003), 193-200. (Available through Box) Dudley, Sandra H. "Chapter Thirteen: The Power of Things: Agency and Potentiality in the Work of Historical Artifacts." In <i>A Companion to Public History</i>, edited by David Dean (Malden, MA: Wiley Blackwell, 2018), 187-199. (Available through UT Library's Catalog) Gurian, Elaine Heumann. "What Is the Object of This Exercise? A Meandering Exploration of the Many Meanings of Objects in Museums." <i>Daedalus (Cambridge, Mass.)</i> 128, no. 3 (1999): 163–183. (Available through UT Library's Catalog) Hooper-Greenhill, Eilean. "Objects and interpretive processes." In <i>Museums and the Interpretation of Visual Culture</i> (Routledge, 2000), 103-123. (Available through Box) 		

Class Agenda	Group and class reading discussion; Historical artifact handling training; Artifact description and condition assessment activity
Assignments Due	
Due Date/Time	Assignment
Tuesday, January 21 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, January 22 by 2:30 PM	Artifact description and condition assessment handout (1%)

Week 3: January 29 Collecting and Preserving the Past	
Location: Texas Science & Natural History Museum, 2400 Trinity St. Austin, TX 78712 (confirmed)	
Readings	
Required	
<ul style="list-style-type: none"> • The Austin Chronicle. "Only Natural: The Texas Memorial Museum turns back toward its future," February 21, 2003. https://www.austinchronicle.com/news/2003-02-21/146080/ • LaDuke, Winona. "Imperial Anthropology: The Ethics of Collecting." In <i>Recovering the Sacred: The Power of Naming and Claiming</i> (Cambridge, MA: South End Press, 2005), 67-86. (Available through Box) • Machin, Rebecca. "Gender Representation in the Natural History Galleries at the Manchester Museum" In <i>Gender, Sexuality and Museums: A Routledge Reader</i>, edited by Amy K. Levin (London: Routledge, 2010), 187-200. (Available through UT Library's Catalog) • Wylie, Caitlin Donahue. "Preparing Communities." In <i>Preparing Dinosaurs</i> (Boston, Massachusetts: MIT Press, 2021), 61-99. (Available through UT Library's Catalog) 	
Class Agenda	Individual exploration of museum; Reading and museum analysis group and class discussion; Conversation/Q&A with museum staff
Assignments Due	
Due Date/Time	Assignment
Monday, January 27 by 11:59 PM	Memorandum of Understanding (2%)
Tuesday, January 28 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)

Week 4: February 5 Defining the Historical Museum	
Location: Benson Latin American Collection	
Readings	
Required	
<ul style="list-style-type: none"> • Mason, Rhiannon, and Joanne Sayner. "Bringing museal silence into focus: eight ways of thinking about silence in museums." <i>International Journal of Heritage Studies</i> 25, no. 1 (2019): 5-20. (Available through UT Library's Catalog) 	

<ul style="list-style-type: none"> Romesburg, Don. "Presenting the Queer Past." <i>Radical history review</i> 2014, no. 120 (2014): 131–144. (Available through UT Library's Catalog) Warren, Emily, and Graham Matthews. "Public Libraries, Museums and Physical Convergence: Context, Issues, Opportunities: A Literature Review Part 1." <i>Journal of librarianship and information science</i> 51, no. 4 (2019): 1120–1133. (Available through UT Library's Catalog) 	
Class Agenda	Group and class reading discussion; Conversation/Q&A with The American LGBTQ+ Museum board member (tentative); Informal curator presentation of key exhibition artifact
Assignments Due	
Due Date/Time	Assignment
Tuesday, February 4 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, February 5 by 12:00 PM	<p>Photograph of a key artifact you have identified for your exhibition. You will informally present it to the class by answering the following questions:</p> <ul style="list-style-type: none"> Who created the object and why do you think they created it? What was the intended and actual use of the object? Are there any details (ex. wear in certain areas, writing, size, shape) that might provide a glimpse into the creator's or a subsequent user's engagement with the object? What potential "hidden" stories could the object "tell"? Does the object embody any underrepresented perspectives?

Week 5: February 12 Community Museums	
Location: George Washington Carver Museum, 1165 Angelina St, Austin, TX 78702 (tentative)	
Readings	
Required	
<ul style="list-style-type: none"> Ruffins, Fath Davis. "Grassroots Museums & the Changing Landscape of the Public Humanities." <i>Daedalus (Cambridge, Mass.)</i> 151, no. 3 (2022): 108–123. (Available through UT Library's Catalog) Simon, Nina. "Chapter 5: Defining Participation at Your Institution." In <i>The Participatory Museum</i> (Santa Cruz, Calif: Museum 2.0, 2010). https://participatorymuseum.org/chapter5/ Taffe, Simone, and Meghan Kelly. "Exchanging Expertise across Cultures and Time: Participatory Design Approaches for Creating Community Museums." <i>The Design journal</i> 23.5 (2020): 715–734. (Available through UT Library's Catalog) 	
Class Agenda	Individual exploration of museum; Reading and museum analysis group and class discussion; Conversation/Q&A with museum staff
Assignments Due	
Due Date/Time	Assignment
Tuesday, February 11 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)

Week 6: February 19 Representative Storytelling	
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Location: SRH 1.208, Benson Latin American Collection	
Readings	
Required	
<ul style="list-style-type: none"> Baxandall, Michael. "Chapter 2: Exhibiting Intention: Some Preconditions of the Visual Display of Culturally Purposeful Objects." In <i>Exhibiting Cultures: The Poetics and Politics of Museum Display</i>, edited by Ivan Karp and Seteven D. Levine (Washington, D.C.: Smithsonian Institution Press, 1990), 33-41. (Available through Box) Melsheimer, Rebecca and Jose Santamaria. "Storytelling in Science Museums." <i>Storytelling in Museums</i>, edited by Adina Langer (Lanham: Rowman & Littlefield, 2022), 109-118. (Available through UT Library's Catalog) AND Johnson, Jane, Twan Leenders, and Alberto Rey. "The Extinct Birds Project." <i>Finding History Where You Least Expect It: Site-Based Strategies for Teaching about the Past</i>, edited by Jill M. Gradwell and Kathryn H. Leacock (Lanham, Maryland: Rowman & Littlefield, 2020), 55-64. (Available through UT Library's Catalog) Onciul, Bryony. "Indigenising Museology and the Limits to Change." In <i>Museums, Heritage and Indigenous Voice: Decolonising Engagement</i> (New York: Routledge, 2015), 118-136. (Available through UT Library's Catalog) Stein, Arlene, and Jessie Daniels. "Writing beyond the Academy", In <i>Going Public : A Guide for Social Scientists</i> (Chicago, [Illinois]; The University of Chicago Press, 2017), 17-35. (Available through UT Library's Catalog) 	
Recommended	
<ul style="list-style-type: none"> Filene, Benjamin. "The Why, What, and How of the Best Storytelling in Museum Exhibitions." In <i>Storytelling in Museums</i>, edited by Adina Langer (Lanham: Rowman & Littlefield, 2022), 3-12. (Available through UT Library's Catalog) Ferentinos, Susan. "Ways of Interpreting Queer Past." <i>The Public historian</i> 41, no. 2 (2019): 19-43. (Available through UT Library's Catalog) 	
Class Agenda	Group and class reading discussion; Writing for the public; Exhibition text writing activity
Assignments Due	
Due Date/Time	Assignment
Tuesday, February 18 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, February 19 by 2:30 PM	Exhibition text writing activity (1%)
Friday, February 21 by 11:59 PM	Artifact Selection and Description (15%)

Week 7: February 26	Negotiating Representation on the U.S. National Mall
Location: Lyndon B. Johnson Library, 2313 Red River St. Austin, TX 78705 (confirmed)	
Readings	
Required	
<ul style="list-style-type: none"> Bunning, Katherine L. "Chapter 3: Imagining the Political Roles of Culturally Specific Museums." In <i>Reframing 'culturally Specific Museums': The Emergence of Rights-based Museums in the United States</i>. University of Leicester, May 10, 2019. https://hdl.handle.net/2381/44841 Dodson, Howard. "A Place of Our Own: The National Museum of African American History and Culture." <i>Callaloo</i> 38, no. 4 (2015): 729-741. (Available through UT Library's Catalog) Sodaro, Amy. "Chapter 2: The United States Holocaust Memorial Museum, the Creation of a 'Living Memorial'". In <i>Exhibiting Atrocity: Memorial Museums and the Politics of Past Violence</i> (New Brunswick: Rutgers University Press, 2018), 30-57. (Available through UT Library's Catalog) 	

Class Agenda	Individual exploration of museum; Reading and museum analysis group and class discussion; Conversation/Q&A with museum staff
Assignments Due	
Due Date/Time	Assignment
Tuesday, February 25 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)

Week 8: March 5 Exhibiting Difficult Histories across the World	
Location: SRH 1.208, Benson Latin American Collection	
Readings	
Required	
<ul style="list-style-type: none"> • Araujo, Ana Lucia. "Chapter 19: Tourism and Heritage Sites of the Atlantic Slave Trade and Slavery." In <i>A Companion to Public History</i>, edited by David Dean (Hoboken, NJ: Wiley Blackwell, 2018), 277-288. (Available through UT Library's Catalog) • Bonnell, Jennifer and Roger I. Simon. "'Difficult' Exhibitions and Intimate Encounters." <i>Museum and society</i> 5, no. 2 (2007): 65–85. (Available through UT Library's Catalog) • Sodaro, Amy. "Chapter 5: The Museum of Memory and Human Rights: 'A Living Museum for Chile's Memory'". In <i>Exhibiting Atrocity: Memorial Museums and the Politics of Past Violence</i> (New Brunswick: Rutgers University Press, 2018), 111-137. (Available through UT Library's Catalog) 	
Recommended	
<ul style="list-style-type: none"> • Rose, Julia. "Chapter 4: Response and Responsibility: Ethical Representations of Difficult Histories." In <i>Interpreting Difficult History at Museums and Historic Sites</i> (Lanham, Maryland: Rowman & Littlefield, 2016), 99-134. 	
Class Agenda	Group and class reading discussion; Historical artifact activity
Assignments Due	
Due Date/Time	Assignment
Tuesday, March 4 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, March 5 by 12:00 PM	"Difficult history" exhibition text writing activity (1%)
Friday, March 7 by 11:59 PM	Exhibition Introduction, "Gallery" Panel Texts, and Artifact Labels, 20%

Week 9: March 12 Telling History Digitally	
Location: SRH 1.208, Benson Latin American Collection	
Readings	
Required	
<ul style="list-style-type: none"> • Apostolellis, Panagiotis, Doug A. Bowman, and Marjee Chmiel. "Supporting Social Engagement for Young Audiences with Serious Games and Virtual Environments in Museums." In <i>Museum Experience Design</i>, 19–43. Switzerland: Springer International Publishing AG, 2018. (Available through UT Library's Catalog) 	

<ul style="list-style-type: none"> ● Cameron, Fiona. "Beyond the cult of the replicant: museums and historical digital objects--traditional concerns, new discourses." In <i>Theorizing Digital Cultural Heritage: a Critical Discourse</i>, edited by Fiona Cameron et al., 49-75. Cambridge: MIT Press, 2007. https://utexas.box.com/s/cxjkzokimysc97j16yavpd7pv3gl6q9c ● Marini, Camilla, and Deborah Agostino. "Humanized Museums? How Digital Technologies Become Relational Tools." <i>Museum management and curatorship</i> 37, no. 6 (2022): 598–615. (Available through UT Library's Catalog) ● Pisoni, Galena, Natalia Díaz-Rodríguez, Hannie Gijlers, and Linda Tonolli. "Human-Centered Artificial Intelligence for Designing Accessible Cultural Heritage." <i>Applied sciences</i> 11, no. 2 (2021): 1-30. (Available through UT Library's Catalog) 	
Class Agenda	Group and class reading discussion; Introduce Audience Engagement Project; Digital tool workshops
Assignments Due	
Due Date/Time	Assignment
Monday, March 10 by 11:59 PM	Group Member Evaluation (3%)
Tuesday, March 11 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, March 12 by 12:00 PM	Create a Gmail-based account for technical workshops; Timeline of historical events related to your exhibition; High-resolution image of a visually complex artifact in your exhibition OR a list of places related to your exhibition
Friday, March 14 by 11:59 PM	Memorandum of Understanding (2%)

Week 10: March 19 Spring Break

Week 11: March 26 Spatial and Experiential Design	
Location: Bob Bullock State History Museum, 1800 Congress Ave., Austin, TX 78701 (confirmed)	
Readings	
<p>Required</p> <ul style="list-style-type: none"> ● Hillier, Bill and Kali Tzortzi. "Space Syntax: The Language of Museum Space." In <i>A Companion to Museum Studies</i>, edited by Sharon Macdonald (Chichester, West Sussex: Wiley-Blackwell, 2011), 282-301. (Available through UT Library's Catalog) ● Piehl, Jona. "Chapter 5: Exhibition Graphics as a Resource of Exhibition Narration." In <i>Graphic Design in Museum Exhibitions : Display, Identity and Narrative</i> (London: Routledge, 2020), 158-199. (Available through UT Library's Catalog) ● Rieger, Janice, and Megan Strickfaden. "Dis/Ordered Assemblages of Disability in Museums." In <i>The Routledge Handbook of Disability Arts, Culture, and Media</i> (Routledge, 2019), 48–61. (Available through UT Library's Catalog) <p>Recommended</p> <ul style="list-style-type: none"> ● Falk, John H. (John Howard), and Lynn D. Dierking. "Chapter 7: A Place for Learning." In <i>Learning from Museums : Visitor Experiences and the Making of Meaning</i> (Walnut Creek, CA: AltaMira Press, 2000), 113-134. (Available through Box) 	
Class Agenda	Individual exploration of museum; Reading and museum analysis group and class discussion; Conversation/Q&A with museum staff
Assignments Due	

Due Date/Time	Assignment
Tuesday, March 25 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)

Week 12: April 2 An Accessible Museum	
Location: SRH 1.208, Benson Latin American Collection	
Readings	
<p>Required</p> <ul style="list-style-type: none"> Callahan, Laura. "Museums as a Site for Racialization and Heritage Language Maintenance." <i>Heritage Language Journal</i> 11, no. 2 (2014): 98–122. https://doi.org/10.46538/hlj.11.2.1 Eardley, Alison F., Clara Mineiro, Joselia Neves, and Peter Ride. "Redefining Access: Embracing Multimodality, Memorability and Shared Experience in Museums." <i>Curator (New York, N.Y.)</i> 59, no. 3 (2016): 263–286. (Available through UT Library's Catalog) Ginzarly, Manal, and F. Jordan Srour. "Cultural Heritage through the Lens of COVID-19." <i>Poetics (Amsterdam)</i> 92 (2022): 101622–101622. (Available through UT Library's Catalog) <p>Recommended</p> <ul style="list-style-type: none"> Stein, Jill, Cecilia Garibay, and Kathryn Wilson. "Engaging Immigrant Audiences in Museums." <i>Museums & social issues</i> 3, no. 2 (2008): 179–196. Papadimitriou, Nikolas, Marina Plati, Eleni Markou, and Despina Catapoti. "Identifying Accessibility Barriers in Heritage Museums: Conceptual Challenges in a Period of Change." <i>Museum international</i> 68, no. 3–4 (2016): 33–47. (Available through UT Library's Catalog)* 	
Class Agenda	Group and class reading discussion; Braille exercise; Exhibit design activity/project working time
Assignments Due	
Due Date/Time	Assignment
Tuesday, April 1 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Wednesday, April 2 by 2:30 PM	Braille exercise (1%)

Week 13: April 9 Visitor Engagement	
Location: Elisabet Ney Museum, 304 E 44th St, Austin, TX 78751 (tentative)	
Readings	
<p>Required</p> <ul style="list-style-type: none"> Liu, Peng, and Lan Lan. "Museum as Multisensorial Site: Story Co-Making and the Affective Interrelationship between Museum Visitors, Heritage Space, and Digital Storytelling." <i>Museum management and curatorship (1990)</i> 36, no. 4 (2021): 403–426. (Available through UT Library's Catalog) Obermark, Lauren E. "Chapter 2: A Pedagogy for Identification." In <i>Engaging Museums: Rhetorical Education and Social Justice</i> (Carbondale: Southern Illinois University Press, 2022), 34-60. (Available through UT Library's Catalog) 	

<ul style="list-style-type: none"> Schep, Mark, Carla van Boxtel, and Julia Noordegraaf. "Competent Museum Guides: Defining Competencies for Use in Art and History Museums." <i>Museum management and curatorship</i> (1990) 33, no. 1 (2018): 2–24. (Available through UT Library's Catalog) Wood, Elizabeth. "Chapter 13: Museums and Civic Engagement: Children Making a Difference." in <i>Museums and Communities : Curators, Collections and Collaboration</i>, edited by Viv Golding and Wayne Modest (London: Bloomsbury, 2013), 217-231. (Available through UT Library's Catalog) 	
Class Agenda	Individual exploration of museum; Reading and museum analysis group and class discussion; Conversation/Q&A with museum staff
Assignments Due	
Due Date/Time	Assignment
Tuesday, April 8 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)

Week 14: April 16 Historical Memory outside the Museum	
Location: SRH 1.208, Benson Latin American Collection	
Readings	
Required	
<ul style="list-style-type: none"> Martinez, Monica Muñoz. "Divine Retribution." In <i>The Injustice Never Leaves You</i> (Cambridge, MA and London, England: Harvard University Press, 2019), 30–75. (Available through UT Library's Catalog) Post, C. W., & Rhodes II, M. A. "Decolonizing Memory Work?: Textual Politics of Settler State Historical Markers Engaging Indigenous Peoples in Kansas." <i>ACME: An International Journal for Critical Geographies</i> 21, n. 5 (2022), 540–559. https://acme-journal.org/index.php/acme/article/view/1981 Valentina Rozas-Krause. "Apology and Commemoration: Memorializing the World War II Japanese American Incarceration at the Tanforan Assembly Center." <i>History and memory</i> 30.2 (2018): 40–78. (Available through UT Library's Catalog) 	
Recommended	
<ul style="list-style-type: none"> Silberman, Neil A. "Chapter 2: Heritage Places: Evolving Conceptions and Changing Forms." In <i>A Companion to Heritage Studies</i>, edited by William Logan et al. (John Wiley & Sons, 2015), 29-40. (Available through UT Library's Catalog) 	
Class Agenda	Group and class reading discussion; Historical landmark activity; Physical exhibit design working time
Assignments Due	
Due Date/Time	Assignment
Tuesday, April 15 by 11:59 PM	~1 page, double-spaced, 2-3 paragraph, 300-450-word critical reflection on one of the week's readings (1%)
Friday, April 18 by 11:59 PM	Interactive Digital Element (10%) & Physical Exhibition Design (10%)

Week 15: April 23 Conclusion to Historical Museums	
Location: SRH 1.208, Benson Latin American Collection	

No Readings	
Class Agenda	Curator tours (final project presentations)
Assignments Due	
Due Date/Time	Assignment
Wednesday, April 23 by 12 PM	Curator's Tour/Final Class Presentation, (5%)
Friday, May 2 by 11:59 PM	Exhibition Catalog (10%) & Group Member Evaluation (3%)

Course Policies and Disclosures

Honor Code

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect.

Academic Integrity Expectations

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension, or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the [Student Conduct and Academic Integrity](#) website.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

Getting Help with Technology

Students needing help with technology in this course should contact the ITS Service Desk at <https://its.utexas.edu/contact>. If the student is having issues with software being taught in workshops, they should first contact me through Canvas to see if I can troubleshoot.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the UT Outpost (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>) which is a free on-campus food pantry and career closet. Furthermore, please notify me if you are comfortable in doing so, as I may have additional resources I can share.

Artificial Intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a chosen name with the registrar's office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

- For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.
- If you would like to update your chosen name with the registrar's office, you can do so here: <https://enterprise.login.utexas.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s2>, and reference this guide: <https://docs.google.com/document/d/17uzmcD7oGE5JPMueJN7CsBlgE7SICUYu7ysmrFgc8cM/edit>

University Resources for Students

Disability & Access (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc>, call 512-471-3614, or go to the Center located at JES A332.

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom Safety and COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- UHS maintains up-to-date resources on COVID, which can be found here: <https://www.healthyhorns.utexas.edu/coronavirus.html>

Carrying of Handguns on Campus

Please be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

Campus Safety

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security (<https://safety.utexas.edu/>), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at <https://emergencymanagement.utexas.edu/safety/emergency-communications>.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit emergency preparedness: <https://preparedness.utexas.edu/>.