



ART 497 03E Introduction to Museum Studies

COURSE SYLLABUS: SPRING 2024

Thursdays- 5:00-7:30

Art 206

INSTRUCTOR INFORMATION

Instructor: Dr. Beatriz Galuban

Office Location: Art Building 211

Office Hours: Thursday from 4:00-5:00PM

Office Phone: 903-886-5208

University Email Address: BeatrizGaluban@tamuc.edu

Preferred Form of Communication: **email ONLY**

Communication Response Time: 24- hours from Monday-Thursday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Recommended Textbook:

Alexander, Edward and Mary Alexander, *Museums in Motion: An Introduction to the History and Functions of Museums*. Plymouth: Almira Press, 2008. (2nd Edition).

You will not be reading from one sole source in this class. While there may be specific chapters available from FREE online library books assigned each week, we will not commit to just one book throughout the semester. The topic of museums and the issues surrounding museum institutions is very much alive and constantly changing. In order to engage with this topic and it's conversations within culture, we will read a variety of articles, blog posts and videos which you can find linked in D2L modules.

Software Required: D2L Brightspace: Links to textbook readings, PDFs and online articles will be linked in weekly modules located on D2L. Students will also occasionally need to bring a laptop to class for in-class discussion and research.

The syllabus/schedule are subject to change.

Course Description

In this course students will explore the history and development of museums, current issues facing museums along with the practice and theory of museums today. The course will familiarize students with an array of current issues pertaining to museums today such as accessibility, ethics, repatriation, and museum “neutrality” to name a few. The course will introduce students to these topics through a survey of different museums including art museums, history museums, science and technology and gardens and zoos. The course will focus special attention on art museums and different museum professions and roles.

In this course we will take a critical look at museums by exploring, reading about and discussing some of the current issues and topics facing museum today. As a class we'll look specifically at how museums work to construct narratives through exhibitions and museum education programs. We will explore different forms of museum programming, and how institutions continue to shape and change our social landscape. Some of the questions we will explore this semester are:

1. Are museums political? Is there such a thing as museum neutrality?
2. How have the functions of museums changed over time and why?
3. How have museums shaped/continue to shape cultural/societal narratives? How does culture shape museums?
4. Can museums or other cultural institutions be empathetic? What does this look like practically?

Student Learning Outcomes

1. Students will explore current issues facing museums today and develop critical understandings of the current practice of museums as cultural institutions.
2. Students will learn about the history of Western museums, how they have changed in response to developments in society and culture.
3. Students will learn about and evaluate ethical issues in museums.
4. Students will gain a deeper understanding and knowledge on museum professions including curatorial, collections, and educational roles.

COURSE REQUIREMENTS

Instructional Methods

Each week we are going to engage with a major issue or facet within museums. Weekly attendance is mandatory in the course as well as participation in discussion and in-classroom activities. Students are responsible for attending class and completing weekly readings or assignments. Class time will be devoted to lectures, discussion of

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readings, and applying concepts to museums (includes activities, group work and handouts).

Student Responsibilities or Tips for Success in the Course

Please communicate with me if you have questions about the course or you are confused about assignments/expectations throughout the semester. My goal is to support you to be a thoughtful, critical, and grounded researcher. Please feel free to email me or stop by office hours on Thursdays. I will do my best to address emails within 24 hours from Monday to Thursday. (See interaction with instructor statement).

Tips for Engaging with the readings:

In this course you'll be reading and engaging with a dynamic array of materials. Some of these include articles, curatorial essays, museum blog posts, textbook chapters and videos. You are expected to engage critically with the ideas and themes you encounter in the readings and class discussions. As you make your way through the readings and assigned videos in the module, consider how these materials address, critique or dispute some of the questions or ideas we've discussed as a group.

Here are some tips for actively engaging with the reading each week:

- Pre-read and look for the organization of ideas first. You can do this by scanning the text, chapter subheadings and specific topics discussed in text boxes.*
- Underline/Highlight passages you find interesting or important.*
- Circle words you want to look up or people who seem important- look at the citations and find artists/researchers/educators researching similar topics.*
- Write thoughts or questions in the margins (unless it's a library book).*
- After reading the chapter or article, look through again to reflect on the case author made.*
- Do you agree or disagree with argument or theory?*
- Write down questions you still have or thoughts that are fresh in your mind.*

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

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C = 70%-79%
D = 60%-69%
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Reading Response Paper	15%
Museum Blog Presentation	20%
Online Test	20%
Attendance and Participation	15%
Final Museum Project.	30%
TOTAL	100%

Assessments

Reading Response Paper:

In this course, we'll spend some time discussing institutional empathy and asking whether museums can and should be empathetic spaces for their communities. For this assignment, you will write a reflection response to one of the articles we will focus on this semester (The Empathetic Museum: A New Institutional Identity). Your paper should address the following questions: what does it mean to have institutional empathy? Based on the article, what are some of the ways that museums can become more empathetic. Lastly, you want to address your thoughts and opinions. Is institutional empathy possible and necessary for museums to flourish? Assignment must be submitted on D2L before 11:59PM on the assigned deadline in PDF format.

Your paper must contain the following:

1. A summary of the article (main points and arguments)
Example: How do the authors frame institutional empathy? What do the authors propose for museums to become more empathetic?
2. Your own thoughts: Is institutional empathy possible or necessary?
3. One example from class/lecture of institutional empathy (must be a museum).
4. Citations in correct Chicago or APA formatting.

Museum Blog Presentation:

Museums are not static. While some of the architecture remains unchanged over many years, missions, policies, boards, statements and exhibitions are constantly in-flux. Issues surrounding collections, accessibility, visitor experience and curating are always being written about by professionals in the field. In this class we'll discuss current day

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issues that are ongoing in museums and one of the avenues for these conversations is the American Alliance of Museum Blog Page. The blog serves as a space for current professionals to write about a topic relevant to the field. For your presentation, you will select one of the AAM blog posts to share with the rest of the class at the end of the semester. Your presentation will be about 10-minutes and will provide a **summary of the blog post, why the issue written about is important and the kinds of changes have already been addressed towards this issue.** The latter will require some museum research on your part. You may use a PowerPoint or printed handout to facilitate your presentation. In order to make sure we don't have duplicate blog presentations; we will select blog posts a few weeks before the presentation date in April.

Your presentation must include the following:

1. Selection of one AAM blog post about a specific museum issue (i.e., access programming in museums).
2. A summary of major points from the blog post and why this issue is important for all museums to consider.
3. What are some museums that have already started to implement or consider this issue? (i.e., look up museums that have access programming already in place).
4. Some images to help guide your presentation.
5. The proper use of citations.

Online Test:

This semester, you will be responsible for completing one short multiple-choice question test on April 18th. The test will feature the major concepts and ideas discussed in the course and may be taken alongside your notes (open book format). The test will contain about 25 multiple-choice questions and will be available from 8:00 AM to 11:59PM on April 18th. you will have two-hours to complete the test once you begin. You may also take the test during class time (from 5:00-7:30) and we will not meet for class on this day. A review of the test will be provided and discussed the week prior on April 11th.

Final Museum Project:

For your final project in this class, you'll be tasked with creating your very own public museum program or resource for an existing museum of your choosing. Throughout the semester we have looked at a variety of museums across the world and their many moving parts (roles and departments). This project asks you to visit a museum website and learn more about the institution, it's mission, existing programs and collection. Imagine you've just been hired by that museum to add something new to its existing programing. This could be the creation of a yearly full-day program to celebrate an under-represented community, perhaps you want to build a research institute to

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complement the diverse collection which already exists in the museum? Maybe you will create a special education program for a current exhibition. There are no monetary constraints to your idea, be creative and justify your idea based on the museum's mission, previous projects, current exhibitions or community need. Your assignment must include the four components of **what, who, where and why**.

What: the idea for your project and a thorough list of materials and resources you'll need (for example will your program require 5 new educators or art therapists?)

Where: List the museum, you've selected. Will your program take place at the museum or in the library archives? Will the program take place outside in the sculpture garden?

Who: Who will take part in this program and who is your audience? Who will benefit from this program and why?

Why: Why have you decided on this program? What benefits will it offer the museum/community and how does it align with the museum's mission? Your assignment must be between 3-5 pages double-spaced. Assignment must be submitted in PDF format on D2L submission link by 11:59PM on the assigned due date.

Getting Started:

1. What is a public program? Begin by looking up existing programs or exhibitions at local museums. Consider how these existing programs benefit the community or open the museum for new audiences.
2. Choose a museum! Explore the Website, learn the mission, the existing programs, the community outreach.
3. Consider some of the examples of museums and programs we explored in class. What stood out to you? What issues did the program address?
4. Think about an issue or a population of museum visitors that you'd want your program to serve or represent.

Attendance and Participation:

Students are expected to be present in class on-time each week and to participate in class discussion. The quality of our class discussion depends on students having completed the assigned reading before each class. You are expected to engage critically with the readings and materials covered in lectures and in-class discussions by sharing thoughts, perspectives and asking questions. Active participation does not always have to be verbally asking questions in-class, but also incorporates active listening. What does this look like? Providing the instructor and other students with your attention, nodding along, not using your phone or looking at computers when others are speaking and being respectful of others.

For more details on attendance and participation, please see the "Course Policies."

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

COURSE POLICIES:

Attendance: This class takes place in-person on Thursdays from 5:00-7:30PM.

Regular class attendance is expected. It is the responsibility of each student to monitor their attendance. Each student in this course is allowed three (3) absences. If you will be absent, please email the instructor and let them know you will not be attending class. You do not need to explain why you will be absent or to provide a formal accommodation for three absences throughout the semester.

When a student accrues more than three (3) absences the instructor has the prerogative to drop the student 1 letter grade for each absence exceeding 3.

For example, 4 absences will drop an "A" to a "B" and so forth. Note: It is the student's responsibility to sign the attendance sheet each class and keep track of your absences. If your signature is not on the sign-in sheet, you are considered absent. If you forget to sign in or come in more than 15 minutes late for class, you are absent. No, you cannot show the professor you were in class on a later date if you forgot to sign in. **NO**

EXCEPTIONS. The only exception where additional absences beyond 3 may be excused: (1) participation in preapproved University activities such as athletic events, sponsored field trips, and travel for specific University-related academic reasons; (2) verifiable legal proceedings; and (3) cases of severe illness, injury, or emergencies. Documentation will be required.

Classroom Etiquette: CELL PHONE USE IS NOT PERMITTED IN THE CLASSROOM. Please do not use headphones or earbuds while class is in session. If you need to take an emergency phone call or text, please excuse yourself and take this out in the hallway or after/before class time.

Please be mindful and respectful of others in the classroom, this includes listening quietly and attentively to others when they are speaking, not interrupting another

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student or the professor. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex and sexual orientation, gender identity, gender expression, age, disability, veteran status or any other characteristic protected under law will not be tolerated.

In all communication including email and discussion groups please adhere to the following guidelines:

Use of profanity, slang or racial slurs is unacceptable and NOT permitted.

Ask for and use the correct pronouns when addressing other students and instructor. Speak from personal experience using “I think” statements. Try not to speak for entire groups of people or on behalf of other’s experiences.

Be mindful of tone, keep it professional and respectful of others.

Avoid jokes, as they may not come across as such by others. **Any behavior that is deemed disruptive by the instructor may result in a student being asked to leave class, and continued disruptions may also result in expulsion from the class.**

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Academic dishonesty: *Instructors are required use of Turnitin.com for written assessment to help with plagiarism. Please note that all assignments (except for the presentations) will be submitted via D2L.*

PLAGIARISM: Taking credit for someone else’s words, ideas, art works and lesson plans etc without giving them credit constitutes plagiarism. Plagiarism is a serious matter at this university and will be treated as such. Plagiarized work will receive a zero, a warning and may be reported to the department.

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There is zero tolerance for academic dishonesty in this class. Be sure that you understand what constitutes academic dishonesty (e.g., plagiarism, cheating on exams, theft of instructional material or exams, representing the work of someone else as one's own, etc.). All work submitted in this course must be original to you and to this semester. You may not re-submit previous assignments or work with other students on assignments (submit the same or similar work via Turn it in). All work must be paraphrased and properly cited using APA or Chicago Style citations. Please do not copy and paste from outside sources.

Academic dishonesty is a severe transgression in college and may result in referral to the Dean of Students, dismissal from class, expulsion from the University, and a failing grade.

Late Work Policy

Late submissions will receive a 1/2 letter grade deduction for each day submitted late and **will not be accepted after three (3) days past the deadline**. See course schedule and the course schedule below for deadlines. If assignments are submitted three days past the deadline, **they will NOT be graded for credit**. All assignments must be completed and turned in before 11:59pm on the day it is due.

If you experience an emergency, or something prevents you from completing a discussion or submitting an assignment, an email notification must be sent to the instructor BEFORE the deadline. documentation of circumstance may be required. See course schedule for assignment deadlines.

Student Affairs and Support:

If you experience personal difficulties this semester or need extra support (whether this is regarding mental health, financial circumstances, need someone to talk to or other concerns) Please reach out to the counselling services at TAMUC and the Dean of Students Office. They are here to support you and your growth as a student and individual and can help you or point you towards helpful resources. You can learn more about student affairs and what they provide here: <https://www.tamuc.edu/office-of-student-affairs/dean-of-students/>

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Date	Module/Assessments	Theme/Topics
01/11	No readings required	Syllabus Overview/Introductions Class expectations
01/18	Week 2: What is a museum? Readings located on D2L	What is a museum? History and Development
01/25	Week 3: The Modern Museum Readings located on D2L	The changing social function of the modern museum: "Empathetic Museum model" -What is institutional empathy?
02/01	Week 4: Readings located on D2L. Museum Collections	Museum Collections -Issues of Repatriation and ethics of collections Who has a right to own objects and artifacts? Libraries and Archival Collections
02/08	Week 5: Museums and Empathy	What is empathy and what does this have to do with museums?
02/15	Week 6: No CLASS on Thursday! Readings located on D2L	(field trip on Friday, Feb. 16 th).
02/22	Week 7: Institutional Empathy Reading Response Due	How can museums become more empathetic? -The empathy movement in museum education.

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02/29	Week 8: Ecomuseums and Historic Sites	From National to small community centered museums: Ecomuseums and Historic Sites.
03/07	Week 9: Children's Museums	Are museums spaces for children? "From the Mixed-up Files"
03/14	No CLASS	SPRINGBREAK
03/21	Week 11: Curating and Exhibitions	Museum Exhibitions -Curating and designing exhibitions. From the Museum to the White Cube.
03/28	Week 12: Museum Education and Interpretation	Museum Education and Interpretation -Museum labels and interpretation How does interpretation shape our understanding of art?
04/04	No CLASS	No CLASS
04/11	Week 14: Current Topics in Museums	Museum Blog Presentations!
04/18	No class	Online TEST on D2L
04/25	Week 16: Review	Last Day/Review of final assignment.

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