



## **ART 497 01E Teaching Art and Art History in the Museum**

COURSE SYLLABUS: Fall 2024

Tuesdays- 5:00-7:30

Art 111

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Beatriz Galuban

Office Location: Art Building 211

Office Hours: Tuesday from 1:00-2:00 PM

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

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### **COURSE INFORMATION**

#### **Materials – Textbooks Readings Supplementary Readings**

##### **Recommended Textbook:**

*Burnham, Rika, and Elliott Kai-Kee. Teaching in the Art Museum: Interpretation as Experience. Getty Publications, 2011.*

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. You will engage with a variety of articles, blog posts, and videos which you can find linked in the weekly modules on D2L.

##### **Software Required:**

D2L Brightspace: Links to textbook readings, PDFs, and online articles will be linked in

weekly modules on D2L. Students will also occasionally need to bring a laptop to class for in-class discussion and research.

### **Course Description**

This course introduces students to art museum education, focusing on different programming strategies for diverse audiences. We will explore current trends, challenges, and best practices in museum education, with special attention to family programming, school programs, accessibility programs, and digital engagement. Students will learn to develop, implement, and evaluate educational programs tailored to specific audiences within the art museum context. Some of the questions we will explore this semester are:

1. How can museum programs provide people of different ages/backgrounds/abilities the space to explore wonder and creativity?
2. Are museums accessible for everyone?
3. How can educators and museum professionals navigate social and political issues in their teaching in critical and empathetic ways?

### **Student Learning Outcomes**

- Develop an understanding of the theoretical and practical aspects of museum education.
- Learn to design and implement educational programs for various audiences.
- Gain insight into the role of museum educators in engaging diverse communities.
- Understand the importance of accessibility and inclusivity in museum education.

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## **COURSE REQUIREMENTS**

### **Instructional Methods**

Weekly attendance is mandatory as well as participation in discussions and in-class activities. Students are responsible for attending class, completing weekly readings, and assignments. Class time will be devoted to lectures, discussion of readings, and applying concepts through activities, group work, and projects.

### **Student Responsibilities or Tips for Success in the Course**

In this course you'll be reading and engaging with a dynamic array of materials. Some of these include articles, 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 in class.

## 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 the argument or theory?*
- *Write down questions you still have or thoughts that are fresh in your mind.*

## GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

## Weights of the Assessments

- Group Presentation: 20% due on Nov. 19<sup>th</sup> and 26<sup>th</sup>
- Museum Lesson Plan: 30% due Dec. 10<sup>th</sup>
- Participation: 15% (ongoing)
- Reflection Paper: 20% due Oct. 22<sup>nd</sup>
- Museum Sensory Evaluation: 15% due Nov. 12<sup>th</sup>

## ASSESSMENTS

### Group Presentation:

This semester we will spend some time discussing and exploring how it is that people learn inside museums. Moreover, what methods and strategies are used for different audiences who walk into the art museum? Imagine that you are a museum educator, and your job is to facilitate a discussion and program around a specific work of art from the museum where you work. How will you engage your audience?

In a group of four or three, you will be tasked with creating a short presentation featuring a lesson that your group will teach to the rest of the class. Your lesson must be about

25 minutes in length and must incorporate two different learning strategies/activities discussed in readings and in-class (i.e., slow looking and drawing).

The presentation must contain the following components:

1. An overview of the learning strategies featured in the lesson.
2. A target audience (who is this lesson for)
3. A work of art (what will your audience be looking at and discussing?)
4. An activity that you will facilitate with the class featuring a learning strategy.

### **Art Museum Lesson Plan:**

Consider the different strategies and museum audiences you've learned about this semester. Museums are not just repositories of information and objects; they are informal learning spaces for people of all backgrounds and ages. Museum educators are concerned with how programming can better serve its community and its visitors each day. This means thinking critically and creatively about how to engage different audiences who come through the front doors. For example, a first-grade classroom on a field trip might have different needs than a group of senior citizens who come to the museum looking for respite and community.

Imagine that you are a museum educator proposing a new program for an art museum in the United States. You've been tasked with creating a new educational program for a specific audience (teens, access, young parents with toddlers etc). Be as specific as you can with your selection of audience. Create a program that is geared towards your selected audience and include methods and strategies discussed and read about in class.

Your Program must include the following:

1. A designated audience
2. A specific format (one visit versus multi-visit program) with a step-by-step breakdown of the program.
3. At least one learning strategy discussed in readings and in-class.
4. Citations for resources consulted.

### **Participation:**

Students are expected to actively participate in discussions, lectures, group work and activities throughout the semester. 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 during discussion and presentations.

## **Reflection Paper: “Questioning the Use of Questions”**

This semester, you’ll engage with several modes of learning and teaching and how this applies to art museum education programs. One of the seminal texts that we’ll read in this class is Elliot Kai-Kee and Rika Burnham’s essay titled “Questioning the Use of Questions” from the book, *Teaching in Art Museum: Interpretation as Experience*. In this chapter, both authors set out to examine the history of asking questions in the galleries (exploring both the uses and misuses of questions in museum education). The essay is a critical questioning of the use of questions in museums and addresses some of the issues with this style of teaching. Your reflection paper should address the following components: the thesis or main argument set out by the authors, what examples did the authors provide, and lastly, you want to address your thoughts, opinions and reflections.

### **Your paper must contain the following:**

1. A summary of the article (main points and arguments)  
Example: How do the authors prove or further their argument? What teaching examples do they provide?  
  
Your own thoughts: Is the asking of questions necessary in gallery teaching?
2. Does this relate to some of the examples or pedagogical tool we’ve discussed in class? What about Jackie Delamatre’s essay response? Do you agree or disagree with arguments made?
3. Citations in correct Chicago or APA formatting.

### **Museum Sensory Evaluation:**

One week during this semester we’ll spend learning about access programs in museums, specifically how museums create learning and engaging environments for people of varying needs. We’ll hear from occupational therapist, Tina Fletcher who has experience creating sensory friendly programs in museums. As a group you will conduct a sensory evaluation of a local museum’s educational program, considering accessibility and inclusivity. The evaluation will take place during class-time on November 12<sup>th</sup>. This project will count for 15% of your overall grade and will not have a make-up opportunity. If an emergency or extenuating circumstance does arise that prevents you from being in-class or completing the assignment, please reach out to me ahead of time.

## **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 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>

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.

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](http://www.tamuc.edu/counsel)

## 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.



## University Specific Procedures

### Student Conduct

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<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>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<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](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

<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](mailto: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/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

<b>Week 1</b> Aug. 27 <sup>th</sup>	First day of class- Syllabus Overview	N/A
<b>Week 2</b> Sept. 3 <sup>rd</sup>	Introduction to Museum Education	Burnham & Kai-Kee, Chapter 1; <i>Hein, George E. Learning in the Museum. Routledge, 1998.</i>
<b>Week 3</b> Sept. 10	Family and School Programming	<i>Graham, Judith. "Family Programs in Art Museums." Journal of Museum Education 34, no. 3 (2009): 235-247.</i>
<b>Week 4:</b> Sept. 17	Adult and Teen Audiences	<i>Adams, Marianna. "Museum Education and Teen Audiences." Journal of Museum Education 31, no. 2 (2006): 91-101.</i>  <i>Taylor, Brandon. "Art for the People: Adult Learning in Art Museums." Studies in the Education of Adults 40, no. 2 (2008): 128-144.</i>
<b>Week 5:</b> Sept. 24 <sup>th</sup>	Accessibility Programming	<i>McGinnis, Robert. "Designing Accessible Museum Programs." Museum</i>

		<i>Management and Curatorship 29, no. 3 (2014): 245-257.</i>
<b>Week 6:</b> Oct. 1 <sup>st</sup>	Artful Thinking and Visual Thinking Strategies	<i>Tishman, Shari, et al. "Teaching for Understanding with Artful Thinking." Art Education 56, no. 4 (2003): 12-18</i>
<b>Week 7:</b> Oct. 8 <sup>th</sup>	Slow looking and Contemplative Practices	<i>Housen, Abigail. "Eye of the Beholder: Research, Theory and Practice." The Art Bulletin 79, no. 2 (1997): 226-229.</i>
<b>Week 8:</b> Oct. 15 <sup>th</sup>	Activity-Based Learning and Narrative Storytelling	<i>Surface, Mary Hall &amp; Ryan, Nathalie. "Developing Close Looking, Creativity and Community Through Writing and Art". The Journal of Museum Education 43, no.4 (2018): 356-364</i>  <i>Bransford, John, et al. "How People Learn: Brain, Mind, Experience, and School." National Academy Press, 2000. Chapter 6.</i>
<b>Week 9:</b> Oct. 22 <sup>nd</sup>	<b>No Class- work period</b>	-Group workday for presentation or reflection paperwork- period  "Questioning the Use of Questions" by Burnham and Kai-Kee
<b>Week 10:</b> Oct. 29 <sup>th</sup>	Virtual Tour of the Nasher: A Museum Educator in Action!	
<b>Week 11:</b> Nov. 5 <sup>th</sup>	Guest Speaker and Museum Evaluation: Marianna Adams!	Reading TBD located on D2L
<b>Week 12</b> Nov. 12 <sup>th</sup>	Evaluation of the Art Building Project- Sensory evaluation with Tina Fletcher	Reading TBD located on D2L
<b>Week 13</b> Nov. 19	Group Presentations	No readings
<b>Week 14</b> Nov. 26	Group Presentations	No readings
<b>Week 15</b> Dec. 3	Review of the course and overview of the final lesson plan assignment	Bring a draft or idea of your assignment to workshop in class!

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## TECHNOLOGY REQUIREMENTS

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

### **LMS Requirements:**

[Brightspace Platform Requirements](#)

### **LMS Browser Support:**

[Browser Support](#)

### **Zoom Video Conferencing Tool:**

[Zoom Account](#)

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## COMMUNICATION AND SUPPORT

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

### **Technical Support**

For technical difficulties with Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or visit [Brightspace Support](#).

### **Interaction with Instructor Statement**

Please feel free to email me or stop by office hours on Tuesdays. I will do my best to address emails within 24 hours from Monday to Thursday.

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Attendance:**

Regular class attendance is expected. Each student is allowed three (3) absences. More than three absences may result in a grade reduction.

**Classroom Etiquette:**

CELL PHONE USE IS NOT PERMITTED IN THE CLASSROOM. Please be respectful and mindful of others during class discussions.

**Academic Dishonesty:**

Plagiarism and other forms of academic dishonesty will not be tolerated and may result in a failing grade or further disciplinary action.

**Late Work Policy:**

Late submissions will receive a half-letter grade deduction for each day late, up to three days. Assignments will not be accepted after three days.

**Student Affairs and Support:**

For personal difficulties or extra support, please reach out to counseling services at TAMUC or the Dean of Students Office.