

Lincoln University
Department of Visual and Performing Arts
Museum Studies Major

COURSE TITLE:	Museums and Collections I	COURSE NUMBER:	MSM210
CREDIT HOURS	3	PREREQUISITE (S):	ENG102
TERM:		CO-REQUISITE (S)	
COURSE METHOD	Standard	MEETING DAY AND TIME:	
INSTRUCTOR:		CLASSROOM/LAB/STUDIO LOCATION:	
OFFICE LOCATION:		E-MAIL:	
OFFICE HOURS:		PHONE EXTENSION:	

COURSE DESCRIPTION:

This course provides an overview of the inner workings of museums and their contributions to the public by collecting, preserving, interpreting and **exhibiting** material culture. Students will learn about the unique characteristics of art, history, natural history, ethnographic/culturally specific, science and children’s museums, and related sites such as zoos and public gardens. Topics covered include: the history of museums as foundation for assessing current challenges in the field, organizational structures, development and marketing, museum education, the role of museum personnel, management, care of collections, exhibition planning and interpretation. **Prerequisites: ENG102**

REQUIRED TEXT:

[Burcaw, G. Ellis](#), *Introduction To Museum Work*, 3rd Ed., Altamira, Walnut Creek, California, 1997

ISBN 0-7619-8925-0, ISBN 0-7619-8926-9

Additional Readings Will Be Assigned From Library Reserves, Websites, and/or Class Handouts.

REQUIRED MATERIALS:

ASSESSMENT CRITERIA & ALIGNMENT

Course SLO	PSLOs	ILOs	Direct and Indirect Assessment Methods
CSLO 1	PSLO_1	ILO_1	Pre and post examination.
CSLO 2	PSLO_2 PSLO_7	ILO_1	Rubric evaluation of in-class exercises and writing assignments.
CSLO 3	PSLO_7	ILO_1	Rubric evaluation of in-class presentations.
CSLO 4	PSLO_2 PSLO_7	IOL_1 IOL_3	Rubric evaluation written assignments and final project.

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Identify, recognize and accurately recall vocabulary inherent in museum studies.
2. Describe the various types of American museums and their respective characteristics, including exhibitions, structure, collections, governance and audience.
3. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
4. Compare and discuss the specific challenges of ethnically specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: **Identify, recognize** and accurately **recall** vocabulary inherent in museum studies.

PSLO 2: **Apply** and present ideas, in **written** and **oral** format, accurately using the vocabulary inherent to museum studies.

PSLO 7: **Summarize** and **critique** the history and organizational structure of different museum types, including their respective mission, goals, collection theories and processes and educational philosophies.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively.

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts.

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES:

Attendance and participation	25%
Completion of Reading/Writing Assignments	25%
Mid-term paper	25%
Final Project	25%

GRADING SCALE:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
GPA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0
Points											
%	100-93	92.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-67	66.9-60.1	60 and under

CLASS PRESENTATIONS:

a) Web search and traditional research about the varying types of museums in the US. Select one type of museum with three examples of institutions that fit within the category to present in class. The presentation can be PowerPoint or other technology for projecting images. Describe similarities and differences of the examples with respect to their mission statements, exhibitions, education programs, staffing, etc.

b) Website critique -- Research online and prepare a critique of web-based collections access in two different types of museums with attention to ease of access, breadth of material, educational programs/activities and diversity. Assign a score of 1 (lowest) to 10 (highest) for each site you visit and list reasons for your scores. Be prepared to present the two websites to the class, one you have rated the most highly and the one that has received the lowest rating.

MID-TERM PROJECT: Each student will write a 500 word essay about their museum visit and analyze the experience as audience members and observations from behind the scenes.

FINAL PROJECT: Students in the Introduction to Museums and Collections class will be divided into two teams who will create a mini-museum from a set of specific objects. They will be asked to create a mission statement, leadership structure, target audience and interpretive strategy. Each team will be asked to present their project to the class.

FINAL PROJECT - TEAM RESPONSIBILITIES:

1. Teams will chose from a preselected set of objects for their museum. Students will use those objects as the basis for creating a mission statement. Students will chose an organizational structure that serves that mission and create a staff list of positions needed to execute the mission. Lastly they will identify their target audience and program examples for how visitors will be served within the context of the mission statement. The team must conduct on-line and hard copy research upon which to base their created institution.

2. Teams will identify all tasks that are necessary to complete the project and delegate responsibilities to individual team members. Each team will be asked to present their project to the class.

3. Students will prepare a written critique of each final project, demonstrating the ability to use terminology of the museum field, analyze the relationship of mission to structure, leadership, staffing, programs and exhibitions, and summarize the key characteristics.

SCHEDULE OF LEARNING topics covered

<p style="text-align: center;">CLASS MEETS: TUESDAY AND THURSDAY 9:30 – 10:20 AM</p> <p style="text-align: center;">•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•</p>	
Week 01:	<p>Introduction to Course; Overview of syllabus- discussion: What is a Museum? Class sharing of museum experiences.</p> <p><u>Reading Assignments:</u> Museums in Motion, Alexander, Edward P. and Mary Alexander pages 1-23, (handout); Introduction to Museum Work, Burkaw pp. 1–36</p>
Week 02:	<p>Museum Organizational Structures and Architecture Types of museums, staffing, governance</p> <p><u>Reading Assignments:</u> Introduction to Museum Work, Burkaw pp. 37-55, website: www.smithsonian.edu</p> <p>Museum Architecture: Purpose, Mission and Mandate Instructor supplied reading assignment</p>
Week 03:	<p>The Role & Function of Museums Discussion of the history and composition of the Smithsonian Institution</p> <p><u>Reading Assignments:</u> Review previous reading assignments and prepare written questions for the Museum bus trip - tentative. Assignment: examine the Smithsonian Institution website Write a two page summary of the purpose and function of the Smithsonian as the nation's museum</p> <p>The History of Museums Instructor supplied reading assignment</p>
Week 04:	<p>Museum Exhibitions, Interpretation of Collections <u>Reading Assignment:</u> Introduction to Museum Work, Burkaw pp. 121-161</p> <p>The Lincoln University Collection of African Art & Material Culture ICC collections storage area</p>
Week 05:	<p>Museum Collections: Roles and Responsibilities Reading Assignment: Introduction to Museum Work, Burkaw pp 56-92,</p> <p>Collections Care and Cataloguing Instructor supplied reading assignment</p>
Week 06:	<p>MUSEUM BUS TRIP: Reading Assignment: Introduction to Museum Work, Burkaw: pp. 93-110;</p> <p>Diversity and Inclusion Reading Assignment: Mellon Foundation report in Diversity in Museums https://mellon.org/media/filer_public/ba/99/ba99e53a-48d5-4038-80e1-66f9ba1c020e/awmf_museum_diversity_report_aamd_7-28-15.pdf</p>
Week 07:	<p>MID-TERM Paper– 25% of your final grade Write a five-page research/analysis of a museum's exhibitions, programs and collections using a museum from the list (attached)</p>

Week 08:	<p>The history and future of African American Museums: The Du Sable Museum, The Charles Wright Museum, and the African American Museum Philadelphia and the new Smithsonian Museum of African American History and Culture. <u>Reading Assignments:</u> Websites: www.dusablemuseum.org , www.thewright.org , www.aamp.org. Article: Lonnie Bunch reflects on journey to national African American museum http://www.latimes.com/entertainment/arts/la-et-cm-lonnie-bunch-smithsonian-20141028-story.html National African American Museum Smithsonian website http://nmaahc.si.edu/ Report on the state of Black Museums https://nonprofitquarterly.org/2014/06/06/the-state-of-black-museums-part-i/</p>
	<p>Art Museums, Curators and Collections Instructor-supplied reading assignment</p>
Week 09:	<p>The role of Philanthropy: Grants and Government giving Web sites: https://www.imls.gov/ https://www.arts.gov/artistic-fields/museums</p>
	<p>Private Funding http://foundationcenter.org/ http://www.pgafamilyfoundation.org/</p>
Week 10:	<p>Meeting the Educational Needs of the Nation, Teaching Museums: Barnes Foundation <u>Reading Assignment:</u> Introduction to Museum Work, Burkaw pp 183-193, 215-224 <u>Reading Assignments:</u> Websites: www.barnesfoundation.org, <u>The Journal of the Art Department</u>, Barnes Foundation (handout), <u>Reading Assignment:</u> “Excellence and Equity” (handout)</p>
	<p>Discussion of Final Project</p>
Week 11:	<p>Community-based Museums Who are we serving? http://onmuseums.com/</p>
	<p>Professional Standards and Best practices AAM, ICOM, NAGPRA and ADA</p>
Week 12:	<p>Technology in Museums: What’s New Instructor-supplied reading assignment</p>
	<p>Virtual Museums</p>
Week 13:	<p>Audience development and Marketing</p>

	Working session for final projects
Week 14:	Presentation of Final projects Team A
	Presentation of Final Projects Team B
	Reading Days
Week 15	Final project Submit via email :

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/student services/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

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POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy)

List of museums for Midterm:

Websites for the museums should be up-to-date sources of information.

- Delaware Art Museum (Wilmington)
- Delaware Center for Contemporary Art (Wilmington)
- Delaware Museum of Natural History (Greenville)
- Longwood Gardens (Kennett Square)
- University of Delaware Museums. (Newark)
- Winterthur Museum. Winterthur
- Baltimore Museum of Art
- Maryland Academy of Sciences (Baltimore)
- Maryland Historical Society (Baltimore)
- Walters Art Gallery (Baltimore)
- The Visionary Art Museum (Baltimore)
- African American Museum of Philadelphia (Philadelphia)
- Barnes Foundation (Philadelphia)
- Brandywine River Museum (Chadds Ford)
- Chester County Historical Society (West Chester)
- Franklin Institute Science Museum (Philadelphia)
- Historical Society of Pennsylvania (Philadelphia)
- Independence National Historic Park (Philadelphia)
- Philadelphia Museum of Art
- Pennsylvania Academy of Fine Arts (Philadelphia)
- University Museum, University of Pennsylvania (Philadelphia)
- US Constitution Center (Philadelphia)