Introduction to Museology (ARH 6938, section 6343)

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Office hours:
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Seminar: Thursday, 2:00-5:00 Email: gwillumson@arts.ufl.edu

Introduction to Museology has two major components. Readings and seminar discussions engage the contemporary arguments surrounding museums and their function within society. These texts introduce students to the current theoretical debates within the museum world and consider how those debates affect actual museum practices. Guest speakers and visits to local museums provide an overview of the variety of vocational opportunities and challenges within a museum.

Course Readings are available on line at UF library website.
1) Connect off campus: http://www.uflib.ufl.edu/ufproxy.html
2) Choose arts and architecture library
3) Choose course reserves
4) Choose ARH 6938
5) Choose relevant article (check title and/or author)

Recommended Reading:
For a general introduction to museum practice and standards:

For anthologies of articles about the social and cultural role of the museum and about museum theory:

Internet: We will be using the internet more in the seminar than in past Introduction to Museology seminars. Still, I expect it will be minimal by your standards. You should, however, expect regular emails from me relating to topics of interest. I will tell you specifically if we will be discussing them in class. I also welcome relevant information from you, which I am happy to pass along to your colleagues in this seminar.

Evaluation:
Response Papers (30%):
For six of the reading assignments you will be asked to respond to particular questions about the readings. Prompts for writing will be sent out via email the week before they are due. Half of these assignments will be completed individually; the others you will complete in small groups. All the
students in the group will receive the same grade for the submitted final product. At the end of the seminar, you will have the opportunity to critique the group work—strengths and weaknesses, problems and successes, expectations and surprises. These short written responses are turned in the day that the reading assignment is due (1-2 pages maximum). We will be discussing the readings the day that the papers are due, so late papers cannot be accepted. Additional readings may be added when relevant topics are discussed in scholarly journals or other media.

**Research Paper (30%)**:

Students will be expected to complete a research paper about the area of museum work that most interests them. This exercise will require the submission of a bibliography (**Oct. 3**), an abstract (**Oct. 17**), rough draft [ungraded] (**Oct. 31**), a presentation (**Nov. 14 or Nov. 21**), and a final paper (8-11 pages) (**Dec. 5**). The idea behind this paper is to allow you to investigate a “cutting-edge” topic of personal interest. It is my hope that the paper will serve as a potential proposal for a conference presentation and/or a thesis project.

The presentation of your research is an opportunity to get feedback from your colleagues before you turn in your final paper. The presentation should be professional but it need not be formal or complete. It can raise questions as well as answer them. And, last, it must be in a particular format. Your presentation will need to be organized into 20 images about which you may talk for only 20 seconds each. This is an experimental power point technique that is called pecha-kucha (Japanese for “chatter”). A brief description and an example can be found at [http://blog.orselli.net/2008/04/want-better-museum-conferences-how.html](http://blog.orselli.net/2008/04/want-better-museum-conferences-how.html). The blogger describes it this way: “exactly 20 slides displayed for 20 seconds each. That’s it. Say what you need to say in six minutes and 40 seconds of exquisitely matched words and images and then sit the hell down.” Please come early to class on the day of presentation and load your images into the classroom computer. In addition to the research paper, a hard copy of the power point presentation should be included in your portfolio (six images per page).

**Outside Reading (5%)**:

You will also be expected to begin to engage the literature associated with the field of Museum Studies. For the outside reading assignment you will select an insightful and, preferably, challenging article, essay, or book chapter published in the last three years. Please choose a topic of particular interest to you. I will be grading on the appropriateness and difficulty of the article as well as your analysis. Your paper should provide a full citation at the top (e.g. author, title, original date of publication, volume, number, and page numbers [if a periodical]). You will write a short paper summarizing the important arguments, and explaining its relation to class, any new information that it contains, whether or not it presents a critique of existing practice, etc. (2-3 pages). You should also make a copy of your selected essay (or first 15 pages of the essay) and turn it in with your paper. Please be sure to include the citation of the article at the top of your paper (**due Oct. 10**).
**Weekly Commentary (5%):**
For the weekly commentary you should keep blog about the speakers and/or the visits that we make in this class. What you write may vary from one week to the next. For example, you might: summarize the important/interesting points, mention information that was already known to you, suggest how their presentation related to the class reading, highlight information that added to your existing knowledge, and/or explain what you liked/disliked about the topic and why. While the focus of your writing may vary from one week to the next, each week should be as specific as possible. Let me know what you think (you are welcome to be critical) or, whenever possible, relate it to the course readings (1-2 pages each week). You will need to send me the link to your blog by September 3 and I will send them to your colleagues in this seminar. In other words, I am interested in your thoughts and how you process information. Your blog should move beyond a vague list of topics covered. You will need to send me the web address of your blog.

**Shadowing/Informational Interview Report (10%):**
For the shadowing report/informational interview you have a choice. You may either make an appointment to spend a day with a museum professional of your choice, or conduct an informational interview with someone who has the job that you think you would like to have. I strongly recommend that you arrange this early in the semester. If you are shadowing, your written report should discuss how the person thought, as well as what they did (i.e. what decisions did they make and why did they make them in the way that they did?). If you are interviewing, you should ask for an hour’s appointment (let me know if that’s a problem for your interviewee), and you need to send me a copy of your questions at least two weeks before your appointment for the interview. Your questions (in the case of the interview), analysis, and reflection is the most important part of this exercise. The best papers will discuss the day’s events or the informational interview in relation (positive or negative) to the course readings.

**Class Portfolio (due Dec. 5) (5%):**
Please organize your class portfolio in the following order:
1) Abstract of your research paper
2) Research paper
3) Pecha-kucha presentation
4) Weekly commentaries or blog address
5) Shadowing exercise or interview
6) Commentary on group work
7) Reading response papers (include copies of group’s papers with my comments)
8) Outside reading papers

**Class Participation and Attendance (15%):**
Class attendance is required of all students. This is a graduate seminar and all participants are expected to attend, to express their opinion, and to listen to alternative views of the issues discussed in this class. When you come to class read ahead and be engaged. I will begin each class with an open-ended question about the readings for the week. There will not be time
to cover all the readings in detail, but it is important that you familiarize yourself with the literature of contemporary museum theory and practice. Please email me before class if there is a particular essay or topic within an essay that you would like us to cover in class. Information shared via email will also considered “class participation.”

**Other necessary information:**

1) Course announcements (e.g. changes in assignment, syllabus, scheduling, etc.) will be made via email. Please be sure to check your email regularly to make sure there has not been a change of plans.
2) Students requesting accommodation must first register with the Dean of Students. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the professor. Please be sure to give me this documentation as soon as possible, but no later than three weeks before an assignment or exam.

**Grade Point assignments:** For the current University of Florida assignment of grade points see: 
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Plagiarism:** It is plagiarism if you present the ideas or words of someone else as you own. You are responsible for understanding the University’s definitions of plagiarism and academic dishonesty. Please read the Student Honor Code and ask me if you have any questions. Keep in mind that plagiarism is a serious violation of the student academic honor code and university policy recommends that, at a minimum, instructors should impose a course grade penalty and report any suspected academic dishonesty to the Office of the Dean of Students.

**August 22:** Introduction to Museology (FAC 116)

**August 29:** Curatorial Practice (Harn Museum of Art)

*Carol McCusker, Curator of Photography, Harn Museum of Art*


September 5: Natural History Exhibits (Powell Hall)
Leslie Ladendorf, Assistant Director of Development and Membership

September 12: Education, Community Outreach (Harn Museum of Art)
Bonnie Bernau, Director of Education, Harn Museum of Art
Internet/Social Media assignment.

September 19: Registration (FAC 116)
Elise Le Compte, Collection Manager, Florida Museum of Natural History
http://www.nytimes.com/2010/05/09/arts/09abroad.html?_r=1&ref=abroad

September 26: Museum Development (Harn Museum)
Ms. Phillis Delaney, Director of Development, Harn Museum of Art
October 3: Museum Administration (FAC 116)
Dr. Doug Jones, Director, Florida Museum of Natural History
Bibliography for research paper due.

October 10: Issues in Museum Education (Harn Museum)
Eric Segal, Director of Education, Harn Museum of Art
Outside Reading paper due.

October 17: Sociology of the Arts
Sophia Acord, Associate Director, Center for Humanities and the Public Sphere

October 24: Conservation (4040 NE 49th Ave./FAC 116)
John Freund, Rare Books Conservation Lab, University of Florida Library
**October 31: Electronic Media and the Museum (FAC116)**

*Sara Fazenbaker, Director of Museum Technology, FLMNH*


On-line assignment.

**First draft of research paper due.**

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**November 7: Digital Exhibitions (Smathers Library/FAC 116)**

*Lourdes Santamaria-Wheeler, Director of Exhibitions, Smathers Library*

Resumes, Cover Letters, C.V.s., and Recommendations

Turn in resume/c.v. and cover letter (find job on AAM, SEMC, or FAM website)

Review or On-line assignment

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**November 14: Class Presentations (FAC 116)**

*Pecha-kucha* presentations.

Review or On-line assignment

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**November 21: Class Presentations (FAC 116)**

*Pecha-kucha* presentations.

Review or On-line assignment

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**December 5:**

Research paper, Reports on Shadowing Exercise and Class Portfolio due.