
FOUNDATIONS OF MUSEUM STUDIES
MUST 221 (Cross-listed with MAST 220)

Professor: TBD
Email: TBD

Office: TBD
Office Hours: TBD and by appointment

Course Schedule: TBD
Course Location: TBD
Final Exam Schedule: TBD

I. COURSE DESCRIPTION AND PREREQUISITES

Introduction to museums, cultural heritage, and collections care. Covers best practice for non-profit institutions, public engagement, and the collection, preservation, and exhibition of material culture. Emphasis on archaeological, ethnographic, and historical collections, or other collections of cultural significance.

Proposed as a Core Curriculum course in the Language, Philosophy, and Culture Foundational Component Area and for fulfillment of the ICD Component.

Prerequisite: None
Credits: 3 Lecture Hours
Cross-listed with MAST 220

This course is required for enrollment in the Museum Studies Minor; It is also a prerequisite for enrollment in the Minor's core course ANTH 421.

II. WHAT YOU WILL LEARN (Course Objectives & Core Curriculum Learning Outcomes)

University Core Curriculum: Course in Language, Philosophy, and Culture focuses on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Modern Museums serve as venues of cultural identity, civic engagement, collaboration and lifelong learning. Though critical evaluation of museum standards, best practices, and public responsibility students are challenged to interpret the diverse educational and social impacts of cultural experiences conveyed to local communities. Articulation of the ideas, values, and beliefs (i.e. accessibility, accountability, diversity, and public trust) that structure the organizing principles of non-profit museums

facilitates student understanding of how diverse cultural expressions and the breadth of human experience is represented through intentional, aesthetic and intellectual creation of the Museum environment.

Statement on International and Cultural Diversity

MUST 221 approaches modern museums and the objects of cultural heritage that they collect, preserve, and exhibit as portals for transformational learning that tangibly connect people, places, natural and built environments with intangibles such as memory, shared identity, language, and ways of life. Students develop awareness of how Museums not only preserve and study objects of global cultural heritage, but also how Museums purposefully deploy these objects to engage local communities with diverse economic, political, and religious practices of cultures from around the world. By learning best practice in the modern Museum, students gain insights into the rich inheritance of humanity and its capacity to enhance cross cultural understanding, combat historical fears and ethnic tensions, and promote the validity of all cultures and their manifestations.

University Core Curriculum Learning Outcomes: Language Philosophy, and Culture

Drawing on the major values of the museum profession – civic engagement, applied learning, integration, collaboration, inclusion, and leadership – MUST 221 will develop foundational knowledge and skills through high-impact in-class activities, multimedia supplements, and scaffolded assignments designed to cultivate each student’s capacity to:

- Articulate understanding of museum standards with how they improve the quality of museums through written, oral and visual communication (*Critical Thinking and Communication*).
- Evaluate the organizing principles of non-profit museums and recognize dilemmas associated with their implementation and administration (*Critical Thinking, Social Responsibility, Personal Responsibility*).
- Synthesize diverse sources of information on preventative conservation and effectively convey key points through written, oral and visual communication (*Critical Thinking and Communication*).
- Develop and defend a critical reasoned position on the role of proper collections care in meeting museum standards, best practices, and public responsibility (*Critical Thinking, Communication, Social Responsibility, Personal Responsibility*).
- Interpret the diverse educational and social impacts cultural experiences convey to local communities (*Critical Thinking, Social Responsibility, Personal Responsibility*).

III. HOW YOU WILL LEARN (Proposed Course Methods)

This is a highly interactive lecture/discussion course. The instructor will provide PowerPoint presentations accompanied by relevant video clips, and other media intended to introduce you to each new topic. This lecture will clarify, but not reiterate class readings. It is critical that you do the assigned readings before the class session for which they are assigned, and that you spent time reflecting on the readings. Make sure that you know the main arguments of the assigned readings, how the evidence supports the claims made in the articles, as well as which problems and questions remain.

IV. WHAT YOU WILL NEED (Proposed Course Resource Materials)

Regular access to eCampus (<http://ecampus.tamu.edu>). You will be able to review lecture power-point presentations (posted after lecture), access course readings, complete and submit assignments, as well as view your grades, announcements, and the syllabus.

Required Texts (available through the University Bookstore and Library):

1. Ambrose, T. and C. Paine (2012). *Museum Basics*, 3rd Edition. Routledge, New York.
2. Merritt, E. (2008). *National Standards & Best Practices for U.S. Museums*. American Association of Museums, Washington, D.C.

V. HOW YOU WILL BE GRADED (Proposed Course Assignments & Assessment)

	Assessment	Assigned	Due	Points	%
Daily Participation (28 drop 2)	In-Class	Daily	Daily	26	13%
Weekly Reading Quizzes (12)	E-Campus	Weekly	Fridays	24	12%
Discussion Leader (1)	In-Class	TBD	TBD	15	7.5%
Current Event (1)	In-Class & E-Campus	TBD	TBD	15	7.5%
Portfolio Assignments (8)	In-Class & E-Campus	Ongoing	Draft due within 1 week of assignment Final complete ePortfolio due last week of class	80	40%
Individual Museum Sketch Research Project	E-Campus	Week 2	Week 8	20	10%
Team Museum Sketch Comparison & Presentation	In-Class	Week 8	Presentations during last week of class	20	10%
				200	100%

Course Grade: A= 180-200 points, B= 160-180 points, C= 140-160 points, D=120-140 points, F= 0-120 points

Attendance and Make-up Policies

If you know you will miss class or have missed class, contact the instructor as soon as possible. If you have a legitimate excuse (defined by student rule 7 <http://student-rules.tamu.edu/rule07>) appropriate accommodations for missed participation points, late assignment submissions, or both can be discussed to ensure that you are not unduly penalized. Some graded activities cannot be made-up (i.e. in-class activities) if missed, but will be excused if appropriate. Late assignments not associated with excused absences be penalized one letter grade per day late. If the assignment is extremely late, you may receive up to half the total points for the assignment.

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” <http://aggiehonor.tamu.edu>

Assignment Summaries

Participation Class activities, lecture polls, and discussions are critical elements for achieving a thorough understanding of the diverse topics addressed in this course. Thoughtful and engaged participation essential to your success in this course. Please note: you will receive no participation credit for any class session in which you are observed using laptops, cell-phones, tablets or other mobile devices for any activity other than the specified in-class activity for the day.

Discussion Leader Discussion leaders must be prepared to guide small groups through the more complex details of readings and engage the group in conversation based on topical discussion questions. Bring with you to class a type-written, paper copy of your question responses when you serve as discussion leader, which you will submit as evidence of effective preparation.

Current Event Forum Contribution This assignment requires you to find and share a current event relevant to the assigned course topic and related readings. The current event must be from a credible source (national/international news outlet, academic institution, publication). You must post a link to the news article, podcast, or other media in our eCampus Current Events Forum alongside a 200-word annotation that deconstructs the important details (who, what, when, where, etc.) and offers informed commentary of the event. You will also be expected to share a brief 5-minute presentation in-class.

Portfolio Assignments Homeworks consisting of short reflection essays or other comparable tasks that require you to synthesize course materials and discussions will be assigned throughout the semester. These assignments should be completed immediately. You will have the opportunity to receive peer-review comments and incorporate revisions before assembling and submitting your final ePortfolio at the end of the term. Additional instructions regarding ePortfolio assembly will be posted on eCampus before the last week of class.

Museum Sketch Project: Part I Research & Part II Comparison *Part 1: Individual Research* This part of the assignment gives you the responsibility of characterizing selected museum: organization, structure, exhibition, programming, etc... You will use the internet to research a selected Museum and gather information on a selected museum. You must complete and submit the Museum sketch worksheet. *Part 2: Team Comparison & Presentation* Working with a small group you will look at aspects of Museum organization, structure, exhibition, programming, etc... based on the Museum sketches of your peers and complete a brief comparative analysis. Your team must produce a brief audio-visual presentation (max 5 min) that you will share with the class. You will also complete an individual reflection sheet and evaluate the effectiveness of each of your group member's contribution.

VI. AMERICANS WITH DISABILITIES ACT (ADA)

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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

VII. COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

WK	Topic	In-Class Activity	Assignments	Required Readings
1	Course Orientation	What you know/think about Museum?	PA 1: Museums of Every Sort	Ambrose Unit 2-3 Merritt Section 1
2	History of Museums		Individual Museum Sketch Research Assigned (due Wk 8)	
Defining Modern Museums				
3	Modern Museum Goals & Audiences Standards & Characteristics of Excellence Ethics, Public Trust & Accountability		PA 2: Museums Ethics Debate	Ambrose Unit 4-7 Merritt Section 2, I-II
4	Organization, Structure, Professions Non-profit Administration/Principles			Ambrose Unit 84-97 Merritt Section 2, III
5	Facilities Form, Function, & Management		PA 3: Facilitating Access for All	Ambrose Section 6 Merritt Section 2, VII
Best Practice in Collections Management				
6	Mission Statements Building & Categorizing Collections	<i>Career Highlight:</i> Registrar & Researchers		Ambrose Section 4 Merritt Section 2, IV
7	Collections Management & Preservation	<i>Career Highlight:</i> Collections Managers and Archivists	PA 4: Conserving the Past for the Future	Ambrose Unit 55-66, 105
8	Collections Management & Conservation	<i>Career Highlight:</i> Conservationists	Team Museum Sketch Comparison Assigned (due Wk 15)	Ambrose Unit 67-68
9	Collections Access	<i>Career Highlight:</i> Researchers	PA 5: Museum Visit Reflection	Ambrose Unit 7-8, 27
Best Practice in Exhibition, Education, & Public Programming				
10	Exhibiting & Interpreting Collections	<i>Career Highlight:</i> Exhibit Design		Ambrose Section 3
11	Education & Enhanced Learning	<i>Career Highlight:</i> Educator	PA 6: Assessing Communication	Ambrose Unit 13-15 Merritt Section 2, V
12	Public Programming	<i>Career Highlight:</i> Public Relations		Ambrose Unit 16-18, 21
Best Practice in Museum Management				
13	Visitor Experience Assessment Improving the Quality of Museums	<i>Career Highlight:</i> Administration	PA 7: Engaging Diversity	Ambrose Unit 89-90
14	Media, Marketing & Fundraising	<i>Career Highlight:</i> Administration		Ambrose Unit 22-26, 93-94 Merritt Section 2, VI
15	Team Museum Comparison Presentations		PA 9: Reflection	