

## **Introduction to Museology (ARH 6938, section 7069)**

Dr. Glenn Willumson  
 Phone 392-0201, ext. 234  
 Fall 2004  
 Seminar: Monday, 2:00-5:00

Office hours:  
 Wednesday: 1:00-3:00 or by appt.  
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**Papers:** writing assignments will be given often. There will be a final paper (4-6 pages), a class notebook, and approximately 10 short classroom assignments (1-2 pages).

**Textbook:** Gary Edson and David Dean, *The Handbook for Museums*, London: Routledge, 1996.

**Supplementary reading assignments:** as noted on syllabus. These will be available as a course packet (Target Copy, 22 NW 13<sup>th</sup> Street). Additional readings may be added and prompts for writing will be sent out via email. Further reading can be provided upon request.

### **Evaluation:**

**Class Participation:** Class attendance is required of all students. This is a graduate seminar and all participants are also expected to express their opinion and listen to alternative views of the issues raised in this class.

**Class Assignments (30%):** There will be two types of written assignments: 1) responses to reading assignments, and 2) selecting outside readings. For most of the reading assignments you will be asked to respond to particular questions about the reading. These short written responses should be turned in the day that the reading assignment is due (1-2 pages maximum). You will also be expected to become familiar with the periodical literature associated with the field of Museum Studies. For the outside reading assignments you will photocopy the selected article and write a short paper summarizing the important arguments, explaining why you selected it (e.g. relation to class, new information, presents a critique of existing practice, etc.), and to what extent it delivered on its promise. Your paper should provide a full citation at the top (author, title, date; publisher, place of publication, and number of pages [if a book]; volume, number, and page numbers [if a periodical]) and the call number of whatever resource you choose. (1-2 pages).

**Museum Report (15%):** For this paper you will be asked to select a major museum in the Southeast and to produce a 3-5 page paper that includes its mission statement, scope of its collections and collecting activity, intended audience, governance structure, etc. If at all possible, you should visit the museum. Your selection is due no later than November 1. Presentations and papers are due December 6.

**Book Review (10%):** You will choose a book from a bibliography that will be given out in class and write a brief report on the text. This paper should provide a synopsis of the essay or article, what you learned from it, and how it relates to the class (2-3 pages). Presentations and papers will be due October 25.

**Class Binder (20%):** Your class binder will consist of at least two elements: 1) reflections on class presentations, and 2) a report on a day spent "shadowing" a museum professional. In the class notebook you should describe the visits that we make in this class. For each speaker you should summarize the important/interesting points, mention information that was already known to you, how did their discussion relate to existing

readings, highlight that information that added to your existing knowledge, and/or what did you like/dislike about it and why? (1-2 pages each week). For the “shadowing” report you need to make an appointment to spend a day with a museum professional of your choosing. The written report you should be sure to do more than relate the occurrences of the day. You 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?). You should also explain what you learned from the shadowing exercise and draw inferences from your readings. Due December 13.

**Final Exam (25%):** A take home exam (4-6 pages) reviewing the material covered in the class will be given on November 29. It will be due December 13.

**Academic Honesty.** As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honest and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." The instructor of this course fully supports the intent of the above statement and will not tolerate academic dishonesty.

The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XI of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule [6C1-4.017](#)).

**Students with Special Needs:** Students requesting classroom accommodation must first register with the Dan of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### August 23

Course introduction (Willumson)

### August 30

Jamie Creola, Director of Education, Florida Museum of Natural History, Powell Hall (education, community outreach)

Robert Archibald, “Introduction,” from *Mastering Civic Engagement: A Challenge to Museums* (Washington: American Association of Museums, 2002), pp. 1-6.

Ellen Hirzy, “Mastering Civic Engagement: A Report from the American Association of Museums,” from *Mastering Civic Engagement: A Challenge to Museums* (Washington: American Association of Museums, 2002), pp. 9-20.

~~Miriam Levin, “Museums and the Democratic Order,” *Wilson Quarterly* (Winter 2002), pp. 52-65.~~

Thomas Woods, “Museums and the Public: Doing History Together,” *The Journal of American History*, 82/3 (December 1995), pp. 1111-1115.

Edson and Dean, *The Handbook for Museums*, pp. 1-13.

September 6

Labor Day Holiday

September 13

Charles Mason, Curator, Harn Museum of Art (curatorial, art)

Carol Duncan, "The Art Museum as Ritual," from *Civilizing Rituals: Inside Public Art Museums* (London: Routledge, 1995), pp. 7-20.

Svetlanan Alpers, "The Museum as a Way of Seeing," from *Exhibiting Cultures*, Washington: 1991, pp. 25-32.

Michael Baxendall, "Exhibiting Intention: Some Preconditions of the Visual Display of Culturally Purposeful Objects," from *Exhibiting Cultures*, Washington: 1991, pp. 33-41.

Edson and Dean, *The Handbook for Museums*, pp. 171-92.

September 20

Charlotte Porter, Curator, Florida Museum of Natural History (curatorial, natural history)

Stephen Greenblatt, "Signs of Resonance and Wonder," an essay in *Exhibiting Cultures*, Washington: 1991, pp. 42-56.

Stephen Weil, "The Proper Business of Museums: Ideas or Things?," *Muse* (Spring 1989), pp. 28-32.

James Cuno, "The Object of Art Museums," an essay from *Whose Muse?: Art Museums and the Public Trust*, Princeton: Princeton University Press, 2004, pp. 49-75.

Edson and Dean, *The Handbook for Museums*, pp. 65-91.

**First outside reading due.**

September 27

Betty Dunckel, Director of the Center for Informational Learning, Florida Museum of Natural History (museum evaluation)

Jay Rounds, "Measure for Measure: Purpose and Problems in Evaluating Exhibitions," *Museum News* (July/August 2001), pp. 43-5, 66-7, 70-1.

John Falk, "Museums as Institutions for Personal Learning," *Daedalus*, 28/3 (Summer 1998), pp. 259-275.

Chandler Screven, "What is Formative Evaluation," a essay in *Introduction to Museum Evaluation*, Washington: American Museum Association, Technical Information Service, 1999, pp. 59-61.

Stephen Griggs, "Formative Evaluation of Exhibits at the British Museum," a essay in *Introduction to Museum Evaluation*, Washington: American Museum Association, Technical Information Service, 1999, pp. 62-67.

Laura Roberts, "Outcomes and Experience: New Priorities for Museums," *Curator: The Museum Journal*, 44/1 (January 2001), pp. 21-6.

**Book reviews assigned.**

October 4

Mrs. Sarah Fazenbaker, Webmaster, Florida Museum of Natural History (electronic media and the museum)

Susan Hazan, "The Virtual Aura—Is There Space for Enchantment in a Technological World?," *Museums and the Web 2001*, pp. 209-216.

C. Olivia Frost, "When the Object is Digital: Properties of Digital Surrogate Objects and Implications for Learning," an essay from *Perspectives on Object-Centered in Museums*, Mahwah, NJ: 2002, pp. 79-94.

Klaus Muller, "Going Global: Reaching Out for the Online Visitor," *Museum News* (September/October 2002), pp. 47-53.

Edson and Dean, *The Handbook for Museums*, pp. 192-202.

October 11

Mr. Paul Ramey, Director of Public Relations, Florida Museum of Natural History (marketing and public relations)

Neil Harris, "The Divided House of the American Art Museum," *Daedalus*, 28/3 (Summer 1999), pp. 33-56.

Neil Kotler and Philip Kotler, "Can Museums be All Things to All People?: Missions, Goals, and Marketing's Role," *Museum Management and Curatorship*, 18/3 (2000), pp. 271-287.

Edson and Dean, *The Handbook for Museums*, pp. 92-113.

**Second outside reading due**

October 18

Appleton Museum in Ocala, meet at 2:00pm (45-60 minute drive).

**Distribute outside reading article.**

October 25

Eilean Hooper-Greenhill, "What is a Museum?" from *Museums and the Shaping of Knowledge*, Routledge: 1992, pp. 1-22.

Edson and Dean, *The Handbook for Museums*, pp. 114-142.

**Discussion of outside reading**

**Presentation of book reviews**

November 1

Professor Peter Prugh, School of Architecture (Historic Preservation)

Carol Duncan, "Art Museums and the Ritual of Citizenship," an essay in *Exhibiting Cultures*, Washington: Smithsonian Institution, 1991, pp. 88-103.

Mieke Bal, "Telling, Showing, Showing Off," *Critical Inquiry* (Spring 1992), pp. 556-94.

Edson and Dean, *The Handbook for Museums*, pp. 143-160.

**Selection of Museum for paper and oral report.**

November 8

Dr. Graig Shaak, Associate Director of the Florida Museum of Natural History (Ethics, Law, and Administration)

James Cuno, "The Antiquities Acquisition Debate," a report published in the *Course Study Materials for ALI-ABA (American Law Institute-American Bar Association) Course of Study Materials: Legal Problems of Museum Administration*, volume II, March 30-April 1, 2000, pp. 693-7. Cosponsored by the Smithsonian Institution with the Cooperation of the American Association of Museums.

Dele Jegede, "Nigerian Art as Endangered Species," an essay in *Plundering Africa's Past* (Bloomington: Indiana University Press, 1996), pp. 125-41.

Michael Lewis, "It Depends on How You Define 'Real,'" *New York Times* (June 23, 2002).

Edson and Dean, *The Handbook for Museums*, pp. 161-170, 203-221.

November 15

Ms. Phillis Delaney, Director of Development, Harn Museum of Art (fund-raising)

Hans Haacke, "Museums, Managers of Consciousness," from *Hans Haacke: Unfinished Business*, Cambridge: 1987.

Paulette Maehara, "Giving in America," *Museum News* (March-April 2003), pp. 35-7+.

Deborah Solomon, "Is the Go-Go Guggenheim Going, Going, . . .?" *New York Times Magazine* (June 30, 2002), pp. 36-41.

November 22

Ms. Lisa Auel, Executive Director, Matheson Museum (Administration of Historical Society)

Susan Snodgrass, "Poised to Soar," *Art in America* (May 2002), pp. 49-50.

Tom Bamberger, "How the Milwaukee Art Museum built a great building but lost its way," undated typescript (2002).

Kevin Walsh, "Collective Amnesia and the Mediation of Painful Pasts: the representation of France in the Second World War," *International Journal of Heritage Studies*, 7/1 (2001), pp. 83-98.

Edson and Dean, *The Handbook for Museums*, pp. 13-25, 54-64.

November 29

Dr. Doug Jones, director, Florida State Museum of Natural History (administration)

Steven Conn, "Museums and the Late Victorian World," from *Museums and American Intellectual Life, 1876-1926*, Chicago: 1998.

"Museum Make Good Cents," editorial from *Gainesville Sun* (April, 2003).

"Encouraging Leaders: New Models for Leadership in Museums," *Museum News* (November/December 2003), pp. 35-39.

Franklin Robinson, "P.T. Barnum with a Ph.D.: The Museum Director as Fund Raiser," *Museum News* (March/April 2001), pp. 31-37, 72.

Edson and Dean, *The Handbook for Museums*, pp. 14-53.

December 6

**Presentation of Museum Reports**

Edson and Dean, *The Handbook for Museums*, pp. 222-258

Discussion of final papers.

December 13

No Class. **Final Papers and Notebooks due.**