The Nature of Museums

Fall 2013

Syllabus

Time & Place: Wednesday 5:30 – 8PM Wescoe Hall 4002

Instructor: Peter Welsh
Office: Lippincott Hall, Room 6
Contact: 785-864-4543 phwelsh@ku.edu

Office Hours: Wednesdays 3pm – 5pm (mostly), after class, and by arrangement, Note: I am happy to meet with students most any time, but PLEASE call or email first to be sure I am around, even during Wednesday office hours. The contact phone number is for the Museum Studies office, and Ashley has access to my calendar, so she can set up appointments if you can’t reach me.

Course Objectives: Nature of Museums is the first of a 2-semester course sequence, and is an overview of basic elements of museums, their missions, and their characteristics. It is organized around the key professional activities of museums – Leadership and Management, Collections, Interpretation, and Community Connections. It concentrates on the multi-disciplinarity inherent in museum work, as students gain appreciation of the range of skills and knowledge required for succeeding in the museum profession. Museums of art, history, natural history, are included, as well as museums large and small.

Textbooks:
Readings will be posted on Blackboard or are available on the web.

Grading:
Readings and Discussion 25%
Reading Responses and Occasional Assignments 25%
Annotated Bibliography 20%
Final Paper 30%

Assignments

Readings and Discussion: Assigned Readings. Readings are a fundamental to of the course. You will be expected to have critically read the material assigned before each class, and be ready to discuss it. What is meant by a critical reading? If asked, you should be able to:

• summarize the author’s main points, or arguments, and the reasons why this appears to have been written (and published);
• characterize the examples used by the author to build the argument, and how those examples were used to make the case;
• consider the citations, references, or other connections to wider bodies of thought to see where this work "fits;"
• make a case for what was convincing if you find yourself agreeing with the author's arguments (use examples);
• defend your position if you aren’t convinced (there are plenty of reasons to disagree with many of the assignments, so don’t be shy).
**Review Readings.** Some weeks will include “REVIEW” items. These are often whole books that are not amenable to include in a reading packet, and are included primarily as resources that you ought to be familiar with. REVIEW books will be kept in the Museum Studies Office (most are my personal copies) and may be checked out from there. You are encouraged – but not required – to familiarize yourself with the work so our discussion will make sense.

**Guest Lecturers.** I have invited a number of museum professionals from the region (and beyond) to visit class and discuss their experiences with us. To get the most out of their visit, it is particularly important that you be well prepared in advance.

**Reading Responses:** In order to more effectively probe issues raised by readings, as well as to help you prepare for classroom discussions, you will write a short paper (about 200 words) each week. I have included some Discussion Questions for most weeks, but if something else strikes you as significant, feel free to address that. Post your paper to the Blackboard Discussion Board by NOON of the day of the class and also have a copy with you for reference during class (laptops, iPads, etc are okay). Your papers should do two things – 1) reflect your critical reading of at least one of the assigned readings in a way that is relevant to the topic being addressed that week, and 2) include at least one point or question that you think would be useful to be explored further in class. Be prepared to discuss these during class.

**Reading and Discussion Assessment**

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<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tr>
<td><strong>Identification of key points</strong></td>
<td>In written response to at least one reading, concisely identifies several issues raised and shows their relevance to broader topics in the field.</td>
<td>Submits written response to at least one of the readings, clearly identifies key points in the material.</td>
<td>Fails to submit a written response, or submits a response that does not indicate understanding of the material.</td>
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<tr>
<td><strong>Critical Analysis</strong></td>
<td>In written response, effectively develops an argument – agreeing with the author or not – that is logically compelling and sustained by evidence.</td>
<td>States a position relevant to topics identified and employs evidence in support of the argument.</td>
<td>Simply summarizes material without examples.</td>
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<tr>
<td><strong>In-Class Contribution</strong></td>
<td>Presents views clearly, engages insightfully, and considers alternative interpretations (possibly changing minds – including their own).</td>
<td>Participates actively in discussion, and raises relevant points.</td>
<td>Does not join the discussion, or raises irrelevant points.</td>
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**Occasional Assignments:** There will be a number of short assignments/projects throughout the semester. Most are to be done with a partner. (See: 10 Sept, 17 Sept, 22 Oct, and 12 Nov)

**Museum Visits:** We will be toured through several museums, on campus, in Lawrence, in Topeka, and in Kansas City. These are scheduled for Friday mornings. Let me know if you have a scheduling problem.

**Research:** Two related assignments constitute the research component of the course.

**Annotated Bibliography/Literature Review:** The purpose of this assignment is to get you started early on your research for the class by asking you to pick a topic and get a feeling for the resources available to investigate it. The assignment has two components. First, find 10–15 sources on a specific museum topic – sources may be articles, book chapters, or whole books – and develop a concise annotation for each one. Each annotation should identify the key points of the work and how it relates to your general topic. The second component is to prepare a 3- to 5-page “literature review” in which you evaluate the sources as a group and discuss how they relate to one another – are there general themes? do the sources support of contradict each other? what is the current state of research? Possible outcomes of this exercise are, 1) that you will have made headway on the research for your final paper, or 2) that you realize that the topic uninteresting and you want to something entirely different for your paper – either way, turn in what you have done. We will discuss possible topics in class.

*Due: Completed bibliography due by October 8th.*
Topic Selection (10%) Topic is creative, focused, and manageable and addresses an area that has potential significance for the field and yet is under-investigated.
Topic is focused and manageable, and addresses relevant areas of the field in appropriate and interesting ways.
Topic is appropriate to the field, is focused and incorporates relevant source material.
Topic is far too general and wide-ranging or is so narrow that it is trivial.

Source Selection (25%) Identifies key foundational works, and effectively utilizes literature from unexpected sources in ways that indicate innovative research opportunities.
Identifies key foundational works, and incorporates literature from a range of relevant sources both within and outside museum studies.
Identifies key or foundational literature, and uses relevant sources from the field.
Works selected have little connection to the topic and show no awareness of foundational work.

Annotations (35%) Annotations are incisive and informative and analytical. Entries demonstrate critical awareness of how the work might be used to enhance the topic’s potential to contribute to the field.
Annotations are clear and analytical, demonstrating how the work will support research into the topic.
Annotations show how each work supports the topic.
Annotations are confusing and do not show how the work will contribute to the topic.

Literature Review (30%) Creatively, critically, and analytically synthesizes information from various sources. Shows clear understanding of the development of thought in the topic area and where research might lead.
Presents in-depth information from relevant sources representing various points of view/ approaches. Engages with and is contextualized within the literature.
Presents information from relevant sources representing acceptable mastery of existing knowledge.
Presents information from irrelevant sources representing limited points of view/ approaches.

Annotated Bibliography Grading

<table>
<thead>
<tr>
<th>Exceptional (A+)</th>
<th>Excellent (A)</th>
<th>Satisfactory (B)</th>
<th>Concerning (C)</th>
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</thead>
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<td>Presents information from relevant sources representing acceptable mastery of existing knowledge.</td>
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Research Paper: Write an analytical consideration of a museum topic. The paper should address a specific question, have relevance to the literature (see Annotated Bibliography assignment), and construct a clear argument. We will use the final class meeting(s) for students to present their papers in a conference-like setting. Approximate length: 5,000 words.

Due: Topics must be approved by October 23. Final paper due Dec 18.

Research Paper Grading

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<thead>
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<td>Topic is appropriate to the field, is focused and incorporates relevant source material.</td>
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<tr>
<td>Literature/Sources (20%)</td>
<td>Demonstrates an exceptional mastery of relevant sources and synthesizes information representing various points of view. Engages with the literature critically and analytically.</td>
<td>Presents in-depth information from relevant sources representing various points of view/ approaches. Engages with and is contextualized within the literature.</td>
<td>Presents information from relevant sources representing acceptable mastery of existing knowledge.</td>
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<tr>
<td>Communication (20%)</td>
<td>Presents material in a way that skillfully conveys meaning with creativity, clarity, and fluency, and is virtually error-free.</td>
<td>Presents material in a way that clearly conveys meaning and exhibits few errors in writing or delivery.</td>
<td>Presents material in a way that generally conveys meaning, although writing or delivery includes some errors.</td>
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<tr>
<td>Analysis (30%)</td>
<td>Organizes and synthesizes new evidence in a sophisticated and convincing way to reveal insightful patterns, differences, or similarities. Demonstrates superior control of material.</td>
<td>Organizes relevant evidence effectively to reveal important patterns, differences, or similarities related to topic. Demonstrates very good control of the material.</td>
<td>Organizes evidence to reveal patterns, differences, or similarities related to the topic and demonstrates adequate control of the material</td>
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<tr>
<td>Conclusions (20%)</td>
<td>Conclusions are clearly stated and are exceptionally convincing insightful, and original with clear implications for productive subsequent investigations.</td>
<td>States a conclusion based solidly on the analysis and responding specifically to the inquiry findings, with potential for further inquiry.</td>
<td>States a general conclusion supported by the analysis. Does not extend conclusions beyond the specific inquiry.</td>
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**Professional Activities:** There will be several opportunities to get involved with professional organizations and other activities during the semester. The Mountain/Plains Museum Association will be meeting in Aspen at the end of September (no class that week), and the Kansas Museums Association will have its 2014 meeting in Salina. I strongly encourage you to participate in both. We will be discussing transportation and other logistics during class.

### Semester Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Other</th>
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<tbody>
<tr>
<td>1 Wed, 27 Aug</td>
<td>Intro, Definition &amp; History</td>
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<tr>
<td>2 Wed, 03 Sep</td>
<td>Museum Studies as a Discipline and a Profession</td>
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<tr>
<td>3 Wed, 10 Sep</td>
<td>Leadership &amp; Management – Key Concepts I</td>
<td>Assignment – Your Mission...</td>
<td></td>
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<tr>
<td>4 Fri, 12 Sep</td>
<td>Visit WW1 Museum</td>
<td>Matt Naylor</td>
<td></td>
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<tr>
<td>5 Wed, 17 Sep</td>
<td>Leadership &amp; Management – Key Concepts II</td>
<td>Assignment – Strategy &amp; Ethics</td>
<td></td>
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<tr>
<td>6 Wed, 24 Sep</td>
<td>Leadership &amp; Management – Next Steps Challenges</td>
<td></td>
<td></td>
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<tr>
<td>7 Wed, 01 Oct</td>
<td>Mountain Plains Museums Association – Aspen, CO</td>
<td>Attendance is not required – but is recommended</td>
<td>MPMA</td>
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<tr>
<td>8 Wed, 08 Oct</td>
<td>Collections – Key Concepts I</td>
<td>Annotated Bibliography Due</td>
<td>Fall Break</td>
</tr>
<tr>
<td>9 Fri, 10 Oct</td>
<td>Visit Natural History Collections</td>
<td>David Burnham/Mary Adair</td>
<td></td>
</tr>
<tr>
<td>10 Wed, 15 Oct</td>
<td>Collections – Key Concepts II</td>
<td>Sandra Olsen</td>
<td>Paper Topic Approved</td>
</tr>
<tr>
<td>11 Fri, 17 Oct</td>
<td>Visit Spencer Collections</td>
<td>Sophia Galarza Liu/Angela Watts</td>
<td></td>
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<tr>
<td>12 Wed, 22 Oct</td>
<td>Collections – Next Steps/Challenges</td>
<td>Assignment – Collections Challenges</td>
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<tr>
<td>13 Fri, 24 Oct</td>
<td>Visit Watkins Museum</td>
<td>Steve Nowak</td>
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<tr>
<td>14 Wed, 01 Nov</td>
<td>Interpretation – Key Concepts I</td>
<td>Jean Svadlenak</td>
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<tr>
<td>15 Wed, 08 Nov</td>
<td>Interpretation – Key Concepts II</td>
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<tr>
<td>16 Wed, 15 Nov</td>
<td>Interpretation – Next Steps/Challenges</td>
<td>Sara Wilson</td>
<td>Assignment – Risky Business</td>
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<tr>
<td>17 Fri, 21 Nov</td>
<td>Visit Kansas Children’s Discovery Center, Topeka</td>
<td>Margaret Hennessey Springe</td>
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<tr>
<td>18 Wed, 22 Nov</td>
<td>Community Connections – Key Concepts I</td>
<td>Murl Riedel</td>
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<tr>
<td>19 Wed, 29 Nov</td>
<td>Community Connections – Key Concepts II</td>
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<tr>
<td>20 Wed, 05 Dec</td>
<td>Community Connections – Next Steps, Challenges</td>
<td>Saralyn Reece Hardy</td>
<td>Last Class</td>
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<tr>
<td>21 Wed, 12 Dec</td>
<td>Community Connections – Next Steps, Challenges</td>
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<tr>
<td>22 Wed, 17 Dec</td>
<td>Student Presentations</td>
<td>Final Paper Due</td>
<td>Finals Week</td>
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MUSE 702
The Nature of Museums
Fall 2014

Semester Detail – Topics, Readings, and Assignments
Note: some readings and assignments may change over the semester.

27 Aug Introduction & Expectations, Museums Defined, Museum Histories

TOPICS:
• Nature of Course, Expectations
  Review Syllabus and Schedule
• Museums Defined –
• Museum Histories –

READ:
Yes, I do want you to read these articles BEFORE our first class – we will discuss them. You do not, however need to submit a paper to Blackboard (unless you can’t help yourself).


• Some Institutional “Definitions”

SOME USEFUL ANTHOLOGIES AND REFERENCES:
Depending on your interests, you may want to refer to these at some point during the semester. Many are in the KU Library system, others are in the Museum Studies library, and a few are in my personal library.

7 AAM (2013) Professional Resources.
9 Alexander and Alexander (2008) Museums in Motion: An Introduction to the History and Functions of Museums, pp. xiii, 352 p..
**3 Sept Museum Studies as a Discipline and a Profession**

**TOPICS:**
- Museum studies as a discipline and a profession
- Opportunities for Involvement
  - Professional Organizations— National, Regional, Local

**READ:**

**TOPICS FOR DISCUSSION:**
I realize there is a lot of reading this week, but these are works that you will want to refer to throughout the semester – so I decided to pack them into this week. Not every week will be this heavy.
- Where is the “theory” in museum studies? What is the relationship between “practice” and “theory”?
- Where is there opportunity for innovation in museums – what are the impediments?
- Weil’s article – “From Being About...” has been very influential for the museum profession. Why?
- Try creating your own gallery/exhibit in the Google Cultural Institute Art Project – what are the implications for museums?
PLUS – CHECK OUT SOME OF THESE ONLINE RESOURCES:
- AAM American Association of Museums [www.aam-us.org](http://www.aam-us.org)
- ICOM International Council of Museums [www.icom.museum](http://www.icom.museum)
- MPMA Mountain-Plains Museum Association [www.mpma.net](http://www.mpma.net)
- AMM Association of Midwest Museums [www.midwestmuseums.org](http://www.midwestmuseums.org)
- Kansas Museums Association [www.ksmuseums.org](http://www.ksmuseums.org)
- Kansas City Emerging Museum Professionals [https://www.facebook.com/kansascityemp](https://www.facebook.com/kansascityemp)

CONNECT – USE THE WEB TO STAY ON TOP OF CURRENT EVENTS IN THE FIELD.
- Museum-L Listserv (over 5,000 subscribers)
- Various LinkedIn Groups: American Association of Museums (29,829 members), American Association Museum for State and Local History (4,742 members), The Global Museum (2,642 members), Museums and the Web (12,315 members), Museums Association (12,242 members) International Foundation for Cultural Property Protection, Mountain-Plains Museums Association, Museum Education Roundtable, MuseumLink, Rethinking the Museum, AND MORE...
- Blogs: Museum 2.0, Center for the Future of Museums, CultureGrrl, Museopunks, AND MORE...

10 Sept Leadership & Management – Key Concepts I

TOPICS:
- Mission, Vision, Values, Policy
- Museum Governance
- Best Practices
- Museum Organization

READ:

REVIEW:

- AAM Standards
- ICOM
**Assignment, Your Mission...**

- With another student, locate on the web (or elsewhere, if you like) mission statements (along with values statements, etc) from three museums of different types, sizes, locations. Bring them to class so we can discuss what they have in common, what kinds of activities they include or exclude, and how useful they are.

**Topics to Consider:**

- Think about the differences between a mission that is general and offers flexibility, compared to one that is focused and limiting. What are the benefits of each?
- Is there a particular professional area you find most attractive? Why?

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**12 Sept**

Visit World War I Museum

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**17 Sept**

Leadership & Management – Key Concepts II

**Topics:**

- Ethics
- Strategic Planning
- Finances

**Read:**

AASLH Statement of Professional Standards and Ethics (see esp. position papers)
   [http://www.aaslh.org/ethics.htm](http://www.aaslh.org/ethics.htm)
College Art Association: [http://www.collegeart.org/guidelines/museums](http://www.collegeart.org/guidelines/museums)
Conservation Ethics: [www.conservation-us.org/index.cfm?fuseaction=page.viewPage&PageID=858&E:\ColdFusion9\verity\Data\dummy.txt](http://www.aaslh.org/ethics.htm)
[ETHICAL SITUATIONS FOR DISCUSSION](on Blackboard)

**Review:**

- [http://kansashumanities.org/site/grants.html](http://kansashumanities.org/site/grants.html)

**Assignment – Strategy and Ethics:**

- With two other students, go over the “ETHICAL SITUATIONS FOR DISCUSSION” and come to class prepared to argue your position(s).
- Also with your partners, find examples of museum strategic planning documents from two institutions. Discuss them ahead of time and bring them to class, along with what you and your partner have found to be the most interesting elements.
24 Sept  Leadership & Management – Next Steps & Challenges

**TOPICS:**
- Collaboration
- Sustainability/Resilience
- Leadership
- Ecomuseums

**READ:**


**REVIEW**


**TOPICS TO CONSIDER:**
- Think – and write about – one of these topics:
  
  What are some approaches to leadership – in any facet of museum organization – that can address some of the issues raised by Collins, Hatton, or any of the other authors we have read (this week or previously)?

  How can museums best prepare themselves for the inevitability of change?

**OTHER:**

- We will be organizing a “Brown Bag” for the students who will be presenting papers at the MPMA conference. Try to attend and give your best advice.

1 Oct  Mountain Plains Museums Association

**NOTE:** This class session occurs during the Mountain Plains Museum Association Meeting in Aspen, Colorado. Therefore, we will not have regularly scheduled class. Although it is not required – it is strongly recommended that you try to attend at least part of the conference. There are interesting sessions, and many people to meet.

You can register at the Student rate, the Museum Studies Program will provide transportation, and you can share rooms. We will find a time and place during the conference to gather and reflect.

**ASSIGNMENT:**

- At the conference, attend sessions and network.
- If you can’t make it to the conference, visit a museum (or two) that you have not seen before; or, you have research and reading to do.
8 Oct  Collections – Key Concepts I

**TOPICS:**
- Material Culture
- Curation
- Collections Policies

**READ:**

**TOPICS TO CONSIDER:**
- Do you agree with Conn?
- How can we apply Miller’s insights in museum settings?
- What is the appropriate role for curators these days?

**ASSIGNMENT:**
- **Annotated Bibliography Due** – Send these to me by email before class.

**HAVE A NICE FALL BREAK**

10 Oct  Visit Natural History Collections

15 Oct Collections – Key Concepts II  

**TOPICS:**
- Collections Management – Documentation, Preservation, Access
- Collections Refinement
- Ethical/Legal Collecting

**READ:**
74 **Malaro and DeAngelis** (2012) Chapter 1 and Chapter 2, pp. 3-45.
75 **Byrne, Clarke, et al.** (2011) Unpacking the Collection.

**REVIEW:**
Past Perfect – available on the computer in the Museum Studies office. As an “Emerging Museum Professional,” you may also acquire a personal copy from the company for free.
13 **Buck, Gilmore and American Association of Museums.** (2011) Mrm5: Museum Registration Methods, pp. xi, 516 p..
16 **Chenhall, Bourcier, Rogers and Nomenclature Committee.** (2010) Nomenclature 3.0 for Museum Cataloging, pp. xxv, 716 p..
**Assignment**

- **Research Paper Topic Approved** – Submit your topic by email. Include a short statement – a sentence or two – elaborating on the question you are going to address and your primary data sources.

**Other:**

- We will sort out who is reading what for next week. Once we have the readings organized, there will be three groups – concentrating Authenticity, Heritage, or Repatriation. Prior to class, meet with your group and decide on the main points that should be raised so that everyone has a solid understanding of the issue.

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<tr>
<th>17 Oct</th>
<th>Visit Spencer Art Museum Collections</th>
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<tr>
<th>22 Oct</th>
<th>Collections – Next Steps &amp; Challenges</th>
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**Topics:**
- Authenticity
- Repatriation
- Heritage
  - Tangible and Intangible

**Read:**

**Authenticity**


**Heritage**


**Repatriation**

ASSIGNMENT – THE OBJECT OF THIS EXERCISE:

- With your group, prepare a presentation on one of the three key topics.

24 Oct

Visit Watkins Community Museum

29 Oct

Interpretation – Key Concepts I

Jean Svadlenak

TOPICS:
- Interpretation and Representation – what’s the difference?
- Interpretive Process
- Publics/Audiences
- Interpretive Research
- Community Input

READ:


REVIEW

**TOPICS TO CONSIDER:**

- What are the limitations of various approaches to interpretation?
- What are some ways to enliven different approaches to interpretation?
- How do you distinguish between interpretation and representation?

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**5 Nov  Interpretation – Key Concepts II**

Note: The Kansas Museums Association annual meeting will be taking place in Salina, KS, November 5-7. Although it is not required – it is strongly recommended that you attend the conference. You can register at the Student rate. We will be holding class (and then I am heading for Salina).

**TOPICS:**

- Interpretive Techniques
  - Exhibits
  - Public Programs
  - School Curricula
  - Tours/Docents/Volunteers
  - Media
- Accessibility

**READ:**


**REVIEW:**


The Most Controversial Art Exhibitions and Installations of All Time: [www.complex.com/art-design/2013/10/controversial-art-exhibitions/](http://www.complex.com/art-design/2013/10/controversial-art-exhibitions/)

**ASSIGNMENT – RISKY BUSINESS:**

- With a partner, prototype a “risky” and participatory exhibit installation – presentations Nov 12.

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**12 Nov  Interpretation – Next Steps & Challenges**

Sara Wilson

**TOPICS:**

- Controversy and Risk

**READ:**


**REVIEW:**
Anything you can find on the Glore Psychiatric Museum, St. Joseph

**ASSIGNMENT:**
- Give a presentation on your exhibit.

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**14 Nov**

Visit Children’s Discovery Center, Topeka

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**19 Nov**

**Community Connections – Key Concepts I**

Murl Riedel

**TOPICS:**
- Marketing/PR /Fundraising/Grants
- Special Needs

**READ:**
Kansas Humanities Council Web Site

**REVIEW:**

**TOPICS TO CONSIDER:**
- The desire to attract and sustain audiences is a perennial concern for museums. What could you contribute to the conversation. What are the strengths and weaknesses, opportunities and challenges for museums today?
26 Nov  Thanksgiving

Assignment:
- Make headway on your research...

3 Dec  Community Connections – Key Concepts II

Saralyn Reece Hardy

Topics:
- Evaluation – visitors and non-visitors

Read:

Review:

10 Dec  Community Connections – Next Steps & Challenges

Topics:
- Museums and the future
- Challenges to museum resilience
- Building audiences

Read:
143 Merritt (2011) How to Forecast the Future of Museums, pp. 25-34.
17 Dec  

**Research Presentations**

**READ:**

Each other's project abstract.

**ASSIGNMENT:**

- Prepare presentations of your research
- Research Paper Due

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**NOTES**

**Disability Accommodation**

Students with disabilities should contact the KU Office of Disability Resources (DR) to discuss the services available, to establish necessary documentation, and to understand what sorts of accommodation might be most appropriate. The DR staff can advise the student about the process for receiving accommodation. Students can find information by visiting the DR office in Strong Hall, by calling the office (785-864-2620), and by visiting the DR website (www.disability.ku.edu).

**Academic Misconduct**

Academic misconduct — e.g., disruptive behavior, cheating, falsification of research results, plagiarism, or otherwise acting dishonestly in research — will be addressed in accordance with the University’s guidelines as defined in University Senate Rules and Regulations (Article II Section 6 [documents.ku.edu/policies/governance/USRR.htm#art2sect6]) and the Code of Student Rights and Responsibilities, Article 22).

Plagiarism is a particular concern. You must always cite the sources where you find ideas or quote words. Whether the material comes from books, articles, newspapers, websites, or even emails, and whether it is directly quoted or paraphrased, you must be scrupulous about giving credit to the sources for your work. We might not all “stand on the shoulders of giants”¹ but we need to acknowledge how others have influenced our own ideas. This can be a confusing area, so don’t hesitate to consult me if you are unsure.

If you have **ANY** questions about course requirements or policies, please let me know as soon as possible.

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¹ Attributed to Bernard of Chartres by John of Salisbury in his Metalogicon [1159], Book III, chapter 4, but best known from a statement by Sir Isaac Newton, who wrote in 1676, "If I have seen further, it is by standing on the shoulders of giants."
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READINGS


AAM and NAME (2012) *Standards for Exhibitions and Indicators of Excellence*, Washington, DC.


