

AEAH 4940.002: Understanding Art Museums

Fall 2017 - Fridays– 10:00-4:20 – Room 415

Universities Center Dallas (1901 Main Street, Dallas)

Dr. Laura Evans; Office 253

Office Hours: Thursdays 4:30-6:30 at UCD and by appointment. Internet-based platform appointments are also available and welcomed.

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COURSE DESCRIPTION: This course revolves around the study of art museums: their people, their purpose, and their place in society.

COURSE CONTENT: In this course, we will explore art museum’s missions, carried out through the variety of people who work within them, and their role in society. This course also introduces students to the history of art museums and the current philosophical and ethical debates that surround them.

COURSE OBJECTIVES: Through readings, discussion, visits to area art museums and other assignments the student will investigate the nature of the art museums, examine the different roles that make the art museum work, examine the philosophical, historical, and ethical dilemmas of the art museum, and develop skills in using research and reference materials, synthesizing and organizing research, and presenting materials in both written and oral forms.

REQUIRED READINGS: Schwarzer, M. (2006). *Riches, Rivals, and Radicals: 100 Years of Museums in America*. Washington, DC: American Association of Museums Press.

RECOMMENDED READING: Idema, J. (2014). *How to Visit an Art Museum: Tips for a Truly Rewarding Visit*. BIS Publishers.

COURSE STRUCTURE and STUDENT EVALUATION (OR GRADING):

Attendance/Participation	40% of total grade
Reflective Portfolio	60% of total grade

Attendance/Participation

Attendance, punctuality and participation are extremely important. Participation includes: reading and understanding all readings and assignments; involvement in class discussions - asking questions, offering thoughtful insights and comments, responding to classmates’ comments; completing assignments on time; take part in out-of-class assignments.

ASSIGNMENTS

Reflective Portfolio

Your final portfolio project will be a collection of assigned reading reflections, free-choice reading reflections, and museum visit reflections. This project will be used to document your experiences with readings about and visits to art museums and the connections between these two.

Your portfolio will be due on the last class session and should showcase your accumulated knowledge and experience from the semester. It should be well-organized, coherent, compelling, and visually-appealing. You will be graded on its completeness (are all assignments included?), the quality of your writing and analysis, the visual design, your justifications and depth of reflection, and the overall quality.

Your portfolio should have a table of contents for all assignments and be bound in some way. Contents should include *Riches, Rivals, and Radicals* reading reflections (5), free-choice reading reflections (2), museum visit reflections (5), and your final course reflection.

Components of Reflective Portfolio

***Riches, Rivals, and Radicals* Readings Reflections (5)**

You will reflect on your experience of the course readings selected from the text *Riches, Rivals, and Radicals: 100 Years of Museums in America*. Write a short synopsis of the assigned reading and, more importantly, write your opinions of the reading using your own voice and experiences to make meaning of it. Write thoughtfully and reflexively about the reading using the first person and relating the reading to your own experiences in museums in the class or outside of it. Be critical, reflective, and reflexive. Reflections should be no more than 1 page per reading. Please include on your paper: your name, the date, and the chapter title that you are reflecting upon. Readings will be handed in on the day that the reading is due and marked as pass/fail. Readings will be handed back for you to include in your final portfolio project.

Free-Choice Readings Reflections (2)

You will choose 2 additional readings that deal with museums from current and reliable news sources. As with the above description of a reading reflection, these free-choice reflections should follow the same guidelines: a short summary followed by your own reflections.

These news articles should be from well-respected news sources. Examples are The New York Times, The Wall Street Journal, The Washington Post, The Economist, and The Art Newspaper. You can Google “museums” and the name of one of the above newspapers and you will be able to find a plethora of articles on museums. If you have questions as to what constitutes a well-respected news source, please ask me for clarification.

Your news articles should be no more than 3 years old. Please include the news articles with your reflections. Your free-choice reading reflections will be due when you turn in your final portfolio. You are encouraged to turn-in your free-choice reading reflections before the final portfolio for feedback but are not required to do so.

Museum Visit Reflections

For each museum visit this semester, you will create a reflection. Your reflection should convey what you learned during the field trip, how you felt about the experience, and what you might do with this information. **Choose 5 museums to reflect upon.** You do not have to reflect on all museums visited during the semester.

Reflections can take a variety of forms and I am open to creative interpretations of your experience. You might want to draw, paint, write, or design some other way to capture your ways of thinking about our trips to local museums. If you choose a format other than writing, you will need to include a short, one-paragraph explanation of your reflection: what it means, why you chose the medium you did, and what you want to convey through your work. I encourage non-traditional ways of expressing how you experienced these museum trips but also need a traditional justification for the choices you have made in how you capture your understandings.

Your reflection should clearly state which museum you are reflecting upon.

Museum Visits:

- The Dallas Museum of Art
- The Nasher Sculpture Center
- The Meadows Museum of Art
- The Crow Collection of Art
- The Museum of Biblical Arts
- The Modern; Ft. Worth
- The Kimbell Museum of Art
- The Rachofsky Warehouse

Final Course Reflection (1)

The final component of your Reflective Portfolio will be a personal paper that integrates your reflections on course readings, in-class discussions, and museum visits. This paper is the capstone of your experience in this course and should read as a culmination of your experience.

This paper should be 2-3 pages in length and, in it, you should discuss what you have learned through this course, what personal experiences and meanings are attached to what you have learned, and how you plan to apply what you have learned to your life, personally and professionally. The goal of this paper is to convey your own observations and insights and how they are applicable to you. With this said, this essay should not be

purely about feelings – reference specific examples through course readings, discussions, field trips, and your own research.

ATTENDANCE AND GRADING POLICY: This class meets once a week in a variety of places and class will have a range of ways to approach learning. Full participation throughout the semester, therefore, can only be achieved by attending all sessions. Missing more than one class session could adversely affect your grade. Each missed and unexcused absence (after one unexcused absence) will result in an overall 3% point deduction from your final grade. Please check with me, should you need to miss more than one class session

Occasionally we will have guest speakers, visit area museums, or have student presentations during class time; therefore, timely arrival to class and preparedness for full participation in all class activities is expected. Excessive tardiness will be treated as an absence. The student must be able to travel to area museums.

I do not accept emailed assignments. Your assignment's final grade will be lowered by 2% each day until I receive a hard copy of your assignment. Appeals to have a grade raised must be made within one week of the return of the graded assignment. No grade will ever be lowered as a result of an appeal to raise a grade.

PLAGARISM POLICY: It is absolutely necessary to provide a proper citation when you 1) quote or copy a paragraph or sentence, 2) paraphrase, or 3) repeat key ideas and theories from a published source. It is also necessary to produce original work in relationship to this class.

AMERICAN DISABILITIES ACT: The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

Please notify the instructor if you have a disability that requires accommodation. It is also required that you register with the UNT Office of Disability Accommodation, Student Union, Room 318. The College of Visual Arts and Design policy on accommodation is available upon request in the CVAD Dean's offices, Room 107. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising, Room 111.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered

after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

COURSE RISK FACTOR: *According to University Policy, this course is classified as a category **one** course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.*

BUILDING EMERGENCY PROCEDURES: In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of the instructor(s) and please act accordingly.

CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: *Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.*

NOTE: I will make every effort to follow the syllabus and schedule, but please realize adjustments may be necessary in order to accommodate learning/instructional needs of the class. I therefore retain the right to change the syllabus with or without notice.

We will utilize art gallery and museum sites on and off campus for class sessions. These will be announced in class before hand, and if unexpected changes need to be made, they will be announced by MyUnt e-mail. Be sure your account is up to date. The Art Education and Art History office, Art 224, will also be alerted about classes that are not meeting in Art 226.

Course Calendar

September 1st, 2017

Where? The Classroom
When? 10 am
What? Introductions and Syllabus

September 8th, 2017

1st Half of Class

Where? UNT Union – Ballroom 333
When? 10:30 – 12:00
What? Percent for Art Symposium

2nd Half of Class

Where? UNT Union – Ballroom 333
When? 1:00 – 4:30
What? Presentations by artists: Mark Diion, Matthew Ritchie, Jean Shin

September 22nd, 2017

1st Half of Class

Where? The Classroom
When? 10 am
What? Museum Mission Statements

Watch: The Art of the Steal
Assign “How to Visit an Art Museum”

Reading Due: Riches, Rivals, and Radicals: Introduction, pgs. 1-28

2nd Half of Class

Where? Nasher, Crow, and DMA
When? 1:30 pm
What? Museum Mission Statements

October 6th, 2017

1st Half of Class

Where? The Classroom
When? 10 am
What? Museum Architecture
Google Cultural Institute

Reading Due: Riches, Rivals, and Radicals: The Building, pgs. 29 - 68

2nd Half of Class

Where? Texas Fashion Collection
When? 1 pm
What? Tour with Annette Becker; Assistant Director

October 20th, 2017

1st Half of Class

Where? The Classroom
When? 10 am
What? Museum Collections and Exhibitions
Who? Herb and Dorothy

Reading Due: Riches, Rivals, and Radicals: The Collection, pgs. 69-119
Riches, Rivals, and Radicals: The Exhibition, pgs. 121-169

2nd Half of Class

Where? The Rachofsky Warehouse
When? 2:00
What? Tour of Collection

November 3rd, 2017

1st Half of Class

Where? The Modern; Ft. Worth
When? 10:30 am
Why? Architecture Tour

2nd Half of Class

Where? The Kimbell Museum of Art
When? 1:30 pm
Why? Tour of the Collection and Conservation

November 17th, 2017

1st Half of Class

Where? The Meadows Museum of Art
When? 10:30 am
What? Writing in the Art Museum
Who? Anne Keefe

Readings Due: Riches, Rivals, and Radicals: The People & Money, pg. 171-end

2nd Half of Class

Where? The Museum of Biblical Art
When? 2:00 (Need to Confirm)
Who? Scott Peck; Director

December 8th, 2017

****Final portfolios and all assignments due****