**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.


**COURSE STRUCTURE and STUDENT EVALUATION (OR GRADING):**

<table>
<thead>
<tr>
<th>Attendance/Participation (30 points)</th>
<th>40% of total grade</th>
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<tbody>
<tr>
<td>Reflective Portfolio</td>
<td>60% of total grade</td>
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**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-attractive. 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 (5)**
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. 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 your 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 Meadows Museum of Art
  • The Crow Collection of Art
  • The Amon Carter Museum of American Art
  • The Museum of Biblical Arts

• **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](http://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.
CALENDAR AND READINGS

Thursday, January 19th

Where?    The Classroom
When?     6:00 pm
What?     Introductions and Syllabus

Thursday, January 26th

Where?    The Dallas Museum of Art
When?     Meet at Café at 6:00 pm
What?     State of the Arts Lecture at DMA
           How to Visit An Art Museum – Exercise 1

Thursday, February 2nd

Where?    The Classroom
When?     6:00 pm
What?     Mission Statements
           Watch: The Art of the Steal

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

Thursday, February 9th

Where?    The Texas Fashion Collection; 405 S Welch St,
           Denton, TX 76201
When?     6:00 pm
What?     Meet with the Assistant Director; Annette Becker
Thursday, February 16th

Where? The Classroom
When? 6:00 pm
Who? Museum Architecture

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

Thursday, February 23rd

Where? The Classroom
When? 6:00 pm
What? Museum Collections
The Google Art Project
Collections Show and Tell
Watch: Herb and Dorothy

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

Thursday, March 2nd

Where? The Dallas Museum of Art
When? Meet at Café at 6:00 pm
Why? Lecture: The Met’s Cloister’s Curator
How to Visit an Art Museum – Exercise 2

Thursday, March 9th

Where? The Greater Denton Arts Council; 400 E Hickory St, Denton, TX 76201
When? 6:00 pm
What? Meet with Education Coordinator; Danielle Naylor

Reading Due: Riches, Rivals, and Radicals: The Exhibition, pgs. 121-169 (Bring with you to Denton)
Thursday, March 16th

Spring Break

Thursday, March 23rd

Where? The Museum of Biblical Art
When? Meet at entrance at 6:15 pm
Who? Tour of the Collection; Conservation
How to Visit an Art Museum – Exercise 3

Thursday, March 30th

Where? The Classroom
When? 6:00 pm
Why? Education

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

Thursday, April 6th

Where? The Crow Collection of Asian Art
When? Meet at main entrance at 6:00 pm
Why? Tour
How to Visit an Art Museum – Exercise 4
Examples of Museum Education

Thursday, April 13th

Where? The Amon Carter Museum of American Art; Ft. Worth
When? Meet at main entrance at 6:00 pm
What? Trivia Night
How to Visit an Art Museum – Exercise 5
Thursday, April 20th

Where?  The Classroom
When?  6 pm
What?  Writing in the Museum Workshop – Part 1
Who?  Anne Keefe; Publications Coordinator; The Meadows Museum of Art

Thursday, April 27th

Where?  The Meadows Museum of Art
When?  Meet at main entrance at 6 pm
What?  Writing in the Museum Workshop – Part 2
How to Visit an Art Museum – Exercise 6

Thursday, May 4th

Where?  The Classroom
When?  6:00 pm
What?  Turn in Final Portfolio
STUDENT ACKNOWLEDGEMENT: After thoroughly reading the above described, legibly fill out and sign form attached and return to instructor.

I _________________________________ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

________________________________________  ________________________________  ____________________________
AEAH 4940.001                                      Risk Rating

________________________________________  ________________________________  ____________________________
Student e-mail address (please print legibly)        Signature                      Date

Laura Evans  
Faculty Name  
________________________________________  ________________________________  ____________________________
Signature                      Date

1/18/2017