

ART 298 Special Topics Museum Studies

Moravian College
Fall 2015
MW 10:20-11:30am
Room 7 Art Building & HILL 309 South Campus

“The digital age does not negate the authority of museums and curatorial expertise, but, rather, it puts this authority in public conversation and dialogue with a wider network of knowledges, voices, and experiences.”

-Mike Murawski

Instructor: Kristin Baxter, Ed.D., Associate Professor of Art
Office location: Art Building, South Campus, Office 2 (Floor L)
Studio location: Art Building, South Campus, Room 103 (Floor 1)
Office/Studio hours: MW 9:00-10:00am & Fridays 9:30-11:30am
Look for me in my office or studio during those hours
Office phone: Art Dept: 610.861.1680
Email: kbaxter@moravian.edu
My (work-in-progress) website: <http://baxterk8.wix.com/steammaker>
Art Department on FB: <https://www.facebook.com/MoravianCollegeArtDepartment>

Course Description

What careers are available in museums and galleries? How does exhibition design and installation affect how we interpret art in museums? How are curators involved in museum education and interpretation of art? How do museum educators work with curators? Are you curious about the differences between talking about art to children, college students, and adult learners? How are digital media tools changing the ways we interact with artwork in museums? How can we share those interactions using social media like Pinterest, Google Communities and other platforms? Students in this course will create interactive projects for learning how to look at, analyze, interpret, and arrange works of art for various audiences.

Required Readings – if you are viewing this as a Word Doc, click these hyperlinks or find them on Blackboard

[The Moon Belongs to Everyone: Embracing a Digital Mindset in Museums](#)

[Museums Morph Digitally: The Met and Other Museums Adapt to the Digital Age](#)

[The Art of Slowing Down in a Museum](#)

[Visual Thinking Strategies](#)

[How to View Art: Be Dead Serious, But Don't Expect too Much](#)

[The Work of Art in the Age of Google](#)

Course Goals

Students will

1. be introduced to a critical framework for thinking and looking at images with increased attention to emerging media and new technologies (**Art Department Initiative #5**)
by learning how technology, interactive media, and digital storytelling are dramatically changing the field of Museum Studies.
2. demonstrate the context of art in history and society, showing relationships between the visual arts and literature, philosophy, music, history, religion, and other disciplines (**Art Department Outcome #3 Interdisciplinary Learning**)
by learning about curatorial, design, and interpretive processes at a variety of types of museums.
3. analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline (**Art Department Outcome #1 Visual Literacy**)
by using scholarly terminology when planning a guided tour in Payne Gallery for elementary school children and creating a digital storytelling project.

Class Expectations

Technology in class

- Much of our classtime will be in the mac lab, or you might be using your own laptop or iPad if you have one. There will be other times when you may **not** use your gadgets, such as when someone is simply addressing the class, giving a presentation, or during our meetings with the museum professionals or librarians.
- During class time and during presentations, put away all of your gadgets, *unless the presenters ask you to use them*.
- During presentations and discussions, be mindful, present, and respectful to the presenter. Take notes. Look at the presenter. Ask questions. Don't yawn or check the time or check your texts.
- And don't wear earbuds... even if you're not listening to anything.
 - Don't even have them dangling from your ears. Just put them away.
- If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

Being present

- Read the class schedule and complete the assignments due each day. Be prepared.
- Get a good night's sleep (avoid those alligator yawns in the middle of class).
- Be acutely aware of when you are asked to use technology and when you need to be attentive to the human souls in the room.
- Show up for class and appointments on time and be well prepared.

Bathroom breaks

- Stay in the classroom for the entire class period. Send your texts, use the bathroom, check who's posted pictures of their breakfast on instagram BEFORE you get here. (If you absolutely need to use the bathroom during class, just go. You don't need to ask me.)

Food and Drink

- Drinks are fine. But don't eat during class, except on those days when we plan on eating together. Food and drinks aren't permitted in the computer labs.

Course Requirements

Course Goals	Assignment	Percentage of Final Grade	Approximate number of hours per week spent on this project, outside of class
	Sign up for Blackboard by 9/7	5%	
3	8 Written reflections of assigned readings	25%	1-2 hour per week
2	8 Written reflections of visits with Museum Professionals	25%	1 hour per week
3	Tour with William Penn children	10%	1-2 hour per week
2	Attend at least one art exhibition reception/opening in the HUB or Payne Gallery and written reflection	5%	2 hours in total
1,2,3	Draft of Digital Storytelling project	15%	2-3 hours per week (for draft and revisions to final version)
1,2,3	Final Digital Storytelling project	15%	

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 8-10 hours per week, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour course. For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time.

Attendance & Grading

If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

For classes that meet twice a week, after the second unexcused absence, final grade will be dropped by one full letter. After the fourth unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. Do not email the professor to find out what you missed in class instead contact a fellow student in the class.

If a project is due on a day that you have an EXCUSED absence, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

If a project is due on a day that you have an UNEXCUSED absence and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date. Late assignments receive a grade of "0."

Do not wait until the last minute to complete your work

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- Late work earns a "0"
- There is no "extra credit" offered in this class.
- All grades count. I do not "drop" lowest grade.
- It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment Sheets

Each assignment has a detailed, corresponding "Assignment Sheet" that describes the requirements and grading rubric for each project. It is the student's responsibility to read and follow the assignment sheets and understand the grading rubrics.

On-going Grades on Blackboard

All grades are posted on Blackboard throughout the semester. I will return assignments and grades to you throughout the semester, but it is the student's responsibility to check grades on Blackboard regularly so you know how you are doing in class.

Final grades on Blackboard

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. See above for how absences will lower your final grade. The “Final Grade” on Blackboard is determined by the grades for your projects only.

Late work earns a “0.”

Standard numeric grading scale for Final Grades

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C+	77-79
C	74-76
C -	70-73
D+	67-69
D	64-66
D -	60-63
F	below 60

Guest Speakers

John Pepper

Adult & College Program Coordinator

[Allentown Art Museum](#)

Claire Marcus, MFA

www.ClaireMarcusFineArts.com

Artist in Education, Pennsylvania Council on the Arts

Art as a Way of Learning Resident Artist, Northampton Community College

Diane Radycki, Director Payne Art Gallery

Moravian College

On-site Visits

Guggenheim Museum, New York

Sharon Vatsky, Director of Schools and Family Programs

Rebecca Mir, Associate Manager, Digital Media and Online Learning

Museum of the City of New York

EY Zipris, Assistant Director, Frederick A.O. Schwarz Children's Center

Banana Factory, Bethlehem

Stephanie Smith, Artist-in-Residence

Moravian Museum, 66 West Church Street, Bethlehem

Charlene Donchez Mowers, President, Historic Bethlehem Museums and Sites

Melanie Depcinski, Director of Visitor Experience, Historic Bethlehem Museums and Sites

The Art Establishment 945 Broadway, Fountain Hill, PA 18015

Ellen Flynn, Owner & Moravian College alum

Special Guest Visitors

Children from William Penn Elementary School

Bethlehem, PA

Course outline and schedule - Subject to change
Class is held in Room 7, unless otherwise noted

WEEK 1

Mon Aug 31 & Wed Sept 2

Welcome and Introduction to the course

(Optional) Thursday, Sept 3rd

6:30-8 pm

Payne Gallery Reception – Tiger Strikes Asteroid (contemporary gallery)

WEEK 2

Mon Sept 7

Meet in HILL 309

You must sign up for Blackboard by midnight tonight. 5% of your final grade!

DUE: #1 Reading & Written Reflection

[The Moon Belongs to Everyone: Embracing a Digital Mindset in Museums](#)

(Optional) Tuesday, Sept 8th

4:30 pm HUB Gallery Reception – Kris Kotsch “As the Crow Flies”

Wed Sept 9

Meet in HILL 309

DUE: #2 Reading & Written Reflection

[Museums Morph Digitally: The Met and Other Museums Adapt to the Digital Age](#)

WEEK 3

Mon Sept 14

Carpool to the Banana Factory, right over the Fahy Bridge, 25 W. Third St. Bethlehem, PA 18015

We will visit with Resident Artist, Stephanie Smith. <http://www.bananafactory.org/artists/stephanie-smith/>

Wed Sept 16

Meet in LAB 309; We will experiment with Digital Storytelling tools. Students will sign up to give a presentation about one on Monday.

DUE: #1 Written Reflection of Visit with Museum Professional: Stephanie Smith

WEEK 4

Mon Sept 21:

Meet in Reeves Library, the Afterwords Cafe. Bring your laptops, if you have one.

Due: Informal discussion of the digital storytelling tools you researched

Wed Sept 23

Meet in Reeves:

Research topics for your digital storytelling project:

- how to talk to children about art/ aesthetic development
- background on the artist Jules Buck Jones
- what is digital storytelling? how can I present what I've learned in this class through digital storytelling?

WEEK 5

Mon Sept 28

Bring in the articles you found in the library and be prepared to share the ideas

DUE: #3 Reading & Written Reflection

The Work of Art in the Age of Google

<http://www.nytimes.com/2011/02/07/arts/design/07google.html?pagewanted=all>

Wed Sept 30

Claire Marcus, Artist in Education, Pennsylvania Council on the Arts

Art as a Way of Learning Resident Artist, Northampton Community College

<http://www.clairemarcusfinearts.com/>

WEEK 6

Mon Oct 5

DUE: #2 Written Reflection of Visit with Museum Professional: Claire Marcus

DUE: #4 Reading & Written Reflection

[Aesthetic Development](#)

[VTS Method and Curriculum](#)

Wed Oct 7

Meet in Payne Gallery, begin to plan tour for children

DUE: #5 Reading & Written Reflection: Search online for background information about [Jules Buck Jones](#).

[Browse his Website.](#)

Due: Bring in a PAPER Copy/DRAFT of your tour, based on VTS. Also share with me as a Google Doc. This is ungraded, but this is an opportunity for you to get feedback before the final version is due.

(Optional) Thursday October 8

6:30-8 pm

Payne Gallery Reception – [Jules Buck Jones](#)

WEEK 7

Mon Oct 12

No Class Fall Break

Wed Oct 14

Visit from John Pepper, Adult & College Program Coordinator
Allentown Art Museum

WEEK 8

Mon Oct 19

no class

Wed Oct 21

DUE: #3 Written Reflection of Visit with Museum Professional: John Pepper

Visit from Diane Radycki

Meet in Payne Gallery

WEEK 9

Mon Oct 26

DUE: #4 Written Reflection of Visit with Museum Professional: Diane Radycki

Meet in Payne Gallery.

Due: Bring in a PAPER Copy/DRAFT of your tour, based on VTS. Also share with me as a Google Doc. This is ungraded, but this is an opportunity for you to get feedback before the final version is due.

DUE: #6 Reading & Written Reflection

[How to View Art: Be Dead Serious, But Don't Expect too Much](#)

Wed Oct 28

William Penn Elementary School Students visit Payne Gallery

WEEK 10

Mon Nov 2

Due: Graded. Final version of your tour, with revisions. Shared with me as a Google Doc.

DUE: #7 Reading & Written Reflection

History of the Guggenheim (read all 3 pages): <http://www.guggenheim.org/guggenheim-foundation/history>

Read Rebecca Mir's blog, Associate Manager, Digital Media and Online Learning at the Guggenheim
<http://blogs.guggenheim.org/author/rebecca-mir/>

Readings about the Collections at the Museum of the City of New York
<http://www.mcny.org/content/collections-descriptions>

Read about the Frederick A.O. Schwarz Children's Center at the Museum of the City of New York
<http://www.mcny.org/content/frederick-ao-schwarz-children%E2%80%99s-center-0>
<https://www.youtube.com/watch?v=O1r9oe8N0Xg>

Wed Nov 4

Prep for NYC trip - Devise a list of questions you would like to ask the professionals at the museum

Fri Nov 6: NYC Trip

10:30am: [Guggenheim Museum](#) - Meeting with Sharon Vatsky, Director of Schools and Family Programs and Rebecca Mir, Associate Manager, Digital Media and Online Learning

1:30pm: [Museum of the City of New York](#)

1220 Fifth Avenue (at 103rd Street)

New York, NY 10029

Meeting EY Zipris, Assistant Director, Frederick A.O. Schwarz Children's Center

WEEK 11

Mon Nov 9

DUE: #5 Written Reflection of Visit with Museum Professionals: Sharon Vatsky & Rebecca Mir

DUE: #6 Written Reflection of Visit with Museum Professional: EY Zipris

DUE: #8 Reading & Written Reflection

Read website for the [Moravian Museum, Historic Bethlehem Museums and Sites](#)

(Optional) Tuesday, Nov 10th

4:30 pm

HUB Gallery Reception – Matt Beniamino '13 – Invision Photo Festival, Curated by Kris Kotsch

Wed Nov 11

Meet at the Moravian Museum, 66 West Church Street, Bethlehem

Charlene Donchez Mowers, President & Melanie Depcinski, Director of Visitor Experience, Historic Bethlehem Museums and Sites

Thursday, Nov 12, 6:30-8 pm, Payne Gallery Reception – Mavis Smith (egg tempera painter)

Week 12

Mon Nov 16

DUE: #7 Written Reflection of Visit with Museum Professional: Charlene Donchez Mowers

Work in HILL 309 on Digital Storytelling Projects

During class: Read about [The Art Establishment](#) and devise a list of questions for Wednesday's visit

Wed Nov 18

Carpool to [The Art Establishment](#), 945 Broadway, Fountain Hill, PA 18015

Visit with Ellen Flynn, Owner

WEEK 13

Mon Nov 23:

DUE at the end of class today: DRAFT of Digital Storytelling Project &

DUE: #8 Written Reflection of Visit with Museum Professional: Ellen Flynn

Work in HILL 309 on Digital Storytelling Projects

Wed Nov 25 & Fri Nov 27: No Class: Thanksgiving

WEEK 14

Mon Nov 30

Work in HILL 309 on Digital Storytelling Projects

(Optional) Monday, Nov 30th

4:30 pm

HUB Gallery – closing reception for Art Department student show

Wed Dec 2

Work in HILL 309 on Digital Storytelling Projects

Week 15

Mon Dec 7

Work in HILL 309 on Digital Storytelling Projects

Wed Dec 9:

Celebration! Share your work with the group!

(Optional) Friday, Dec 11

11:45 am

HUB Gallery Reception – Dr. Baxter's FYS Class Show

Final Exam Week:

DUE NO LATER THAN

Thursday, Dec. 17, 8:30AM

Share your FINAL digital storytelling project with me, with all revisions.

send me the URL; upload it to Drive; or share it with me in another format. Just get it to me by this date/time.

no.matter.what.

Syllabus is subject to change

We will follow this syllabus as closely as possible, but sometimes changes must be made for various reasons (the college closes because of inclement weather; a guest speaker cancels; a trip is canceled due to weather; students need more/less time on particular content, etc.). Students will receive a revised schedule (in print, on Blackboard, and emailed) if we must make changes to the syllabus. It is the student's responsibility to keep track of revised schedules.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2015-2016](#).

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors

All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.