

## Museum Insights for Arts Mgrs - 14506 - AMGT 599 – 002 (3:3:0)

Spring -Summer 2012

**Instructors:** Richard Kamenitzer (instructor of record), Mathilde Speier

**Phone:** 703-993-8926

**Email:** mspeier@gmu.edu

**Office Hours:** Mon-Thu 9AM-3PM

**Day:** Saturday

**Time:** 9:00 AM -12PM

**Location:** Arlington, FH 468

**Classroom sessions in the US:** January 28, February 11, 25, March 10, 24, April 7, 28, June 28 (4:30 -7:10PM - final presentations)

**Start of the activities in Berlin:** Sunday, May 20 at 3:30PM. Tour ends on June 1 at 6AM.

**Last day to drop:** January 31, 2012

### Course description

This course explores the conceptual framework of the museum as arts organization, using comparative analysis and field experience. The course content ranges from the origin of the museum through the adaptation of its current mission and status in the 21st century both in the United States and elsewhere. For field experience, students will investigate and critically assess the management structure of the institutions.

**Goals:** the student will develop an understanding of

- History, theory and organization of museums
- How museum standards, ethics and best practices affect organizational success
- Effective exhibition strategies and display technologies
- The role of architecture in museum institutionalization.
- Current museum issues and controversies.

In addition, the student will

- Analyze the functions and operations of actual German and US museum models
- Learn how to conduct a SWOT analysis and apply relevant assessment tools
- Work collaboratively with others in team based learning and problem solving.

### Tour details

Besides the required program of museum visits, interviews with museum officials and tours, optional visits to arts institutions in Berlin will be arranged. For details, see the *Daily Schedule* (the tentative schedule will be made available in class at the first session).

### Required Readings

1. Kotler, Neil G., Philip Kotler, Wendy I. Kotler, and Neil G. Kotler. *Museum Marketing and Strategy: Designing Missions, Building Audiences, Generating Revenue and Resources*. San Francisco, CA: Jossey-Bass, 2008.
2. Alexander, Edward P, and Mary Alexander. *Museums in Motion: An Introduction to the History and Functions of Museums*. Lanham [u.a.: AltaMira Press, 2008. Print.
3. Merritt, Elizabeth E. *National Standards & Best Practices for U.s. Museums*. Washington, DC: American Association of Museums, 2008. Print or Kindle eBook (Kindle Edition - Nov 29, 2010).
4. Sheehan, James J. *Museums in the German Art World from the End of the Old Regime the Rise of Modernism*. New York: Oxford University Press, 2000. Mason e-book, don't purchase.

### Recommended Readings

1. McClellan, Andrew. *The Art Museum from Boullée to Bilbao*. Berkeley, Calif: University of California Press, 2008.
2. Lord, Gail Dexter, and Barry Lord. *The Manual of Museum Management*. Lanham, MD: AltaMira Press, 2009.

3. Duncan, Carol. Civilizing Rituals: Inside Public Art Museums. Revisions (London, England). London: Routledge, 1995.

Handouts provided by the instructor will constitute additional required reading assignments.

***The instructors of this course reserve the right to make changes to this syllabus (this is version 1/23/2012)***

**Schedule of in-class sessions and due dates:**

DATES AND CLASS TOPICS	ASSIGNMENTS DUE
<p><b>Session 1: January 28</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Printed Syllabus</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the following museums online and find their mission statements (look under “About this museum”). Read and bring a printed copy of the statements to the class. Be prepared to discuss. <ul style="list-style-type: none"> <li>○ National Gallery of Art, Washington, DC at <a href="http://www.nga.gov/">http://www.nga.gov/</a></li> <li>○ MOMA at <a href="http://www.moma.org/">http://www.moma.org/</a></li> <li>○ Metropolitan Museum of Art at <a href="http://www.metmuseum.org/">http://www.metmuseum.org/</a></li> </ul> </li> <li>• Reading assignment: Alexander 1-16.</li> </ul>
<p><b>Session 2: February 11</b></p> <p>What is a museum?</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Museum types</li> <li>▪ Core functions, missions and roles</li> <li>▪ Organization, and operations</li> <li>▪ National US museum standards and best practices</li> <li>▪ Museums in the US vs Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment #1 due.</li> <li>• Reading assignment: <b>Kotler</b> 3-9; <b>Merritt</b> 1-18; 24-28; 33-36; handouts.</li> </ul>
<p><b>Session 3: February 25</b></p> <ul style="list-style-type: none"> <li>• Precursors of the museum</li> <li>▪ Early exhibition concepts and display technologies (1)</li> <li>▪ The public museum: the Louvre</li> <li>▪ (Tentative) Guest lecture: Collection management</li> </ul>	<ol style="list-style-type: none"> <li>1. Assignment #2 due.</li> <li>2. Museum choices for observations due. Students choose partners.</li> <li>3. Reading assignments: <b>Kotler</b> 9-10; <b>Alexander</b> 23-32, 187-210 (optional); <b>Merritt</b> 44-48; <b>Sheehan</b> 18-42; handouts.</li> </ol>
<p><b>Session 4: March 10</b></p> <ul style="list-style-type: none"> <li>• A problem as old as the museum: Looting, restitution and repatriation of art (1)</li> <li>• The museum as a temple</li> <li>• Berlin and the first museum boom</li> <li>• Video museum architecture</li> </ul>	<ol style="list-style-type: none"> <li>1. Assignment # 3 due.</li> <li>2. Reading assignments: <b>Alexander</b> 32-42; <b>Sheehan</b> 43-81; <b>Merritt</b> 50-58; handouts.</li> </ol>

<ul style="list-style-type: none"> <li>• Museum Observation Form</li> </ul>	
<p><b>Session 5: March 24</b></p> <ul style="list-style-type: none"> <li>• Museums in the 19<sup>th</sup> and early 20<sup>th</sup> Century.</li> <li>• The Third Reich: The museum as an instrument of authoritarian politics. Censorship and propaganda.</li> <li>• What is 'Degenerate Art'?</li> <li>• Looting, restitution and repatriation of art (2)</li> </ul>	<ol style="list-style-type: none"> <li>1. Assignment #4 due.</li> <li>2. Reading assignments: <b>Kotler</b> 11-13; handouts.</li> </ol>
<p><b>Session 6: April 7</b></p> <ul style="list-style-type: none"> <li>• Museums during the Cold War: Mies' New National Gallery.</li> <li>• German cultural policy</li> <li>• Display strategies (2)</li> <li>• Video: modern museum design and architecture.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assignment #5 due.</li> <li>2. Reading assignments: <b>Kotler</b> 13-20; handouts.</li> </ol>
<p><b>Friday, April 20 by 9PM</b></p>	<ul style="list-style-type: none"> <li>• <b>MID-TERM PAPER DUE</b> (only for students who opt out of the default assignments). Lengths: minimally 10 pages. Guidelines will be provided.</li> <li>• <b>FOUR MUSEUM OBSERVATIONS DUE</b> (only the questions marked with an *). Guidelines will be provided.</li> </ul>
<p><b>Session 7: April 28</b> Mid-term presentations. Guest lecture: How to conduct a SWOT analysis.</p>	<ul style="list-style-type: none"> <li>• <b>MID-TERM PRESENTATIONS</b> Guidelines will be provided.</li> </ul>
<p><b>May 30 (Wednesday)</b></p>	<ul style="list-style-type: none"> <li>• <b>SUBJECT FINAL PAPER ASSIGNED</b></li> </ul>
<p><b>JUNE 22 (Friday)</b> Completed museum reports due.</p>	<ul style="list-style-type: none"> <li>• <b>FOUR MUSEUM OBSERVATIONS, SWOT ANALYSES, AND BEST PRACTICES DUE</b></li> <li>• <b>FINAL PAPER DUE</b> (10 pages minimum)</li> </ul>
<p><b>Session 8: June 28 (Thursday)</b> Final presentations.</p>	<ul style="list-style-type: none"> <li>• <b>FINAL PRESENTATIONS.</b> Guidelines will be provided.</li> </ul>

## **Course Format and Participation: Evaluation and Grading**

### **GRADING SCALE**

A+	100-97 (still only provides for 4.0 quality points)
A	96-94 (4.0 quality points)
A-	93-90 (3.67 quality points)
B+	89-87 (3.33 quality points)
B	86-84 (3.0 quality points)
B-	83-80 (2.67 quality points)
C	79-70 (2.0 quality points)
F	69- (0 quality points)

#### **Evaluation (3-credit course)**

Attendance, participation and discussion of readings: 25%

Class assignments (alternative option upon approval of instructor: 10-page paper) and mid-term presentation: 20%

Museum observations (4): 25%

Final presentation, SWOT analyses, best practices and final paper: 30%

Students will receive a temporary grade at the end of the Spring semester. The final grade will be awarded after the last class session, currently scheduled on June 28, 2012. This is in time for students who intend to graduate in May 2012.

## **Course Requirements and Policies**

**CLASS PARTICIPATION** Students are expected to attend and participate in all class meetings from the beginning to the end and to complete all readings, assignments, exams and other required class preparation by the due dates listed. Missing a class and/or more than once showing up late/leaving early will affect your grade (missing more classes has a cumulative, dramatic effect). If a student is unable to attend class he or she is expected 1) to notify the instructor by email or phone prior to his or her absence and 2) arrange with the instructor for an alternative solution to make up for what has been missed. In Berlin, students must participate in all required museum visits, tours, lectures, museum observations, and activities on-site.

**CLASS POLICY** Please be sure that all mobile phones, iPods, and other communication/entertainment devices are turned OFF before class begins, and at the conclusion of any in-class breaks. Students engaged in text messaging or otherwise not paying attention during class will be asked to leave.

**ASSIGNMENTS AND PRESENTATIONS** During this course, participants will work on individual and team assignments. The pre-trip classroom sessions have required readings (up to ca 60 pages each) and written or other assignments. Students can send the instructor the written assignments by e-mail on the evening before the class or hand in a printed copy at the start of the class. Detailed instructions about the assignments, museums observations and class presentations will be provided during the class.

**FIELD EXPERIENCE** Detailed instructions and schedule will be provided.

**WRITTEN ASSIGNMENTS** All course assignments must be typed, spell-checked, and proofread with one- inch margins, double spacing, and a 12-point new Times Roman font. Students must cite all sources using the Modern Language Association (MLA) style for references and bibliography.

**DUE DATES** Points will be deducted for assignments that have not been submitted on the due date provided in this syllabus; you lose one/half point (up to the value of the assignment)for each day late – no

matter what the excuse (except for an “extreme” emergency – e.g. death, accident, etc.).

## Other University policies

**Official Communications via GMU E-Mail** -- Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly. According to the University catalog, all students and faculty are to use their GMU.EDU email address. Some commercial email addresses may be filtered out of the GMU.EDU system. No official information can be sent to students unless on the Mason email system.

**Honor Code** -- GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>  
Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

The Honor Code, as stated in the George Mason University Catalog, binds students in this class. The honor code requires that the work you do as an individual will be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when your instructor approves it.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously.

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else’s words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer’s Reference*.) The exception to this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

**An incomplete grade (IN)** should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes. Some students may prefer a C to an IN, and faculty shouldn’t assume that the student wants an IN rather than a grade or that it is in the student’s best interest to get an IN. In addition, faculty may assign an IN only if the student has a very limited amount of work to complete and there is a non academic reason they can’t do so within the semester and if, in their best judgment, the student actually stands a good chance of passing the

course by finishing the work satisfactorily. Typical situations for giving incompletes involve a final exam (missed due to illness) or a final paper (not completed because of a family emergency). Faculty are not to assign incompletes if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Faculty are not to assign incompletes to give a student time to improve on work already completed. Faculty are not to agree to give incompletes unless they will be available to grade the work and submit a grade by the official due date. If the faculty will be going on leave or leaving George Mason, this might not be possible. Faculty may set an earlier due date for the unfinished work; it is best to have in writing a description of the work that is outstanding and the date by which it is due. Faculty are not ever obligated to give an IN. [for the purpose of this semester-I do not intend to be elsewhere and therefore will be able to follow through on any IN grade awarded.]

**Writing Center** -- Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

**Students are encouraged to sign up for the Mason Alert System** by visiting the website <https://alert.gmu.edu>. Students are also reminded that an emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

**Please direct any questions about the above information to:**

Linda Miller, Associate Dean, Academic Affairs ([lmille6@gmu.edu](mailto:lmille6@gmu.edu))

Victoria Salmon, Associate Dean, Graduate Programs ([vsalmon@gmu.edu](mailto:vsalmon@gmu.edu))

Alice Watts, Academic Coordinator ([awatts@gmu.edu](mailto:awatts@gmu.edu))

**Note:** If you are a student with a disability and you need academic accommodations, please see the instructor and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office