



2020 Georgia State University Summer Institute
July 8th to July 29th, 2020
Final Exam Starts on July 30th, 2020

ART/AH 4980
SPECIAL PROBLEM:
CULTURE INSTITUTIONS AND MUSEUM STUDIES
(Tentative)



Monday, Tuesday, Wednesday, Thursday, and Friday
2:00 p.m. to 4:20 p.m. / Arts and Humanities 515

Kevin Hsieh, Ph.D. Associate Professor
Office: 527B, Arts and Humanities Building
Office Hours: 1:30 – 2:00 p.m. on Monday, email, or by appointment
Office Phone: 404-413-5268
E-Mail: khsieh@gsu.edu

Course Description:

This is a course combining instructor's brief lectures, discussions of related readings, field trips, and student-led presentation seminars. It enables students to learn about professional and vocational opportunities, and to prepare both for a career in informal educational organizations, in museums or other cultural institutions, and for conducting research in museum field. Students will be introduced to a variety of administrative, learning, and teaching theory within museum contexts. The course explores educational theory and practice in these settings through reading, presentations by the participants, discussion, and personal field trips. This class is designed for undergraduate and graduate students.

Objectives:

In taking the course, students will:

- become familiar with museums and other institutions in which cultural programs are developed, executed, and presented,
- understand and be able to discuss key issues in museum education today,
- understand and be able to apply the contextual model for free-choice, informal learning, and other theories of learning to these settings,
- understand the nature and role of research and evaluation in museum education,
- be able to evaluate education in a museum or other cultural setting,
- become familiar with and be able to use key publications and online resources for museum education,
- be able to relate the structure and functions of an education department to the museum or other cultural institution as a whole,
- be able to identify additional knowledge and skills that strengthen the institutional role of education,
- become familiar with professional standards, and
- be able to conduct independent research within cultural institution setting.

Course Readings:

Required journal articles and chapters from books:

Students will be expected to finish the required reading(s) and assignment(s) before the class meeting time and be prepared to discuss the required readings and assignments. All initial readings are all posted digitally online in GSU's iCollege in the beginning of the semester, extra or additional readings will be on reserve in the library or emailed to students by the instructor at least one week in advance.

Requirement During the Class:

1. All assignments should be turned in at the end of the class after class discussion. Late assignment will not be accepted and graded.
2. Students might need to visit some museums or cultural institutions for the class assignments or personal projects. Students will be responsible for the museum admission for the visits.
3. All written assignments should follow APA style, 7th Edition, typed, double-spaced, showing your name and page number in the header for the in-text citations, and paper will need to be stapled. After the third week of the class, the mistakes of using APA style citation might reduce student's grade.

Assignments:

Extensions on assignment or project will be given only in case of emergency or illness with proper documentation, such as doctor's note and advanced notice. For University-approved curricular and extracurricular activities, please notify the instructor well in advanced of due dates.

The final grade will be based upon:

Assignment	Percentage
1. Attendance and class participation (discussion)	30%
2. One field trip reflection - 500 words (15%)	15%
3. Presentation on one museum (15%)	15%
4. One paper of examining museums through technology and educational perspectives (500 words).	10%
5. Final project: Museum collection project	20%
6. Presentation of case study	10%
P.S. See below for details	

1. Attendance and Class Participations including discussion (30%):

Attendance of the class is required. Participating in the class and discussion of assigned readings will be counted toward the final grade. Students are encouraged to participate in the class discussion and to properly express their opinions.

Attendance at every class is mandatory and role is taken at the beginning of the class section for grading. If you are enrolled in the class and do not attend the first two class meetings, you will be asked to drop the class. Classes begin at the stated times and lateness is unacceptable. Leaving early or arriving late is counted as a half absence.

If you come to class late, it is your responsibility to notify instructor after class that you were late, not absent, and to request a change in the attendance record from absent to late. If you fail to do this, be aware that your attendance record remains as an absence. Your final grade will be reduced by two points (2% of the final grade) for each and every absence after the second absence. There are no "excused" absences.

It would be wise to save your 1 allowable absence in anticipation of emergencies with proper documentation. You will be held responsibility for the material covered in the missed class and must consult with your fellow students to receive all instruction and information covered in the class.

***ATTENDANCE POLICY.** Attendance is essential for success. The Office of International Initiatives will be notified of any absences. Please talk with the instructor if you are not able to attend class.

2. One field trip report (15%):

Students will select one cultural institute located in the United States based on students' personal interests during the assigned field trip date(s), **Friday, July 10th**. Write a 500-word report for the institute where you visited. The report should be a critical response and should NOT be a journal style.

"Terracotta exhibition and its application on art education" and/or "Looking at the Museum of Modern Art through an educational perspective," for example.

3. Presentation on museum of your choice (15%):

Student will select one museum of any kind in the world and present it to the class on **Monday, July 13th**. The presentation will be between 10 to 12 minutes. PowerPoint or uses of any presentation applications are strongly encouraged.

4. One reflection (500 words) of examining museums through technology and educational perspectives (10%):

Students will go to the Center of Human Rights Museum (for instance) on **Friday, July 24th** and conduct in-depth research about museum exhibitions through instructional technology perspectives. You might ask the following questions for constructing your paper:

- a. What technology does museum use to enhance visitors' experiences?
- b. Why does museum utilize technology in the exhibitions?
- c. In what ways that museum visitors pay attentions to or use technologies?
- d. What evidences can suggest question a. and b. listed above?

5. Final project: Museum Collection Project (20%):

Students will select one particular object based on students' personal interests for this project, such as a paper umbrella, a toy from old time, or a letter from 20s. Remember, the purpose of this project is for student to learn about the processes of how museum collect, catalog, and document the collected object. So, students are free to make up the stories about the object, and the object can be from the current days and not from 18th century. Instructor will show the example to you during the class.

6. Presentation of final project (10%):

Students will be given 5 to 10 minutes to present their own museum collection project in the last class meeting (**Wednesday, July 29th, 2020**). Use of PowerPoint or other presentation apps is strongly encouraged.

Grading Policy:

101-105	A+	80-82	B-
93-100	A	77-79	C+
90-92	A-	70-76	C
87-89	B+	60-69	D
83-86	B	0-59	F

I encourage you to email me or other class participants through GSU's webmail system as an easy way to get quick response. To access the listed readings, please login to iCollege and download the files. Class participants are strongly encouraged to check email everyday. Please check your email before the class, such as before 12:00 in the morning.

Class Calendar and Assignment

	Date	Topic of the Class	Reading	Assignment	Note
01	07/08 (Wednesday)	* Syllabus. * Download Readings form iCollege (online) and how to submit assignments to drop box. * Class Introduction.			
02	07/09 (Thursday)	* History of museum and the visitor.	1. McClellan, A. (2003). A brief history of the art museum public. In A. McClellan (Ed.), Art and it publics: Museum studies at the millennium (pp.1-49).		
03	07/10 (Friday)	* Personal field trip: visit one museum in Atlanta area.	* Make notes during the visit of the museum, pay attention to how does this museum utilize information in their exhibitions to assist visitors' learning.	* 500 words reflection of your personal field trip.	* You can use your City Pass for the Center for Civil and Human Rights8Museum, CNN, Zoo, or Historical Center.
04	07/13 (Monday)	* Presentation: Your presentation on museum (any museum in the world).			
05	07/14 (Tuesday)	* Mission, vision, core values, strategic plan, structure of Museums and other cultural institutions. History of museums and their public.	1. Falk and Dierking (2000). Learning from museum: Visitor experiences and the making of meaning. Walnut Creek, CA: AltaMira Press. 1-15.		
06	07/15 (Wednesday)	* Current practice: Educational programs and materials in museums and other cultural institutions.			
07	07/16	* Development and	1. Ebitz, D. (2005).		

	(Thursday)	qualification of museum education. Goals and standards for the public dimension of museums and other cultural institutions.	Qualifications and the professional preparation and the development of art museum educators. <i>Studies in Art Education</i> , 46 (2), 150-169.		
08	07/17 (Friday)	* Mini break: No Class.			
09	07/20 (Monday)	* Overview of theories for museum education.	1. Ebitz, D. (2008 in press). Sufficient foundation: Theory in the practice of art museum education. <i>Visual Arts Research</i> , 34(2). 2. Hsieh, K. (2013). Museum without walls: Digital technology and contextual learning in the museum environment. 241-260.		
10	7/21 (Tuesday)	* Evaluation at the museum settings.			
11	07/22 (Wednesday)	* Digital technology and museum experience.			
12	07/23 (Thursday)	* Time reserved for you to write your field trip reflection.			
13	07/24 (Friday)	* Personal field trip (focus on the technology aspect).		* 500 Words field trip reflection.	* You can use your City Pass for the College Football Hall of Fame or Fernbank Museum of Natural History, or CNN.
14	07/27 (Monday)	* Museum and visitors with special needs.			
15	07/28 (Tuesday)	* The future of museums: directions.			
16	07/29 (Wednesday)	* Deadline to submit final project. * Final project presentation (Museum Collection).			

		* Feel free to bring food and soft drink to the class.			
Note:					

P.S. This is a tentative course schedule. Professor reserves the right to modify the class and change syllabus based on class and students' needs.

Academic Integrity:

University Policies and Rules Guidelines state that academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Georgia State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes but is not limited to acts such as cheating on exams or assignments; plagiarizing the words or ideas of another; fabricating information or citations; facilitating acts of academic dishonesty by others; claiming authorship of work done by another person; submitting work completed in previous classes; and/or submitting the same work to multiple classes in which a student is enrolled simultaneously. Plagiarism is the use of more than three consecutive words, ideas, or images of another author without proper citation. Proper citation formats must follow one of the academic writing style manuals such as APA, Chicago, MLA, or Turabian. All images and text from the Internet, journals, or books must have full citation to be used in your work. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

Disability Statement:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Georgia State University Student Code of Conduct

Definition: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal

conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

Preamble: When disruptive behavior occurs in the class, the instructor shall make reasonable effort to address the disruption with the student, preferably in private. Georgia State encourages members of the University community to try to resolve problems informally whenever possible. Toward that end, the instructor and student may consult with the Office of the Ombudsperson, the Dean of Students Office, or other University offices to discuss ways to resolve the situation informally at any time during the process set forth in this policy. Should the instructor elect to withdraw the disruptive student, the following procedures should be followed. Individual college or academic units may have supplementary procedures to deal with disruptive student behavior so long as those procedures are consistent with this policy. Where this policy conflicts with the Student Code of Conduct, this policy will prevail with respect to disruptive behavior in the academic setting. For the full statement, please go to <http://bit.ly/pdFrNW> or www2.gsu.edu/~wwwdos/wordFilesEtc/A_Disruptive%20student%20Conduct%20in%20the%20Classroom%20or%20Other%20Learning%20Environment.pdf

Security Statement:

Georgia State University and the Welch School of Art have installed punch code locks to make our buildings safer for students and faculty. You should treat any lab or studio under card lock as a secure space. As such, GSU and the Welch School ask that you abide by the following guidelines to help ensure the safety and wellbeing of everyone:

1. ALWAYS have your GSU ID card with you when on campus.
2. NEVER allow anyone to use your card. If a student or member of the staff or faculty is authorized to be in the area, their cards will give them access. If anyone asks you for your card, report the incident to campus police.
3. ALWAYS report suspicious people or activity to the faculty or graduate student in charge of the studio or lab. If, for any reason, there is no faculty or graduate student supervision, report suspicious people or activity to campus police. The number is 404-413-2100.
4. NEVER try to enter a studio or lab by “piggybacking” on someone else. For example: if someone is entering the lab or studio before you, do not try to get through the door while it is open. Wait for the door to close and then punch in again to gain entry. Similarly, do not allow someone else to come through with you. It can be tempting to hold the door open for someone whose hands are full with equipment, etc. This practice, however, is NOT SECURE and can put everyone at risk. Wanting to help is good, but be smart about it. If you want to help a classmate or friend who is carrying a lot of equipment you can, 1) gain entry to the lab or studio by yourself, 2) wait on the other side of the door for the other person to enter, and 3) help the person with her/his equipment.

These procedures are a course requirement and the consequences for violating them range from penalties to your course grade to expulsion from the class. Security is everyone’s concern. GSU and the Welch School of Art and Design thank you in advance for your cooperation.

Classes Passes

There is one class pass for your allowable absences, please fill out the proper one and turn it in to the instructor next time when you come to the class after your actual date of absence. You will need to email the instructor at least a day before your absence and turn the pass in after your absence. The allowable absences will be counted without grades dropped only when those students who follow the proper procedures (both email and hardcopy pass).



PASS A: Unpredictable Emergency

Student's Name	Date of Absence: MM/DD/YYYY
Student ID#	Description of your absence
Student's Signature	Instructor's Signature