

<p>MUSE E-110 Museum Exhibition Course Syllabus Spring 2004</p>

Location and time: (unless otherwise announced)

Room: Sever Hall, Room 203

Cambridge, Mass. 02138

Thursday, 5:30 -7:30 PM

Description

This course will explore the many and diverse elements of museum exhibition including communication with the visitor, problem-solving and creativity, planning (concept development, examination of educational goals, project management, etc.); accessibility (both physical and intellectual); interpretation, design elements; Universal Design; and evaluation. Class format will incorporate lectures, discussions, workshops, and field trip(s). Grading is based upon class/workshop participation, short written assignments, and two major projects (in place of a mid-term and final).

Textbooks

Required:

The Manual of Museum Exhibitions by Barry Lord & Gail
Dexter Lord, AltaMira, 2001, Paperback, 544PP. ISBN
0-7591-0234-1

Planning for People in Museum Exhibitions by Kathleen
McLean, ASTC, 1993 Spiral bound, 200PP. ISBN 0-
944040-32-2

Coursepack MUSE E-110, Museum Exhibition (available at
HPPS, Pound Hall basement)

Additional readings and resources will be made available at Grossman Library,
Sever Hall, Harvard University, or as handouts. See Note at end of syllabus.

Instructor:

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MUSE E-110

Museum Exhibition Course Assignments

Grading will be based upon three aspects:

Class/Workshop Participation—30%

Short, writing or design assignments—20%

Two longer, planning/design projects—50% (25% each)

Workshops*	Short Assignments*	Projects
Team workshop—10%	Universal design—10%	<u>Project 1—25%</u>
Accessibility/descriptive thinking—10%	Interpretation exercise—10%	<ul style="list-style-type: none"> • Exhibit brief • Preliminary Script • 2 Preliminary floor plans (bubble plans) • Project Schedule (Graduates)
Evaluation workshop—10%	Text editing—10%	
Group analysis—10%		<u>Project 2—25%</u>
		<ul style="list-style-type: none"> • Detailed floorplan & path • Intro or focus panel, text & design • Summative evaluation form • Interactive/universal design unit, proposal & design (Graduates)

- The workshops will be held either in class or off site at a museum to be announced. Some workshops will take place on Friday evenings, 5:30–7:30 P.M. Others will be scheduled at individual student's convenience during public school vacation weeks.
- The short assignments are generally one to three pages in writing.
- Project 1 focuses on the conceptual phase of an exhibition, the topic of which the student chooses and which the instructor approves.
- Project 2 is a continuation of the Project 1 exhibition and carries the exhibition process up to the final planning stages. Please note that graduate students have an additional component required for Projects 1 and 2.

Non credit students may participate in any of the workshops, etc., but cannot receive a grade for their work.

Drawing/artistic ability is not a course requirement.

* I realize that columns 1 and 2 (Workshops and Short Assignments) add up to more than the required 50 points. Because I realize that this is an adult education course, I fully expect that some of you will, for various life issues, not make it to all the classes. Therefore you must, *at least complete the required number of percentage points for each area*. For those of you who do *all the exercises*, I will consider any extra work as credit towards grade improvement. I would encourage everyone, for learning purposes, to do all the assignments. **This does not apply to the two major design projects (Project 1 and Project 2, which must be completed by all credit students.**

Due dates for written/design assignments and projects:

Assignment	Due Date *
Subject and Gallery <i>Proposal</i> for Project 1	February 26, 2004
Goals and Messages for Project 1	March 11, 2004
Universal Design assignment	March 18, 2004
Project 1	April 8, 2004
Interpretation assignment	April 22, 2004
Text editing assignment (done in class)	April 29, 2004
Project 2	May 13, 2004

**Note that some assignment due dates may change depending on scheduling of certain field trips and speakers.*

Late submissions...

Late submissions will be accepted with no grade loss if I am *informed ahead of time* of a problem (schedule conflict, business trip, etc.). *Sudden* family and work emergencies, of course, are unfortunate but reasonable causes for not penalizing late assignment submissions. Work turned in late *with no prior explanation* or *emergency situation* will result in an automatically lowered grade (for example, an 'A' paper would be an A-, a B+ paper a B, etc.). First, I feel that it is unfair to your fellow students who manage to submit their projects on time. Second, tardiness reflects poor working habits that someone, as part of an exhibit team or on an exhibit project, should avoid.

NOTE: A number of resources have been placed on reserve as well as several books.

The required textbooks, McLean and Lord & Lord, are on reserve. In addition there are:

- Jeff Kennedy: *User-Friendly, Hands-on exhibits that work*
- Sam Taylor—*Try It! Improving Exhibits through Formative Evaluation*
- Judy Diamond—*Practical Evaluation Guide: Tools for Museums & Other Informal Educational Settings*
- Betty Davidson—*New Dimensions for Traditional Dioramas*
- *Everyone's Welcome, Edited by John P. S. Salmen, American Association of Museums*
- Federal Regulations 28 CFR Part 36. *Nondiscrimination on the Basis of Disability by Public Accommodations and Community Facilities.*
- *Title II: Technical Assistance Manual Covering State and Local Government Programs and Services.*
- *Title III: Technical Assistance Manual Covering Public Accommodations and Commercial Facilities.*
- *Accessible Practices Workshop Notebook, Museum of Science, 2000 (including the Smithsonian Guidelines for Accessible Exhibition Design)*