HI9807B: Introduction to Museology
Winter Term – Thursdays 6:30 – 9:30 p.m. – Lawson Hall 2270C

Instructor: Dr. Amber Lloydlangston
Office: TBD (Lawson Hall, 519.661.2111 x tbd)
Office Hours: Thursdays 4:00-6:00 p.m., or, By Appointment
Phone: 519-661-2500 x 4275 (Museum London) Email: alloydla@museumlondon.ca

Course Description:
This course is intended for students considering a career in the museum field, or, for those students interested in the history of museums and their associated roles as collector, steward and interpreter of public history. Museums are explored through both theoretical and applied contexts, with students acquiring an understanding of the objectives of effective museum management and the ability to directly apply these principles to the administration and operation of museums and cultural institutions. Topics explored include: the social history and development of museums; professional, legal and ethical standards; contemporary organizational & management structure, issues and strategies; and practical museum functions such as collections management, preservation, exhibition, and public education.

Please Note: Public History students have preference for course registration. Students not in the Public History program may seek permission from the instructor to take this course. However, they are reminded that the course has been designed to fulfill the pedagogical needs of the Public History program.

Outcome Expectations:
Upon successful completion of this course, the student will:

- Have achieved a basic familiarity with museums that combines historical, theoretical and practical knowledge
- Be familiar with different types of museums and structures of museum organization
- Understand the purpose and principles of effective institutional governance and museum management
- Be familiar with the practicalities and issues involved in operating a museum, including: legal and ethical considerations; policy and procedure; funding and financial planning; strategic planning and project management; and, marketing and public relations
- Have a general, introductory knowledge of specific museum practices, including:
  - the physical care and handling of museum artifacts;
  - accessioning and collections records management;
  - proper techniques of artifact storage and display;
  - exhibit planning and design; and
  - interpretation and educational programs
- Be familiar with the various types of roles available in the museum field, the type of training required, and typical job duties and position descriptions
• Have an awareness of the current trends, challenges and issues affecting contemporary community museums
• Be a more informed, critical and discerning museum visitor

Course Requirements & Grading:

Participation: 20%

Written Assignment: 20% (10-12 pages) Reflective Essay – “Why Museums Matter”

Exhibit Project: 35% (Group Project & Mark)

Applied Museum Exercise: 25% (Cataloguing project, 250 word rationale, cataloguing and condition forms)

Required Texts:
See attached Readings Schedule.

Instructor’s Expectations:

• Informed Participation. It is expected that all students will complete assigned readings and exercises in preparation for weekly seminars. The learning outcomes for this graduate level course are realized through critical exploration and analysis of ideas and concepts presented in readings and class discussions. This is a graduate seminar and students are expected to express their opinion on course topics, readings, presentations, and to consider alternate views expressed in class.

• Regular Class Attendance. Attendance at weekly seminars is directly linked to your participation mark. Students who are unable to attend scheduled weekly seminars are encouraged to contribute in an alternate way (i.e. blog post, emailing an analysis of readings prior to the seminar meeting). Please Note: some classes are held off-campus at local museums to facilitate an immersive learning experience. If you have issues with transportation, please let the instructor know well in advance.

• Applied Assignment/Project Work. Due to the applied nature of course assignments (exhibit project) students will be required to schedule time to work at Museum London. Times to access the collection and work space will be communicated to students well in advance. Students are expected to plan accordingly to ensure assignment deadlines are met.

• Assignment Submissions. All assignments are due to the instructor at the start of class on the specified due date. Marks will be deducted for assignments that are submitted after the specified deadline. The penalty for late assignments is 2% per day including weekends. Assignments submitted after the deadline must be submitted to the History Department Drop Box (Lawson Hall 2201) to be date stamped – emailed submissions are not acceptable. Extensions may be granted for legitimate circumstances presented to the instructor by the student, well in advance of the due date.
Communication Notes:
Please see the heading of this document for contact information. The most direct way to reach me during business hours is at my museum office number. Please call the university extension during posted office hours only. You may use either my Museum London or my UWO e-mail address for course communications. To avoid lost emails, please include the course code HI9807b in the subject heading. All messages will be answered as soon as possible, however, please note that emails posted in the evening may not be answered until the following morning, and, emails posted on weekends may not be answered until the following Monday.

University Policy Notes:
Scholastic offences are taken seriously. Plagiarism and submission of work that is not one’s own or for which previous credit has been obtained are examples of academic dishonesty. Students are reminded that they should read and comply with the university’s position on academic ethics and academic dishonesty: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca/ and our own McIntosh Gallery http://www.mcintoshgallery.ca/
- Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: http://www.sdc.uwo.ca.

Course Assignment Details:
Participation: 20%
Assignment Goal: Your active and attentive participation in class discussions, demonstrated fulfillment of the reading assignments, and active participation in other activities will help you engage with the content of the course.
Written Assignment: 20% Reflective Essay on “Why Museums Matter” (Due March 9)
Assignment Goal: This reflective essay asks you to critically contemplate course readings and resources, assignments, presentations and class discussions in the framework of the question – Do Museums Matter? The essay should be clearly positioned, demonstrate effective synthesis and critical analysis of course materials and directly reference authors, resources and sources that have inspired or influenced you.
Assignment Format: 10-12 pages; properly cited with bibliography.

Applied Museum Exercise: 25% Object Cataloguing & Analysis (Due March 29)
Assignment Goals: This technical assignment aims to provide the student with direct experience handling, studying and cataloguing museum objects.
Assignment Format: Following our workshop with the Medical Collection at Western, you will be required to complete and submit the following (in printed/paper format) for one assigned object:
- Object Evaluation – Using the “UWO Medical Artifact Collection Collections Policy” prepare a short statement (250 words) outlining your recommendation whether or not the piece should be accepted into the permanent collection and why. (Regardless of your recommendation, you will be required to complete the forms noted below)
- Cataloguing Form
- Extended Condition Report Please Note: This assignment requires you to arrange access to view your assigned object. Options and times for this will be discussed during the workshop

Exhibit Project: 35% (Group Project & Mark)
Assignment Goals: Using artifacts from Museum London’s permanent collection, the class will develop an exhibit in the form of three (3) small store fronts to illustrate London businesses. The class will be divided into groups. The exhibitions will be displayed at Museum London.
Assignment Components: Each team will be responsible for producing a written exhibit plan (15%) (Due February 15) and exhibit content/labels (10%) (Due March 15), as well as exhibit installation manual (10%) (Due April 5). Detailed guidelines and expectations for the group project will be provided in class.

Please Note: This project requires active team contributions as well as effective communication with the class as a whole to ensure an engaging and cohesive exhibit. Peer Evaluations and Team Contribution Forms will be completed by all students as part of the process. While there is some class time dedicated to working on the exhibit project, groups will be required to meet regularly to ensure exhibit products are delivered by specified deadlines. Access to the collection and work space can be arranged with the instructor.

Assignment Submission Guidelines:
Please adhere to the following format guidelines when submitting written assignments:
• Include a cover page with: the Assignment Title, Course name & number, your name(s) & student number(s), and date submitted
• Please do not enclose assignments in any coverings – just stapled at the left-hand corner; include page numbers
• Assignments should be double spaced; use a regular font (i.e. “Arial” 12 or “Times New Roman” 12) and standard format margins
• Use proper and consistent citations
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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| Week One (January 11) | **Course Overview**  
|           | Group Exhibit Assignment Introduction  
|           | Introduction to Museology  
|           | ~Popular conceptions & historical contexts  
|           | ~Definitions & key concepts in Museology  
|           | ~Purposes of Museums  
|           | ~Social Relevance & Accountability  |
| Week Two (January 18) | **Organization and Operation**  
|           | ~Museum Models & Organizational Structures  
|           | ~Types of museum “jobs” & associated competencies  
|           | ~Panel Discussion with local Museum Professionals  
|           | Kevin Zacher, Registrar, Material Culture Collections, Museum London  
|           | Don Spanner, Archivist, London Life  
|           | Alison Deplonty, Interpretation Coordinator, Fanshawe Pioneer Village  |
| Week Three (January 25) | **Exhibition Planning and Development**  
|           | ~Types, Functions & Goals of Exhibitions  
|           | ~Exhibition Planning and Development  
|           | ~Museum Interpretation  |
| Week Four (February 1) | **The Visitor Experience**  
|           | ~Experiencing Museum Services  
|           | ~Experiencing Museum Exhibitions  
|           | ~Volunteers and Friends Groups  
|           | **Special Guest Speaker**: Jordan Brennan, Manager, Muse, and Volunteer Coordinator  |
| Week Five (February 8) | **For Who? What For?: Museums, Communities & Sustainability**  
|           | ~Museums in a Changing World  
|           | ~Inclusion and Authority  
|           | ~Performance Measurement  |
| Week Six (February 15) | **Education, Outreach and Public Programs**  
|           | *Exhibition Plan Due  
|           | ~Audience Development vs. Community Engagement  
|           | ~Effective Educational and Outreach programs  
|           | **Special Guest Speaker**: TBD  |
| February 19-23 | **READING WEEK**  
| Week Seven (March 1) | **Workshop with the Museum London collection**  
| Week Eight (March 9) | **Collections and Collections Management**  
|           | *Written Assignment Due  
<p>|           | ~Collections Management Basics  |</p>
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<thead>
<tr>
<th>Week Nine</th>
<th>Museums &amp; Marketing</th>
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<tbody>
<tr>
<td>(March 15)</td>
<td>*Exhibit Content/Labels Due</td>
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<td>~Marketing and Public Relations</td>
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<td>~Museum Websites</td>
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<td>~Museums and Social Media</td>
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<th>Week Ten</th>
<th>Museum Management</th>
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<tr>
<td>(March 22)</td>
<td>~Policies &amp; Procedures</td>
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<td>~Financial Management &amp; Revenue Generation</td>
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<td>~Museum Ethics</td>
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<td>~Governance &amp; Leadership</td>
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<tr>
<th>Week Eleven</th>
<th>Exhibit Preparation &amp; Installation (Workshop)</th>
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<tr>
<td>(March 29)</td>
<td>*Cataloguing Assignment Due</td>
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<th>Week Twelve</th>
<th>Objects, Collections and Curation</th>
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<tr>
<td>(April 5)</td>
<td>*Exhibit Installation Manual Due</td>
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<td></td>
<td>~Do we still need collections? Should we have them?</td>
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<td></td>
<td>~Object Analysis &amp; Interpretation</td>
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<td>~Objects and What Else?</td>
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Readings Schedule

WEEK 1:
http://icom.museum/fileadmin/user_upload/pdf/Key_Concepts_of_Museology/Museologie_Anglais_BD.pdf

*You might also like to watch: https://www.youtube.com/watch?v=UajpwHghxZ4 AND https://www.youtube.com/watch?v=2_y7n7OGslg

WEEK 2:

WEEK 3:

WEEK 4:


http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677

*You might also like to watch: https://www.youtube.com/watch?v=XDP87JEC3D4*

**WEEK 5:**


Pekarik, Andrew J. “From Knowing to Not Knowing: Moving Beyond ‘Outcomes’,” *Curator.* 53, 1(January 2010): 105-115.


Schildkrout, Enid. “Ambiguous Messages and Ironic Twists: *Into the Heart of Africa* and *The Other Museum,*”


**WEEK 6:**


**WEEK 7:**

None—Museum London visit
WEEK 8:

WEEK 9:

WEEK 10:

WEEK 11:
None – Exhibition project workshop

Week 12: