



The University of Western Ontario
HISTORY 9807B
Introduction to Museology
Winter 2027

Instructor: Amber Lloydlangston

Office Hours: Thursdays 4:00-6:00pm
Department of History, Office: Lawson Hall 2245(TBC)
Email: alloydla@museumlondon.ca

Course Description:

This course is intended for the student who may be considering a career in the museum field and is interested in exploring some of the theoretical as well as practical aspects involved in operating a museum, or the student who would simply like to become better acquainted with the history of museums and the role of the museum as collector, guardian and interpreter of public history. The course will provide a general introduction to the history and development of various types of museums; to the cultural, legal, ethical and other issues facing museums today; and to some of the practical aspects relating to the basic museum functions of acquisition, preservation, exhibition, and education.

Graduate Course Level Learning Outcomes/Objectives:

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

Enrollment Restrictions:

Enrollment in this course is restricted to graduate students in History, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program. Please contact Kara Brown, Graduate Affairs Assistant (kbrow@uwo.ca) if you are in a department other than History and would like to enroll in the course.

Course Materials:

All readings for weekly seminars and for the community project are available through the OWL Brightspace course website.

Course Syllabus:

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).
- **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.

Methods of Evaluation:

In-Class Activities (5 at 5% each): 25% (January to March)

Museum Observation: 20% (February 25)

Applied Exercise (Physical Interactive Plan OR Artifact Cataloguing OR Community Evaluation Plan): 20% (March 4)

Presentation: 15% (March 25)

Paper (8 to 10 pages): 20% (April 1)

Course Timeline and Format:

All classes listed below are delivered face-to-face.

Week	Topics
Week One (January 7)	Course Overview Group Exhibition Assignment Introduction Introduction to Museums ~Popular conceptions & historical contexts ~Definitions & key concepts in Museology ~Purposes of Museums
Week Two (January 14)	Social and Political Role of Museums ~Politics of Display ~Museums and Neutrality ~Museums and Communities <i>*In Class Exercise: Museums Neutrality Debate</i>
Week Three (January 21)	Decolonizing the Museum and Indigenous Perspectives ~Decolonial Practices ~Collaborative Partnerships with Indigenous Communities <i>*In Class Exercise: What to Repatriate?</i>
Week Four (January 28)	Organization and Staffing ~Museum Models & Organizational Structures ~Types of museum “jobs” & associated competencies Special Guest Speakers: *TBD
Week Five (February 4)	Collections Management and Care <i>*Exhibit Content/Labels Due</i> ~Artifact Life Cycle ~Cataloguing and Documentation Systems ~Artifact Handling & Condition Reporting ~Collections Storage & Monitoring Special Guest Speaker: *TBD <i>*In Class Exercise: Object Biography/Cataloguing</i>
Week Six (February 11)	Conservation and Preservation ~Agents of Deterioration ~Conservation and Preservation ~Emergency and Disaster Planning <i>*In Class Exercise: Artifact Condition Reporting</i>
February 15-19	READING WEEK
Week Seven (February 25)	Exhibition Planning, Development, and Accessibility ~Types, Functions & Goals of Exhibitions ~Exhibition Planning and Development

	<p>~<i>Museum Interpretation</i> ~<i>Accessible Museums</i></p>
<p>Week Eight (March 4)</p>	<p>Museum Management and Governance ~<i>Policies & Procedures</i> ~<i>Museum Ethics</i> ~<i>Governance & Leadership</i> Special Guest Speaker: *TBD</p>
<p>Week Nine (March 11)</p>	<p>Marketing, Fundraising, and Sponsorships ~<i>Marketing and Public Relations</i> ~<i>Museum Fundraising and Sponsorship</i> Special Guest Speaker: *TBD <i>*In Class Exercise: Ethics and Fundraising Debate</i></p>
<p>Week Ten (March 18)</p>	<p>Education, Outreach, and Public Programs ~<i>Audience Development vs. Community Engagement</i> ~<i>Effective Educational and Outreach programs</i> ~<i>Serving Diverse Audiences</i> Special Guest Speaker: *TBD</p>
<p>Week Eleven (March 25)</p>	<p><i>*Student Presentations</i></p>
<p>Week Twelve (April 1)</p>	<p><i>*Museum London Field Trip</i> <i>*Final Paper Due</i></p>
<p>Week Thirteen (April 8)</p>	<p>Future of the Field and Professional Pathways ~<i>Sustainability</i> ~<i>Audience Evaluation</i> ~<i>Evolving Trends</i></p>

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Course Schedule and Readings:

Week 1

- Ballestero, Diego (no date) “Reflections on Museum History,” *Mainly Museums - Reflections on Museums history* <https://mainlymuseums.com/post/809/reflections-on-museums-history/> (PDF)
- Colwell, Chip (2025) “When museums are battlegrounds in the culture wars,” *Human Organization*, 84:4, 367369. (PDF)
- Johnson, Frank (2025 September 12) “Definition of Art Museum: Decoding Their Purpose, Evolution, and Enduring Impact on Culture and Community,” https://www.wonderfulmuseums.com/museum/definition-of-artmuseum/#google_vignette (PDF)
- Johnson, Frank (2025 November 7) “Native Museum Experience: Unearthing Indigenous Stories, Preserving Heritage, and Fostering Cultural Understanding,” <https://www.wonderfulmuseums.com/museum/nativemuseum/> (PDF)
- Kline, Jesse (2025 November 25) “When Historical Villages Go Woke,” *National Post*. (PDF)
- Mairesse, François (2020 March 10) *Definitions and Missions of Museums*, ICOM-Musees.fr. (PDF)
- Art Museum Directors (2016 June 2) “AAMD 100: What is an Art Museum?” (Duration: 00:03:38) <https://www.youtube.com/watch?v=yL9Klr2Rc2U>

You may also like to watch and read

- Brecknell, Margaret (2023 June 1) “History of Museums, from "Cabinets of Curiosity" to Today,” <https://explorethearchive.com/history-of-museums> (PDF)
- Mairesse, François (2019) “The Definition of the Museum: History and Issues,” *Museum International*, 71:1-2, 152-159. (PDF)
- The History Guy (2022 August 17) “Collections and Discovery: The History of Museums.” (Duration: 00:14:14) <https://www.youtube.com/watch?v=QJt-PEp6OCY>

Week 2

- Evans, Henry J et al (2020) “Perspective: Museums Beyond Neutrality,” *Nordic Museology*, 2, S. 19-25. (PDF)
- Janes, Robert R. and Gerald Conaty (2005) “Introduction,” in Robert R. Janes and Gerald Conaty (eds.), *Looking Reality in the Eye: Museums and Social Responsibility* 1-17. Calgary: University of Calgary Press. (PDF)
- Janes, Robert R. and Richard Sandell (2019) “Posterity Has Arrived: The Necessary Emergence of

Museum Activism,” Robert R. Janes and Richard Sandell (eds.), *Museum Activism* 1-21. London: Routledge. (PDF)

Kadoyama, Margaret (2018) “Defining Terms,” and “Relevant Community Theory,” *Museums Involving*

Communities: Authentic Connections 7-17, 34-40. London: Routledge. (PDF)

Sustainability Directory (March 20, 2025) “Museum Social Responsibility,”

Sustainability-Directory.com <https://lifestyle.sustainability-directory.com/term/museum-social-responsibility/> (PDF)

You may also like to watch and read

Carlsson, Rebecca (January 9, 2023) “Can Museums be Neutral or Should They Take a Stance?”

MuseumNext.com <https://www.museumnext.com/article/can-museums-be-neutral-or-should-theytake-a-stance/> (PDF)

Deutscher Museumsbund (November 10, 2020) “EU Presidency Museum Conference: Museums and Social Responsibility - Values revisited Webinar.”

<https://www.youtube.com/watch?v=fKLMTBJP56c> (Especially 00:11:17-00:19:21)

Western Museums Association (June 2, 2021) “Museums are Not Neutral Keynote Webinar.”

<https://westmuse.org/museums-are-not-neutral> (Duration: 01:01:37)

WebsEdgeSociety (May 9, 2025) “How Museums Support Their Communities,”

<https://www.youtube.com/watch?v=a836vWShIcI> (Duration: 00:06:03)

Week 3

Canadian Museums Association. 2022. *Moved to action: Activating UNDRIP in Canadian museums.* https://museums.ca/uploaded/web/TRC_2022/Report-CMA-MovedToAction.pdf

Canadian Museums Association. 2022. “Crossroads,” “Day of Reckoning,” “The Future.” *Unvarnished podcast*. Canadian Museums Association. (00:16:14, 00:14:24, 00:18:25)

Collison, Jisgang Nika, Sdaahl K’awaas Lucy Bell, Lou-Ann Neel. 2019. “Historical Context and Museums and Archives Today.” In *Indigenous Repatriation Handbook*, 5-12. Victoria: Royal BC Museum.

Garneau, David. 2023. “From Colonial Trophy Case to Non-Colonial Keeping House.” In *The Routledge Companion to Indigenous Art Histories in the United States and Canada*, 235-246. New York: Routledge.

Janes, Robert. 2021. “Humanizing Museum Repatriation.” In *Museum Innovation: Building More Equitable, Relevant and Impactful Museums*, 159-172. New York: Routledge.

NIMMIWG. 2018. “Confronting Oppression – Right to Culture.” In *Reclaiming Power and Place: Executive Summary of the Final Report*, 21-27. National Inquiry into Missing and Murdered Indigenous Women and Girls.

Week 4

Alberta Museums Association (2021) “Museums for Me: Engaging Canadians on the Future of Museums.” (PDF)

Artlyst (2023 October 7) “The Evolving Role of Museum Curators: A Paradigm Shift in Cultural Stewardship,” cimam.org. <https://cimam.org/news-archive/the-evolving-role-of-museum-curators-a-paradigm-shift-in-culturalstewardship/> (PDF)

JHU Advanced Academic Programs (2024 February 22) “New Careers, New Museums.” (Duration: 00:59:57) <https://www.youtube.com/watch?v=d1vrZADhWVQ>

Kamat, Dnyanesh (2023) Workplace Diversity Survey, Canadian Museums Association. (PDF)

Shulman, Rebecca (2024 August 27) “Changing Museum Culture: Research from the Field,” MuseumQuestions.com <https://museumquestions.com/2024/08/27/changing-museum-culture-research-fromthe-field/> (PDF)

Wood, Elizabeth and Sarah A. Cole (2019) “Growing an Activist Museum Professional,” in Robert R. Janes, Richard Sandell (eds.), *Museum Activism* 36-46. London: Routledge. (PDF)

You may also like to read

Morris, Martha (2019 November 18) “Reinventing Museum Careers,” Alliance Blog. (PDF)

Week 5

Jones, Trevor. “Tier Your Collections: A Practical Tool for Making Clear Decisions in Collections Management,” In *Active Collections*, edited by Elizabeth Wood, Rainey Tisdale, and Trevor Jones, 103-109. New York: Routledge, 2017.

McKeown, Timothy C. Chapter 1, “Indigenous Repatriation: The Rise of the Global Legal Movement,” in *The Routledge Companion to Indigenous Repatriation: Return, Reconcile, Renew*, edited by Cressida Fforde, 23-43. New York: Routledge, 2020.

Pickering, Nicola. “Managing Collections,” In *The Museum Curator’s Guide: Understanding, Managing, and Presenting Objects*, 41-80. London: Lund Humphries, 2020.

Steketee, Gail. “Practical Strategies for Addressing Hoarding in Collections,” In *Active Collections*, edited by Elizabeth Wood, Rainey Tisdale, and Trevor Jones, 120-126. New York: Routledge, 2017.

Week 6

Week 7

Houtgraaf, Dirk, Massimo Negri. *Developing Exhibitions: There is a Method in this Madness*. Zwolle: European Museum Academy, 2020.

Léger, Jean-François. “Shaping a Richer Visitors’ Experience: The IPO Interpretive Approach in a Canadian Museum,” *Curator: The Museum Journal*. 57, 1(January 2014): 29-44.

Mygind, Laerke, Anne Kahr Hallman and Peter Bensten. “Bridging Gaps between Intentions and Realities: A Review of Participatory Exhibition Development in Museums,” *Museum*

Management and Curatorship. 30, 2(2015): 117-137.

Nicks, John, Maria Piacente. "Preparing the Exhibition Brief," Chapter 15 In *The Manual of Museum Exhibitions*, edited by Barry Lord and Maria Piacente, 294-306. Lanham, Maryland : Rowman & Littlefield, 2014.

Winter, Marcus. "Visitor Perspectives on Commenting in Museums," *Museum Management and Curatorship*, 33, 5(2018): 484-505.

Week 8

Hausmann, Andrea and Anna Stegmann. "Closing the Museum Leadership Gap: Theoretical Framework and Empirical Investigation of Museum Leader Attributes," *International Journal of Arts Management*. 23, 2(2021): 4-17.

Merritt, Elizabeth. "How to Forecast the Future of Museums," *Curator: The Museum Journal*. 54, 1(January 2011): 25-34.

Miller, Steven. "Museum Governance," "Museum Directing," "Managing in Museums," "Fundraising," In *The Anatomy of a Museum: An Insider's Text*, pp.15-28, 29-44, 65-108, 117-130. Hoboken, New Jersey : Wiley Blackwell, 2018.

Proteau, Jasmine. "Reducing Risky Relationships: Criteria for Forming Positive Museum-Corporate Sponsorships," *Museum Management and Curatorship*. 33, 3(May 2018): 235-242.

Week 9

Barclay, Krista (May 17, 2024) "Whose communities? Provincial funding support for community museums in Ontario," [activehistory.ca https://activehistory.ca/blog/2024/05/17/whose-communities-provincialfundingsupport-for-community-museums-in-ontario/](https://activehistory.ca/blog/2024/05/17/whose-communities-provincialfundingsupport-for-community-museums-in-ontario/) (PDF)

Chow, Vivienne (September 23, 2025) "Why Corporate Sponsorship Is Getting Riskier for Museums," [artnet.com https://news.artnet.com/art-world/museums-corporate-sponsors-2690432](https://news.artnet.com/art-world/museums-corporate-sponsors-2690432)

Lee, Hyunjung, Kyoungnam Ha, Youngseon Kim (2022) "The Relationship Between Marketing and Fundraising for Arts and Cultural Organizations," in Yuha Jung (ed.) et al. *The Oxford Handbook of Arts and Cultural Management* 457-480. Oxford and New York: The Oxford University Press. (PDF)

Sharp, Camille-Mary and Samantha Summers (2025) "Museum Funding as Critical Practice," *Museums and Social Issues*, 19:1, 1-25. (PDF)

Week 10

Davis, Bryan L. and Ariel Goldberg. "'At Variance with Accepted Practice': Antiracist Pedagogies within the Jewish History Museum," *Journal of Museum Education*, 44:4(2019): 399-408.

Deng, Liya. "Equity of Access to Cultural Heritage: Museum Experience as a Facilitator of Learning and Socialization of Children with Autism," *Curator: The Museum Journal*, 60, 4(October 2017): 411-426.

Downey, Kerry. "Reaching Out, Reaching In: Museum Educators and Radical Transformation," *Journal of Museum Education*, 45, 4(2020): 375-88.

Knutson, Karen, Mandela Lyon, Kevin Crowley, and Lauren Giarratani. "Flexible Interventions to Increase Family Engagement at Natural History Museum Dioramas," *Curator: The Museum Journal*. 59, 4(October 2016): 339-352.

Murphy, Michael P. A. and Daniel Rose. "Curator's Curiosities: Active Learning as Interpretive Pedagogy," *Journal of Museum Education*, 44, 1(2019): 81-88.

Smiraglia, Christina. "Targeted Museum Programs for Older Adults: A Research and Program Review," *Curator: The Museum Journal*. 59, 1(January 2016): 39-54.

Week 11

No Readings

Week 12

No Readings

Week 13

Alberta Museums Association (2023) *Reconsidering Museums: A New Vision for Museums: Anticipating and Activating Change in the Canadian Museum Sector* reconsideringmuseums.ca (PDF)

Janes, Robert R. (2024) "Why Museums," *Museums and Societal Collapse: The Museum as Lifeboat* 55-76. London: Routledge. (PDF)

Simon, Nina (2016) "Content versus Form," "Co-Creating Relevance," "One Core, Many Doors," *The Art of Relevance* artofrelevance.org <https://artofrelevance.org/read-online/> (PDF)

Additional Statements

Health/Wellness Services:

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 <https://www.uwo.ca/health/shs/index.html>

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating people with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodation to program requirements are arranged. These accommodations include individual

counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Request for Accommodations/Medical Issues:

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. If students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Cody Groat (cgroat@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. If the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Statement on the Use of Generative Artificial Intelligence (AI):

Students in this course may use generative AI tools, such as ChatGPT, for activities such as conducting basic research and refining their ideas, or drafting an outline to organize their thoughts—but not for generating prose. All written materials submitted in this course must be the student's own. If in doubt, please ask me for clarification and advice.

Academic Offences:

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Gender-Based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca

NOTE: See Policies and Statements on the Graduate Section of the History Department Website, <https://history.uwo.ca/graduate/program-information/graduate-policies-and-statements.html>. This

includes additional information on academic support services for health and wellness and information on other academic policies, including copyright, plagiarism, and accessibility.