



Course Information

Course Title: Introduction to Museum & Curatorial Studies

Course Number and Section: ART 180, CRN 77061

Term: Fall 2021

Class Meeting Time(s): THURSDAYS, 12:15pm-3:15pm

Class Delivery Format: On-campus/ONCMP (a course with only traditional in-person, on-campus class meetings)

Class Locations:

During lectures/in-class discussions: 163 Williams Street, Room 1335

During hands-on practica: Art Gallery at 41 Park Row, 1st Floor, enter via Spruce Street vestibule

Field trips: at museums and galleries in greater NYC area as announced in class and via Classes

Contact Information

Department: Art/Art Gallery

Instructor: Sarah Cunningham, Assistant Clinical Professor/Art Gallery Director

Email: scunningham@pace.edu

Phone: 212.346.1733

Preferred Contact Method: email, response usually with 24 hours.

Office location: in the Gallery (41 Park Row, 1st Floor, ring bell in Spruce Street vestibule)

Office hours: Thursdays, 10:30am-11:30am in the Gallery and also by appointment

Pace University COVID-19 Safety:

CDC guidelines and University policy require proper face covering use in all classrooms, conference rooms, hallways, elevators, and other common areas. Face coverings are required even if you are more than 6 feet from another individual in a common indoor area. We must work together to protect others and ourselves from the transmission of COVID-19. Any student entering class without a face covering will be asked to: a) don a face covering or b) go to Security to obtain a face covering if the student does not have one. Students who do neither of these things will be asked to leave class and they will be marked absent for the session. Students are expected to be familiar with the current COVID-19 regulations, which are posted on the [Return to Campus website](#). See also [up-to-date policies and announcements](#) and more information about [Pace University's response to COVID-19](#).

Course description

This course will introduce students to the principles and practices of museum studies through an interactive seminar structured around the multiple functions performed by curators in various phases of their work. Weekly reading assignments on key topics addressing the changing role of museums in the 21st century will be supplemented with oral and written exercises encouraging students to experience more directly the key issues facing curators in art museums and commercial galleries all across the professional spectrum. The student's participation in the course will culminate in an oral presentation to the class and a corresponding term paper, focusing on a

hypothetical exhibition to be planned by the student throughout the course, in consultation with the instructor.

Prerequisites

None

Instructional Materials

This is an Open Educational Resources course. There are no books to buy. Readings, videos and/or podcasts will be posted weekly. See Reading List in development at the end of the syllabus.

Course Topics/Schedule

8/26	Introduction
9/2	History of Museums
9/9	What is a Curator?
9/16	Critique of Museum Practices
9/23	Artists Respond to Collecting & Exhibition Practices
9/30	Commercial Galleries
10/7	Monuments/Memorials
10/14	Repatriation/Rematriation of Objects
10/21	Other Jobs in Museums/Galleries
10/28	Biennials/Art Fairs
11/4	Non-Art Museums
11/11	Exhibition Design
11/18	Audience/Marketing
11/25	Object-Based Education/Visual Thinking Strategies
12/2 (REMOTE)	Final Projects

Grading Policy

Grades for this course will be determined through a number of assignments. There are range of opportunities for you to demonstrate and apply what you’ve learned. In-class participation is required. More than 3 absences will result in a failing grade. Zoom accommodations will be made if you need to quarantine. Late work will be downgraded by a letter grade each week.

Grade Weighting & Due Dates

Assignment	Percent of Final Grade
Introduction (due 9/2)	5
Readings: ½ Discussion Boards & ½ In-Class Participation due weekly)	20
Gallery Laboratories (responses due 9/12 & 10/24)	20
Highline Analysis & Artwork Selection (due 9/23)	15
Compare/Contrast Commercial Gallery vs. Nonprofit Museum (video or paper) (due 10/21)	15
Virtual Exhibition (due 12/2)	25
Total	100%

Pace University's grading scale (%) is as follows:

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99

F = 0-59.99

University Policies and Resources

Academic Integrity

Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the [Student Handbook](#). Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

Instructions for faculty, a paper about best practices, and the form for reporting integrity policy violations are posted on the [Provost's webpage under policies and forms](#). Reporting forms should be sent to the Chairs of the Academic Conduct Committee on each campus.

Learning Centers

[The Learning Center](#) uses an array of programs and a holistic approach to assist students with academic skills and content knowledge. We are dedicated to developing independent learners by creating purposeful interactions with trained, well-qualified peer and professional staff.

Procedure for Students Who Wish to Obtain Reasonable Accommodations for a Course:

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request a reasonable accommodation for a qualified disability a student with a disability must self-identify and register with Student Accessibility Services for his or her campus. No one, including faculty, is authorized to evaluate the need for or grant a request for an accommodation except Student Accessibility Services. Moreover, no one, including faculty, is authorized to contact Student Accessibility Services on behalf of a student. For further information, please see [Resources for Students with Disabilities page](#).

Technological Resources:

- List of all [Pace Information Technology Services](#).
- For assistance with a technological concern (Blackboard, Internet, Computer, etc.), contact the Pace Helpdesk at 914-773-3648 or create a [help desk ticket](#).
- Visit the [Learning Remotely website](#)

Appropriate Use Policy for Information Technology:

Pace endorses the following statement on software and intellectual rights distributed by EDUCAUSE, the non-profit consortium of colleges and universities, committed to the use and management of information technology in higher education. The statement reads:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

[Pace's appropriate use policy](#) applies to recordings of classroom instruction and digital artifacts created by faculty and students.

Sex-Based Misconduct Policy and Procedure:

Pace University is committed to providing a safe environment for every member of its community and to ensuring that no student, faculty or staff member is excluded from participation in or denied the benefits of any University program or activity on the basis of sex. Accordingly, the University prohibits the following forms of Sex-Based Misconduct: sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, sexual exploitation and stalking.

Instructors are a **non-confidential** resource and have an obligation to report any information about sexual assault with Ms. Lisa Miles, Executive Director of Institutional Equity and Title IX Coordinator (163 Williams Street, Room 1017, 212-346-1310, amiles@pace.edu). The Title IX/Affirmative Action Office is responsible for investigating violations of the sexual misconduct policy. For more information about the Pace University sexual misconduct policy, see the [Sex-Based Misconduct Policy and Procedure \(PDF\)](#).

Members of the University community who believe that they have been subjected to Sex-Based Misconduct are encouraged to report such incidents to the University and, where applicable, to local law enforcement. **Confidential** resources include the **University Counseling Centers, Offices of Sexual and Interpersonal Wellness** and **University Healthcare**. Contact information for those offices may be found in the self-care section below.

Self-Care:

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. The Pace Community strongly encourages you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. Please know there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them when needed.

Department	Pleasantville	New York City
Counseling Center	914-773-3710	212-346-1526
Dean for Students Office	914-773-3351	212-346-1306

Health Care Unit	914-773-3760	212-346-1600
Residential Life	914-923-2791	212-346-1295
Student Development and Campus Activities	914-773-3861	212-346-1590
Office of Multicultural Affairs & Diversity Programs	914-773-3775	212-346-1563
Sexual Assault Prevention & Education	914-597-8783	212-346-1931
Academic Advisement		
Advising Center for Exploring Majors	914-773-3847	212-346-1798
College of Health Professions	914-773-3961	914-773-3552
Dyson College	914-773-3781	212-346-1518
International Student / Scholars	914-773-3425	212-346-1368
Lubin School of Business	914-773-3531	212-618-6550
Pforzheimer Honors College	914-773-3941	212-346-1697
Seidenberg School	914-773-3254	212-346-1864
Study Abroad	914-773-3447	212-346-1368

FINAL READING/WATCHING LIST

9/23: History/Artist Critique of Museums

Reading/Watching:

- The case for museums (video from the Art Assignment on PBS): <https://smarthistory.org/the-case-for-museums/>
- A brief history of the art museum (article by Dr. Elizabeth Rodini): <https://www.khanacademy.org/humanities/approaches-to-art-history/tools-for-understanding-museums/museums-in-history/a/a-brief-history-of-the-art-museum-edit>
- How museums shape meaning (article by Dr. Allen Farber): <https://www.khanacademy.org/humanities/approaches-to-art-history/tools-for-understanding-museums/museums-in-history/a/tissot-london-visitors>
- [The Problem with Museums](#), Danielle Bainbridge, Origin of Everything, PBS, 1/2/2020

In-Class Resources:

- Black Artists Critique Museums: https://paceuniversity-my.sharepoint.com/:p/g/person/scunningham_pace_edu/EVI6tYkVGjVBjFYxNOYK8i8B7lpLLoBVoPV_eg5HJquZig?e=34cHPB
- Michael Rakowitz ART21: <https://art21.org/watch/extended-play/michael-rakowitz-haunting-the-west-short/>

9/30: Oral History Project (Classroom Based Research Project)

Reading/Watching:

- [How to Do Oral History](#) from the Smithsonian Institution Archives

- Archives of American Art Oral History Project: <https://www.aaa.si.edu/inside-the-archives/pandemic-oral-history-project#full-list-of-participants-and-videos>
- Artwork for Oral History Project Part 1: https://docs.google.com/presentation/d/1UVf9YbmsCU7spwFx3cAVIp46Bx9rSTIT2h8vvESqnIk/edit#slide=id.gf2759d7cad_0_6

10/7: Experience of Contemporary Black Curators in Museums (Guggenheim Case Study)

Reading/Watching:

- Behind Basquiat's 'Defacement': Reframing a Tragedy (NYTIMES): <https://www.nytimes.com/2019/07/30/arts/design/basquiat-defacement-guggenheim-curator.html>
- Defacement: the tragic story of Basquiat's most personal painting (The Guardian): <https://www.theguardian.com/artanddesign/2019/jun/28/defacement-the-tragic-story-of-basquiats-most-personal-painting>
- Left of Black Interview with Chaédria LaBouvier: <https://www.youtube.com/watch?v=26IJVnTxyXU>
- CURATOR SAYS MUSEUM'S WHITE SUPREMACY SILENCED HER (Afropunk): <https://afropunk.com/2019/11/chaedria-labouvier-guggenheim-white-supremacy/>
- 'I Truly Feel Optimistic': The Guggenheim's Chief Curator Naomi Beckwith on Why She Still Has Faith in Museums—and How They Can Change (Artnet): <https://news.artnet.com/art-world/new-deputy-director-naomi-beckwith-still-faith-museums-can-change-2014728>

10/14: Field Trip to International Center for Photography

Reading/Watching:

- <https://www.vanityfair.com/news/2021/09/gillian-laub-reckons-with-her-familys-trump-adoration>
- <https://www.nytimes.com/2020/09/29/arts/design/diana-markosian-santa-barbara.html>
- <https://www.harpersbazaar.com/culture/art-books-music/a37711030/inward-reflections-on-interiority-photography-show/>

10/21: Museum Interpretation/Didactic Materials

In-Class Resources:

- Gallery Text at the V&A: A Ten Point Guide: http://www.vam.ac.uk/_data/assets/pdf_file/0009/238077/Gallery-Text-at-the-V-and-A-Ten-Point-Guide-Aug-2013.pdf
- Excellence in Exhibition Label Writing Competition: <https://www.aam-us.org/programs/awards-competitions/excellence-in-exhibition-label-writing-competition/>
- Tate Modern, Ways of Looking: file:///C:/Users/EdMedia/Downloads/charman_looking.pdf

10/28: Museum Architecture

Reading/Watching:

- [Re-imagining a Museum of our First Nations](#) (Kiernan Wong for The Conversation)
- [Museums Throw Open the Storage Rooms, Letting In the Public](#) (Nina Siegal for NYTimes)
- [Reimagining Museum Design, With Education at the Forefront](#) (Hakan Topol for Hyperallergic)
- [The Disabling Art Museum](#) (Elizabeth Guffey in Journal of Visual Culture)

- [Living Spaces: An Interview with David Adjaye](#) (Julian Rose in Art Forum)

In-Class Resources:

- Sir David Adjaye – Building Transformative Narratives: <https://www.youtube.com/watch?v=uQIrcvW9cSM>
- Zaha Hadid, MAXXI National Museum of XXI Century Arts, Rome: <https://www.khanacademy.org/humanities/ap-art-history/global-contemporary-apah/21st-century-apah/v/hadid-maxxi>
- The Broad Contemporary Art Museum. Interview with Architect Elizabeth Diller: <https://www.youtube.com/watch?v=RgAuHq5JSbg&t=40s>
- Architecture Tour: The Vitra Design Museum building by Frank Gehry: <https://www.youtube.com/watch?v=nWjM-VRNNHg>
- Frist Art Museum Architecture Tour: <https://www.youtube.com/watch?v=5EgyoIMg7gw&t=56s>

11/3: Field Trip to MOMA:

Reading/Watching:

- [Gauging the Possibilities of Impermanence at the New MoMA](#), by Laura Raicovich in Hyperallergic, January 2020
- [A tour of MoMA with Architect Charles Renfro](#), DAM Television on YouTube, December 2019
- [The Case Against MoMA](#), StrikeMoMA (pages 4-6 of PDF), April 2021

11/11: Monuments

Reading/Watching:

- Browse the Monument Lab's [National Monument Audit](#) website. Choose one of the 6 "Essays" to read (scroll down).

In-Class Resources:

- Monument Lab: <https://mellon.org/news-blog/articles/monumental-conversations-what-we-found-when-we-analyzed-americas-monuments/>

11/23: Repatriation/Rematriation

Reading/Watching:

- How Museums Can Do More Than Just Repatriate Objects (Stephanie Nash for Sapiens on 05/13/2021): <https://www.sapiens.org/column/curiosities/propatriation-nagpra/>
- In Complete Turnaround, Smithsonian's National Museum of African Art Takes Benin Bronzes Off View and Plans to Return (Taylor Dafoe for artnet on 11/05/2021): <https://news.artnet.com/art-world/2030789-2030789>
- She Tracked Nazi-Looted Art. She Quit When No One Returned It. (Catherine Hickley for The NY Times on 03/18/2020): <https://docs.google.com/document/d/1oswDQHZF2zD8HIGxKfoTs9QClqGysJobLvkUymEb0M/edit?usp=sharing>
- Before 3D Prints There Were Plaster Copies (Pinar Durgun for Hyperallergic on 10/03/2021): <https://hyperallergic.com/681211/before-3d-prints-there-were-plaster-copies/>

In-Class Resources:

- Reimagining the Museum: Repatriation and Ruin (Hammer Museum): <https://youtu.be/nnuKZXkAxhQ>
- Why museums are returning cultural treasures | Chip Colwell (TED): <https://youtu.be/YUUP2MMz7PU>
- On Relationships: Indigenous Curatorial Practice (Carleton University Art Gallery): <https://youtu.be/edGn7MBcfxk>
- Rape of Europa: <https://tubitv.com/movies/314069/the-rape-of-europa>

12/2: Fieldtrip to Guggenheim

Reading/Watching:

- Many Faces of Gillian Wearing (Hyperallergic): <https://hyperallergic.com/696418/the-many-faces-of-gillian-wearing/>
- 'Passion and compassion in her poetry and painting'—tributes paid to Lebanese artist Etel Adnan who has died, aged 96 (The Art Newspaper): <https://www.theartnewspaper.com/2021/11/15/passion-and-compassion-in-her-poetry-and-paintingtributes-paid-to-lebanese-artist-etel-adnan-who-has-died-aged-96>
- Choose Your Own Kandinsky Adventure at the Guggenheim (New Yorker): https://docs.google.com/document/d/1EML_Qm3Pdx4lRb4fEpg6dLLTct6e3G2a6K7lHmtBoPA/edit?usp=sharing

12/9: Museum Professions

In-Class Resources:

- Curator:
 - <https://www.youtube.com/watch?v=GMZVUtUjNwo>
 - <https://youtu.be/Gp7LDOtk5vY>
 - https://www.ted.com/talks/thelma_golden_how_art_gives_shape_to_cultural_change?language=tag
- Conservator:
 - <https://www.youtube.com/watch?v=UeDG8XDt2mc>
 - <https://www.youtube.com/watch?v=GiWvvJcmvJU>
 - <http://www.amusingplanet.com/2017/01/ecce-homo-botched-painting-that-saved.html>
- Museum Educator:
 - <https://www.youtube.com/watch?v=ONPYKR8jNn8>
- Exhibition Designer:
 - <https://www.youtube.com/watch?v=yPl4vamFRpc>
- Preparator:
 - <https://www.youtube.com/watch?v=8HDy8thtpjc>
 - https://www.youtube.com/watch?v=SOujLEUjQ_E