



Course Title:	Building Museum Exhibitions: A Scottish Perspective										
Course Code:	SCOT MSME 230S										
Subject:	Museum Studies, Cultural Studies										
Credits:	3										
Contact Hours:	37.5										
Semester/Term:	<input type="checkbox"/> Semester <input type="checkbox"/> J-Term <input checked="" type="checkbox"/> Summer										
Course Description:	<p>Museums are among the most important means by which information about history and archaeology is conveyed to a variety of audiences. Understanding museum exhibitions involves skills in visual literacy.</p> <p>This course looks at a range of museums and the nature of their displays. It aims to build students' critical skills to enable them to (1) evaluate presentations in museums critically, and (2) understand and apply processes involved in creating and implementing exhibits. These skills have wide application; for example, museum curation, museum policy and heritage management, tourism and education.</p>										
Course Requirements:	<p>Required Text</p> <p>Required readings will be set weekly and digital access and/or copies will be made available on the course Canvas site at no cost to students.</p> <p>Additional Readings and Resources</p> <p>Articles, lecture slides, podcasts and website links are available from the instructor on the course Canvas site through Arcadia University.</p> <p>Assignments</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course Requirements</th> <th style="text-align: center;">Percentages</th> </tr> </thead> <tbody> <tr> <td>Engagement in discussions</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>Development of initial narrative</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Exhibition brief</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Course Requirements	Percentages	Engagement in discussions	20 %	Development of initial narrative	30%	Exhibition brief	50%	Total	100%
Course Requirements	Percentages										
Engagement in discussions	20 %										
Development of initial narrative	30%										
Exhibition brief	50%										
Total	100%										



	<p>Engagement in discussions (20%)</p> <p>During the course of the programme, students will be required to take part in weekly online class discussions. These will focus on an identified virtual museum tour and/or review more generally the issues relating to the theme of the week. Assessment will be based on student contributions and level of engagement.</p> <p>Development of initial narrative (30%)</p> <p>An important element of the course will be the creation by the student of an exhibition proposal. This first stage involves identifying the theme and outlining the principal narrative. This should take the form of a short (no more than 5 minutes) PowerPoint presentation.</p> <p>Outline exhibition brief (50%)</p> <p>This will build on the preceding work. It will show how the main narrative breaks down into individual themes, what they are and what are the key objects in each theme. It will also identify issues around sequencing and the intended overall 'look and feel' of the exhibition. This should take the form of a Word document with appropriate references and illustrative material (not more than 2000 words).</p>										
<p>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="464 1129 1468 1843"> <thead> <tr> <th data-bbox="464 1129 964 1255">Learning Outcomes</th> <th data-bbox="964 1129 1468 1255">Course Requirement that will be used to assess the student's achievement of this outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 1255 964 1457">Describe and explain ways in which monuments and objects are presented as sources of information about the past, and how this presentation varies in relation to audience</td> <td data-bbox="964 1255 1468 1457">Engagement in discussions; critical analysis of virtual gallery visit; critical reflection of display space</td> </tr> <tr> <td data-bbox="464 1457 964 1583">Analyze virtual gallery experiences in relation to key ideas from Museum Studies discourse</td> <td data-bbox="964 1457 1468 1583">Critical analysis of virtual gallery visit; engagement in discussions</td> </tr> <tr> <td data-bbox="464 1583 964 1751">Evaluate and apply tools and techniques involved in creating a museum display</td> <td data-bbox="964 1583 1468 1751">Critical analysis of virtual gallery visit student presentation; student design of virtual display space; critical reflection of display space.</td> </tr> <tr> <td data-bbox="464 1751 964 1843">Understand some current challenges involved in the heritage sector</td> <td data-bbox="964 1751 1468 1843">Engagement in class discussion; critical analysis of gallery visit</td> </tr> </tbody> </table>	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome	Describe and explain ways in which monuments and objects are presented as sources of information about the past, and how this presentation varies in relation to audience	Engagement in discussions; critical analysis of virtual gallery visit; critical reflection of display space	Analyze virtual gallery experiences in relation to key ideas from Museum Studies discourse	Critical analysis of virtual gallery visit; engagement in discussions	Evaluate and apply tools and techniques involved in creating a museum display	Critical analysis of virtual gallery visit student presentation; student design of virtual display space; critical reflection of display space.	Understand some current challenges involved in the heritage sector	Engagement in class discussion; critical analysis of gallery visit
Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome										
Describe and explain ways in which monuments and objects are presented as sources of information about the past, and how this presentation varies in relation to audience	Engagement in discussions; critical analysis of virtual gallery visit; critical reflection of display space										
Analyze virtual gallery experiences in relation to key ideas from Museum Studies discourse	Critical analysis of virtual gallery visit; engagement in discussions										
Evaluate and apply tools and techniques involved in creating a museum display	Critical analysis of virtual gallery visit student presentation; student design of virtual display space; critical reflection of display space.										
Understand some current challenges involved in the heritage sector	Engagement in class discussion; critical analysis of gallery visit										



Course Outline:		
	Session	Topic
	<i>Week 1. Locating museums</i>	
	<i>Session 1</i>	Introduction: variety among museums
	<i>Session 2</i>	Historic monuments as museums
	<i>Session 3</i>	Historic houses as museums
	<i>Session 4</i>	Museum exhibitions in the virtual world
	<i>Session 5</i>	Class discussion
	<i>Week 2. Narratives in the museum - telling stories based on objects (Part I)</i>	
	<i>Session 6</i>	Issues affecting all exhibition narratives
	<i>Session 7</i>	Making objects key to narratives
	<i>Session 8</i>	Guest speaker
	<i>Session 9</i>	Virtual museum tour
	<i>Session 10</i>	Class discussion
	<i>Week 3. Narratives in the museum – telling stories based on objects (Part II)</i>	
	<i>Session 11</i>	Objects and labels
	<i>Session 12</i>	'The science of labels' – labels in science museums
<i>Session 13</i>	Guest speaker	
<i>Session 14</i>	Virtual museum tour	
<i>Session 15</i>	Class discussion and presentation of initial narratives	
<i>Week 4. Turning narratives into exhibitions in the museum</i>		
<i>Session 16</i>	Conceptual structures and the identification of themes	
<i>Session 17</i>	Structure and mood	



	<table border="1"> <tr> <td>Session 18</td> <td>Guest speaker</td> </tr> <tr> <td>Session 19</td> <td>Virtual museum tour</td> </tr> <tr> <td>Session 20</td> <td>Class discussion</td> </tr> <tr> <td colspan="2">Week 5. Accessing the museum</td> </tr> <tr> <td>Session 21</td> <td>Making exhibitions & their narratives accessible</td> </tr> <tr> <td>Session 22</td> <td>Ancillary display techniques: audio guides and screens</td> </tr> <tr> <td>Session 23</td> <td>Guest speaker</td> </tr> <tr> <td>Session 24</td> <td>Virtual museum tour</td> </tr> <tr> <td>Session 25</td> <td>Course summary and class discussion</td> </tr> <tr> <td colspan="2">Week 6.</td> </tr> <tr> <td colspan="2"><i>In the final week (Sessions 26-30) the tutor will be available each day to provide individual advice and support in the preparation of the outline brief, which will be submitted at the end of the week.</i></td> </tr> </table>	Session 18	Guest speaker	Session 19	Virtual museum tour	Session 20	Class discussion	Week 5. Accessing the museum		Session 21	Making exhibitions & their narratives accessible	Session 22	Ancillary display techniques: audio guides and screens	Session 23	Guest speaker	Session 24	Virtual museum tour	Session 25	Course summary and class discussion	Week 6.		<i>In the final week (Sessions 26-30) the tutor will be available each day to provide individual advice and support in the preparation of the outline brief, which will be submitted at the end of the week.</i>	
Session 18	Guest speaker																						
Session 19	Virtual museum tour																						
Session 20	Class discussion																						
Week 5. Accessing the museum																							
Session 21	Making exhibitions & their narratives accessible																						
Session 22	Ancillary display techniques: audio guides and screens																						
Session 23	Guest speaker																						
Session 24	Virtual museum tour																						
Session 25	Course summary and class discussion																						
Week 6.																							
<i>In the final week (Sessions 26-30) the tutor will be available each day to provide individual advice and support in the preparation of the outline brief, which will be submitted at the end of the week.</i>																							
<p>Other Policies:</p>	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the</p>																						



	<p>falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p>Title IX Statement Arcadia University is committed to providing a learning, living, and working environment that is free from discrimination. The University has an Interim Policy Prohibiting Sexual Harassment and Sexual Misconduct detailing our commitment to preventing and addressing such behavior. I understand the impact that sexual harassment and sexual misconduct can have and am committed to doing my part to foster an environment that is safe and equitable.</p> <p>Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual harassment or sexual misconduct to me outside of a classroom discussion, a writing assignment, or a University-approved research project, I must share what you reported to me with the Director of Arcadia's Office of Equity and Civil Rights/Title IX Coordinator, Nora Nelle (nellen@arcadia.edu). This does not mean that you will have to pursue an investigation or go through a grievance process. Even if you do not choose these options, the Office of Equity and Civil Rights/Title IX can provide supportive measures and other resources to you.</p> <p>If you or someone you know has experienced sexual harassment or sexual misconduct, please know that you are not alone. If you would like to speak to someone confidentially, confidential resources are provided on the Office of Equity and Civil Rights website.</p>
Prerequisites:	None.