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# MUSEUM STUDIES

## Museum Studies

ARH 6938 — Fall 2021

Professor:

**Dr. Jacque Micieli-Voutsinas**

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**Office hours:** Wednesdays 1:00pm-3:00pm, or  
by appointment. Office hours will be held  
remotely via Zoom

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current and emerging practices in museums and critical literature of museum studies.

**Course description:** Museums have played a reinforcing role in Western societies. Revered as authoritative, scientific, and ‘objective’ sites of collecting, preservation, and interpretation, these cultural institutions have shaped cultural knowledges, defined aesthetic tastes, and interpreted social values for generations of museumgoers. What do museum objects, for example, teach us about human experiences, past and present; what narratives of cultural history are being assembled, preserved, and displayed, and who or what determines what is “culturally significant”? To answer these and other important questions, this course will provide students with an understanding of the material and discursive practices of museums, memorials, and archives through the lens of Critical Museum Studies.

### Course objectives:

- (1) Help graduate students gain a general understanding of the Museum profession.
- (2) Critically explore the rise of museums and Museum Studies as an extension of modern nationalism and empire-building within histories of Western colonialism.
- (3) Develop and improve graduate students’ ability to critically think, evaluate, and write

about the museum, galleries spaces, objects, and the narratives they help communicate to visitors.

- (4) Engage students in interdisciplinary thinking and dialogue as it pertains to feminist, postcolonial, queer, and other critiques of museum spaces and institutions, particularly through the lens of Critical Museum Studies.
- (5) Engage students in dialogue with local museums and/or museum professionals.

### Course texts:

There is no assigned textbook for the class. Instead, students will be expected to read a series of journal articles, book chapters, or magazine and newspaper articles throughout the semester. All readings will be available electronically through Canvas on our course site under “Course Readings.” To access the course site, go to: [elearning.ufl.edu](http://elearning.ufl.edu)

**Course evaluation:** ARH 6938 is designed to introduce you to conceptual frameworks that guide contemporary museum practices, theories, and criticisms, and to help you understand the historical formation of museum institutions. Course evaluation will reflect this focus and will include a mixture of weekly written responses, site visits to local heritage landscapes (in-person, as permitted, or online), and your participation in in-class discussions. A plus/minus grading system will be used. I will make every effort to grade and return all written assignments within two weeks.

Attendance & Class participation	20%
Discussion Leading	15%
Weekly Writing assignments (9 out of 11 weeks)	45%
Unit I: Visual Analysis: Ways of Seeing	
Unit II: Spatial Analysis: Ways of Organizing	
Unit III: Historical Analysis: Ways of Knowing	
Final Research Paper	20%
Position Paper & Presentation:	
Museum Futures: Reimagining Museum Studies in the 21 <sup>st</sup> Century	

### Grading Scale:

A	93.4 – 100	B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9
A-	90 – 93.3	B	83.4 – 86.6	C	73.4 – 76.6	D	63.4 – 66.6
		B-	80.0 – 83.3	C-	70.0 – 73.3	D-	60.0 – 63.3

- an ‘**A**’ denotes work that is exceptional, as represented by thorough and detailed engagement with ideas from course readings and lectures; careful integration of materials or concepts across themes or topics; logical reasoning; sincere reflection; and precise writing.
- a ‘**B**’ denotes work that is above average in relationship to your peers’ work and in relationship to the expectations of the assignment.
- a ‘**C**’ denotes work that fulfills course requirements in every way, but only adequately.
- a ‘**D**’ denotes work that does not adequately fulfill course requirements, but still deserves

credit.

- an **'F'** denotes work that does not deserve passing credit.
- a **ZERO** will be assigned to work not turned in. No late assignments, and, as stated previously, plagiarism will result in an "F" for the entire course and you will be reported to the Academic Integrity office for violating university and course policy.

**Attendance, in-class participation, discussion leading, discussion questions (35%):** Your participation grade will be based on the following criteria:

1. This course is a seminar, or discussion-based and attendance is **MANDATORY**. You will be expected to participate fully in classroom discussions. In a seminar course students do assigned reading and then, under your own guidance and direction—as well as the guidance of the Professor—we will grapple aloud with the ideas we've read, collectively. Our seminar will be a mixture of discussion, mini-lectures, large and small group activities, with an emphasis on understanding course readings. Lectures will not be posted, and discussions and activities completed in class will not be recreated, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course may also require mandatory attendance at local museum or public heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course's elearning page.

**Only 1 absence will be excused** over the course of the term unless you can provide documentation for a health emergency. However, more than four absences may result in failing the course in addition to lowering your overall course grade. Excessive tardiness will also impact final class averages. Attendance is worth 10 percent of your course grade.

2. **Participation in class.** Participation includes contributing to in-class discussions by *SPEAKING* and being intellectually present for each meeting of ARH 6938. When you are not speaking or asking a question, you should be actively *LISTENING*, which may even include note taking. Meaningful contributions to class discussion should reflect *your engagement with the assigned course readings and in-class peer conversation*. Not participating in classroom discussions will result in a lower course grade. Participation is worth 10 percent of the course grade.
3. **Performance on in-class Discussion Leading.** You will be asked to facilitate in-class discussion for one assigned class session (see Discussion Leading handout for more information). Your responsibilities will be to: 1.) meet with me at least once prior to class and come to that meeting having already read the materials in order to discuss your (nearly formed) ideas for facilitation, which will include: 2.) bringing **one** case study of a museum or heritage site, memorial, art installation, artwork, gallery show, or architectural example (via article, images, video clip, song, etc.) to help illuminate a critical examination of ideas presented in the assigned class readings); 3.) As a facilitator, you are also expected to bring **four** reading-informed, discussion questions that support discussion of the course readings. Discussion questions should not simply summarize

the topic of the day, but rather support your selected museum or heritage site, memorial, art installation, artwork, gallery show, or architectural example activity in generating nuanced classroom discussion of course ideas and reading themes. Remember, this assignment is NOT a lecture, it is a discussion facilitation and I will always be participating. 4.) You are also responsible for emailing me your final list of discussion questions and facilitation outline by **11pm**, two days prior to class. Student preparedness and performance on this assignment is worth 15 percent of the course grade.

4. **General in-class preparedness.** Students are expected to bring the assigned readings to class and to complete all assigned readings prior to attending class. TV, cell phones, music, and other electronic distractions, are not permitted to be out during class time.

**Final Research Paper (20%):** The final research paper will be an opportunity for students to research and weigh in on how heritage landscapes are handling and managing amidst 21<sup>st</sup> Century concerns. Students will be expected to select an issue that they feel is most pressing for the Heritage/Museum community and present a “best practices” position paper and presentation for ways to best recover, reinvent, or reassess during this historic moment of critical institutional reevaluation. Final paper abstracts and preliminary bibliographies are due to the professor on **November 16<sup>th</sup>**.

**Weekly Reading Response Papers (45%):** For **9 out of 11** weeks of your choosing, you will prepare a reading response paper. Response papers should synthesize and respond to weekly themes, teasing out connections and common links between the readings as they pertain to the assigned course unit. Papers should have a clearly identifiable argument, and demonstrate thoughtful and comprehensive engagement with the readings across the assigned unit. To begin, try considering a key passage from the readings and write a well-organized essay in which you explain its relevance to the overall theme of the week. Use examples from the readings to support your claim. Response papers are *not* reading summaries.

Ask yourself:

- What are the arguments being presented in the weekly readings?
- Can I identify the theme(s)?
- How do these readings speak to/connect to/diverge from each other?

Papers are due every Tuesday, before the start of class. Please email me your paper prior to the start of class time, and please note that ABSOLUTELY NO LATE READING RESPONSE PAPERS will be accepted. Each assignment should be around 850 words, approximately 3 ½-4 pages, double-spaced with 12-point font, 1” margins. Please follow APA, MLA, or Chicago for citations. Full credit will not be given to papers that do not meet minimum length requirements or fail to properly cite. **It is excepted that you will engage the vast majority of the readings in the assigned course unit in order to successfully complete the assignment.** Each paper is worth 5% of your total course grade.

**In general about papers:** Because improving your writing skills is an important goal of the course, your grades for these assignments will emphasize this objective. Papers must have a clear objective and thesis statement, supported throughout by source-specific evidence (in other words, engage directly with your assigned course readings), and a clearly organized order of discussion and paper flow. Please feel free to stop in for office hours, or make an appointment, to meet with me to discuss any problems or questions

that you might have about the assignment or readings. I also encourage you to utilize the services of the <https://writing.ufl.edu/writing-studio/>. For your own protection, please make certain that you continuously save your written work as you write and back up those documents on a flash drive or external hard drive. You should also save all graded work until you receive your final grade in the course. In the event that work goes missing or a grade gets miscalculated, this will provide the *only acceptable* evidence that you turned in a particular assignment or received a particular grade.

**Policy on late submissions:** Unless you have provided substantial, documented evidence for need of an extension, and have discussed the situation with me well in advance of the impending deadline, late assignments will receive a 10% reduction in your grade for **each day** that exceeds the stated assignment deadline. Extensions will be given only under the most extraordinary circumstances and I do not except late papers after one week past the original deadline. Malfunctioning computers, printers and so on are not reasonable grounds for an extension. Save your work regularly and in multiple locations and be prepared to print your work in a computer lab if necessary. Please note that I will be the sole judge of what constitutes an extraordinary circumstance, that in most cases my granting of an extension will require that you submit a note from a doctor or other appropriate official, and that extensions must be negotiated in advance. Please also note that sending me an email does not constitute negotiating an extension. Unless we have spoken and agreed on a new date, the original date stands.

**How to reach the Instructor:** E-mail is the best way to reach me, [jmiceli@ufl.edu](mailto:jmiceli@ufl.edu)

In communicating with me, please note the following tips:

1. I will make every effort to respond to your email within 24-48 hours, 9:00 am—4:00 pm, Monday—Friday. Outside of those times, I am unavailable. Please think ahead when working on assignments.

**Student Accommodations:** Students with diverse abilities and learning needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with diverse abilities and learning needs should follow this procedure as early as possible in the semester.

**Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**Academic Dishonesty --** Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. An online plagiarism checker service may be used to screen

papers. Please note that recording class lectures or class discussions will not be permitted unless a documented request has been submitted and approved by the professor ahead of time. In ARH 6938, all of the above are prohibited. Any student deemed to have engaged in academic dishonesty will be subject to disciplinary action from the University and will also receive a “no credit” (i.e., a zero) for the assignment.

**Academic Honesty:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me. UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult the UF Plagiarism Guide at <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> and “Misuse of Sources” on the course web site. If you have any questions, please ask me.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Additional Academic Resources:**

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: <https://career.ufl.edu/>, Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: <https://cms.uflib.ufl.edu/ask>, various ways to receive assistance with using the libraries or finding resources.

Teaching Center: <https://teachingcenter.ufl.edu/>, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

## Health and Wellness:

**UF COVID-19 policies:** In response to COVID-19, the following University-wide practices are in place to maintain your learning environment, to enhance the safety of in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines against the COVID-19 virus are readily available to all UF students at no cost and have been demonstrated to be safe and effective. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

**U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**Basic Security Needs:** Any student who is facing challenges securing food or housing is urged to contact the Dean of Students for support. Please do not hesitate to contact me directly for additional assistance in the event that these external stressors are also affecting your performance in the course.

**Course Outline (\*subject to revision\*)**

Date	Lecture	Discussion
Week 1  Tues. 8/24	<b>Introduction to Course:            Understanding Museum Studies</b>	<b>(1)</b>
Week 2  Tues. 8/31	<b>Museum Histories, Historical Educations</b>	<b>(2)</b>
Week 3  Tues. 9/7	<b>Teaching Museums:</b>	<b>(3)</b>



<p>Week 4</p> <p>Tues. 9/14</p>	<p><b>Ways of Seeing: Exhibitionary Power and Museum Authority</b></p>	<p><b>(4)</b></p>
<p>Week 5</p> <p>Tues. 9/21</p>	<p><b>Objects as Witness:</b></p>	<p><b>(5)</b></p>
<p>Week 6</p> <p>Tues. 9/28</p>	<p><b>Museum Environments: Architecture as Theatre</b></p>	<p><b>(6)</b></p>

Week 7  Tues. 10/5	<b>Memorial Museums</b>	<b>(7)</b>
Week 8  Tues. 10/12	<b>Outdoor 'Museums'? Exploring Memorial Landscapes</b>	<b>(8)</b>
Week 9  Tues. 10/19	<b>Museum Identities: Contested Spaces</b>	<b>(9)</b>
Week 10  Tues. 10/26	<b>Missing Museums, National Silences?</b>	<b>(10)</b>
Week 11  Tues. 11/2		<b>(11)</b>

Week 12  Tues. 11/9	<b>Museum Activism</b>	<b>(12)</b>
Week 13  Tues. 11/16	<b>Queering the Archive</b>	<b>(13)</b>
Week 14  Tues. 11/23		<b>(14)</b>
Week 15  11/30	<b>Conclusions: Museums Unbound</b>	<b>(15)</b>
Week 16  12/7	<b>Final Paper Presentations</b>  ~ Final Paper Presentations	<b>(16)</b>