

ARH 6930 SPECIAL TOPICS IN MUSEOLOGY: ART + GLOBAL DIVERSITY

Fall B 2024

University of Florida

100% online at Canvas

Instructor: Dr. Pamela Merrill Brekka

Contact: Canvas Inbox (preferred) or pbrekka@ufl.edu

Graduate Student Support/Resources: [https://graduateschool.ufl.edu/gss/ogsse/Links to an external site.](https://graduateschool.ufl.edu/gss/ogsse/Links%20to%20an%20external%20site)

PLEASE NOTE THAT ALL TIMES GIVEN IS THIS COURSE ARE Gainesville, FL (ET) EASTERN TIME)

Course description and student outcomes: This is an 8-week graduate art history seminar for UF's MA program in Art Education delivered 100% online via Canvas. As an art theory/museology course, students will engage issues in contemporary art in relation to physical context, meaning and audience participation. Students will analyze, critique, and apply current concepts in art, methodology and criticism within the context of global diversity. These student outcomes will be assessed by weekly written reviews of scholarly literature, weekly videoconference seminar discussions, one topic proposal and one final project.

Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course based on 10 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/resultsLinks to an external site.](https://evaluations.ufl.edu/resultsLinks%20to%20an%20external%20site)

Please note that all course materials, requirements, instructions, dates and deadlines are given in the Canvas course website. The information is organized into eight weekly user-friendly modules.

Students Requiring Accommodations: Students requesting accommodation for a web-based course must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor or TA when requesting accommodation. For more information, go to [http://www.dso.ufl.edu/drcLinks to an external site.](http://www.dso.ufl.edu/drcLinks%20to%20an%20external%20site)

University Counseling Services and Counseling Center: 301 Peabody Hall, P.O. Box 114100, University of Florida, Gainesville, FL 32611-4100 Phone: 352-392-1575 available 24/7 Web: [http://www.counsel.ufl.eduLinks to an external site.](http://www.counsel.ufl.eduLinks%20to%20an%20external%20site)

Academic Honesty and the UF Honor Code: The University's policies regarding academic honesty, the honor code, plagiarism and cheating will be strictly enforced.

See [http://www.dso.ufl.edu/sccr/honorcode.phpLinks to an external site.](http://www.dso.ufl.edu/sccr/honorcode.phpLinks%20to%20an%20external%20site) for information regarding these policies. All other reading requirements for this course will be available to you via pdf links at our Canvas website.

Graded requirements:

30 points: Reading response papers @ 5

40 points: Seminar discussions participation @ 7

10 points: Topic proposal for final diversity project @ 1

20 points: Final project @ 1
100 total (A) total possible points

Late work will not be accepted unless approved by the instructor. Late work will only be considered in cases of documented illness, military service or religious observance.

Please note: As an online course, students will need weekly access to a computer with high-speed internet capability, a webcam, and up-to-date browser and software, including Microsoft Word.

Reading responses: Students will be given weekly reading assignments. These assignments will be in the form of scholarly articles and book chapters uploaded here at the Canvas website. Students will be required to write an 500-word critical response to these readings uploaded weekly here at the Canvas website. These critical responses will form the basis for our weekly seminar discussions.

Seminar discussions: Students will be required to participate in one weekly 2 hour group discussion using Zoom available here at Canvas. These discussions will be moderated by your instructor, Dr. Brekka. Students with documented profound weekly schedule conflicts must contact Dr. Brekka.

Project proposal: Students will submit a 200-word proposal for their final diversity project.

Final project: Students' final project will consist of a six-to-eight page lesson plan, curriculum, research paper, art history lecture, or plan for an art project or art installation -- chosen option should incorporate themes in global diversity. During Week 8 students will present their project topics to the class for feedback via a discussion board.

Weekly topics and agenda:

Week 1. ART IS A LIE. Picasso said 'Art is a lie that always tells the truth'. In this unit, we will explore critical contemporary issues around the definition and function of art, which inform diversity and understanding among disparate cultural groups.

Week 2. PROBLEMATIZING 'GLOBAL'. We will critically explore the relationship between 'global' and 'contemporary' in relation to art and diversity.

Week 3. MAPPING DIVERSITY. What exactly is diversity and how is it defined? Using art as the conduit, how can we understand cultures and cultural attitudes different from our own?

Week 4. MUSEUMS ARE DANGEROUS PLACES FOR ART. What role does context play in our exploration of culturally diverse art? What of the relationship between mute object and didactic space?

Week 5. GENTRIFYING THE OTHER. What we call diversity today was traditionally associated with our notions of the 'other'. Does our current worldview and cultural lens differ from the past?

Week 6. ART HAS POWER. Leaders have always used art in order to validate their authority. Traditionally, the proliferation of state-sponsored art on view in public spaces overshadowed marginal art. Does our 'new' interest in global diversity, together with wider accessibility and shifting audiences, threaten this balance of power?

Week 7. REASSESSING THE CANON. Art history curricula in the United States traditionally focused on art of the Western world. As art educators, we will explore curricular shifts toward global diversity in art history and art education.

Week 8. ART AT THE END OF THE WORLD. What was traditionally understood as the 'end' or 'edge' of the world was simply terra incognita--the unknown. Knowledge leads to understanding, and hopefully engagement, compassion and cooperation. This week, students will share their individual approaches to art and global diversity.

▼ Weekly Participation



W1 Participation

Week 1 Module | Due Oct 16 at 11:59pm | 5 pts



W2 Participation

Week 2 Module | Due Oct 21 at 11:59pm | 5 pts



W3 Participation

Week 3 Module | Due Oct 28 at 11:59pm | 5 pts



W4 Participation

Week 4 Module | Due Nov 4 at 11:59pm | 5 pts



W5 Participation

Week 5 Module | Due Nov 11 at 11:59pm | 5 pts



W6 Participation

Week 6 Module | Due Nov 18 at 11:59pm | 5 pts



W8 Participation Presentation Board

Due Dec 2 at 11:59pm | 5 pts

▼ Response Papers



W1 Response Paper

Due Oct 20 at 11:59pm | 5 pts



W2 Response Paper

Due Oct 27 at 11:59pm | 5 pts



W3 Response Paper

Due Nov 3 at 11:59pm | 5 pts



W4 Response Paper

Due Nov 10 at 11:59pm | 5 pts



W5 Response Paper

Due Nov 17 at 11:59pm | 5 pts

▼ PROJECT PROPOSAL



Project Proposal

Due Nov 10 at 11:59pm | 10 pts

▼ Final Project



Final Project

Due Dec 8 at 11:59pm | 20 pts