**Lincoln University**

**Department of Visual and Performing Arts / Museum Studies Major**

**Master Syllabus**

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| **COURSE TITLE:** | Exhibition Design and Development | **COURSE NUMBER:** | MSM 321 |
| **CREDIT HOURS** | 3 | **PREREQUISITE (S):** | MSM211 |
| **TERM:** |  | **CO-REQUISITE (S)** |  |
| **COURSE METHOD** | Lecture / Lab | **MEETING DAY AND TIME:** |  |
| **INSTRUCTOR:** |  | **CLASSROOM/LAB/STUDIO LOCATION:** |  |
| **OFFICE LOCATION:** |  | **E-MAIL:** |  |
| **OFFICE HOURS:** |  | **PHONE EXTENSION:** |  |

**COURSE DESCRIPTION:** This course introduces students to the practical elements of exhibition design and development, addressing permanent and changing exhibitions for traditional and non-traditional venues. Through mentoring and hands-on experiences in design, installation, interpretation and de-installation, students will learn the steps required to create successful exhibitions. Other aspects include budgeting, collaboration and coordination with education and development, and audience pre- and post- evaluation.

**REQUIRED TEXTS:** *Creating Exhibitions: Collaboration in the Planning, Development, and Design of Innovative Experiences, Polly McKenna-Cress and Janet Kamien, Wiley; 1 edition 2013, ISBN-10: 1118306341, ISBN-13: 978-1118306345*

*The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences, Leslie Bedford, Left Coast Press 2014, ISBN-10: 1611323118, ISBN-13: 978-1611323115*

**REQUIRED MATERIALS:** (Provide information on any additional materials, tools, kits, media storage, etc. required for completion of this course that students will need to purchase or will be charged a lab fee for.)

**ASSESSMENT CRITERIA & ALIGNMENT**

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| --- | --- | --- | --- |
| **CSLO** | **PSLOs** | **ILOs** | **Direct and Indirect Assessment Methods** |
| CSLO 1 | 5, 9 | 1 | Pre and post examination |
| CSLO 2 | 2, 5, 9 | 1, 3 | Rubric evaluation of in-class exercises, quizzes, presentations, and writing assignments |
| CSLO 3 | 5, 8, 9 | 1, 3 | Evaluation of student presentation and projects |
| CSLO 4 | 2, 5 | 1, 3 | Evaluation of student presentation and projects |

**COURSE STUDENT LEARNING OUTCOMES (CSLO):**

Upon successful completion of this course the student will be able to:

1. Understand the practices and the processes of exhibition development
2. Understand the planning of exhibition content in a variety of museum settings.
3. Using hands on practice and project based opportunities, demonstrate a clear understanding of class content, creative communication and problem-solving skills.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

**PROGRAM STUDENT LEARNING OUTCOMES (PSLO):**

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 5: Evaluate museum concepts, techniques and products (exhibitions, programs, print materials, digital materials, etc.), in terms of content, design and context, and demonstrate an ability to analyze the formal elements of museum operations.

PSLO 8: Produce a digital and/or hard copy portfolio of writing samples and presentation portfolios for career-related purposes.

PSLO 9: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

**INSTITUTIONAL LEARNING OUTCOMES (ILO):**

1. Effective Communication Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts Outcome: students will integrate cross-cultural understanding in the disciples and develop an appreciation for music, art and other forms of cultural expression

**CALCULATION OF FINAL GRADES**:

Attendance and participation (in-class exercises / assignments) 25%

Completion of Reading/Writing Assignments 25%

Mid-term Examination 25%

Final Project 25%

**GRADING SCALE:** (Should follow Department and/or College Template)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

**SCHEDULE OF LEARNING TOPICS COVERED**

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| --- | --- |
| **CLASS MEETS:**  **•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•** | |
| **Week 01:** | History of Exhibitions in US Museums |
| **Week 02:** | Age appropriate exhibition strategies and exhibitions as teaching tools |
| **Week 03:** | The exhibition development process, evaluation and assessment |
| **Week 04:** | Curatorial research and exhibitions |
| **Week 05:** | Exhibition design, object handling, and installation |
| **Week 06:** | Dioramas and natural history exhibitions: policies and ethics |
| **Week 07:** | Current trends in history, science and art exhibitions |
| **Week 08:**  **Midterm** | Mid-term Week |
| **Week 09:** | Digital Design Technology |
| **Week 10:** | Working session – exhibition design and object selection |
| **Week 11:** | Working session – ancillary materials preparation |
| **Week 12:** | Low-tech and High Tech Interactive exhibitions |
| **Week 13:** | Working session – exhibition fabrication |
| **Week 14:** | Working session – exhibition installation |
| **Week 15:** | Exhibition final project critiques |

#### **UNIVERSITY ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University.  In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.  The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

Any student with a documented disability should contact the Office of Student Support Services.

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

**TITLE IX STATEMENT:**

The following person has been designated to handle inquiries regarding the non-discrimination policies: Gerard Garlic, Title IX Coordinator/Director of the Health and Wellness Center, room 126B, Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352  (p) 484-746-0000 or Office of Civil Rights, U.S. Department of Education, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, phone 215-656-8541, fax 215-656-8605, email: [ocr.philadelphia@ed.gov](mailto:ocr.philadelphia@ed.gov)

**POLICY ON ELECTRONIC DEVICES IN CLASSROOM:**

Use of wireless devices is not permitted in the classroom. Students must keep such equipment turned off or in a silent mode and put away during class time. If you are expecting an emergency phone call, you must notify your instructor prior to class beginning. Students violating the wireless device policy will be asked to leave the classroom and will be noted as absent for the day.