

## **INF 386E: Planning and Understanding Exhibits**

**Spring 2022**

**Unique Number: 28320**

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Canvas: <https://utexas.instructure.com/courses/1324345>

### **Course Meeting Times**

Thursdays, 12:30 – 3:30 PM

### **Course Description**

Exhibits are a powerful way for libraries, archives, museums, and cultural institutions to engage the public with their collections. This course offers students the opportunity to plan and install an exhibit, focusing on objectives such as: crafting a narrative around physical objects; drafting exhibit text; accommodating media preservation issues; building basic display supports; and publicizing the exhibit. Students will learn about the historical origins of modern-day exhibit practices, and will visit and evaluate current exhibits on campus and in the Austin area.

### **Learning Objectives**

By the end of this course, students should be able to:

- Conceptualize and revise narrative flow around available objects.
- Draft exhibit text that is audience-appropriate, informative, and entertaining.
- Understand materials risks and craft appropriate responses, including building supports.
- Conduct outreach and publicity through physical and/or online formats.
- Critically assess an exhibit at a local institution.
- Historically contextualize modern exhibit practices.

### **Course Requirements**

There are no prerequisites for this class. Students are expected to attend all classes and complete all reading assignments before each class meeting. There will be two off-site class meetings.

## Required Texts

Batterham, Ian. *The Office Copying Revolution: History, Identification and Preservation*. National Library of Australia, 2008.

This book will be available for shared use in UTA 1.506.

Bedford, Leslie. *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. Walnut Creek: Left Coast Press, 2014.

We will use this text heavily during the first part of our course. The text has been made available to you automatically on Canvas through the Longhorn Textbook Access (LTA) program. Access is free through the 12<sup>th</sup> class day. At that time, your UT student account will automatically be billed \$30.56 for a 365-day rental.

If you prefer to purchase the book elsewhere, you can opt out of the LTA program on Canvas by the 12<sup>th</sup> class day.

The text is also available in various formats on the publisher's website:

<https://www.routledge.com/The-Art-of-Museum-Exhibitions-How-Story-and-Imagination-Create-Aesthetic/Bedford/p/book/9781611323115>

All other course readings are available in the Files section of our Canvas page or online.

## Assignments

Please submit assignments via Canvas unless otherwise instructed. All assignments are due by the beginning of class on the due date. If you have a legitimate reason for an assignment to be late, please discuss with me as early as possible.

### *Participation (15 pts)*

Assigned Week 1; concluded at end of semester.

Students will be responsible for leading class discussion of assigned readings on one class day. Discussion should include brief synopses of readings, relevance within the class' exhibit work, and several questions to spur engagement among classmates. Discussion sessions last about 30 minutes. About 1/2 of your course participation grade will stem from your discussion leadership; about 1/2 will come from your active participation in the class.

### *Exhibit Assessment (15 pts) (approx. 5 pgs.)*

Assigned Week 4; due Week 7.

Students will visit a current, local exhibit and submit a written evaluation of successes and challenges in the exhibit experience. Use our class readings as references in your work. Your evaluation should cover discussion topics from class: item selection, narrative flow, audience

engagement, clarity and accessibility of text, and other topics as relevant. Previous experience creating written critique in humanities subjects, like literature or fine art, can provide a useful touchpoint for this assignment.

*Special Teams (25 pts total) (page count described below)*

Assigned Week 1; work plans due on rolling deadlines; final project due Week 11.

Students will join one of the teams described below to complete specialized exhibit tasks. Your work will be graded on timeliness, thoroughness, professionalism, and integration with exhibit goals.

Special Teams have two deadlines:

Work Plan (5 pts) (2 - 3 pgs; Text & Labels Team due Week 5; Web Team due Week 7; Museum Education Team due Week 7; Promotions Team due Week 8): This paper briefly describes what your group will do for our exhibit. Describe your activities and deliverables; state an estimated timeline for their completion; and state group member responsibilities. This planning document should serve as a roadmap for your Special Teams work. I will use it to provide guidance on your plans, and as a baseline to assess success on your final project.

Final Project (20 pts) (2 – 5 pgs or as needed, plus completed project, due Week 11): In addition to completing your group's tasks, please submit a paper briefly summarizing your work. Include links to or copies of your work, as applicable. Please document your individual responsibilities to ensure fair workload.

Each team's specialty is represented during a week in class. You will benefit from looking ahead to that week's readings to begin your team's planning ASAP. You may also wish to choose that week for your presentation of readings, as your team will be our in-house specialists on the topic.

- **Text & Labels Team (4 students):** This team researches, writes, and edits text for exhibit panels and labels. Use a consistent, audience-appropriate voice, and adhere to text limits as discussed in class readings. This team is also responsible for design and layout of panels and labels, including printing at the iSchool IT Lab (for smaller sizes) or UT Libraries Business Services (for [oversize printing](#).) Use consistent colors, typefaces, and layout for a professional appearance. Previously we have budgeted around \$120 from lab funds; please keep me apprised of estimated costs. Graphic design experience is helpful for at least one team member.
- **Web Team (3 students):** This team creates an online version of our exhibit. You have significant latitude in focus and presentation; your work can be a literal translation of the physical exhibit, or it can be something different. You may use the platform of your choice: Wix, Omeka, ArcGIS Storymaps, Scalar, Jekyll, Collection Builder, Spotlight, and others are good options. This team is also responsible for digitization of exhibit materials as needed. Digitization equipment and training will be provided.
- **Museum Education Team (3 students):** This team creates educational exhibit elements that go beyond displayed items and text. Possibilities may include: enhanced displays, employing models, touch, sound, or environment; interactive elements, including games, coloring, mobile web, or touchpad; events, including guest speakers, opening parties, or other programming; and possibly visitor studies, including evaluation of engagement.

- **Promotions Team (3 students):** This team publicizes our exhibit and builds our audience. You have latitude in promotional approaches, such as: sending press releases to local media outlets; raising awareness within UT and the iSchool; creating social media content; seeking local business promotions; speaking with Austin-area organizations and interest groups, and others. A course Instagram page is available for your use. In Spring 2022, this team should also begin developing a list of local press contacts for the class. Graphic design experience is helpful for at least one team member.

*Exhibit Supports (1 – 2 supports) (20 pts)*

Assigned Week 8; due Week 10.

Students will design and build physical display supports for selected exhibit items. Students may submit one or both of: a mat for flat paper and a cradle for a book. As many of these supports as possible will be custom-fitted for materials in our class exhibit; others may be designed for items from personal collections. Students are encouraged to practice measurements and cuts with scratch materials, and to build practice models as desired. In your final submission, I will look for:

- clean, straight, square cuts
- flush alignment among boards
- supportive fit for the object - neither too tight nor too loose, with no undue stress
- tidy workmanship - no excess grime or graphite

*Final Report (25 pts) (approx. 10 pgs.)*

Assigned Week 12; due Week 14.

Students will write a final report evaluating successes and challenges within our class exhibit. Your paper has two goals:

First, use your previous Exhibit Assessment as a model to evaluate our own exhibit. Try to view the finished product with fresh eyes, as a visitor, and provide critique that is grounded in our readings and discussions. Evaluation topics may include: item selection, narrative flow, audience engagement, clarity and accessibility of text, attention to preservation climates and supports, or other others as relevant. Cite references.

Second, reflect upon our exhibit design process and your role within it. Which tasks or workflows best served our end goals? Which best promoted cooperation or creativity? Which were most rewarding, and why? Where did we encounter confusion or bottlenecks? Were there narrative angles we missed? Were there parts of the process you wish we could have pursued more thoroughly?

**Evaluation and Writing Guidelines**

I will use the following schedule as the basis for calculating grades: A=95-100, A-=90-<95, B+=85-<90, B=80-<85, B-=75-<80, C+=70-<75, C=65-<70, C-=60-<65, F=<60. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

In all assignments, it's always a good idea to cite class readings and related sources. This makes your work more authoritative and it lets me see that you've read and thought about class materials.

Please strive for accurate, concise, and well-organized writing that showcases your understanding of the topics at hand. My primary goal is to assess your mastery of these topics, rather than your writing. However, if your writing hinders the successful communication of your understanding, I will then grade writing by necessity. For writing assistance, please see the [University Writing Center](#).

A few writing tips specific to this class:

- Title submitted files as follows: “(Last Name)\_(Assignment Title.)”
- Use double spacing.
- Use [APA Guidelines](#) for in-text citations and a reference list.
- Strive for clear topic sentences and closing statements.
- Ensure that your sentences and paragraphs build sequentially upon one another.
- Use fewer words whenever possible.
- Italicize exhibit titles.
- Avoid using scare quotes whenever possible.
- Use single quotes in only one instance: a quote inside a quote.
- Use ellipses only to indicate words or ideas omitted for brevity.
- Be precise with pronouns, especially the word “they.” APA Guidelines tell us:
  - “He/him/his” and “she/her/hers” are singular and gendered.
  - “They/their” is plural.
  - “They/their” may also be singular in several special cases:
    - When a singular person identifies with more than one gender. Ex: Casey is a gender-fluid person. They are from Texas and enjoy tacos.
    - When gender is unknown. Ex: The cup of coffee is theirs. (His? Hers? We don't know.)
    - When it's bulky and awkward to say “he or she,” “him or her,” or “his or hers.” Ex: Each child played with their (instead of “his or her”) parent. Please note, this usage is the least formal, and there's often a way to write around it.

## **UT Notices and Announcements**

### **University of Texas Honor Code**

Every student is expected to abide by The University of Texas Honor Code, which should be read and understood before taking any class. It can be found here:

<http://www.engr.utexas.edu/undergraduate/forms/462-university-of-texas-honor-code>

### **Policy on Academic Integrity**

Plagiarism will not be tolerated. You may fail the course, and/or be dismissed from the School of Information and/or the University if you are found plagiarizing. UT has a tutorial describing plagiarism here: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

### **Documented Disability Statement**

A student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-232-2937 (video phone) or <http://diversity.utexas.edu/disability/> Please let me know about anything that will help you succeed whether or not it is related to any disability.

### **Official Class Correspondence**

E-mail is recognized as an official mode of University correspondence. Please maintain ongoing, current familiarity with class communications via email, and contact me for any needed clarification.

Additionally, our class uses Canvas to host readings, post announcements, submit assignments, and return grades. You are welcome to message me directly through this platform.

### **Land Acknowledgement**

We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

### **Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.

2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the Title IX Office or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Online Class Components**

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

### **Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

### **Classroom Safety and COVID**

To help preserve our in-person learning environment, the university recommends the following.

- **Pre-Semester Testing:** For the safety of our community, the university requests that all students coming to campus for the spring semester receive a viral test within 72 hours (3 days) prior to returning to campus or the surrounding community for in-person social activities, events, or classes.
- **Masking Recommended:** We continue to recommend wearing masks while indoors, regardless of vaccination status.
- **Get Vaccinated and Boosted:** The best way to prevent getting the virus and spreading it to others is getting vaccinated or boosted if you are eligible. The university offers free

vaccinations at University Health Services, UT Health Austin, the Family Wellness Clinic, and rotating pop-up locations.

- **Proactive Community Testing:** Students are recommended to do routine testing with the UT Proactive Community Testing (PCT) program throughout the semester.
- **What if I get sick? What if I am exposed?:** If you develop COVID symptoms or feel sick, stay home and contact the University Health Services' Nurse Advice Line at 512-475-6877 or the Behavior Concerns and COVID-19 Advice Line (BCCAL) at 512-232-5050. If you need to be absent from class, contact Student Emergency Services and they will notify your professors. If you test positive off campus, please self-report to University Health Services.
- **I'M SO CONFUSED!:** To understand what to do if you are sick or have been exposed, see this chart. To ask your questions to a real person, contact Behavior Concerns and COVID-19 Advice Line (BCCAL) at 512-232-5050.

**Course Schedule** <https://registrar.utexas.edu/calendars/21-22>

**Week 1: 1/20 (Please note: each week's readings must be completed before class for discussion during class.)**

### **Introduction**

- Introduce class and syllabus
- Become acquainted with lab access and safety
- Assign Special Teams
- Select students to lead discussion on each week's readings
- Select a class registrar – student
- Assign chapters from Batterham for Week 2
- Prepare for item selection next week
- Discuss readings

### *Readings*

Bedford, Leslie. *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. Walnut Creek: Left Coast Press, 2014. Chapter 1: Exhibitions as Education.

Milwaukee Museum. *Museum Inside Out: What Does a Registrar Do?* Accessed June 2020 at: <https://www.youtube.com/watch?v=wUw-VWILF0Q>

Batterham, Ian. *The Office Copying Revolution: History, Identification and Preservation*. National Library of Australia, 2008. "A Brief History of Office Copying," pp 3-16. This reading introduces the materials we'll exhibit this semester.

Thompson, Clive. "How the Photocopier Changed the Way We Worked – and Played." *Smithsonian Magazine*, March 2015. Accessed January 2022 at: <https://www.smithsonianmag.com/history/duplication-nation-3D-printing-rise-180954332/>  
Let this reading get you thinking about curatorial strategies and stories we might tell with our materials.



**1/27: No class, jury duty.**

**Week 2: 2/3**

**Theme and Objectives; Item Selection; Exhibit Design and Materiality**

- Discuss readings - student
- View collections materials and begin selecting items for our exhibit.
- Brainstorm exhibit theme and objectives.

*Readings*

Bedford, Leslie. *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. Walnut Creek: Left Coast Press, 2014. Chapter 2: Alternative Exhibit Models.

Monti, Francesca and Suzanne Keene. *Museums and Silent Objects: Designing Effective Exhibitions*. Farnham: Routledge Ltd, 2013. Chapter 4: Cognitive Science, Flow and Beauty.

Texas Historical Commission. *Exhibit Design and Development Workbook*. 2009. Accessed June 2020 at <https://www.thc.texas.gov/public/upload/publications/2015%20LR%20Museum%20Services%20Exhibit%20Development%20Workbook%20with%20Introduction.pdf> (See Canvas.) For this class, please focus on the exhibit theme and exhibit objectives topics addressed on PDF pages 7-10. We will refer to this when drafting our own theme and objectives.

Batterham, Ian. *The Office Copying Revolution: History, Identification and Preservation*. National Library of Australia, 2008. Your chapter as assigned.

**Week 3: 2/10**

**Exhibit Narrative; Item Arrangement**

- Discuss readings - student
- Revise exhibit theme and objectives as needed
- Continue item selection; begin staging display space
- Photo-document layout, with room for labels
- Create item IDs and exhibit log as needed

*Readings*

Bedford, Leslie. *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. Walnut Creek: Left Coast Press, 2014. Chapter 3: Story; Chapter 4: Imagination; Chapter 5: John Dewey and Art as Experience.

Miles, Roger S., and M. B. Alt. *The Design of Educational Exhibits*. 2nd ed. London: Routledge, 2001. p 56-63.

Garcia-Luis, Veronica, and Toni Danestep. "Straight from the Girls: The Importance of Incorporating the EDGE Design Attributes at Exhibits." *Curator: The Museum Journal* 62.2 (2019): 195–221.

Swanick, S., Rankin, S., & Reinhart, M. (2015.) "Curating Exhibitions in Academic Libraries: Practical Steps." *Practical Academic Librarianship: The International Journal of the SLA Academic Division*, 5, 1 - 22.

#### **Week 4: 2/17**

##### **Exhibit Text**

- Discuss readings - student
- Discuss subjects and placement for exhibit panels and labels; consult with Text Team
- Discuss audience, writing style, and design; consult with Text Team
- Brainstorm exhibit title
- Assign Exhibit Assessment, due Week 7
- Assign Text Team Work Plan, due Week 5

##### *Readings*

Bedford, Leslie. *The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences*. Walnut Creek: Left Coast Press, 2014. Chapter 6: Creating and Experiencing the Exhibition Medium.

Miller, Theresa, Emilie L'Hote, and Andrew Volmert. *Communicating About History: Challenges, Opportunities, and Emerging Recommendations*. August 2020: American Association for State and Local History; National Council on Public History; Organization of American Historians.

Ravelli, Louise. *Museum Texts Communication Frameworks*. London: Routledge, 2006. Print. Chapter 3, Focus: Making Texts Accessible: Adjusting the Level of Complexity.

Victoria and Albert Museum. *Gallery Text at the V&A: A Ten-Point Guide*. 2013. Accessed June 2020 at [https://www.vam.ac.uk/data/assets/pdf\\_file/0009/238077/Gallery-Text-at-the-V-and-A-Ten-Point-Guide-Aug-2013.pdf](https://www.vam.ac.uk/data/assets/pdf_file/0009/238077/Gallery-Text-at-the-V-and-A-Ten-Point-Guide-Aug-2013.pdf) (See Canvas.)

The J. Paul Getty Museum. *Complete Guide to Adult Audience Interpretive Materials: Gallery Texts and Graphics*. 2011: J. Paul Getty Trust, Los Angeles, CA.

#### **Week 5: 2/24**

**Assignment Due: Text Team Work Plan**

**Guest Speaker: Ray Williams, Director of Education and Academic Affairs**

**Class will meet at the Blanton Museum of Art, 200 E. MLK, 78712, 1 PM**

#### **Week 6: 3/3**

**Doing More: Online Exhibits, Museum Education, and Digital Humanities Approaches**

- Discuss readings - student
- Brainstorm online components for our exhibit; consult with Web Team
- Brainstorm museum education components for our exhibit; consult with Museum Education Team
- Please feel free to share your favorite digital humanities exhibits. There are many!
- Assign Web Team Work Plan, due Week 7
- Assign Museum Education Team Work Plan, Due Week 7

### *Readings*

Rath, Linda. "Omeka.net as a Librarian-Led Digital Humanities Meeting Place." *New Library World* 117.3/4 (2016): 158–172.

Williams, Ray. 2019. "Welcoming (and Learning from) the Stranger: The Museum as a Forum for Interfaith Dialogue." *Journal of Museum Education* 44 (1): 34–40.

Schaller, D. (2017.) "The Meaning Makes It Fun: Game-Based Learning for Museums." In: Spero, and Susan B. (eds) *Museum Educators and Technology Expanding Our Reach and Practice: Journal of Museum Education 36:3 Thematic Issue*. 1st ed. Routledge Ltd, 2017.

Pau, Stephanie. Come Out and Play: Material Bingo and Games for Learning. *Inside Out: A MoMA/MoMA PSI Blog*. April 11, 2012. Accessed June 2020 at [https://www.moma.org/explore/inside\\_out/2012/04/11/come-out-and-play-material-bingo-and-games-for-learning/?lipi=urn%3Ali%3Apage%3Ad\\_flagship3\\_profile\\_view\\_base%3BCDMOoX2OSmG3TAo73NmMAg%3D%3D](https://www.moma.org/explore/inside_out/2012/04/11/come-out-and-play-material-bingo-and-games-for-learning/?lipi=urn%3Ali%3Apage%3Ad_flagship3_profile_view_base%3BCDMOoX2OSmG3TAo73NmMAg%3D%3D)

Gordon, Edmund. University of Texas Racial Geography Tour. Accessed June 2020 at: <https://racialgeographytour.org/>

4-VA. ReSounding the Archives. Accessed June 2020 at: <https://resoundingthearchives.org/>

Barron, James. "Every Building on Every Block: A Time Capsule of 1930s New York." *The New York Times* online, December 28, 2018. Accessed June 2020 at: <https://www.nytimes.com/interactive/2018/12/28/nyregion/nyc-property-tax-photos.html>

J. Paul Getty Trust. *12 Sunsets: Exploring Ed Ruscha's Archive*. Accessed January 2021 at: <https://12sunsets.getty.edu/map/narrative>

### **Week 7: 3/10**

***Assignment Due: Exhibit Assessment***

***Assignment Due: Web Team Work Plan***

***Assignment Due: Museum Education Team Work Plan***

**Promotion, Marketing, and Outreach**

**Guest Speaker: TBA**

- Discuss readings - student

- Brainstorm promotions and marketing for our exhibit; consult with Promotions Team
- Guest speaker
- Assign Promotions Team Work Plan, due Week 8

### *Readings*

American Library Association. Basic Promotion Guide: "John Adams Unbound": Online Site Support Notebook. Accessed June 2020 at <http://www.ala.org/tools/programming/adams/adamsssn15>

Jackson, John. "Promoting Your Event: A Timeline." *Programming Librarian: A Website of the American Library Association Public Programs Office*. Accessed June 2020 at <https://programminglibrarian.org/blog/promoting-your-event-timeline>

The Henry Ford. Media Kits. Accessed June 2020 at <https://www.thehenryford.org/about/press-room/exhibit-media-kits/> Explore some example museum media kits.

Americans for the Arts National Arts Marketing Project. *Arts Marketing Blog*. Accessed January 2021 at <https://namp.americansforthearts.org/get-smarter/arts-marketing-blog> Look through current posts of interest to you.

McManus, Drew (ed.) *ArtsHacker*. Accessed January 2021 at <https://artshacker.com/> Look through posts under the sidebar heading "Marketing & Communications."

### ***Spring Break: 3/14 – 3/18***

#### **Week 8: 3/24**

#### ***Assignment Due: Promotions Team Work Plan***

#### **Supports**

- Discuss readings - student
- Determine and assign custom supports for our exhibit
- Demonstration: making a mat
- Demonstration: making a cradle
- Assign Exhibit Supports, due 4/7
- Establish lab hours for assignment

### *Readings*

Smith, Merrily A. *Matting and Hinging of Works of Art on Paper*. Washington, D.C.: Library of Congress, 1981.

Phibbs, Hugh. "Preservation Matting for Works of Art on Paper," Supplement to *Picture Framing Magazine*, Feb. 1997

Phibbs, Hugh. "Recent Developments in Preservation of Works on Paper." *Book and Paper Group Annual* 24, 2005.

Blaser, Linda. "Display Cradles for Books: Board Construction." *Guild of Bookworkers Journal* 30:1, 1–16 (Spring 1992).

Familiarize yourself with the variety of manufactured options for exhibit supports:

<https://www.gaylord.com/c/Book-Cradles-and-Mounts>

### **Week 9: 3/31**

**Guest Speaker: Tony Beldock, Head of Exhibition Production**

**Class will meet at the Bullock Texas State History Museum, 1800 Congress Ave., 78701**

### **Week 10: 4/7**

**Assignment Due: Exhibit Supports**

**Materials Risks; Lighting & Backdrop Setup**

- Discuss readings – student
- Install display backdrops
- Measure and adjust lighting according to materials-based recommendations; calculate exposure over duration of exhibit
- Evaluate temperature and relative humidity

#### *Readings*

National Parks Service. *Museum Handbook*. Appendix J: Curatorial Care of Paper Objects. 2003: National Parks Service. Focus primarily on sections B, C, D, E, and G.

Saunders, David. *Museum Lighting: A Guide for Conservators and Curators*. 2020: Getty Publications, Los Angeles, CA. Chapter 7: Lighting within Museum Practice. Work toward a general understanding of the mechanics of the varied lamp types, and know that this and other readings are available for future professional reference.

Colby, Karen. "A Suggested Exhibition Policy for Works of Art on Paper." *Journal of the International Institute for Conservation - Canadian Guild* 17. 1992.

Wagner, Sarah, Connie McCabe, and Barbara Lemmen. (2007). *Guidelines for Exhibition Light Levels for Photographic Materials*. PDF file retrieved from <http://download.aaslh.org/AASLH-Website-Resources/ccaha-guidelines-for-exhibition-light-levels.original.pdf>

### **Week 11: 4/14**

**Installation**

**Assignment Due: Special Teams work (don't forget to submit documentation with individual responsibilities)**

- Install and launch our class exhibit!

-Discuss readings as desired; these are light readings simply to introduce the exhibit installation experience - student

### *Readings*

Murphy, Sara and Bethanee Bemis. "10 Things to Know About Exhibit Installation." *Smithsonian National Museum of American History Behring Center Blog*. August 22, 2017. Accessed June 2020 at: <https://americanhistory.si.edu/blog/10-things-exhibition-installation>

Healing, Tim. "The Art of Installation." *The Met Assyria to Iberia Exhibition Blog*. October 29, 2014. Accessed June 2020 at: <https://www.metmuseum.org/exhibitions/listings/2014/assyria-to-iberia/blog/posts/installation>

Lazzuri, Caryn. "Exhibit Transformations." *The Collation: Research and Exploration at the Folger*. September 17, 2011. Accessed June 2020 at: <https://collation.folger.edu/2011/09/exhibition-transformations/>

Parkinson, Hilary. "Follow That Banner." *Pieces of History: A Blog of the U.S. National Archives*. March 8, 2016. Accessed June 2020 at: <https://prologue.blogs.archives.gov/2016/03/08/follow-that-banner/>

### **Week 12: 4/21**

#### **Histories of Exhibition and Collecting**

*While our exhibit remains on display this week, we'll briefly examine some historical legacies that continue to influence exhibits and collections.*

- Discuss resources on imperialism in collecting (Berger, Duthie, Goodwyn, Menil) - student
- Discuss readings on exhibition in America (Hart & Ward, Springhall, Rydell, Macdonald & Alsford) - student
- Assign Final Report

### *Readings*

Berger, Stefan. National Museums in Between Nationalism, Imperialism and Regionalism. In: Aronsson, Peter, and Gabriella Elgenius. *National Museums and Nation-Building in Europe, 1750-2010: Mobilization and Legitimacy, Continuity and Change / Edited by Peter Aronsson and Gabriella Elgenius*. Oxfordshire, England ;: Routledge, 2015.

Duthie, Emily. "The British Museum: An Imperial Museum in a Post-Imperial World." *Public history review* 18 (2011): 12–25.

Goodwyn, Wade. "800-Year-Old Frescoes Leave Texas for Cyprus." Accessed June 2020 at <https://www.npr.org/2012/03/14/148602378/800-year-old-frescoes-headed-home-to-cyprus>

The Menil Collection. "Byzantine Fresco Chapel De-Installation." Accessed June 2020 at [https://www.youtube.com/watch?v=JxwNrCPH\\_Gg](https://www.youtube.com/watch?v=JxwNrCPH_Gg)

Hart, Sidney and David C. Ward. "The Waning of an Enlightenment Ideal: Charles Willson Peale's Philadelphia Museum, 1790-1820." *Journal of the Early Republic* 8.4 (1988): 389–418.

Springhall, John. *The Genesis of Mass Culture: Show Business Live in America, 1840 to 1940*. 1st ed., Palgrave Macmillan, 2008. Chapter 1: The American Museum: Barnum's Great Leap Forward.

Rydell, Robert. World Fairs and Museums. In: *The Origins of the Public Museum*. 2006.

Macdonald, George F and Stephen Alsford. "Museums and Theme Parks: Worlds in Collision?" *Museum Management and Curatorship* 14.2 (1995): 129–147.

### **Week 13: 4/28**

#### **Deinstallation; Visitor Studies and Evaluating Success**

- Discuss readings - student
- Take down our class exhibit
- Store items safely and maintain intellectual control; consult class registrar

#### *Readings*

Falk, John. *Identity and the Museum Visitor Experience*. London, [England]: Routledge, 2010. Chapter 2: The Museum.

Falk, John and Lynn Dierking. *The Museum Experience Revisited*. Left Coast Press, 2012. Chapter 10: Measuring the Learning Impact of Museums.

Serrell, Beverly. "In Search of Generalizability: New Tools for Visitor Studies." *Journal of Museum Education: Determining Museum Effectiveness: Visitor Studies Today* 21.3 (1996): 11–18.

Hughes, K., N. Bond, and R. Ballantyne. "Designing and Managing Interpretive Experiences at Religious Sites: Visitors' Perceptions of Canterbury Cathedral." *Tourism Management* 36 (2013.)

Eghbal-Azar, K. and T. Widlok. "Potentials and Limitations of Mobile Eye Tracking in Visitor Studies: Evidence from Field Research at Two Museum Exhibitions in Germany." *Social Science Computer Review*, vol. 31, no. 1, SAGE Publications, 2013, pp. 103–18.

### **Week 14: 5/5**

#### **Assignment Due: Final Report**

#### **Loans, Loan Agreements, and Travelling Exhibits**

- Discuss readings – student
- In-class exercise: draft loan guidelines for our exhibit.

#### *Readings*

Smithsonian National Museum of American History Behring Center. *Loan Program*. Accessed June 2020 at: <https://americanhistory.si.edu/loan-program> Be sure to view the links to the supporting documentation and projected loan costs.

University of Texas Libraries. *Exhibition Loan Policy*. Accessed January 2021 at: <https://webprod.lib.utexas.edu/about/policies/exhibition-loan-policy>

Heldebrandt, Beth, Stacey Knight-Davis, J. J. Pionke & Andrew Cougill (2019). "Designs of Duty: Using Exhibits to Build Partnerships." *College & Undergraduate Libraries*, 26:1, 52-65.

Hambro, Miranda and Matt Hefferman. "The Life Cycle of a Loan." *Museum of the City of New York Stories: Behind the Scenes*. May 30, 2017. Accessed June 2020 at: <https://www.mcny.org/story/life-cycle-loan>

Grant, Lynn. "The 'Glamorous' Job of a Museum Courier." *Penn Museum Blog*. Accessed June 2020 at: <https://www.penn.museum/blog/museum/the-glamorous-job-of-a-museum-courier/>