

Instructor: Leslie Donaldson, Assistant Teaching Professor
Contact Info: leslied@andrew.cmu.edu | 412-268-4213
Office Location: Hamburg Hall, 3019
Office Hours: Zoom office hours will be available Wednesdays from 1:00-3:00 p.m. Weblink in Canvas. Additional appointments are also available; please email the instructor to schedule time.

Texts/Resources: Lord, Gail Dexter and Barry Lord. *The Manual of Museum Management*, 2nd Edition. Lanham, MD: AltMira Press, 2009. ISBN-13: 978-0-7591-1198-1.

Merritt, Elizabeth E. *National Standards and Best Practices for U.S. Museums*. Washington, D.C.: The AAM Press, 2015. ISBN 978-1-933253-11-4. Entire text provided to students via Canvas.

Additional materials will be provided by the instructor via Canvas or in class.

LAND ACKNOWLEDGEMENT

We acknowledge that the land we occupy today in and around Pittsburgh has for centuries been home to Indigenous peoples, including the Adena, followed by the Hopewell, and later the Monongahela, who occupied the region until the late 17th century. At the turn of the 18th century, several tribes driven off lands from other parts of the country traveled through, conducted trade, or settled in the area. We acknowledge the Haudenosaunee (also known as the Iroquois or the Five Nations peoples comprising the Mohawk, Oneida, Onondaga, Cayuga, and Seneca), the Lenape (also known as the Delaware peoples), the Shawnee, and the Osage peoples, whose ancestral territory includes this land. We also acknowledge the genocide and forceable removal of millions of Indigenous peoples from these lands as European colonizers in the 18th century fought for control of the region. Today, the Pittsburgh area continues to be home for Indigenous peoples of many nations. We strive to honor their rights, acknowledge their histories, and work together toward a shared future.

COURSE DESCRIPTION

Museums share a responsibility for preserving, interpreting, and presenting arts, culture, history, and heritage for the benefit of the public and society. Yet, each museum has its own unique set of complications, all of which must be managed by a team of stakeholders dedicated to fulfilling the museum's mission, mandate, and goals. In this course, students will gain an understanding of what a museum is and how it is managed by exploring the use of standards and best practices in governance, collections stewardship, education and interpretation, financial stability, and facilities. In addition, special case studies will address complexities in the museum field today including topics such as diversity, equity, and inclusion in museum leadership, issues in collections ethics, visitor motivation and engagement, toxic philanthropy, and risk management. A range of museum types will be highlighted including art museums, natural history museums, children's museums, science centers, craft centers, and others. Course work will require students to make connections between recommendations, practice, and implementation. Students will develop insight into the many factors inherent in running a museum in the 21st century.

COURSE STRUCTURE

This course will utilize a series of readings, discussions, lectures, digital tools, case studies, and course-related assignments. Readings and online discussions will provide an important foundation on key topics and must be completed prior to each class. Lectures, in-class discussions, and digital tools will provide opportunities to further engage with the content. Case studies will allow students to apply concepts from readings, discussions, and lectures to real scenarios. Course-related assignments will assess student learning in a range of topics. As a part of the final coursework, students will research a 21st century management issue for a museum of their choosing. Additional information regarding this course can be found in the syllabus and posted in Canvas. Course-related assignments and other details will be discussed in each class.

COURSE OBJECTIVES

Skills and knowledge gained through this course will be assessed through participation in discussions and course-related assignments. Upon the successful conclusion of the course, students will be able to:

Learning Objectives	How Assessed
1. Articulate museum types and functional operations and indicate how core standards, best practices, and clear policies are key components to effective museum management.	Participation in discussions, individual assignments, and final paper
2. Examine trends and discuss ethical issues in museum management regarding governance, collections, visitor engagement, financial sustainability, facilities, and risk management.	Participation in discussions and final paper
3. Apply critical thinking skills and propose solutions to museum operational challenges.	Participation in discussions and final paper

COURSE EXPECTATIONS

Statement of Diversity in the Learning Environment: We are diverse in many ways and this course aims to foster an open and respectful learning environment that builds and maintains an equitable and inclusive community. Topics covered may be difficult at times, and it is expected that we approach our discussions with care and empathy. I ask that we be humble and acknowledge that we all have imperfections, but that we are committed to supporting a diversity of voices which ultimately shape the perspectives of all of us. As we work together to create a safe and more inclusive classroom environment, I ask that we use active listening techniques, remove any peripheral distractions, reinforce one conversation at a time, remain open to new ways of thinking, empathize with others’ perspectives, and foster opportunities for feedback that is honest and intends to bring out the best in one another. Collectively, it is my hope that our efforts promote diversity, equity, and inclusion and fuel excellence and innovation in our work.

Course Format and Expectations: The format for this course is designed as “in-person expectation” (IPE) which means that students are expected to attend all classes in-person in the classroom during the course’s scheduled meeting time. Students are expected to abide by all behaviors indicated in *A Tartan’s Responsibility*. Please regularly review these expectations as they will change from time to time. For more information, please visit:

www.cmu.edu/coronavirus/students/tartans-responsibility.html

Transitioning Our Class to Other Modes of Learning: It is possible that there may be circumstances that will require the instructor or the University to make a short-term switch to remote learning or a transition to a fully remote environment. Should any of these circumstances occur, you will receive an email from the instructor with an announcement published on the Canvas site. It is highly recommended that you turn on your Canvas notifications to ensure you are kept informed.

Time Needed for Assignments/Class Preparation: Students should plan for class preparation (readings, videos, review of prior lecture notes, and/or responses to online prompts) to take approximately 1-2 hours. Time needed for individual assignments may vary depending on the assignment, the type of research being conducted, and the writing and editing time needed. The time it will take to produce your final paper will vary. In general, engagement in the course material and planning ahead to conduct research for your written work will help you keep pace with the assignments and class discussions. Some general tips that might help support this:

- Read over your lecture notes within 24 hours. Consider key concepts, highlight important words and ideas, take any additional notes, and develop core questions.
- Readings and/or online discussion prompts are assigned in advance of class. Give yourself enough time to conduct your readings, highlight important ideas, write down questions, and consider concepts so you are able to come to class prepared for discussion.
- Office hours are available to you. Use them productively. Arrive with your questions to help maximize your time.

COURSE POLICIES

Required Facial Coverings: Establishing a safe campus and classroom environment is critical. As outlined in the Course Expectations and referenced in [A Tartan's Responsibility](#), students will be required to follow University policies and wear a facial covering in the classroom. Masks must be fitted to cover your nose and mouth. Any student unwilling or unable to comply must be reported and will be subject to student conduct proceedings. Accordingly, the instructor is required to take other measures for the safety of the whole class.

Technology: This class will involve the occasional use of technology (laptops, tablets and phones) during class. Please keep your technology tools charged and nearby for use when designated by the instructor. Having access to portable headphones with a microphone is also recommended. Research has shown that divided attention is detrimental to learning, so please minimize distractions by turning off device notifications and limiting open windows to related class work (for example: use of a Google doc to collaboratively take notes when working with a group). All personal matters requiring email, messaging, texts, other homework, etc. must be handled outside of class.

Software: Software in the course will primarily utilize Canvas, Box, and tools available in the Google suite, such as Docs, Sheets, Drive, Slides, and Jamboard. We may also choose to use Kahoot!, Miro, AirTable, and Slack. Occasional use of Zoom may also occur. If you have concerns about utilizing any of these tools, or any of the hardware previously mentioned, please contact the instructor.

Recordings: Students are allowed to record class sessions only with the instructor's permission. Permitted recordings are only for your personal use. Distribution of any recording is prohibited. This is to protect your FERPA rights and those of your fellow colleagues.

Food/Drink in Class: Please feel free to bring food, bottled water, soda, coffee, or tea to class. However, please ensure that your food and beverage consumption is done safely and is not a distraction to others (e.g. noisy wrappers, pungent food, etc.). Please be sure to clean up after yourself.

Intellectual and Professional Integrity: Students at Carnegie Mellon University are engaged in preparing for professional activity of the highest standards, including the highest standards of ethics and integrity. You are expected to have read and understood the Student Handbook and to conduct yourself in a professional manner both inside and outside the classroom, particularly as representatives of this course, the Master of Arts Management Program, Heinz College, and Carnegie Mellon University.

Misrepresentation of another's work as your own (e.g. plagiarism and cheating) is widely recognized as a very serious matter. Cases of cheating and plagiarism are viewed by the University as extremely serious. Students found to have cheated or plagiarized on an assignment will receive a zero on the assignment and information about the offense will be submitted to the Dean's office for review. Severe penalties may be imposed, up to and including expulsion.

Accommodations for Students with Disabilities: If you have a disability and are registered with the Office of Disability Resources, please use their online system to notify the instructor of your accommodations and make arrangements to discuss your needs with the instructor as early in the semester as possible. The instructor will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, please contact them at access@andrew.cmu.edu.

Statement of Support for Students' Health and Well-Being: Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. This will help you achieve your goals and cope with stress. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, you are strongly encouraged to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit <http://www.cmu.edu/counseling/>.

COURSE EVALUATION CRITERIA

Course grades will be calculated using the following assessments. Assessment descriptions are listed below and also posted in Canvas along with their corresponding rubrics.

Assessment Description	Possible Points	Due Date
Local Museum Website Submission	5	Wednesday, Sept. 1 by 10:10 a.m.
Discussion Prompts (5 prompts)	10 (2 points each)	Wednesdays by 10:10 a.m. (Sept. 8, 15, 22, 29, Oct. 6)
Local Museum Field Trip Reflection	15	Monday, Sept. 13 by 10:10 a.m.
DEAI in Administrative Operations	15	Monday, Sept. 20 by 10:10 a.m.
Collections Deaccessioning Controversy	15	Monday, Sept. 27 by 10:10 a.m.
Museum Engagement Proposal	15	Monday, Oct. 4 by 10:10 a.m.
Final Paper: The Future of Your Museum	25	Friday, Oct. 15 by Noon
Total Possible Points	100	

Local Museum Website Submission = 5 points

Due: Wednesday, September 1 by 10:10 a.m.

Select a local museum from a list provided in class and examine its website. Using the link to the Google Form found in Canvas, enter the name of your museum, web address, mission, and responses to the following two questions:

- What do you believe are the strengths of the museum’s website?
- What do you believe are the weaknesses of the museum’s website?

Submit your Google Form by the due date. Please be prepared to share your findings in class on September 1. You should also plan to use this same local museum for your upcoming Local Museum Field Trip Reflection paper (due September 13).

Discussion Prompts = 10 points (5 prompts x 2 points each)

Due: Wednesdays by 10:10 a.m. (September 8, 15, 22, 29, Oct 6)

The instructor will provide online discussion prompts to help students prepare for topics in-class regarding challenges in museum operations. Students will be expected to review the resource(s) provided and submit thoughtful responses through the online discussion board prior to class. All responses must be received by 10:10 a.m. each Wednesday from September 8 to October 6. A total of 2 points is possible for each prompt. Information regarding the prompts will be discussed in class and available in Canvas.

Local Museum Field Trip Reflection = 15 points

Due: Monday, September 13 by 10:10 a.m.

Using the museum you selected for your Local Museum Website Submission, conduct a site visit. While onsite, be sure to take notes and document your visit by taking your own pictures. Write a 500-750 word reflection paper that considers initial class discussions and use the following prompts to craft your reflection:

- In what ways do you believe the museum meets its mission and mandate? Please also highlight some of its assets and activities (eg: type of collections it has, public programs, or other elements such as a gift shop, etc.)
- What challenges do you believe the museum faces?
- What do you believe is the museum's relationship with the community?
- Are there specific community needs that you feel that the museum can satisfy?

Include with your written reflection 4-5 pictures with captions that describe your images. Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your response via Canvas by the date due.

DEAI in Administrative Operations = 15 points

Due: Monday, September 20 by 10:10 a.m.

Select a museum of your choice (not one that we've already discussed in class) and identify three areas in which you feel the museum needs to make the greatest strides in improving diversity, equity, accessibility, and inclusion in its operations. Write a 750-1,000 word paper that describes each of these areas and your recommendations for improvement. Use the AAM's *Facing Change* report and any other resources to help frame your recommendations. Cite your sources in Chicago style as a separate bibliography page (not included in your overall word count). Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your response via Canvas by the date due.

Collections Deaccessioning Controversy = 15 points

Due: Monday, September 27 by 10:10 a.m.

Select one of the following deaccessioning controversies to examine:

- City of Detroit bankruptcy plan to sell off the Detroit Institute of Art's collections
- Berkshire Museum's deaccessioning actions to support its museum "reinvention plan"
- Baltimore Museum of Art's deaccession of works to diversify its collection

Research your selected controversy and write a 750-1,000 word paper that summarizes the issue, outlines the pros and cons, evaluates the situation using AAM's *Direct Care of Collections: Ethics, Guidelines and Recommendations*, and provides a conclusion that summarizes your position. Reference a minimum of three reputable sources, with at least one national source and two from local news outlets. Cite your sources in Chicago style as a separate bibliography page (not included in your overall word count). Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your response via Canvas by the date due.

Museum Engagement Proposal = 15 points

Due: Monday, October 4 by 10:10 a.m.

Select a museum (not one that we've already discussed in class) and develop one unique strategy to engage your audience in the museum that also helps make your museum more economically, socially, or physically accessible. Write a 750-1,000 word paper that includes a brief description of your proposed strategy and the audience(s) you aim to reach. Consider these questions:

- What obstacles might you face in order to implement the strategy? How would you address them?
- Ultimately, how will your strategy impact the community?

Cite your sources in Chicago style as a separate bibliography page (not included in your overall word count). Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your response via Canvas by the date due.

Final Paper: The Future of Your Museum = 25 points

Due: Friday, October 15 by Noon

Imagine you are in a leadership role for a museum of your own choice (it could be a museum you examined for other assignments or another museum not previously covered in class). In light of COVID-19, contemporary racial injustices, and contemporary economic challenges, imagine your museum in ten years (2031) and write a 1,200-1,500 word paper that articulates 2-3 key management challenges you believe your museum will face. Outline what actions you plan to take now in order to manage them. Explore how other museums and museum leaders have been considering these issues and reference these ideas in your paper. Papers must be well-organized, follow a clear and logical structure, use appropriate grammar, demonstrate research, include relevant supporting materials, and a bibliography. The instructor will arrange additional virtual office hours for students to discuss ideas for the paper, if they wish. Cite your sources in Chicago style as a separate bibliography page (not included in your overall word count). Work must be typed and include double-spaced text, 1-inch margins, and 12-point Times New Roman font. Submit your response via Canvas by the date due.

GRADING SCALE

Students will be assigned the following final letter grades based on the course assessment calculations and the "Grading Policies". Grading scale for this course is as follows:

A+ 99 - 100 Exceptional	B+ 89 - 90 Good	C+ 79 - 80 Poor	R Below 71 Failing
A 94 - 98 Excellent	B 84 - 88 Acceptable	C 74 - 78 Very Poor	I Incomplete
A- 91 - 93 Very Good	B- 81 - 83 Fair	C- 71 - 73 Min Passing	

GRADING POLICIES

Attendance: A great deal of information and guidance is presented during class; therefore, attendance is required and will be taken every class period. It is understood, however, that a religious observance, job interview, or other extraordinary circumstance may impact a student's ability to attend a class session. It is recommended that students look ahead at the syllabus and **inform the instructor by email in advance** of their anticipated absence. **Everyone is permitted one excused absence in this course.** After the second absence, the student's overall letter grade for the course will be reduced by half a grade. If there are extenuating circumstances that require a student to miss more than one class session, please make arrangements to discuss the matter in advance with the instructor.

Late Arrivals/Leaving Early/Frequent Class Departures: Arriving late, leaving early, or leaving mid-class for routine matters (beverage breaks, restroom breaks, phone call/text breaks) is unacceptable as it disrupts the class. **Two instances of arriving late, leaving mid-class, leaving early without permission will count as one absence.** If there are extenuating circumstances that require a student to arrive late, leave mid-class, or leave early, please make arrangements to discuss the matter in advance with the instructor.

Missed Classes: Students are responsible for any material they miss in class. Please review Canvas and arrange contact with a classmate who can inform you of any missed material, or please contact the instructor in advance of any foreseeable absences, as outlined in the attendance policy, so that you may continue your course work.

Assignments and Late Work: Due dates for every assignment are provided on the syllabus and posted in Canvas. Unless otherwise stated, all assignments shall be completed on time. Submissions are due via Canvas when noted. **No late work will be accepted unless there are extenuating circumstances approved by the instructor in advance.** For an exemption to this policy, please inform the instructor by email as soon as possible with the reason (severe illness, hospitalization, etc.). Late assignments will not be accepted unless the student has secured permission from the instructor PRIOR to the assignment's due date. Work received late without prior permission will be reduced to half credit and then graded appropriately.

COURSE SCHEDULE

**Please note that this syllabus is subject to change, including schedule, assignments, and guest speakers.*

WEEK 1: MONDAY, AUGUST 30

- A. Class Welcome / Syllabus / Expectations / Assignments / Final Project
- B. Introduction to Museum Operations

ASSIGNMENT FOR WEDNESDAY, SEPTEMBER 1:

1. READ: Pages 1-18: "Introduction" and "Standards and Best Practices" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Pages 33-38: "Mission and Planning" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
3. READ: Pages 1-12: "WHY: The Objectives of Museum Management" in *The Manual of Museum Management*.
4. ASSESSMENT: Local Museum Website Submission due via Canvas by 10:10 a.m. on Wednesday, September 1. The rubric and assignment details can be found in Canvas.

WEEK 1: WEDNESDAY, SEPTEMBER 1

- A. Missions, Mandates and Models

ASSIGNMENT FOR WEDNESDAY, SEPTEMBER 8:

1. READ: Pages 19-32: "Public Trust and Accountability" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Press, Michael. "How the Pandemic Has Highlighted a Crisis in Contemporary Museums." *Hyperallergic*, August 11, 2020 (provided via Canvas).
3. READ: Merritt, Elizabeth. "Reinventing Museums: Pandemic Disruption as an Opportunity for Change." Center for the Future of Museums Blog, American Alliance of Museums, July 7, 2020 (provided in Canvas).
4. DISCUSSION PROMPT: Watch "The Changing Face of Museums" interview by TRT World Showcase. Prepare answers/responses to prompts provided in Canvas by 10:10 a.m. on Wednesday, September 8.

WEEK 2: MONDAY, SEPTEMBER 6: NO SCHOOL

WEEK 2: WEDNESDAY, SEPTEMBER 8

- A. Trends and the 21st Century Museum

ASSIGNMENT FOR MONDAY, SEPTEMBER 13:

1. READ: Pages 38-43: "Leadership and Organizational Structure" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Pages 13-52: "WHO: The Structure of Museum Organization" in *The Manual of Museum Management*.
3. ASSESSMENT: Local Museum Field Trip Reflection due via Canvas by 10:10 a.m. on Monday, September 13. The rubric and assignment details can be found in Canvas.

WEEK 3: MONDAY, SEPTEMBER 13

A. Organizational Structure and Museum Leadership

ASSIGNMENT FOR WEDNESDAY, SEPTEMBER 15:

1. DISCUSSION PROMPT: Please skim over the following articles before joining the online discussion board in Canvas. In the discussion board you will be assigned an online team and one of these articles to discuss in more detail. Prepare answers/responses to prompts provided in Canvas by 10:10 a.m. on Wednesday, September 15.
 - Salam, Maya. "Brooklyn Museum Defends Its Hiring of a White Curator of African Art." *The New York Times*. April 6, 2018 (provided in Canvas).
 - Di Liscia, Valentina. "Employees Condemn Harassment and Policing at Virginia Museum of Fine Arts." *Hyperallergic*. July 10, 2020 (provided in Canvas).
 - Di Liscia, Valentina. "Indianapolis Museum of Art President Resigns After Facing Backlash for Offensive Job Posting." *Hyperallergic*. February 11, 2021 (provided in Canvas).
 - Bishara, Hakim. "With a Convincing Parody Website, Artist Group Calls Out Pay Inequity at Guggenheim." *Hyperallergic*. July 30, 2020 (provided in Canvas).
2. READ: Once you've participated in the online discussion board, please read *Facing Change: Insights from the American Alliance of Museums' Diversity, Equity, Accessibility, and Inclusion Working Group*, 2018 (provided in Canvas).

WEEK 3: WEDNESDAY, SEPTEMBER 15

A. Cases in Diversity, Equity, Access, and Inclusion

ASSIGNMENT FOR MONDAY, SEPTEMBER 20:

1. READ: Pages 44-49: "Collections Stewardship" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Pages 76-94: "Collection Management" in *The Manual of Museum Management*.
3. READ: *Developing a Collections Management Policy*, American Association of Museums (provided in Canvas).
4. ASSESSMENT: DEAI in Administrative Operations paper due via Canvas by 10:10 a.m. on Monday, September 20. The rubric and assignment details can be found in Canvas.

WEEK 4: MONDAY, SEPTEMBER 20

A. Collections Stewardship

ASSIGNMENT FOR WEDNESDAY, SEPTEMBER 22:

1. READ: Pages 50-58: "Standards and Best Practices Regarding The Unlawful Appropriation of Objects During the Nazi Era" to "Standards Regarding Archaeology Material and Ancient Art" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Your assigned article in Canvas.
3. READ: *Direct Care of Collections: Ethics, Guidelines and Recommendations*. American Alliance of Museums, March 2019 Update (provided in Canvas). Please note: You may read this document after the Sept 22 class, if necessary, but you should read it in preparation for your paper due on Monday, Sept 27.
4. DISCUSSION PROMPT: Watch "The British Museum is Full of Stolen Artifacts" by Vox and "We Must Decolonize Our Museums" by Cinnamon Catlin-Legutko at TEDxDirigo. Prepare answers/responses to prompts provided in Canvas by 10:10 a.m. on Wednesday, September 22.

WEEK 4: WEDNESDAY, SEPTEMBER 22

A. Issues in Collections Ethics

ASSIGNMENT FOR MONDAY, SEPTEMBER 27:

1. READ: Pages 59-62: "Education and Interpretation" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
2. READ: Rand, Judy. "The Visitors' Bill of Rights." *Curator: The Museum Journal*, Vol. 44, No. 1, January 2000 (provided in Canvas).
3. READ: Cutler, Anna. "What Is To Be Done, Sandra? Learning in Cultural Institutions of the 21st Century." *Tate Papers*, Spring 2010 (provided in Canvas).
4. ASSESSMENT: Collections Deaccessioning Controversy due via Canvas by 10:10 a.m. on Monday, September 27. The rubric and assignment details can be found in Canvas.

WEEK 5: MONDAY, SEPTEMBER 27

A. Education and Interpretation

ASSIGNMENT FOR WEDNESDAY, SEPTEMBER 29:

1. READ: Pages 159-166: "Visitor Services" to "Visitor Services as a Responsibility of All Museum Staff" in *The Manual of Museum Management*.
2. READ: Olsen, Elizabeth. "Looking for Ways to Groom Repeat Visitors." *The New York Times*, March 20, 2013 (provided in Canvas).
3. READ: Mallonee, Laura C. "Looking at the Data Behind Free Museum Admission." *Hyperallergic*, August 17, 2015 (provided in Canvas).
4. READ: Miranda, Carolina A. "New Cuts Show That SFMOMA Seems Hellbent on Being Boring and Corporate." *Los Angeles Times*, August 5, 2021 (provided in Canvas).
5. DISCUSSION PROMPT: Watch "How I Learned to Stop Hating and Love Museums" by Nick Grey at TEDxFoggyBottom. Prepare answers/responses to prompts provided in Canvas by 10:10 a.m. on Wednesday, September 29.

WEEK 5: WEDNESDAY, SEPTEMBER 29

A. Visitor Motivation and Engagement

ASSIGNMENT FOR MONDAY, OCTOBER 4:

1. READ: Pages 63-72: "Financial Stability" in *National Standards and Best Practices for U.S. Museums*.
2. READ: Pages 229-240: "Retail Sales" to "Contracted Services" in *The Manual of Museum Management*.
3. READ: Valentine, Ben. "Free for Over Half a Century, Indianapolis Museum of Art Will Begin Charging Admission." *Hyperallergic*. Dec. 18, 2014 (provided in Canvas).
4. READ: Pogrebin, Robin. "Is the Met Museum 'a Great Institution in Decline'?" *The New York Times*, February 4, 2017 (provided in Canvas).
5. ASSESSMENT: Museum Engagement Proposal due via Canvas by 10:10 a.m. on Monday, October 4. The rubric and assignment details can be found in Canvas.

WEEK 6: MONDAY, OCTOBER 4

A. Financial Stability and Earned Revenue

ASSIGNMENT FOR WEDNESDAY, OCTOBER 6:

1. READ: Your assigned folder of articles in Canvas.
2. DISCUSSION PROMPT: After reading your assigned folder of articles, prepare answers/responses to prompts provided in Canvas by 10:10 a.m. on Wednesday, October 6.

WEEK 6: WEDNESDAY, OCTOBER 6

A. Cases in Toxic Philanthropy

ASSIGNMENT FOR MONDAY, OCTOBER 11:

1. READ: Rachman, Tom. "Nice Museum Where's the Art". *The New Yorker*, May 13, 2016 (provided in Canvas).
2. READ: Pages 72-74: "Facilities and Risk Management" in *National Standards and Best Practices for U.S. Museums* (provided in Canvas).
3. READ: Pages 200-212: "Maintenance and Repair" to "Security" in *The Manual of Museum Management*.
4. READ: Pages 254-258: "Insurance" in *The Manual of Museum Management*.

WEEK 7: MONDAY, OCTOBER 11

A. Facilities and Risk Management

ASSIGNMENT FOR FRIDAY, OCTOBER 15:

1. ASSESSMENT: Exam: Future of Your Museum Final Paper due via Canvas by Noon on Friday, October 15. The rubric and assignment details can be found in Canvas.

WEEK 7: WEDNESDAY, OCTOBER 13

A. OPTIONAL: Final Paper Open Zoom Office Hours from 10:10-11:30 a.m. Zoom link can be found in Canvas.

ASSIGNMENT FOR FRIDAY, OCTOBER 15:

1. ASSESSMENT: Exam: Future of Your Museum Final Paper due via Canvas by Noon on Friday, October 15. The rubric and assignment details can be found in Canvas.

WEEK 7: FRIDAY, OCTOBER 15

A. The Future of Your Museum Final Paper due via Canvas by Noon on Friday, October 15. The rubric and assignment details can be found in Canvas.