

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA: ART/BUSINESS/EDUCATION

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of 9 units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

Art /Bus/Educ 434. The Museum: Culture, Business, and Education (3)  
Three hours per week.

This course is an interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.

May be repeated to a maximum of 9 units

GenEd: C1, D

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	___3___	___1___	___30___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

Justification

This class will expose students to a series of interconnected issues related to art, education and business. The field trips, lectures, discussions, guests speakers and extensive interdisciplinary activities will allow the participants to a.) Understand the complexity of each discipline b.) Investigate the significance of these connections within the institution, and c.) Examine their role(s) in defining the dialogue with the international and local community. Students will be able to earn 3 units in art, business or education.

This model could be used to examine other museums and reflect upon the specificity of each institution. This will allow students to take the course more than once and give them a unique opportunity to comparatively examine museum practices.

### **Learning Objectives**

Students will be able to:

- Describe, understand and analyze the connections between the art business and education within museum practices
- Evaluate the ways that art, business and education can be mutually beneficial in a museum environment
- Examine from three different perspectives on the role of the museum in contemporary culture
- Reflect in written and oral form on the various aspects of the museum as a cultural institution/
- Describe and analyze the processes of collecting and displaying art in museums
- Critically analyze the development of an art collection and the specificity of museum practices
- Evaluate and analyze the business practices of running a museum
- Analyze the ethical issues in running a museum
- Analyze the educational services offered by the museum and reflect on possibilities for new projects
- Analyze how the educational projects of the museum are connected to what children learn in schools (California framework)
- Apply the knowledge and information to real life situation in a final presentation



Lecture 1—Art-A brief history of museums and collecting practices

**Week 3**

Lecture 1—Business-Introduction to managerial issues in museums

**Week 4**

Lecture 1--Education –Education in museums-an introduction

**Week 5**

Getty field trip #1

An overview of the museum, its activities and functions

**Week 6**

Getty field trip #2

Collecting, displaying, and interpreting art in museums

**Week 7**

No class

**Week 8**

Getty field trip #3

The interaction between aesthetics, business, and education in museum practices

**Week 9**

Getty field trip #4

Art and audiences: Cultural identities, marketing strategies, and educational projects

**Week 10**

Getty field trip #5

The museum in the 21<sup>st</sup> century

**Week 11**

Lecture 2—Art- Critical and comparative analysis of museum practices

**Week 12**

Lecture 2 ---Business-critical analysis of business issues within museums

**Week 13**

Lecture 2--- Education –The role of education in museums

**Week 14**

No class

**Week 15**

Presentations at the Getty

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Falk, John and Dierking, Lynn, *Learning From Museums*, Altamira Press, 2000

Hooper-Greenhill, Eileen, *Museums and the Shaping of Knowledge*, Routledge, 2002

Hooper-Greenhill, Eileen, *Museums and the Interpretation of Visual Culture*, Routledge, 2001

Kotler Neil, and Kotler, Phil, *Museum Strategies and Marketing: Designing Missions, Building Audiences, Generating Revenues and Resources*, Jossey-Bass, 1998

McLean Fiona, *Marketing the Museum*, Routledge, 1997

Newhouse, Victoria, *Towards a New Museum*, Monacelli Press, 1998

Putnam, James, *Art and Artifact, The Museum as Medium*, Thames and Hudson, 2001

Roberts, Lisa, *From Knowledge to Narrative: Educators and the Changing Museum*, Smithsonian Institution Press, 1997

Vergo, Peter, ed, *The New Museology*, Reaktion Books, 1997

Weil, Stephen S., and Pachter, Mark, *Making Museums Matter*, Smithsonian Institution Press, 2002

**7. List Faculty Qualified to Teach This Course.**

Art faculty: Irina D. Costache

Business faculty: William Cordeiro

Education faculty: Joan Karp

**8. Frequency.**

- a. Projected semester to be offered: Spring 2003

**9. New Resources Required.**

None

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

Irina D. Costache

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Proposer of Course

Date