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

Art History

The course will comprise "traditional art history" lectures based on the examples available at the museum. It will also include discussions about collecting art, museum displays, issues in organizing and curating exhibition, and other relevant issues related to critical thinking about art and museum practices. Visits to the Getty Drawing and Photography Departments (if possible) will also be included. Discussions with curators and other museums professionals will be part of class activities.

Business

The students will learn business aspects of running a museum, developing exhibition and maintaining collections. Discussions with museum specialists working in these departments will be included (if possible). The discussions may be limited to public information. The Getty has a Museum Management Institute and we will try to get someone from this department to make a presentation. Other professionals may also be invited.

Education

The visits to the Getty will expose students to the educational projects, programs, and materials developed and used by the museum. Specifically, the course will analyze how the Getty education program has addressed a wide range of visitors including adults, and most importantly school children with diverse cultural backgrounds. Visits to the *Family Room, Art Access* (spaces reserved within the museum for education projects) and discussions with education curators will be included. Particular attention would be given to the projects related to bilingual and special education.

4. Is this a General Education Course YES If Yes, indicate GE category:

A (English Language, Communication, Critical	
Thinking)	
B (Life Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C 1
D (Social Perspectives)	D
E (Human Psychological and Physiological	
Perspectives)	

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Week 1

Introduction of the course —one hour

Week 2

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 21st 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

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	
Proposer of Course	Date