There are approximately 850 million visits each year to American museums, more than the attendance for all major league sporting events and theme parks combined....
The American Alliance of Museums (AAM)

2017 SYLLABUS AND COURSE OUTLINE
HSTR 486-001
rev. one, 8-16-17

HSTR 486: MUSEUM HISTORY, 3 credits, Tuesday and Thursday, 12:15 – 1:30, Herrick Hall 313 and occasionally at the Museum of the Rockies and other museum locations.

Instructor:
David A. Swingle, Teaching Professor, Room Wilson 2-150. Office hours are following class, Tuesday and Thursday, 1:45 – 3:30 and by prior arrangement.

Also I will have flexible office hours in the Volunteer Office, Museum of the Rockies, bottom floor. Office hours and tutorials at the Museum of the Rockies by appointment.

Instructor contacts: MSU email david.swingle@montana.edu; home email daswingle@aol.com (if the MSU email is defective). It is best to send your emails to both addresses.

Phone: mobile phone 581-3744.

Catalog Description FYI:
HSTR 486. Museum History. 3 Credits. (3 lec) Note this description update: HSTR is now offered annually, Fall Semester.

PREREQUISITE: History major (any concentration) or Museum Studies minor and any 100 or 200-level HSTA or HSTR course. [This is] an examination of the development of American Museums and their relationship to other exhibitionary forms including wild west show and world’s fairs. The course also introduces students to theoretical arguments about the nature and function of cultural representations.
Expected Learning Outcomes for HSTR 486 Students:
1. Awareness of a citizen’s ability to influence the direction of contemporary and future museums, perhaps as a trustee or donor.

2. Ability to correlate American museum historical development to historical events, trends and leaders.

3. Familiarity with legal, racial, cultural, and ethical issues related to collecting and exhibition and to adjudication of museum collections ownership issues, particularly concerning Holocaust thefts and Native American objects and grave goods.

4. Familiarity with contemporary museum political issues, including censorship, de-colonialization, political interest group pressures, government funding politics, and public taste issues.

5. Familiarity with impending technological changes that will overwhelm current museum exhibition practices.

6. Familiarity with world-renowned museum items, their provenance, and their legal ownership issues.

7. Familiarity with de-colonization issues and approaches applied to ethnological exhibits and museums.

8. One publishable article or paper and its in-class presentation and defense based on one of the Essential Questions (below) as well as satisfactory completion of regular assignments.

Examples of Essential Questions for Eventual Use in Papers and Discussions (and you may devise your own topic with the
instructor’s pre-approval). Choose one for your final presentation paper due November 28, 2017. See Appendix B.

1. Why do humans collect and preserve seemingly non-essential items?

2. How might museum collections items and their display affect larger society as well as affect us as individuals?

3. What should/should not be collected?

4. What are important political aspects of collecting and museums?

5. Who rightfully owns collections and rightfully controls access?

6. What are the great issues in modern collecting and museum exhibits?

7. What are the probable characteristics of future museums?

8. What are examples of museums, collecting, and legal issues that are au currant in popular culture?

9. What are your favorite museum objects and contexts?

10. Under NAGPRA rules, what are the main issues that arise between the scientific community and the Native American community and how might some of these be satisfactorily resolved?

11. How should “looted art” issues be resolved when original ownership provenance has been lost or deformed?

12. Are there exhibit topics that are too controversial to develop for public display?

13. How could the Enola Gay and Robert Mapplethorpe or similar controversies have been better resolved?

14. Should the US and state governments support museums and the public arts to the financial levels evident in Western Europe, Japan, or China?

15. How can Native Americans “de-colonize” their museums?

16. How should “failed museums” be shut down and their collections dispersed?
17. What categories of items should be collected now before they disappear?

18. How will the “singularity” affect human experience?

19. Your ideas? These need instructor pre-approval before being developed.

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<tr>
<th>Evaluation for credit and grade:</th>
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<tr>
<td>Final Examination Dec. 11, 12PM – 1:50 PM</td>
<td>25%</td>
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<tr>
<td>Midterm Project Oct. 12 in class</td>
<td>20%</td>
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<tr>
<td>Publishable paper and presentation Nov. 29 to Dec. 7</td>
<td>20%</td>
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<tr>
<td>Museum exhibit reviews</td>
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<td>Glossary of terms</td>
<td>10%</td>
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<td>Class work and attendance Aug. – Dec.</td>
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**II Unusual Aspects of this course:**

*You and your insights and prior experience are of the highest value to this class. Please share them with us during class and through your papers and projects.*

Community resources are part of this course and part of your general university experience. We will utilize several local museums, galleries, and departmental exhibits pertinent to museum history. Please take the initiative and schedule visits to these in addition to attending ALL the regular Tuesday/Thursday classes.

Office hours will be held after class Tuesdays and Thursdays in Herrick Hall 313 or Wilson Hall 2-150 and will be otherwise scheduled to suit student needs. Arrange these in advance by emailing david.swingle@montana.edu or daswingle@aol.com as needed. Telephone of 581-3744.

**III Flash drive:** keep all HSTR 486 assignments on a clean, unencrypted 8 Gb (or larger) flash drive. *You must submit it with a S.A.S.E. on the last day of this course to complete this course and you will get it back by mail. The flash drive is a back up for your protection should there be lost assignments or computers or disputes on completion of assignments.*

**IV Materials [“paper is still important”] “3 Hole Paper” for papers” and a three (3) hole ring binder.** We suggest that you buy or share a ream of pre-punched three-hole printer paper for use in this class. This will ease keeping hard copies of your numerous class assignments and extensive handouts.
3-hole paper is available in the MSU Bookstore in small packages known as, “Biology Refills”, 20 sheets per packet or 50 sheets per packet.

It is also available at Staples, Office Depot by the 500-sheet ream.

V Assignments Schedule
1. Most Thursdays that there is class you may be asked to submit a brief, hard copy paper or other project such as diagrams, responses to the week’s study questions along with your comments, or short essays from your assigned reading, summaries of museum visits, and class discussions.

2. By November 28 please have ready a paper of publishable quality, on topics drawn from Essential Questions (see page 2 – 4 above) or on an instructor pre-approved topic of your own design. Length is 600 to 1200 words plus informal citations for all sources consulted, i.e. author or editor, title, location (including Web addresses), statistics, pages used. Save your text to your thumb drive. File the article in your ring binder after it is returned. SEE VIII WRITING FORMAT on page 8.

Plan on presenting and discussing the paper with the entire class during the last few class meetings Nov. 28, 30, Dec. 5 and 7. These are entirely friendly discussions and much fun. Don’t fear that you are going to be under attack. These discussions are very informative. All of us will benefit from your original thinking.

3. Vocabulary and terminology development is one of the keys to higher education and to successful careers. Please keep a glossary of unfamiliar terms and their definitions as you encounter them during your class lecture, reading, viewing, and field experience. These will be called in periodically.


VI Course Requirements:
1. No avoidable absenteeism (get a Health Center note if you are ill), please. Professionalism is paramount and will be reflected in [eventual] letters of reference from this instructor. Four absences may prove ‘fatal’ to your credit. Sign in at the beginning of each class.

2. Student initiative is expected in visiting and examining locally available museums, galleries, and MSU departmental exhibits. You are expected to visit and carefully evaluate two major exhibits chosen from the list below:

b) The American Computer and Robotics Museum (esp. *Hacking Hitler’s Code*) and it is recommended that you view the dramatic film “The Imitation Code” to fully understand the importance of Alan Touring’s and many anonymous women’s work that possibly saved civilization by cracking the Nazi military codes during WWII.

c) The Gallatin Historical Museum: see the second floor exhibits and look over the document research library on the first floor.

d) The Emerson Cultural Center (at least 3 galleries)

e) Renne Library’s current lobby exhibit (The Eclipse) or Rare Documents room exhibits

f) Wilson Hall’s current main floor exhibit if it is up yet.

3. Writing and presenting a polished, publishable article or paper based on the Essential Questions (see #2 above) or on a thesis idea of your own that has been approved by the instructor.

4. Extensive reading in required texts and in self-selected articles. Apply their content to your finished papers and articles. Use proper citations.

5. Maintenance of a glossary of terms and concepts variously encountered. Updates will be collected periodically and the entire set is due at end of Fall Semester.

VII Required Readings, materials, and online articles:

1. To be purchased or rented: (most texts in good condition can be resold at the end of the term):
   
   *A Companion to Museum Studies*, (abbr. to CMS) Sharon McDonald, ed.

   *100 Objects That Changed the World*, Neil McGregor

   *The Reason Why the Colored American is not in the World’s Columbian Exposition*, Robert Rydell, ed. (Note that Dr. Rydell may be leading discussion in the class on this text if he can be scheduled.)

   We recommend you **find or purchase a 3 ring binder and share a ream of 3-hole printer paper!** (See IV above.)

2. Supplementary Reading and Viewing:

   *Riches, Radicals, & Rivals: 100 Years of Museums in America*, (abbr. to 3R) Schwarzer
   (On reserve, Renne Library and copies may be borrowed from the instructor and some reprints will be provided)
Note that various short articles and video clip addresses on immediate museum events may be provided as needed. Printed out articles are to be kept in your ring binder.

Examples of online programs and articles to locate for a better personal background in museum history:
a. Chauvet Cave Paintings from 30,000 BP
b. Cave paintings, Indonesia, France
c. Rock Art in America,
d. Paleolithic and Neolithic sculpture
e. Riches, Rivals, and Radicals video (see PBS listings)
f. The Elgin Marbles
g. Repatriation of stolen art
h. “The Woman in Gold” repatriation issues
i. Entarte Kunst Nazi censored art
j. Kennewick Man controversy
k. History of American national parks
l. Museum architecture (see n. below also)
m. Enola Gay controversy
n. Museum architects: Frank Lloyd Wright, I.M. Pei, Frank Gehry, etc.)
p. Ishi in Two Worlds
q. Articles and programs on cultural anthropology
r. “ on art forgeries and thefts
s. “Retail” museums (see Volo Automotive Museum)
1. Publicly funded museums outside of US

u. National historic sites, monuments, & parks (ex. Ford’s Theatre, Gettysburg, Escalante Steps, Everglades, etc.


x. Montana: The Montana Historical Society, Museums Association of Montana, Glendive Dinosaur and Fossil Museum

VIII Writing Format and your record keeping for this class:

1. All papers are to be printed. We recommend printing them onto three-hole printer paper so that they can be filed in your ring binder (be sure the binder has an address listing you or to me should it be lost). You may use, “Please return to Museum of the Rockies, David Swingle instr. HSTR 486. 600 West Kagy Boulevard, Bozeman, MT 59717” as well as your own address.

1. Heading on each paper is to include your name, student ID#, email address, date, and name of the particular assignment being submitted.

2. Sources and references may be in an informal format at the end of your papers and will include name of source, location of source, author/editor, copyright date, page numbers used. All statistics, graphic, summaries, illustrations, and quotations are to be cited, please. Caveat: plagiarism software is in use throughout this campus.

3. All papers are to be typed, double-spaced, single-sided, page numbered, corner stapled, and your last name included on the upper right corner of each page. Preferred font is Times in 12 or 14-point size.

4. After it is returned, place it in your ring binder.

5. Keep an electronic file of all written course work on your hard drive and also backed up on a separate flash drive dedicated only to HSTR 486. Be sure your name and address are on the drive. AT THE END OF THE COURSE YOU WILL SUBMIT THE HSTR 486 FLASH DRIVE TO THE INSTRUCTOR AND YOU ARE ASKED TO PROVIDE A S.A.S.E. FOR ITS RETURN TO YOU. No flash drive = no grade.
IX THE Course CALENDAR

Week 1 (8/29 and 31) “Getting to Know Each of You”

(I would like to take a photo snapshot of you so that I can recognize you more quickly. This is not required but would be a favor to me. Thanks. – David Swingle, instr.)

I Self-introductions to fellow class members (name, major/minor, career interests, special experience to help the class)

II Discussion of class goals and operations (syllabus, office hours, tutoring, career development, “thinking assignments”)

III Initial Assignments for this first week:

Readings:

b) A History of the World in 100 Objects introductory pages xiii through xxvi and please ‘cruise’ the book for objects you find fascinating and you would like to study, perhaps you would even make a special trip abroad to study and you will be using A History of the World in 100 Objects as the basis for your mid-term paper due Oct. 5, 2017.

Please view online: Web pages for the four Bozeman museums (and other regional, national, or international museums that may interest you).

Assignment due Thursday: Short papers: See VIII for “Paper Writing Format and Your Record Keeping for this Class (above) for HSTR 486 papers.

a) Bring to Thursday’s class a short paper with three thoughtful topics these chapters and web pages have awakened in you and briefly discuss your interest in each of them.
b) Please provide a short written autobiography focused on your general career intentions. Also, what is your experience with and interest in museums, fine arts, natural and physical sciences, history, languages, music, and the like.

Hand out exhibit review form.

Week 2 (9/5 and 9/7) What Is or Is Not a Museum?

Personal museum experience: By Tuesday, 9/5, please visit the Museum of the Rockies (MOR) including the Crocodiles exhibit, the Seibel Dinosaur Hall, and both history halls (Native American Hall and the Paugh History Hall).

Hours are 9 – 5 M – Sat and 12 – 5 Sunday. There is no admission if you check in at the front desk as a HSTR 486 student of Prof. David Swingle, instructor and please initial the class list (remind desk staff that it is in their closet behind the desk if it is not on the admissions desk.)

Readings:

a) Online look up “History of Museums Encyclopedia Britannica” and read the full article. https://www.britannica.com/topic/history-of-museums-398827

b) In CMS, pp. 112 through 134, The Origins of the Public Museum by Jeffrey Abt

c) Online:
http://www.newyorker.com/magazine/2014/07/28/important-objects

Assignment due Thursday:
Please submit another three thoughtful comments based on this week’s readings, lectures, etc. (above).

Week 3 (9/12 and 9/14) From Collectors and Showmen to Public Museums and Curators.

Personal Research: BE SURE TO HAVE VISITED the American Robotics and Computer Museum, 2023 Stadium Drive, open Tuesday – Sunday 12 – 4 PM. Check
in as an HSTR 486 student, listing David Swingle the instructor. Your admission triggers a $10.00 donation per student from an anonymous source.

Readings: Begin *The Reason Why the Colored American is Not in the World’s Columbian Exposition*. Needs to be finished by Week 5.

**Week 3 (cont.)**
**Online:**
- a) Schwarzer “Women in the Temple” at https://books.google.com/books?id=fvctCgAAQBAJ&pg=PA26&lpg=PA26&dq=schwarzer%2C+women+in+the+temple&source=bl&ots=h1ml-

**Assignment due Thursday:**
Submit another set of three thoughtful comments based on this week’s readings.

**Week 4 (9/19 and 9/21) Museums of the Future**

**Readings:**
- a) In CMS “Civic Seeing: Museums and the Organization of Visions” (Tony Bennett), pp. 263 – 281
- b) Continue and finish *The Reason Why*.... Edited by MSU’s Dr. Robert Rydell written by African American authors and others.

**Online:** “Museums of the Future” (available at): http://books.google.com/books?id=xYlw944ZBhkC&printsec=frontcover&source=gbs gesummary r&cad=0#v=onepage&q&f=false..

No written assignment. Please get all readings caught up.

**Week 5 (9/26 and 9/28) Universal Expositions and Cultural Experience**

**Readings:**
- a) In CMS, “World Fairs and Museums” (Robert Rydell of MSU), pp. 135 – 151
- b) Lecture by Dr. Robert Rydell based on *The Reason Why*....
Take and refine complete in-class notes in Dr. Rydell’s presentation.

WORK ON MID-TERM PROJECT FOR SUBMISSION NEXT THURSDAY, OCTOBER 5. SEE ATTACHMENT A AT BACK OF SYLLABUS.

**Week 6 (10/3 and 10/5) Why Cultural Representations Continue to Matter**
Go online and find news articles on current conflicts in the South on removing Confederate monuments and flags.


Class discussion on cultural clashes.

**Assignment Due Thursday, October 5**
MID-TERM PROJECT DUE AT BEGINNING OF CLASS, PLEASE. APPENDIX A (ATTACHED) FOR DESCRIPTION.

**Week 7 (10/10 and 10/12) Heritage and History**

In class:
Short presentations of mid-term papers. 5 minutes each, please. Keep notes.

**Week 8 (10/17 and 10/19) Tuesday: Items without a Context**

Please bring your PDA’s and get them connected to the building’s wireless network.

Tuesday! 
In Class: Developing context for objects of unknown provenance. In pairs HSTR 486 students will be issued small artefacts to examine, research online, and produce and present a short report.

Online: “Where Words Mean as Much as Objects”
Thursday: the career-destroying *Enola Gay* and *Robert Mapplethorpe* controversies. Discussion on nuclear war issues tied to the *Enola Gay* controversy. Guaranteed to be lively and may turn your hair grey.

Followed by the Free Speech vs. public taste issues of *Robert Mapplethorpe*. Please go online and read ahead on each of these topics. Many articles online.

**Week 9 (10/24 and 10/26) Contested Exhibits: The *Enola Gay* and political damage to the Smithsonian: Culture Wars!**

Readings:

a) In CMS *Introduction* pp. 474 – 476

b) In CMS *Incivilities in Civilized Places: “Culture Wars” in Comparative Perspective* (Steven C. Dubin), pp. 477 - 493

Online: Scan through articles you can find on the *Enola Gay* issue.

**Assignment Due Thursday:**

a) Three summaries (and the web addresses) of articles on the *Enola Gay* controversy

b) **Setting up last large paper (SEE APPENDIX B FOR DETAILS):**

600 to 1200+ word essay or op-ed on based on topics (see page 5 and 6 of this syllabus for themes or develop your own pre-approved idea). *Will be due Week 14, November 28 and 30 AND Dec. 5 and 7.* Class presentations each day.

**Week 10 (10/31 and 11/2) Museums, Culture, and Economic Development**

**Readings for class discussion:**

a) In CMS *Postmodern Restructuring* (Nick Prior), pp. 509 - 523

b) Decolonialization: In CMS read pages 152, 278, 513, and 65 – 70.

**Online:**


Assignment Due Thursday:
  a) Four questions from these readings

Week 11 (11/7 and 11/9):

Issues in Museum Practice: a) Repatriation of stolen artifacts.
  b) Repatriation of stolen human remains.

Readings:
  a) In CMS: Museum Ethics (Tristam Besterman), pp. 431 – 440
  b) In CMS: Museum Practices: Legal Issues (Patty Gerstenblith), pp. 442 – 455
  c) In CMS: NAGPRA pp. 453-4; 499-501

Assignment Due Thursday:
  a) Three or more questions on NAGPRA AND STOLEN ARTIFACTS

Week 12 (11/14 and 11/16) Science and Technology Museums: a First Hand Look

Readings:
  a) In CMS Science Museums and the Culture Wars (Steven Conn), pp. 494 – 508
  b) Reprints from 3R (provided by instructor on 3-hole paper)

Online: Search “science museums” and “science centers” controversies

Assignment Due Thursday:
  a) Short opinion piece (200 - 400 words) on “culture wars”
Week 13 (11/21) Revisit a local museum or schedule individual tutoring, or just get caught up in this class.) Individual coaching if requested. Mr. Swingle will be available for tutoring. Make prior arrangements.

Thanksgiving Day holiday 11/23. No class. If you are going to be alone on Thanksgiving, you are welcome to be with the Swingle Family. Let DS know.

Week 14 (11/28 and 11/30) HAVE YOUR PROJECT READY TO PRESENT, PLEASE! 10 minutes per project including Q and A. SEE APPENDIX B FOR DESCRIPTION.

Week 15 (12/5 and 12/7) PRESENTATIONS BOTH DAYS.

Week 16, FINAL EXAM, HERRICK HALL 313, 12:50 – 1:00 PM

Final Exam is an in-class paper:

Using what you have learned historically about museums and what you think the world will be like by 2050 describe a viable or probable museum for Montana. Include mission statement, general content of exhibits, collections, technology, funding, visitation.

Some assumptions about 2050:
- you will be more than 50 years old
- the work week is 20 hours
- income is guaranteed based on an automated economy
- education is free through graduate school
- average lifespan is now 100 – 120 years with good health
- world population is 15 billion and is dispersed differently than now.
- literacy is nearly 100%
- Montana population is 3 million
- # of children is 1 child per pair
- the ‘singularity’ has happened: electronic-based evolution is much more rapid than biological evolution

Once again, to conclude this class: See addendum #1

Addendum #1      Finals December 11, 12:00 – 1:50 PM

All HSTR 486 students are to attend the final, December 14 in Herrick Hall 313. Bring in work needing checking, please.

Checked materials will be returned.

Unfinished or make-up presentations can be presented.

Instructor’s concluding summary presentation and discussion concerning museum careers, service on non-profit boards of trustees, advising on graduate school and job applications, and other matters that will be determined during the run of this course.

Flash Drive submitted with S.A.S.E. for return

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Supplementary post-course business:

Note on requesting references:
Seniors often need references for graduate school, employment, and the like. If you are in good standing in this class with no attendance issues, then I will consider writing on your behalf. In a timely fashion you must provide to me the following on a hard copy or at my email daswingle@aol.com and david.swingle@montana.edu

1. Position or graduate program description being sought
2. An accurate inside address
3. Your current resume and/or vitae

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How I can help you: I am available for advising on this course and on the Museum Studies Non-teaching Minor.

For your convenience I will be available after class Tuesday and Thursdays in Herrick Hall 313 or Wilson 2-150. Otherwise, my advising room is The Volunteer Office, Museum of the Rockies (which is 10 walking minutes from Wilson Hall).

Short-term parking is available on the east side of MOR if you are here on course or museum business but it is not intended for student parking. Beware of parking tickets. We check license plates on a regular basis.

Schedule conferences with me well in advance by email or phone (581-3744).
APPENDIX A, MID-TERM PROJECT, DUE OCTOBER 5, CLASSTIME

Midterm project (formatted into a short, illustrated paper or PPt or DVD):

THE MARK OF AN EDUCATED PERSON IS THE ABILITY TO COMBINE EXISTING KNOWLEDGE IN ORDER TO CREATE NEW KNOWLEDGE.

The situation: You are ‘tasked’ with creating a memorable small exhibit for your organization (business, university, library, publishing company, documentary films company, etc.)

You have the legal authority and permissions and budget to obtain and install any objects you wish from the A History of the World in 100 Objects collection of the British Museum. You have total control over content and labels.

Professional Goals:
1. Impress your supervisors, thus helping your career advancement.
2. Surprise your audience with new insights they discover from your exhibit.
3. Build support for your organization from supporters.
4. Gain great personal satisfaction from the success of the project.

Helpful Hints:
1. Study the glass exhibit case (usually empty) that is under the History Department stairs in Wilson Hall. Imagine that it exists in the headquarters of your eventual place of employment. What would be ‘cool’ to have in it from the British Museum?

2. Search through A History of the World in 100 Objects for a few things YOU like and want to display with interpretation.
   a) What is the exhibit’s theme?
   b) How do these few items relate together?

3. Decide on your intended ‘Take-away message’ you want to give to your audience?

4. Visualize your exhibit, perhaps in 3D with paper models or with CADD drawings or??

5. Do you want audiovisuals to support the exhibit such as PPts, holograms, and short films with or without narration?

Format for this midterm:
Appendix A, cont.

1. This could be a short paper with illustrations and labels, the sort of paper you might use as a proposal for a grant application or one you would present to a committee.

2. It could be in the form of a PowerPoint you would present to a meeting including label text. If you want to submit it as a PPT, please format it onto a thumb drive in a format that at MAC can read.

3. It could come in as a small 3D paper mockup that includes the objects and label text in miniature.

4. It could become a short movie or animation brought in on a drive or DVD.

Basic Content to be included whatever the format:

1. Title
2. “Take-away”
3. Main label (125 words maximum)
4. Representations of the objects selected (cut outs, ‘paper dolls’, lobby cards, etc.
5. Label text for each object: Name of object
   Era and location of object originally
   Short text about object

6. If there is additional information, please write it out.
APPENDIX B, FINAL PAPER DUE FOR PRESENTATION NOVEMBER 28.

We need to hear your ideas on museum issues.

At the end of this semester, during November 28, 30, Dec. 5 and 7 please present a 600 to 1200-word essay or opinion piece based on one of the topics listed on page 5 and 6 of this syllabus or based on your own instructor-approved idea.

You will have about 10 minutes including Q and A from the class.

Please be ready to present on November 28 if called on.