This course is an interdisciplinary, in-depth study of museums from the perspective of art, business, and education. This semester the Museum class will focus on a specific project: the College Night at the Getty. Thursday, April 27th 6-9pm. Typically, college night represents and reflects an effort by museums to reach college students who, for a variety of reasons, have not been active museums visitors. The Getty, which has a long and fruitful collaboration with the museum course has invited you, the CI students enrolled in this class, in consultation with and under the guidance of Peter Tokofsky, Getty Museum Education Specialist and in collaboration with students enrolled at other local colleges and universities, to develop and plan this event. The CI group will focus on the Turner exhibition (a 19th century British painter), which will open in February.

It is an honor and a great responsibility for all of us. This is the second time Getty has extended this invitation to the CI museum class. The first time the museum class contributed to the event was a great success. To learn more, please visit:  
http://www.csuci.edu/news/features/gettycenter.htm  
http://blogs.getty.edu/iris/college-night-students-take-over-the-getty/

Last year, the museum class planned the first college night at the Carnegie Art Museum in Oxnard. To learn more, please visit:  
http://www.vcstar.com/news/college-students-take-over-oxnards-carnegie-for

We encourage you to take this class very seriously. You will represent not only yourself but also CSUCI. We will be helping and supporting you along the way but ultimately, the College Night is your project for which you will receive a grade.

Based on previous experience we have identified 5 groups needed to make College night and this class a success. The groups will be formed in the third week of classes. The specific tasks, requirements, and activities of each group are listed below. Please review the description of each group. Please note that all groups will include diverse majors.
The format of this class is similar to a structured internship.

**Group 1: Documentation & Liaison (6 students)**

1. **External Documentation**: serve as archivist of activities performed and goals achieved for external/public audience (includes photo and video, textual commentaries,)
2. **Internal Documentation**: keeps weekly blog (electronic) message board to enhance class awareness of other groups and overall progress. Helps classmates generate materials for final reflective papers. In effect, the team serves as “class historians”
3. **Liaison**: Group members are specifically tasked with serving in a liaison role. They are to help integrate and coordinate activities across and within each group, with other groups and with the Getty to ensure, as much as possible, that all groups function as unified whole.

The skills most needed for this group are: good interpersonal skills to include the ability to effectively resolve conflict, self-directed, maturity, and good writing skills, familiarity with electronic media and photo/video camera.

**Group 2: Evaluation (5 students)**

This group is specifically tasked with generating and developing ways to measure/determine effectiveness. In effect, they are tasked with helping answer the question, “How do we know that the event was a success”. This may involve survey generation with all of its attending difficulties but there are lots of possibilities and ways to approach this problem.

Group members will need good quantitative and analytical skills. While the activity may not sound particularly “artsy”, the questions will have to be related to purpose /function of art and the mission of museums.

**Group 3: Planning, Support & Logistics (5 students)**

1. **Planning** – helps envision the overall direction and focus of the college night. Under the direction and guidance of Peter Tokofsky and/or other Getty staff members help develop goals, targets and objectives for the 2015 Getty College Night.
2. **Group members may be asked to offer input and insights into the wants, interests, and motivations of targeted audience.**
3. **Members of this group may be specifically tasked with helping execute the activities of college night on 4/27. As a result, members may have heavy task demands the days prior to the event.**

Group members will need good conceptual thinking skills as well as the ability to make a possible time commitment to the Getty the week(s) prior to the event.

**Group 4: Content (5 students)**

Group members may have some input into the theme and activities during the event although the final decision in this area is solely that of the Getty. Group members, with
the support of and based on the ideas submitted by all students in this class, will generate creative and novel ways to interact, present and expose the specific Getty exhibition. While this group may sound the most “glamorous”, it is important to understand that the final product delivered by the group may be minimal. In a word, this group may not be for those students who are uncomfortable with uncertainty and ambiguity.

**Group 5: Publicity (5 students)**
This group is tasked with generating solutions to the following problem: “how to increase awareness of and ultimately increase attendance at the 2015 Getty College Night and future events. Essentially, this is a marketing problem with all of the attendance issues but placed within the unique boundaries, demands, and expectations of a world-class art institution. That is, “how do you both promote the brand while at the same time protect the brand image”. Having some exposure/experience with marketing is helpful; however, (just as with the content group) the ability to think in new and novel ways is equally important. Keep in mind the target audience: college students.

**FIELD TRIPS**
To participate in off campus activities, university policies require that you sign a waiver. If you are unable to attend a field trip you must provide a valid written explanation. **Make sure to check Blackboard before a field trip.**

**ATTENDANCE AND CLASS RELATED ACTIVITIES**
Due to the nature of this project we/you may need to meet on or off campus on days and times other than the class is scheduled. Enrollment in the course is considered acknowledgement that you agree to this schedule.

**REQUIREMENTS**
In addition to your assigned group tasks, you are responsible for the posted readings and web links, the information given to you on handouts and posted on Blackboard, and any other information given during class time. **Please check Blackboard at least once a week for updated information/announcements on such matters as upcoming projects, assignments, and locations etc.**

Please make sure that you have effective communication with your team/group. **Please always email both of us (the faculty).** If there are problems, please let us know ASAP, so we can resolve them quickly. Remember we are here to help you do the best in this course/project!

**LEARNING OBJECTIVES**
Students who successfully complete this course will be able to:
- Describe, understand, and analyze the connections between art, business and education within museum practices
• Identify and understand unique perspectives on the role of the museum in contemporary culture
• Utilize projects, discussions, and presentations to examine the role of the museum as a cultural institution and its appeal to a variety of audiences.
• Critically analyze the specificity of museum practices integrating the management functions of planning, organizing, controlling, and leading.

GRADES
Three specific performance criteria will be used to determine your grade:
• Class participation: 15%
• Reports and reflections: 20%
• Group project proposal and implementation: 50%
• Final presentation: 15%
Details for each follow below. Assignments/ reflections/ reports will be submitted electronically on Blackboard/CI Learn. The exact procedures for electronic submission will be discussed in class.

Please note the CSUCI policy on grades, which can be found here:
http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf

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<tr>
<th>Letter grade</th>
<th>Definition/expectation</th>
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<tbody>
<tr>
<td>A</td>
<td>Student performance has been outstanding and indicates an exceptional degree of academic achievement in meeting learning outcomes and course requirements</td>
</tr>
<tr>
<td>B</td>
<td>Student performance has been at a high level and indicates solid academic achievement in meeting learning outcomes and course requirements</td>
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<tr>
<td>C</td>
<td>Student performance has been adequate and indicates satisfactory academic achievement in meeting learning outcomes and course requirements</td>
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<tr>
<td>D</td>
<td>Student performance has been less than adequate and indicates deficiencies in meeting the learning outcomes and/or course requirements</td>
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<tr>
<td>F</td>
<td>Student performance has been unacceptable and indicates a failure to meet the learning outcomes and/or course requirements</td>
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For the final grade we will include +/- and the grading scale for the course is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>&gt;93</td>
<td>A</td>
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<td>90-92</td>
<td>A-</td>
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<td>88-89</td>
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<td>83-87</td>
<td>B</td>
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<td>80-82</td>
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<td>78-79</td>
<td>C+</td>
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<tr>
<td>73-77</td>
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<td>67-69</td>
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<td>63-66</td>
<td>D</td>
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<tr>
<td>61-62</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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Class Participation (15%)
Participation is an essential component of this course. It is necessary that you take an active role in this class, establish a meaningful dialogue with your peers and be engaged in the entire learning process. Simply put, we expect you to participate in class discussions by sharing your own insights and experiences and providing feedback on other students’ ideas. In grading class participation we will look at four specific dimensions to include: (1) the quantity & (2) quality of your class comments/contributions, (3) the extent to which you take responsibility for your group and ensure its success, and (4) overall classroom conduct. More on each of these dimensions follows:

1: Quantity involves the extent to which you participate in classroom discussion and involve yourself in various group exercises/discussions during the semester. Obviously, being absent from class negatively impacts your performance.

2: Quality of classroom participation involves: (a) relevance – does the comment bear on the subject at hand? (b) Responsiveness — does the comment react in an important way to what someone else has said? (c) Importance — does the contribution further our understanding of the issues at hand? Is a connection made with other cases/issues we have analyzed?

3: Groups can be difficult. They require more considerable time due to their coordination “issues”. Successful groups have team members who contribute fairly, demonstrate flexibility, and show high emotional intelligence.

4: Classroom conduct: Every class has an “esprit de corps” -- an overall spirit. Positive classes have students who engage in small acts of kindness, lend helping hands to fellow students, show positive emotion, and demonstrate a desire to learn and actively engage materials. A negative spirit comes about when students arrive late, leave early, complaint and/or whine about class expectations. Student behaviors that positively impact the “esprit de corps” of The Museum add value to the class and should and will be rewarded.

Reports, Reading Summaries & Reflections (20%)
Throughout the semester you will have various assignments (individual and group – including a reflection and evaluation of your own and your teammates contribution to your group) that require you to read and write about concepts related to museums and your projects. The requirements for each assignment will be discussed in advance but general guidelines include: all writing assignments will be submitted on Blackboard; the writing must be more than a summary (and must be in your own words) – that is you will need to read and understand the material and express how what you have read/learned enhances your understanding of museums and/or your group project.

Group project proposal and implementation: 50%  
Project presentation (May 14) 15%  

In essence, the major project in this class asks you to act as “consultants” /“collaborators” for the Getty College Night. This requires you to spend time researching and providing answers to the following questions (either or both): How can we attract and retain
(increase number of repeat visits) a younger audience? And/or how can this event enhance visitors’ awareness about and enjoyment of art?

Group projects must demonstrate significant research conducted. Things to consider:

1. What is the “value addedness” of your project? That is, how does your project help the “sponsoring organization” and the college night/future college nights?

2. How have you used research/data to support your recommendations? The most convincing recommendations have factual support. Your job is to use the resources from this class, the visited museums (single or collective) and other sources to generate evidence-based solutions. Two concepts are key: brand awareness and customer satisfaction. Both of these concepts have been extensively researched in for-profit organizations, less so in museums. Research what other museums/ art institutions are doing. Compare with other projects events/ etc. in art, culture, education and entertainment. Which ones are able to attract this audience? How do they do it? Would it work for this museum?

3. How do your solutions support the mission of the museum(s)? Bottom line – if this isn’t clear to your group it will not be clear to the museum. Some suggestions:
   A. Examine the mission statement/mandate of the museums.
   B. Reflect upon and examine key elements of that statement. Explore such things as: Who is being served? What is being offered? How are they “delivering” their service/product? Etc.
   C. Based upon your own experiences and your research on the organization, discover where/how they are failing to fully accomplish the mission/mandate they have given themselves.
   D. Consider performing a SWOT analysis. SWOT stands for: Strengths, Weaknesses (internal issues) Opportunities, Threats (external issues). Good recommendations help the organization overcome threats/weaknesses and/or help them enhance strengths/opportunities.

4. Finally, your specific recommendations/solutions must address:
   A. What aspects of the museum are you including in your project (and why)?
   B. How would your project integrate the present programs/projects/exhibitions and collections of the museum(s)? Make sure you are not duplicating existing programs.
   C. What is the educational and art historical merit of your projects?
   D. What financial resources will it take to implement your recommendations?
   E. What is the best way to implement your recommendations? You should explain who will be involved and how—include both the members of your group and the museum professionals who would participate.

The group project has several steps/phases. Please check the course outline for specific deadlines. Each step of the project will be reviewed by both faculty and returned to you with comments to help you develop the next phase of the project. Further, please
notice that each of the phases is allocated a grade % – this is significant! It means that you need to be on top of the project from the beginning. Failure to do so will lead to a poor final grade even if you do a terrific job on the final project!

THE GROUP PROJECT INCLUDES:
Group report with 5 ideas for College Night at the Getty 5% --- Feb 19
Group proposal (first draft) 10% -- March 5
Group proposal (w/detailed work plan) 15% ---March 26
The actual College Night at the Getty! 20% --April 27

Total 50%

Project presentation (May 14) 15%

Phase 1: Ideas Feb 19 5%

Each group will submit 1-2-page report with 5 ideas for the College Night specific to their group and derived/based on readings and research. Each idea must include a brief (2-3 sentences) description, and a justification for the educational, artistic and business value of the proposed idea. Your grade will be downgraded if your group has less than the required number of ideas.

Phase 2: Proposal (first draft) March 5 10%

The proposal must be a well-developed narrative in which you include:
1. Justification for you proposal
2. Describe the specific components of your project
3. Outline the people involved
4. Develop a realistic timeline

The proposal should be 3-5 pages long (text). The proposal must have a professional appearance with supplemental material to potentially include: bibliography, preliminary budgets, images, diagram, etc. Electronic formats (webpages, etc.) are encouraged.

Phase 3: Proposal (w/detailed work plan) March 26 (15%)

For this step you have to image that the museum is interested in your project and would like to see a more detailed/supported proposal – including a detailed work plan (you will need to describe and assign task for all members of the group). Therefore you have to develop a short, but convincing narrative for the value of your project supported by extensive supplemental material. Use the first draft of your proposal as a starting point as well as the faculty suggestions and comments on your first draft.

The narrative of the draft should include references to the texts used in this course, as well as your/your colleagues’ museum reflections, reading reports, etc. Texts, ideas and comments must be credited to the authors. These references should support and
emphasize the value of your project. Use comparisons to other museum activities (you can do the research on the web) and highlight how your project is both unique and meaningful for the specific museum and its mission.

The supplemental material should include: outline of the activities, implementation of the project, itemized budget, role and tasks of each member of the group, etc. Include maps, diagrams, pictures, and illustrations.

The total number of pages for the proposal w/detailed work plan is no more than 10 pages. You should try to get as much done as possible for this stage to make your life easier at the end of the semester.

Phase 4: College Night at the Getty (April 27)-20%
This is what the course builds up to. The other requirements in the course – especially the phases in the group projects – are to insure this night is a success. However, you will also be graded on the actual night – based in part on faculty feedback, museum staff feedback and community member feedback as well as the evaluation method developed by the evaluation group.

Phase 5: Final Project Presentation (15%)
A particularly effective way to wind up our class and reinforce the learning that has taken place is to have each group prepare a presentation of their project. On May 7th each group will be given class time to prepare and rehearse its presentation. On May 14, groups will present. The presentation should have significant visual and textual support/material (PowerPoint presentation, video, etc.) and all group presentations should be 10 minutes maximum (plus 5 minutes for Q & A). While the content of the presentation is the materials you produced for the project (including lessons learned from the actual college night), presentations should have certain style elements. These include:
(a) Appropriate planning (Groups have 10 minutes max – we will give a 2 minute warning and then cut off the presentation at the 15 minute mark (the end of Q&A).
(b) The presentation should be lively. A lively presentation is more than just reading factual statements – prepare yourself to speak extemporaneously.
(c) Remember that good speakers (1) make considerable eye contact with their audience, (2) speak clearly and loudly enough so that the person furthest away can hear you and (3) present a professional image – that is they dress to impress.
(d) Professional appearance – both the presentation and the presenters.

CSUCI DISABILITY RESOURCE PROGRAMS
“The purpose of CI Disability Resource Programs is to encourage a learning community in and beyond the classroom that promotes academic excellence, success, personal development and self-advocacy skills that will empower and support students with physical, learning or psychological disabilities so that they can participate fully in, and benefit equitably from, the University experience to realize their academic and personal potential.” Students are encouraged to contact the Disability Resource Programs
office via e-mail: accommodations@csuci.edu and/or phone: (805) 437-3331. The office is located in the Educational Access Center (EAC) Bell Tower 1541.

**Academic dishonesty will not be tolerated.** Any form of plagiarism or cheating will result in a failing final grade in the course. You are better off spending your time developing your ideas/projects for the class. If you have questions about what constitutes academic dishonesty, please let me know. **Refer to your student handbook and the CSUCI catalog for more information.**

The material posted in Blackboard for this course is copyrighted and may be used for educational purposes only. No portion of the texts, presentations, films, videos, web links and other material can be reproduced in any format. In addition, no portion of class lectures, discussions, and activities on or off campus can be reproduced and used in any format, including electronic, without the written consent of the instructor and/or other participants in this course.

**CHANGES** Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice. Please note that while the location for most meetings is on campus this is subject to change based on the needs of your projects and the availability of the museums.
# TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT AREA</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENT/ DELIVERABLE</th>
<th>TEAM PROJECT</th>
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<tr>
<td>1/22</td>
<td>Overview and Syllabus Review @ CSUCI</td>
<td>Week #1 assignments on Blackboard (2 Articles)</td>
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<td>1/29</td>
<td>Field Trip: Getty @ Getty Center</td>
<td>Week #2 assignments on Blackboard (Read article on Innovative Projects and 3 Articles)</td>
<td>Reading from Week #1/ Report Due!</td>
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<td>Guest Speaker: Peter Tokofsky @ CSUCI</td>
<td>Week #3 assignments on Blackboard (3 Articles)</td>
<td>Reading from Week #2/ Report Due! Broome Art Gallery (5:30-7:00PM) Reflection paper from Museum Visit</td>
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<td>Art and Business @ CSUCI</td>
<td>Week #4 assignments on Blackboard (Museum Websites as posted)</td>
<td>Reading from Week #3/ Report Due!</td>
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<td>Carnegie Museum</td>
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<td>Reading from Week #4/ Report Due!</td>
<td>Phase I: Ideas</td>
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<td>Field Trip: Getty @ Getty Center</td>
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<td>Reflection paper from Museum Visit</td>
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<td>3/5</td>
<td>College Night proposals and Networking</td>
<td>Week #7 assignments on Blackboard (3 Articles)</td>
<td>Reflection paper from Museum Visit</td>
<td>Phase II: First draft</td>
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<td>Work on Projects</td>
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<td>Reading from Week #7/ Report Due!</td>
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<td><strong>Spring Break</strong></td>
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<td>3/26</td>
<td>Field Trip: Getty @ Getty Center</td>
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<td>Phase III: Proposal and detailed work plan</td>
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<td>4/2</td>
<td>CSUCI</td>
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<td>Broome Art Gallery (5:30-7:00PM) Reflection paper from Museum Visit</td>
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<td>CSUCI</td>
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<td>4/16</td>
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<td>4/23</td>
<td>College Night Prep</td>
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<td>Broome Art Gallery (5:30-7:00PM) Reflection paper from Museum Visit</td>
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<td>4/27</td>
<td>College Night @ the Getty Center</td>
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<td>Mandatory Attendance</td>
<td>Phase IV: College Night @ the Getty Center</td>
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<td>5/7</td>
<td>Group Presentation workshop and prep</td>
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<td>Mandatory Attendance</td>
<td>Phase V: Final Presentation</td>
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<td>Mandatory Attendance</td>
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