



## INLS 554: Cultural Institutions

### The Instructor.

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### Office Hours.

I will be in my office after class INLS 752 4:45-5:30 most Tuesdays. I will also be available at the end of INLS 554 on the Fridays we meet. If I am not in when you drop by at other times please email me. Also feel free to call me at home in the evening before 9:00 PM.

### Course Timeline.

*Fridays, August 25; September 1, 8, 15; October 6, 13; November 10, 17, and December 1, 12.*

### Brief Course Description.

This course will explore cultural institutions - libraries, museums, parks, zoological and botanical gardens, reconstructions, and other settings - as lifelong educational environments.

From Dr. David Carr's 2004 syllabus:

Cultural institutions are established by people to hold and preserve objects and texts, to expand the boundaries of public knowledge associated with them, and to open the possibilities of learning in the contexts of everyday life. This course will explore cultural institutions - libraries, museums, parks, zoological and botanical gardens, historical societies, reconstructions and other settings - as lifelong educational environments. It will emphasize learning in these places, parts of what Lawrence Cremin calls the "configurations of education ... the multiplicity of institutions and individuals that educate." (*Public Education*, 1976, pages 30ff.)

### Primary Themes.

- public knowledge and memory
- adult independent inquiry and learning

- interdisciplinary connections and contexts of knowledge

## Goals and Objectives.

By the end of the course, the student should:

- Have a clearer understanding of what cultural institutions are and what roles they play and purposes they fulfill in society.
- Be able to understand the general characteristics of - and differences among - cultural institutions and their contexts.
- Be able to articulate the various missions that cultural institutions have (at least a limited set of institutions)
- Understand the various definitions and nuances of the term “curation” for cultural institutions.
- Be able to discuss, in general, how cultural institutions educate the public.
- Have the ability to identify the qualities and conditions of personal inquiry, useful information, and likely connections among resources and be able to answer “How do people learn in this environment”?
- Be able to provide thoughtful discussion of how individuals interact with cultural institutions and learn from them.
- Gain insight into how cultural institutions appraise and collect materials.
- Understand the role of advocacy in and for cultural institutions.
- Be able to explore/assess how a cultural institution works with/relates to its audiences and its community (may not be the same groups).
- Be able to discuss what cultural intuitions approaches, old and new, cultural institutions are taking to educate their audiences.
- Understand what is “professional work” is within a cultural institution.
- Be able to identify and evaluate current good and “best” practices within cultural institutions.
- Understand how he/she observes in, interacts with, and learns from a cultural institution.
- Be transformed in his/her relationship with cultural institutions and learning from/with them.
- Be able to develop theoretical models of cultural institutions in society: Why do we create and sustain them? What drives the best of them? How do we regard them as settings for learning? What are their possible futures as providers of information and experiences? What are the guiding missions we need in them? (From David Carr).

## Assignments.

Please keep a journal of your class visits with your thoughts and commentaries added. You might also include photos where appropriate, handouts, materials from their website, etc. This will be due on **October 6 and December 1**.

On the last day we meet as a class, **December 12**, the paper to support your term project will be due. I expect its length to be between 15 and 20 pages. You may include illustrations, especially your photographs or other evidence to support the text you offer.

These projects will require at least two visits, collected materials, interviews with curators or educators, photographs (where permitted), casual observations of visitors, and published commentary about the site. You may work in pairs on both choices.

Your project will either be:

1. A CRITICAL PROFILE OF ANY NORTH CAROLINA CULTURAL INSTITUTION.

The word "critical" means that you should question everything about the site that you can and hypothesize an ideal version of the institution: What it has, what it needs, how it might be used, where it requires help or revision. Consider the educational assumptions of the setting, its use by visitors across the lifespan, and its relationship to the world outside the museum. I am especially interested in your discussion of how this institution might collaborate with other institutions, or how it might provide information to its users.

2. AN ADVOCACY PLAN FOR ANY NORTH CAROLINA CULTURAL INSTITUTION.

For this project you are to provide a well-articulated, insightful description of the institution, its collections (overall), its treasures, its audience, its needs, and its value and impact to the citizens of North Carolina and beyond. Once you have this material, you will design a realistic plan for advocacy with the public and resource allocators.

For either project please select an institution we are not visiting as a class and submit it for approval by **September 15**. We will then set up a time for you to discuss your choice and plan of approach with me.

### **Academic Policies.**

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net-etiquette, and privacy protection.

As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill Information Security Policies when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy

protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.

When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

## Honor Code & Class Conduct.

### Honor Code:

*The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. **Your full participation and observance of the honor code is expected.***

This class follows the UNC Honor System. Information on the Honor Code can be found at: <http://honor.unc.edu/>. Please read The Honor System's Module at: <http://studentconduct.unc.edu/students/honor-system-module> to become familiar with the UNC Honor Code and to understand the rights and responsibilities defined therein.

The Instrument of Student Judicial Governance, (<http://instrument.unc.edu/>) which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

The Instrument (<http://instrument.unc.edu/>) prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. **The Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."** *Whenever you use the words or ideas of others, this should be properly quoted and cited.* You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. (I do not care which one you select!) Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Please include the following pledge on all submitted work: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

**Accommodations or Special Needs**

If you feel you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.

**Diversity Statement:**

“In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.”

~The faculty of the School of Information and Library Science

**Class Policies:**

- Be considerate of others in using reserve and other materials, returning them promptly and in good condition.
- Be considerate of your classmates by arriving to class on time, with cell phones turned off for the duration of the class period. Unexcused/unexplained tardiness may impact your class participation grade.
- Additionally, be considerate of your classmates by informing instructor of any planned absences. Unexcused/unexplained absences may impact your class participation grade.
- Be prepared for each class by completing the assigned reading, enabling you to ask questions and participate in class discussion.
- Be an active and positive participant in class, characterized as:
  - o Having a clear command of the readings for the day;
  - o Sharing analyses and opinions based on the readings;
  - o Allowing other students the opportunity to participate; and
  - o Freely agreeing and disagreeing with others when warranted.
- Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
- Turn in assignments by or at the beginning of the class session on which the assignment is due.

**Evaluation.**

What matters most to the instructor as your work is evaluated? Four things:

1. Original thinking, personal authorship and direct voice

2. Attention to grasping and solving the problem at hand
3. Going beyond the problem at hand
4. Exploration of personal ignorance

What grades will be used during the course?

1. H: Excellent work, worth framing as an example to hang on the wall.
2. P+: Fine work, but without the edge or energy that distinguishes the H paper.
3. P: Promising, competent work, worthy of pride - but in need of revision.
4. TTT: Time to Talk to Teacher.

**Will there be a final examination in this course? No but there will be a final meeting during what would have been the final exam time.**

**Assignments and Value.**

<i>Assignment</i>	<i>% of Grade</i>	<i>Due Date</i>
Institutional Visit Journal	25%	October 6, December 1
Class Discussion & Sakai Forum Posts	25%	Ongoing
Term Project & Presentation	50%	December 12
<b>Total</b>	100%	

**Texts to Read.**

Carr, David. *The Promise of Cultural Institutions*. American Association for State and Local History Book Series. Lanham, MD: Alta Mira Press, 2003. Please read before class on September 15. (Online through UNC Libraries; \$40.00 with Prime Free Shipping at Amazon; 2 copies on reserve in SILS Library).

Dewey, John. *Experience and Education*. New York: Free Press. 1938. Please read before class on September 15. (\$7.22 at Amazon; free PDF download at: <https://archive.org/details/ExperienceAndEducation>) Lots of reviews, interpretations, critiques online as well.

Other works you may find valuable (and from which I may assign chapters).

Braverman, Irus: *Zooland: The Institution of Captivity (The Cultural Lives of Law)* (\$16.76)

Fritsch, Juliette, ed. *Museum Gallery Interpretation and Material Culture*. New York: Routledge, 2011.

Sorin, Gretchen S and Lynne A. Sessions. *Case Studies in Cultural Entrepreneurship: How to Create Relevant and Sustainable Institutions*. Lanham, MD: Rowman and Littlefield, 2015. Please read before class on October 13. (\$29.84 and Prime at Amazon)

## Tentative Weekly Course Calendar

(Please note the locations are tentative and will be finalized throughout the semester but always in advance of our visits. We will spend some of these days outside the classroom, and our meeting times may differ. I will confirm the next week's meeting place prior to each Friday so be certain to check your email. Carpooling is strongly recommended, as both smart transportation and a fine way to discuss the day's work.

Where admission costs are required, I will be sure to inform you. I will also work to keep the costs of these excursions to a minimum; however, you should anticipate some admissions and travel expenses as costs of the course.

### **1. August 25: Meet in Manning Hall (rm. 014) and go to Wilson Library – North Carolina Collection Gallery - for the second half of class.**

#### **A. Introductions**

There will be 9 of us, 10 counting your instructor, this semester. This is a lovely size to be able to go visit institutions – small enough that we will not need too many cars; large enough so that we can have some good conversations.

I would like for us to set our own guidelines for how we want the course run during this first session. What are our expectations and what do we see as optimal.

#### **B. Questions We Will Explore Throughout the Semester (plus those you suggest today and in weeks to come)**

We will spend most of the semester exploring these questions through readings and discussions with institution staff. Today we will through our own thoughts into the mix and keep a list of these.

- a. What Are Cultural Institutions
- b. What Are Cultural Institutions' Roles in Society?
- c. How Do We Experience Cultural Institutions?
- d. How Do We Learn from Cultural Institutions?
- e. How do Cultural Institutions Teach Us?
- f. What is the Interplay between Entertainment and Learning?
- g. How do curators tell their institutions' stories?
- h. How do they select a mechanism by which to tell their institutions' stories?

2. September 1. State Capitol, the History Museum, and the Natural Science Museum, Raleigh
3. September 8. 9:00-10:30 in class and 11:00 to 12:00 in Ackland; Recap in class at 12:30-1:30.
4. September 15. NC Duke Homestead, Bennett Place, and Stagville
5. October 6. North Carolina Museum of Art. (Raleigh)
6. October 13. Reynolda House and Southeastern Center for Contemporary Art.
7. November 10. NC Botanical Garden
8. November 17. Museum of Life and Science, Durham
9. December 1. Kidzu? Class log due and evaluation of the sites for the semester.
10. December 12. (Tuesday) Presentation of Term Projects.