ANTH 288B: EXHIBIT INSTALLATION  
Fall 2004, TTH 3:30-4:45, Langdon

Instructor: Dr. Georgia L. Fox
Office Hours: TTH 1:30-3:00, W 10:00-12:00, or by appt.
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COURSE DESCRIPTION

This course is the second semester of a one-year course that focuses on the research, design, and installation of museum exhibitions. The course is designed to familiarize students with the contemporary philosophy and methodologies involved in creating museum exhibits. Students will be involved in creating an exhibit, from concept to fabrication for the Museum of Anthropology. The course is designed to help students learn all the necessary steps involved in creating a museum exhibit, including the use of formal evaluation methods to assess and improve museum exhibits. The course will also cover current conservation practices and industry standards in working with objects.

Goals of the Exhibit and Student Learning Objectives

1. Educate and inform the public about the life and material culture of the Hmong of Chico and Butte County.

2. Highlight student research.

3. Gain practical skills and hands-on training in creating a museum exhibit.

4. Learn the role of museum audiences in creating effective and educational exhibits.

The course is very “hands-on,” and therefore requires active participation and the ability to work with others. Each student is responsible for researching, developing, designing, and installing one or more exhibits that pertain to the chosen exhibit theme. This fall, the exhibition will be guest-curated by Somdad Vang, a graduate student in the M.A. Program in the Department of Anthropology. The exhibition will focus on the Hmong community of Chico and Butte County. The exhibit will open with a reception on December 5, and run through the early summer of 2005. The exhibit is open to the public and also serves as the foundation for the Museum’s educational outreach programs to the greater Chico community. The class will meet in the Museum of Anthropology during the scheduled class period.

Please be prepared to spend extra hours at the Museum beyond the normal class period, especially during the installation phase and the opening reception of the exhibition on Sunday, December 5, 2004.
COURSE READINGS

A. Texts on Exhibit Development

Required Readings


*Anthropology 288B Reader* (Mr. Copy, 119 Main St; ask for Reader # 028).


B. Required Text and Materials for the Exhibit Topic (Bookstore)


Journal (notebook with blank pages)

C. Optional Readings (Bookstore)


D. Materials in the Museum of Anthropology

There will be a collection of readings in the Museum of Anthropology Library that pertain to the exhibit that can be checked out and returned, as needed, for student research. In addition, students will be provided a bibliography to help them in their research.

Special Note

Students with any learning disabilities should contact the Office of Disability Support Services in Building E (next to the BMU) regarding their services. Their telephone number is 898-5959. If you have a learning disability that will affect your classroom performance (on examinations, taking notes, etc.), please discuss the situation privately with me.

The Seven Goals of the Department of Anthropology at CSU, Chico

1. An understanding of the phenomenon at that which differentiates human life from other life forms; understanding of the roles of human biology and cultural processes in human behavior and human evolution.

2. A positive appreciation of the diversity of contemporary and past human cultures and an awareness of the value of anthropological perspectives and knowledge in contemporary society.
3. Knowledge of the substantive data pertinent to the several sub-disciplines of anthropology and familiarity with the major issues relevant to each.

4. Familiarity with the forms of anthropological literature and basic data sources and knowledge of how to access such information.

5. Knowledge of the methodology appropriate to the sub-disciplines of anthropology and the capacity to apply appropriate methods when conducting anthropological research.

6. The ability to present and communicate in anthropologically appropriate ways anthropological knowledge and the results of anthropological research.

7. Knowledge of the history of anthropological thought.

**COURSE REQUIREMENTS**

Your course grade will be determined by the prompt and successful completion of the course requirements. Because of the hands-on nature of the assignments, it is especially crucial that you do not miss class!!! Your participation and attendance are an integral part of this course. Students are also required to keep up with the course readings and complete all assignments on time. All exhibits MUST be completed in time for the opening Reception on December 5, or you will receive an automatic grade of “F” for the course. There will be no incompletes for this class!!! The total number of points earned by a student will be divided into the possible total points and assigned a grade according to the following percentages:

A = 100-93%, A- = 92-90%, B+ = 89-87%, B = 86-83%, B- = 82-80%, C+ = 79-77%, C = 76-73%, C- = 72-70%, D = 69-60%, F = 59% and below.

**Plagiarism**

For this class, as we develop titles, labels, and other graphics for our exhibits, we must be vigilant concerning plagiarism and copyright violations. As many of you know, plagiarism is copying another person’s ideas, and claiming them as your own, and will not be tolerated, particularly in accordance with Academic Policies and Regulations specified in the 2003-2005 University Catalog, under Academic Honesty. You are responsible for citing all of your sources. Plagiarism is unprofessional and illegal, so don’t do it!

**Copyright, Fair Use, and Images**

In this course, we often use images in our exhibits from books and other sources. Because we are only using these images for one-time use and for educational purposes only, we can use images from published sources, as well your own original works. All images taken from publications will be cited on the exhibit labels. In the same vein, however, we will not be taking images from the internet web pages and using them for our exhibits because the copyright issues are much more vague and unresolved; therefore, all students in the course are not to use images downloaded from the internet for their exhibits. If you are using your own images that you created, whether photographic or illustrative, or those of someone else you know that are not published, these images will also be cited, as indicated in your course Reader.
BREAKDOWN OF EXHIBITION ACTIVITIES

1. **Exhibit Proposal** - The exhibit proposal is essentially a way of putting the concept of your exhibit on paper. The format of the proposal is in your reader.

   (Sept. 23) 15 pts.

2. **Front-End Evaluation** – each student is responsible for designing a front-end evaluation for his or her exhibit. The evaluation will be discussed in class, and the Taylor book is in the Museum to guide you along, which has examples of front-end evaluation surveys.

   The front-end survey preparation (Sept. 14-21) 10 pts.
   The evaluation will take place (Sept. 28-Oct. 7)
   Summary (4-6 pages) of the results (Oct. 14) 30 pts.

3. **Exhibit Mount Designs** - You will need to think about how you are going to display the objects in your cases and panels. Staff will work with you on creating your mounts, but you must submit some working sketches and ideas on mount designs for your exhibit.

   (Oct. 5) 10 pts.

4. **Exhibit Titles** – Please turn in exhibit titles, typed, including your name and exhibit topic.

   (Oct. 7) 10 pts.

5. **Exhibit Case and/or Panel Prep** – This involves painting your exhibit cases and panels. Due to off gassing, all painting must be completed by October 19. Wear old clothes!

   (Oct. 14-19) 15 pts.

6. **Annotated Bibliography** - Each student will produce an annotated bibliography pertaining to his or her exhibit topic. You will responsible for at least five or more references from scholarly sources, including books, journals, first-hand accounts, oral histories, theses and/or dissertations, and so on. You may use information from the internet, but it may not be your only source for information.

   (Oct. 19) 30 pts.

7. **Exhibit Storyline** – The storyline is a refined and more fully developed outcome of your exhibit concept. It demonstrates how you are going to tell the story of your topic.

   (Oct. 26) 25 pts.

8. **Exhibit Mock-Up** – This is a 3-dimensional, life-size version of your storyline to help you begin to think about the placement of the graphics and objects in your exhibit case to “tell your story.”

   (Oct. 28) 15 pts.
9. **Exhibit Label Text, Object Captions, and ID Labels** – All exhibit labels are due this week for the first round of editing and checking for accuracy. Examples of labels are in your reader and in Serrell. Your labels must be submitted to me in hardcopy. Your revised and edited versions will then be sent to Adrienne via email for the final label formatting. Please write the labels in Microsoft Word, and **do not format them!** We will do that at the museum. Be prepared to rewrite edited versions of your labels!

(Nov. 4) 30 pts.

10. **Exhibit Titles** – The paint’s dry! Time to apply your vinyl titles to the exhibit cases and panels.

(Nov. 4) 10 pts.

11. **Credits** – Please provide in hard copy a list of all the objects used for your exhibit and their loan numbers, the names of the institutions or individuals who loaned the objects, the proper references and sources for photographs and other graphic materials, and the names of people who served as consultants or assisted in your exhibit.

(Nov. 9) 15 pts.

12. **Objects and Graphics** – Time to install all objects, graphics, and labels. It’s the countdown! Clean-up, morning of Dec. 5th

(Nov. 30-Dec. 5) 30 pts.

13. **Evaluation of Final Exhibit** – This is the in-class evaluation of your exhibit.

(Dec. 7) 10 pts.

14. **Journal** – This is your portfolio, documenting the creation of your exhibit. Please do not try to put the journal together just before it is due—it will show, believe me. I will also have you bring the journals to class mid-semester. The journal should include:
   a. Exhibit timeline (use the syllabus to create the timeline)
   b. Descriptions of your progress, ideas, inspirations, mistakes, and triumphs.
   c. Sketches, photographs, photocopies of objects, mounts, case (at any or all stages).
   d. Anything else, such as swatches of cloth, samples, etc.

(Dec. 9) 25 pts.

15. **Personal Essay** – **Bring your typed essay to Langdon on the final exam day.** I will return your journal to you when you turn in your typed essay.

(Dec. 16) 20 pts.

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**Total points** 300 pts.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK 1 (Aug. 24, 26)</th>
<th>Introduction to Course and Exhibit Theme; Exhibit Planning</th>
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<tbody>
<tr>
<td></td>
<td><strong>Assignment</strong>: Begin reading Quincy book</td>
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<td>WEEK 2 (Aug. 31, Sept. 2)</td>
<td>Museum Exhibits and Issues of Interpretation</td>
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<td><strong>In-Class Assignment</strong>: Choose exhibit topic</td>
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<td><strong>Assignment</strong>: Continue reading Quincy</td>
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<td>WEEK 3 (Sept. 7, 9)</td>
<td>Learning Theory and Museum Visitors; Types of Exhibits and Learning Experiences</td>
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<td><strong>In-Class Assignment</strong>: Choose artifacts</td>
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<td></td>
<td><strong>Assignment</strong>: Begin exhibit topic research; continue Quincy</td>
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<td>WEEK 4 (Sept. 14, 16)</td>
<td>The Formative Evaluation in Exhibit Development</td>
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<td><strong>Read</strong>: Taylor (On file in Museum)</td>
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<td></td>
<td><strong>Reader</strong>: The Front-End Evaluation Assignment, p. 3</td>
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<td></td>
<td><strong>Assignment</strong>: Begin developing front-end evaluations</td>
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<tr>
<td>WEEK 5 (Sept. 21, 23)</td>
<td>Exhibit Planning: Graphics, Design, and Color</td>
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<td><strong>In-Class Assignment</strong>: Go over preliminary FE questions (Oct. 21); Pick colors for exhibit cases and panels (Oct. 23)</td>
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<td></td>
<td><strong>Assignment</strong>: Continue exhibit research</td>
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<td></td>
<td><strong>Reader</strong>: Exhibit Proposal Format and Guidelines, p. 2</td>
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<td></td>
<td><strong>DUE</strong>: Exhibit Proposal (Sept. 23)</td>
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<tr>
<td>WEEK 6 (Sept. 28, 30)</td>
<td>Writing Exhibit Labels, Captions, and Titles</td>
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<td></td>
<td><strong>Read</strong>: Serrell (all of it!)</td>
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<td></td>
<td><strong>Assignments</strong>: Conduct Front-End Evaluations</td>
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<td></td>
<td><strong>Reader</strong>: Section on Exhibit Labels, pps. 21-27</td>
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<td>Continue research, gathering materials for exhibit.</td>
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<tr>
<td>WEEK 7 (Oct. 5, 7)</td>
<td>Exhibit Mounts, Cases, and Panels</td>
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<td><strong>In-class Assignment</strong>: Mount ideas (Oct.5); Exhibit titles (Oct. 7)</td>
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<tr>
<td></td>
<td><strong>Assignments</strong>: Conduct Front-End Evaluations</td>
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<tr>
<td></td>
<td>Continue research, gathering materials for exhibit.</td>
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<tr>
<td></td>
<td><strong>DUE</strong>: Exhibit mounts designs (Oct. 5)</td>
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<td></td>
<td><strong>Exhibit titles (Oct. 7)</strong></td>
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</tbody>
</table>
| Week 8 (Oct. 12, 14) | Exhibit Development: Storylines and Mock-ups (Oct. 12)  
| Exhibit Prep—Time to Paint! (Oct. 14)  
| **Assignment**: Finish research; work on storyline and mock-up  
| **DUE**: Front-End Evaluation Summary (Oct. 14)  |
| Week 9 (Oct. 19, 21) | Exhibit Prep-Keep Painting! (Oct. 19)  
| Conservation Concerns in Exhibit Planning (Oct. 21)  
| **Assignment**: Work on exhibit storyline and mock-up  
| **Reader**: Writing an Annotated Bibliography, p. 4  
| **DUE**: Annotated Bibliography (Oct. 19)  |
| WEEK 10 (Oct. 26, 28) | Work on mock-ups in class (Oct. 26, 28)  
| Educational Programs (Oct. 28) – Adrienne Scott, Curator  
| **Assignment**: Work on labels  
| **Reader**: Steps to Creating a Storyline, p. 5  
| **DUE**: Storyline (Oct. 26)  
| **Mock-ups (Oct. 28)  |
| WEEK 11 (Nov. 2, 4) | In-class work on labels (Nov. 2)  
| In-class application of vinyl letters to exhibit cases and panels (Nov. 4)  
| **Assignment**: Continue work on label rewrites, references, credits  
| **DUE**: Turn in all labels (Nov. 4) !!!  |
| WEEK 12 (Nov. 9, 11) | Continue work on exhibit installation and labels  
| (both in-class and off-hours)  
| **DUE**: Credits (Nov. 9)  |
| WEEK 13 (Nov. 16, 18) | Work on exhibit installation, labels, etc. (in-class and off-hours)  |
| WEEK 14 (Nov. 22-26) | ***THANKSGIVING BREAK***  |
| WEEK 15 (Nov. 30, Dec. 2) | Week of Installation---it’s showtime folks!  
<p>| Clean up Sunday morning.  |
| SUNDAY, DEC 5 | <strong><strong><strong><strong><strong>EXHIBITION OPENS</strong></strong></strong></strong></strong>  😊  |</p>
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<thead>
<tr>
<th>WEEK 16 (Dec. 7, 9)</th>
<th>Evaluation of exhibits (Dec. 7)</th>
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<tbody>
<tr>
<td></td>
<td>Final discussion and work on personal essay in class (Dec. 9)</td>
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<tr>
<td><strong>DUE:</strong> Journals (Dec. 9)</td>
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<tr>
<td><strong>Reader:</strong> Instructions for Personal Essay, p. 28</td>
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<td><strong>Turn in receipts for reimbursement by Dec. 9th</strong></td>
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**Turn in Personal Essay by 3:50 pm. Thursday, Dec. 16**

**HAPPY HOLIDAYS!!!**