COURSE DESCRIPTION

This seminar follows the introduction to the history and theory of museum representation of American Indians in order to explore its relation to colonialism and decolonization (Part 1). It develops the proposal completed by students in Part 1 of the course to create new approaches to designing museum exhibitions and exhibition catalogs.

COURSE ORGANIZATION

Seminar assignments and responsibilities:

- Discussion: attendance and active participation in the group discussions of the reading during the seminar meetings.

- Weekly assignments: these will vary over the quarter, introducing resources, interpretive exercises, presentations, and other formats.

- Weekly readings may change as the seminar direction and projects progress.

- Final Project: this will generally be a team effort. A final project may take shape as an exhibit curatorial brief, a framing or analytical exhibit catalog, another form of palatable intervention in the knowledge and power dynamics of representing indigeneity through art and cultural production, or a combination of the above.

COURSE OBLIGATIONS

Students must attend all class meetings and read the assigned materials in order to complete this course. We will have assignments, weekly or for each meeting, generally involving teamwork. We most likely will welcome guest consultants during the quarter. Attendance and participation for each meeting during the quarter will count for a major portion of your class grade. Participation cannot be made up. Open conversation on topics that may be sensitive to your classmates is an essential part of the curatorial process. Consequently you have a responsibility to create an environment conducive to learning during class meetings and discussion, and to abide by the UCSD Principles of Community.

ASSIGNED READING

Readings assigned are available on TritonEd.
SYLLABUS

The reading(s) that follow each date should be completed before that class meeting. Please come to class prepared to discuss these assigned readings.

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WEEK 1  APRIL 3  Organizing the Exhibit Project
Read the Project Proposals from ETHN 114A/214A (on TritonEd)
Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor”

APRIL 5  Exhibit Planning
Chapter 16: “Interpretive Planning”, in Manual, 251-68.
Watch video at: https://sarweb.org/guidelinesforcollaboration/
Read: Community + Museums and Museums + Community Guidelines

WEEK 2  APRIL 10  Exhibit Concept and Labels
Chapters 1-3, Exhibit Labels: An Interpretive Approach, 1-36.

APRIL 12  Curatorial Assignments and Thematic Structure
Chapter 4: “Who is the Audience…”, Exhibit Labels, 37-50.

WEEK 3  APRIL 17  Progress Review: Core Idea & Thematic Structure
Chapter 5 & 12: “Learning Styles” & ”The Number of Words”, Exhibit Labels, 51-64, 125-130.

APRIL 19  

WEEK 4  APRIL 24  

APRIL 26  

WEEK 5  MAY 1  Progress Review: Object List & Research

MAY 3  Labels and Signage
| WEEK 6 | MAY 8       | Ideas for Interactivity |
|        | MAY 10     | Ideas for Technology    |
| WEEK 7 | MAY 15     | Progress Review: Labels & Signage |
|        | MAY 17     |                           |
| WEEK 8 | MAY 22     | Public and Educational Programs |
|        | MAY 24     |                           |
| WEEK 9 | MAY 29     | Progress Review: Draft of Exhibit / Curatorial Brief |
|        | MAY 31     |                           |
| WEEK 10| JUNE 5     | Working on Loose Ends    |
|        | JUNE 7     |                           |

**FINAL PROJECT PRESENTATION & WRITEUP DUE**  Monday, JUNE 8, 3:00PM