Clsc 879: Special Topics in Librarianship: Public Programs, Outreach, and Exhibitions in Archives, Libraries, and Museums

Spring 2011
Graduate Course

Credit Hours: 3
Instructor Contact Information: Maria Mazzenga, Ph.D., Education Archivist, American Catholic History Research Center and University Archives, Catholic University, Washington, D.C.

Class Location: 108 Aquinas Hall, 131 Marist Hall, and at cultural institutions throughout Washington D.C.

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Course Description
While archivists, librarians, and museum staff are well aware of the treasures held within their institutions, key user groups who would benefit from knowledge and use of such materials, both virtual and physical, are often not. Additionally, existing patrons of such institutions may not be aware of new acquisitions and novel applications and contextualizations of existing materials. Educating constituencies on collections of special interest to them benefits both the institution in question and, ideally, an increasingly broad range of specifically-targeted patrons. This course focuses on making archival, library, and museum resources more participatory through user-driven public programming, outreach, and exhibiting. Public programs entail the presentation of one’s materials to a variety of publics. Outreach focuses on the identification of services to constituencies with needs relevant to the institution’s mission, with special attention to underserved groups, and tailoring services to meet those needs. The exhibit, an organized display of materials centered around a theme, fits into a public programming agenda and can function as an effective form of outreach to underserved user groups when thoughtfully and strategically conceived. Here, we will examine information seeking behavior in archival, library, and museum settings, and the principles, design, and implementation of access and outreach services in such institutions. We will explore various types of public programs, outreach strategies, and digital and physical exhibits, study the principles and practical elements involved in creating each, conduct site visits toward understanding the application of such principles in existing institutions, and apply learning in programming, outreach, and exhibit reflection papers.

Instructional Methods: Site Visits, Presentations, Class Discussions

Readings: See schedule. All readings will be handed out in class or posted on Blackboard.

Course Goals
* Generate understanding of the participatory potential of cultural heritage institutions, especially in the Washington D.C. area.
* Convey knowledge of varieties of public programming in archives, libraries, and museums.
* Convey knowledge of varieties of outreach programs in archives, libraries, and museums.
* Illuminate principles of exhibit conception and design, with a special emphasis on creating exhibits.
within a broader public program and outreach strategy and with attention to difference in the archival, library, and museum setting.

**Goals for Student Learning**
* At the conclusion of this course students will be able to:
  * Articulate the worth and principles of operation of a successful participatory cultural heritage institution.
  * Outline principles of an effective public program for archives, libraries, and museums.
  * Outline principles of effective outreach programs for archives, libraries, and museums.
  * Pinpoint ideal user groups for public programs and outreach based on library, archival, and museum collections.
  * Articulate principles of effective exhibit design in the archival, library, and museum context.

**Course Requirements**

- Class participation 20%
- Museum visit reflection exercises, 5 pages in length, 3 @ 20% each 60%
  
  *(You may choose two from the institutions we visit/you must do one reflection paper on your visit to the National Museum of the American Indian)*

- Selected Library, Museum, Archive Public Program, Outreach, Exhibition Final Project Analysis 20%

**Expectations and policies:** This course will take place at various sites throughout the city in order to achieve the course objectives. In order to meet with the appropriate staff at these institutions for relevant presentations and tours, we will sometimes meet outside of the class time, in each case where this was necessary, an hour or two before the class is scheduled to meet. Attending these presentations is essential to getting the most out of the course. Please consider the circumstances and determine that you can make all of these class meetings.

**Academic honesty:** Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) and [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm).

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center)
to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

**University grades:**
The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

**Course Schedule**
*Note: Readings are due to be completed by the date of the class under which they are listed.*

**Week 1**
January 12: **Meet at Information Commons, Marist Hall**
Introductions
Overview/Definitions: Public Programs, Outreach, and Exhibitions in Archives, Libraries, and Museums
Readings (Blackboard, In External Links):
American Library Association (ALA) Public Programs Office Strategic Plan, (from ALA website) http://www.ala.org/ala/aboutala/offices/ppo/about/missionstrategic.cfm
Society of American Archivists (SAA) Reference, Access, and Outreach Section/Mission and Strategic Plan (from SAA website) http://www.archivists.org/saagroups/rao/index.asp
American Association of Museums (AAM) Strategic Plan (from AAM website) http://www.aam-us.org/aboutaam/strategic.cfm

**Week 2**
January 19: **Meet at CUA Archives, 101 Aquinas Hall, CUA**
Public Programs, Outreach, and Exhibits at the American Catholic History Research Center/University Archives, Catholic University.
Readings (Handout):
Elizabeth Yakel and Laura L. Bost, “Understanding Administrative Use and Users in University Archives” American Archivist vol. 57 (Fall 1994).
Tamar Chute, “Perspectives on Outreach at College and University Archives” in Christopher J. Prom and Ellen D. Swain, eds., *College and University Archives; Readings in Theory and Practice* (Society of American Archivists, 2008), 137-154.

**Week 3**
January 26: **Meet at Mullen Library, MERIC Classroom, CUA**
Public Programs and Outreach in the University/Academic Library Setting
Guest Speaker: Kitty Tynan, Assistant Director for Public Services, Mullen Library, Catholic University.
Readings:
(On Blackboard, in Course Documents):
(On Blackboard, in External Links)
**Week 4**
February 2: **Meet at Library of Congress, Madison Building, First St. SE between 1st and 2nd St. SE, 2 p.m. – 4 p.m.**
Public Programs and Outreach in Public Libraries
Erika White, Acting Director of Educational Outreach
Larry D. Stafford, Director of Special Programs
Readings:
(On Blackboard, in External Links)
(On Blackboard, in Course Documents)
Review Library of Congress main website:
http://www.loc.gov/index.html

**Week 5**
February 9: **Meet at the Library of Congress, Jefferson Building First St., SE between Independence Avenue and East Capitol St., Carriage Entrance Ground Level, 2 p.m. – 4:45 p.m.**
Outreach and Exhibits in Public Libraries
Tour Jefferson Building
Susan K. Mordan, Education Specialist, Interpretive Programs Office
Tour Exhibits
Readings (On Blackboard, in Course Documents):
Review Exhibit Websites:
Creating the United States:
http://myloc.gov/exhibitions/creatingtheus/Pages/default.aspx
Exploring the Early Americas:
http://myloc.gov/exhibitions/earlyamericas/Pages/default.aspx
Thomas Jefferson’s Library:
http://myloc.gov/exhibitions/jeffersonslibrary/Pages/default.aspx

**Week 6**
February 16: **Meet at Smithsonian Museum of American Art, 8th and F Streets, NW, inside F Street entrance, 3 p.m. – 5 p.m.**
Museums, Public Programming, Exhibits, Gaming and Social Media
*Library of Congress Reflection Exercise Due*
Reading (Blackboard, External Links):
Nina Simon, *The Participatory Museum* (2010), online:
http://www.participatorymuseum.org/read/
Pheon Alternate Reality Game. Played via Facebook, entrance via web @ http://www.pheon.org/
Luce Foundation Center for American Art website:
http://www.americanart.si.edu/luce/

**Week 7**
February 23, Go to the National Museum of the American Indian visit for exhibit analysis on own (I will be there for questions, but you will do the analysis on your own own), 4th Street and Independence Avenue, SW, 3-5 p.m.

Styles of Museum Exhibition
Readings (On Blackboard, In Course Documents, read in the following order):
Review Website, National Museum of the American Indian:
http://www.nmai.si.edu/

**Week 8**
*NMAI Reflection Paper Due*
March 2: Meet at National Archives, 700 Pennsylvania Avenue, N.W.
Public Programs and Outreach in a Large Archive
Reading (Handout):
Julia Hendry, "Primary Sources in K-12 Education: Opportunities for Archives," American Archivist 70 (Spring/Summer 2007), 114-129.

**Week 9**
SPRING BREAK NO CLASS

**Week 10**
March 16: Meet at United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, 1-5 p.m.
Reading (handout):
Review Holocaust Museum website:
http://www.ushmm.org/

**Week 11**
March 23: NO CLASS (due to extended Holocaust Museum visit)

**Week 12**
March 30: Meet at Martin Luther King Jr. Memorial Library, 901 G. Street, NW
Public Programs and Outreach in Urban Public Libraries
Reading (handout):
Review DC Public Libraries website:
http://www.dclibrary.org/

**Weekly Assignments**

**Week 13**
April 6: **Meet at Marist, 131, CUA**
Digital Exhibits
Readings (On Blackboard, in External Links):
“Status of Technology and Digitization in Nation’s Museums and Libraries” 2004 Institute for Museum and Library Services report.
Review Website:
Object of History:
http://objectofhistory.org/

**Week 14**
April 13: **Meet at Marist 131, CUA**
Outreach and Public Programming in Cultural Heritage Institutions
Guest Presenter Sally Stokes
Review website:
Review White House Historical Association website:
http://www.whitehousehistory.org/

**Week 15**
April 20: **We do not meet as a class, rather, this time is allotted for your visits to the Archive, Library, Museum of your choice for final paper.**

**Week 16**
LAST DAY OF CLASS: **Meet at Aquinas 108**
April 27: **Present on Final Projects**

May 4th, 4 p.m.: **Final Projects: Public Programs, Outreach, Exhibit Analysis of a Selected Cultural Institution**

**Selected Supplemental Bibliography**


Elsie Freeman Finch, “In the Eye of the Beholder: Archives Administration from the


Julia Hendry, "Primary Sources in K-12 Education: Opportunities for Archives." *American Archivist* 70 (Spring/Summer 2007), 114-129.


