THE COURSE:

Course description:
*Global Cultures and Museums* invites students to think about the museum’s responsibilities in a global environment by engaging them in a collaborative project with the Toronto Ward Museum (TWD) which will allow them to create content for one of the museum’s first digital exhibitions, “Pathways to Toronto”. Students in this course will work with migrant stories, including those of a Greek entrepreneur, a Black slave and a Philippine migrant worker, to develop the interpretive frameworks and storytelling techniques for a digital exhibition while reflecting critically on a series of concepts and their histories: globalization, immigration, multiculturalism, cosmopolitanism, diversity, mobility, and many others. The main scope of this course is to put theory into practice in order to trouble current representations of “the immigrant experience” in museums and other cultural spaces. The class will focus on cultural institutions which engage specifically with histories of immigration, such as immigration museums, sites of difficult knowledge and heritage sites. This project asks students to think critically about global and multicultural audiences as the receivers of these stories about immigration. As such, students will consider the challenges of narrating “the immigrant experience” for contemporary audiences on the move. As this project will tell a Toronto story, students will explore in depth historical contexts pertaining to the specific narratives, connecting with archival materials and oral histories. As this project will result in digital content for an external partner, this course is also an exercise in team work, project management, professional communication, and time management. Also of importance will be the ability to listen to the institutional expectations and produce results which take into account the vision and mission of the Toronto Ward Museum.

Course objectives:
Museums are institutions in constant change and movement, informed by larger global processes as diverse as migration, consumerism and digitization of culture. At the same time, museums compete within a global and local market, seeking to represent and communicate with multiple communities. The challenges which contemporary museums face are also influenced by histories of colonialism, post-colonialism or socialism. To be relevant, museums must consider the global and multicultural contexts in which they function. Consequently, museum professionals require knowledge that incorporates all these aspects and this course will enable students to acquire a grounded relevant knowledge. This course exposes students to all of the above by challenging them to “make” museum content that is reflective of such contemporary issues and imperatives. Telling the migrant’s story is a mission of extreme significance for the contemporary museum professional who must be aware of her own multicultural and global audience.
Course learning outcomes:
Through a partnership with the Toronto Ward Museum to produce digital stories of migration to Toronto, close reading of theoretical literature, archival research, facilitation of in class discussion and reflective writing, students in this course will:

✓ develop a critical understanding of current issues in museum studies which are rooted in global histories;
✓ acquire the skills to think and communicate critically about the central role of museums in a multicultural society;
✓ gain knowledge of historical forces which have shaped current systems of representation of immigration and global mobility;
✓ acquire experience in interpretation and development of digital content mindful of the diversity of museum audiences;
✓ learn to develop critical interpretive strategies and methods of storytelling about “the immigrant experience”;
✓ practice professional communication and project management skills by partnering with a local museum;
✓ refine research skills, written communication of research findings and presentation of findings.

Relation between Course Learning Outcomes and Program Learning Outcomes:
**For your reference, please consult the Master of Museum Studies program goals as defined by the Faculty of Information.

Museums are global institutions and museum professionals must develop their practice within an international, interdisciplinary and intercultural context. The vision of the Master of Museum Studies (MMSt) program is “to inspire international leadership in Museum Studies through integrated research, teaching and professional practices.” Students completing this course will understand and have awareness of the fundamental concepts, practices and issues which define contemporary museology. Further, the mission of the MMSt is to “develop innovative museum professionals, capable of critical thinking”. Through course project, in-class activities and in-depth discussions of readings, students will be equipped to develop innovative solutions to future challenges in museum studies, to communicate effectively with other museum professionals and diverse communities, and to contribute to the museum profession’s evolving body of knowledge.

COURSE “RULES”:
✓ Please read carefully this syllabus as it will answer most administrative and content-related question AND because it outlines significant expectations/guidelines for the course;
✓ Overall, students are expected to show professionalism in and outside of the classroom in their communication with their colleagues and the professor.
✓ Some signifiers of professionalism include:
  ▪ Punctuality - Students will arrive to class on time - class starts at 9:00 am;
  ▪ Preparedness & diligence - Students will read the assigned materials before class – keep in mind that the readings assigned for this course range from professional writings to theoretical literature, therefore certain readings will be more difficult than other; I
strongly encourage you to take notes as you read and write comments /impressions which you then bring to class for reference and to engage in conversations;

- **Respect & consideration** - Students will come to class prepared to engage in critical, respectful and thoughtful discussions with their colleagues and professor; when guest speaker are invited to class, students are expected to engage in dialogue and ask questions;

- **Proper use of communication technology** - Students will turn off/silence their communication gadgets during class time and **will not leave them on their desks** - it is extremely distracting for your colleagues and disrespectful towards your professor to engage in conversations which are unrelated to course content with people who are not physically in the classroom; plus, everyone needs a short break from technology once in a while;

- **Proper use of laptops** - Students will use laptops (if they decide to do so) **ONLY** in order to take notes and work on group projects; checking emails, twitting, using other social media platforms or working on assignments and readings for other courses is highly disrespectful to both colleagues and professor;

- **Attention to details** - Students will submit their assignments on time and as indicated in the syllabus (please read carefully the policy on late submissions and extensions on page 4);

- **Care for best practice** - Students will NOT submit assignments via email unless specified by/discussed with the professor (all written assignments for this course are to be submitted at the beginning of class when the specific assignment is due OR via Blackboard); **assignments submitted via email will not be taken into consideration and late penalties will apply**;

- **Good communication** - Students are encouraged to inform the professor of any personal/professional issues which might interfere with their good standing in the class (if the professor is not aware of your situation, she will not be able to accommodate you – it is your responsibility to communicate your issues in a timely manner);

- **Proper email etiquette** - Students will communicate politely and appropriately via email with the professor, which means that your email (1) will begin with a salutation, (2) will use official language in a polite and friendly tone, (3) will be succinct and to the point (if you cannot communicate your question or request in a brief note, please schedule a meeting with me or drop by my office hours) and (4) will end with an appropriate greeting; I reserve the rights not to answer emails which do not respect the proper professional format suggested above.

**COURSE STRUCTURE:**

**Inside the classroom:**

- ✔️ The class meets for a **three-hour** period weekly. On one or two occasions, students will be asked to meet outside of class time for organized events (presence to these events is **not** mandatory but highly encouraged, and depends on the class/work schedule of each student).
- ✔️ This course is based on a workshop model, where students will be working together on different parts of the project, receiving feedback from professor and Toronto Ward Museum representative (separate timeline & tasks handout will be distributed in class); in addition,
each class will involve discussion of readings and other activities intended to create the
critical and intellectual context for the practical component of the course.

✓ Generally, each class is structured as follows:
   The professor will include a series of small lecturettes each class in order to provide
    historical background for certain theories and to explain context for case studies but the
class will be primarily based on student-led discussions and presentations, in class
workshops, the completion of weekly readings, independent visits to museums and
keeping up to date with different happenings in the field of museum studies. For
these reasons, it is crucial that students engage critically with readings and come to class
prepared to discuss these and to participate to the conversations diligently, reflectively
and respectfully;
   Students will work in groups on the collaborative project with the Ward Museum outside
of class time but the professors will provide ample time for group work during class time.
Make sure you utilize that time to your best advantage.

Outside the classroom:

✓ Students should plan to spend on average 10 hours weekly outside of class time in order to
conduct the readings and work on assignments for this course;
✓ Students should check the course Blackboard and U of T email regularly for announcements;
✓ Students are encouraged to visit museums, galleries and other sites of display throughout the
semester and to think how concepts and ideas discussed in class can be applied to understand
these spaces;
✓ Students are welcome to stop by the professor’s office during office hours if they have
questions about the readings, class content or other academic and non-academic matters;
meetings can be scheduled outside of official office hours (professor requires at least 3 days’
otice for scheduling a meeting).

COURSE POLICIES:

Grading:
Please consult the University Assessment and Grading Practice Policy for more information on
the assessment and grading of students. These documents will form the basis for grading in the
course. The course uses the following grading scheme:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>FZ</td>
<td>0 - 69%</td>
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</tbody>
</table>

Writing Support:
As stated in the iSchool’s Grade Interpretation Guidelines, “work that is not well written and
grammatically correct will not generally be considered eligible for a grade in the A range,
regardless of its quality in other respects”. With this in mind, please make use of the writing
support provided to graduate students by the SGS Office of English Language and Writing Support. The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the Fall 2015 workshop schedule for more information and consider booking one-on-one consultations to improve writing and oral skills.

**Academic integrity:**
Please consult the University’s site on Academic Integrity. The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.I.(d) of the University’s Code of Behaviour on Academic Matters. You should acquaint yourself with the Code and Appendix “A” Section 2. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize.

**Accommodations for students with disabilities:**
Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Extensions and late submissions:**
- Assignments are due in class by **9:00 am** on the appropriate date noted below.
- Late assignments will be subject to a 5% late penalty per day (including weekends), starting after 9:00 am on the due date. **Assignments will not be accepted seven days after the due date.**
- If there are extenuating circumstances (illness, death in family, etc.) that prevent you from completing an assignment on-time you must communicate with the instructor as soon as possible, preferably BEFORE the deadline and NO LATER than one week after the due date. **Requests for extensions will be granted if there are legitimate medical or compassionate grounds only.** Documentation (such as the official UofT medical form, which can be found here: [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)) must be submitted.

**DETAILED CLASS AND READINGS SCHEDULE**
*The syllabus may be modified as the course proceeds – you will be notified of all changes in class & on Blackboard.*
** Availability of readings (on Blackboard – My Page – Library Course Reserves – MSL 2115 or the Inforum Reserves) is mentioned besides each reading.
*** It is your responsibility to plan for access to the weekly readings and to let the professor know should you encounter any technical difficulties.

**CRITICAL CONTEXTS: MUSEUMS, GLOBALIZATION, MULTICULTURALISM**

**Week 1 (Monday, Jan. 11) – Introductions to the course and the project**
This class will introduce the course and the course outline, including a detailed discussion of the general rules of the course, expectation for in class participation, assignments and
The main project for the course will be discussed in depth, students split into groups and are assigned their “migration story”.

**Week 2 (Monday, Jan. 18) – Museums gone global: Exploring modernity and globalization**

This class introduces students to some perspectives on globalization and modernity. “Pathways to Toronto” project is explained in depth and the guest speaker will provide an introduction to the Toronto Ward Museum and the institution’s vision for the project.

**Class guest: Gracia Dyer Jalea**, Founding Executive Director, Toronto Ward Museum

**Readings:**

  - **NOTE:** only chapter 1 is mandatory for Week 2; chapter 4 should be read before Feb. 29 (week 8).
- Cooper, F. (2005). *Ch. 4, Globalization; Ch. 5, Modernity*. In F. Cooper, *Colonialism in question: Theory, knowledge, history* (pp. 91 – 112; 113-149). Berkeley: University of California Press. ([Inforum Reserves](#))
- Explore “Pathways to Toronto” and become familiar with the website and specifically with your assigned story, [http://digitalscholarship.utsc.utoronto.ca/projects/dighist/](http://digitalscholarship.utsc.utoronto.ca/projects/dighist/)

**Week 3 (Monday, Jan. 25) – The museum’s duality: Nationhood and cosmopolitanism**

This class discusses the museum as a national and cosmopolitan institution, with a focus on the often difficult encounter between these two global formations. **Check point** for the project: each group briefly informs the class on the migrant’s identity, profile and themes.

**DUE:** “Pathways to Toronto”: Summary of story themes & inventory of sources

**Readings:**


**Week 4 (Monday, Feb. 1) – Museums and politics of representation: Troubling multiculturalism**

This class introduces students to the history and motivations of multicultural policy (and ideology), thinking through its impact on museums.

**Readings:**
STORIES OF MIGRATION AND MOVEMENT

Week 5 (Monday, Feb. 8) – Migration, immigration and diaspora
This class provides foundations for the understanding of significant concepts related to migration. The second part of the class is organized as a round table discussion where students share their findings from the “report on digital exhibition” assignment.

DUE: Report on digital exhibition

Readings:


Week 6 NO CLASS (Winter Reading Week)

Week 7 (Monday, Feb. 22) – Immigration museums: What are they for?
This class investigates the immigration museum genre, thinking specifically at their roles and their missions. Students should look up at least two immigration museums or heritage sites which deal with immigration history (ex: Ellis Island, Pier 21, etc.).

Readings:

Week 8 (Monday, Feb. 29) – In class workshop & debriefings

This class is organized as a workshop and check point for the project – each group reports informally to the class on their story and students make a series of decisions about storyboard design, glossary of terms for the website and audience engagement strategies (ex: questions to include with the migrant stories).

All students should have visited: Made in China and Maps, Borders and Mobility in Africa at the Royal Ontario Museum.

NO READINGS

DUE:

✔ “Pathways to Toronto”: “Global” words: Concept biography
✔ Last day to submit exhibition notes!

CLASS TRIP: (recommended) trip to the ROM with Prof. Arjun Appadurai and Dr. Silvia Forni, Curator, African Cultures – Wednesday, March 2nd, 2:30 – 4:30

Week 9 (Monday, Mar. 7) – Comparing migrant stories: Toronto and New York City

This class explores stories of migration in two different cities, where these stories are tied to place. Students present to the TWM representative on the project status and migrant stories.

Class guest: Gracia Dyer Jalea, Founding Executive Director, Toronto Ward Museum

Readings:

✔ Watch: An American Story, Lower East Side Tenement Museum, 33 min. (Inforum Reserves)

Week 10 (Monday, Mar. 14) – Migrant stories: Representing cultural diversity, ethnicity and race

This class focuses on intersections between stories of migration and issues related to cultural diversity, ethnic and race.

Readings:
Week 11 (Monday, Mar. 21) – Migrant stories: Connecting with the nation’s story (in a global context)
This class focuses on intersections between stories of migration and issues related national identity as it is iterated and challenges in a global context.

Readings:


Week 12 (Monday, Mar. 28) - In class workshop & debriefings
This class is organized as a workshop and final check point for the project – students have a chance to finalize the stories, work on the storyboards and inform each other about the project development. Students also have a chance to work on the final presentations.

NO READINGS

Week 13 (Monday, Apr. 4) – “Pathways to Toronto” presentations
Students present their findings and receive feedback from TWM Gracia Dyer Jalea (Founding Executive Director) and Sarah Hamdi (Digital Content Coordinator).

NO READINGS

ASSIGNMENTS:
***For assignment details, consult the assignment guidelines and rubrics distributed in class.

General style & format guidelines:

➢ All written assignments, when applicable, must follow the proper format of an academic essay:
  o Introduction/body/conclusion;
  o Thesis statement/main argument(s)/question(s) to be tackled in the paper;
  o Proper grammar, sentence structure and punctuation;
  o Reference list & citations (please use APA style – only in text citations; footnotes to be used for notes on content, if needed).
All written assignments must utilize proper margins (1 inch), Times New Roman 12 in. font and be double spaced;

- All assignments must respect the page or word limit indicated by the professor;
- If you decide to include images or charts, please attach them as appendices to your assignment;
- By academic sources, I mean: peer-reviewed journal articles in academic and/or professional journals and books which are written by academics and/or professionals and published by academic presses; I accept professional or policy publications under academic sources;
- For a discussion of the difference between primary and secondary sources, see this link.
- Assignments which have several spelling, grammatical and punctuation errors will not be awarded grades in the A range!

**Course assignments:**

**Report on digital exhibition (20%)**
DUE: Feb. 8, beginning of class

**“Pathway to Toronto” project (60%)**
DUE: various dates (see below)

- Summary of story themes & inventory of sources – due Jan. 25
- “Global” words: Concept biography (20%) – due Feb. 29
- Storyboards & glossary (30%) – due April 11
- Project Rationale: Storytelling techniques (10%) – due April 11
- Consultation report – due April 11

**Exhibition reflections (5%)**
DUE: last day for submission is Monday, Feb. 29, beginning of class

Students visit two ROM exhibitions: “Made in China” & “Maps, Borders and Mobility in Africa” and write a one-two page of personal reflection essay, explaining how the two exhibitions explore the theme of movement or travel (of objects, ideas, people, etc.). This assignment does not require academic sources as it is intended to show the student’s personal informed reflections on the two exhibitions.

**“Pathway to Toronto” self-evaluation (5%)**
DUE: Monday, April 11, 7:00 pm via Blackboard

Each student submits a two-page report explaining her role in the project, including information about her contributions, communication with the group, time management and problem solving strategies. This document should only refer to one’s own role in the project and should be an honest account of one’s journey through the course. This is also an opportunity to reflect on what was learned throughout the project, what skills were improved, what aspects of the project were most challenging and how these challenges were faced and solved.
Participation 10%

Class participation and professional conduct is very important for the meaningful running of this course. You will have multiple opportunities throughout the semester to participate to class discussion and to demonstrate your knowledge of the materials and your ability to make critical connections between assigned readings and project content and development. In addition, it is very important to establish rules of professional communication with your professor, peers and other stakeholders and to exercise strong ethics and time management skills. Your successful participation to class discussion assumes the following:

✔ Weekly readings: each week, you are asked to read a diversity of sources, including academic writings and primary sources. The readings have been selected for their relevance in the field but also because they open discussions about topics important for the course. Students are to read thoroughly and reflectively all the readings assigned every week and come to class prepared to discuss the readings and share their critical thoughts on the content. The readings should be connected with the development of the critical and reflective infrastructure for the project.

✔ Critical reading: requires that students read each document with careful attention to main argument/thesis, supporting arguments, theoretical framework(s), broader intellectual context, references to other bodies of literature, examples and analytical engagement with the examples. Students situate the specific reading within the broader context of the course and make connections between readings throughout the semester. When reading a text, it is advised that students take notes and bring notes to class to be able to reference them in discussions with colleagues.

✔ In class participation: for this course to be successful, it is imperative that all students come to class prepared and eager to contribute to conversation with respect and consideration for their peers and professor. Also, students are expected to be present to all classes. Of course, unexpected occurrences happen and you are strongly encouraged to communicate with the professor should you anticipate missing class. Missing class several times will have a high impact on the final participation grade which is based on in class discussion and group work. See below the expectations for different grade ranges.

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<tr>
<th>Grade</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>A+</td>
<td>The student shows superior knowledge of the readings and makes excellent and original connections between the readings, topic of the week and the broader frameworks for the course. The student is collegial, professional in communication inside and outside of the classroom and consistent in asking questions after presentations, providing feedback to colleagues and engaging in discussions with guests to the class. The student shows excellent analytical and critical skills and bases contributions to class discussion on informed sources rather than personal opinions and life stories. The student does all of the above consistently. If the student misses classes, s/he communicates with professor in advance and provides documentation (if needed).</td>
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<tr>
<td>A</td>
<td>The student shows very strong knowledge of the readings and makes very good and sometimes original connections between the readings, topic of the week and the broader frameworks for the course. The student is collegial, professional in communication inside and outside of the classroom and consistent in asking questions after presentations, providing feedback to colleagues and engaging in discussions with guests to the class. The student shows solid analytical and critical skills and bases contributions to class discussion on informed sources rather than personal opinions and life stories. The student does all of the above with consistency. If the student misses classes, s/he communicates with professor in advance and provides documentation (if needed).</td>
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<td>Grade</td>
<td>Description</td>
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<tr>
<td>A-</td>
<td>The student shows strong knowledge of the readings and makes good connections between the readings, topic of the week and the broader frameworks for the course. The student is most times collegial, professional in communication inside and outside of the classroom and consistent in asking questions after presentations, providing feedback to colleagues and engaging in discussions with guests to the class. The student shows good analytical and critical skills and bases contributions to class discussion on informed sources rather than personal opinions and life stories. The student does all of the above with relative consistency. If the student misses classes, s/he communicates with professor in advance, provides documentation (if needed) and makes up for the lost points. The student sometimes uses technology inside the classroom not connected to class content (ex: text, use of social media).</td>
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<tr>
<td>B+</td>
<td>The student shows relatively good knowledge of the readings and makes relevant connections between the readings, topic of the week and the broader frameworks for the course. The student is most times collegial, professional in communication inside and outside of the classroom and consistent in asking questions after presentations, providing feedback to colleagues and engaging in discussions with guests to the class. The student shows decent analytical and critical skills and bases contributions to class discussion on informed sources rather than personal opinions and life stories but without consistency. The student is not always consistent in his/her participation. If the student misses classes, s/he sometimes communicates with professor in advance, provides documentation (if needed) and makes up for the lost points. The student sometimes uses technology inside the classroom not connected to class content (ex: text, use of social media).</td>
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<tr>
<td>B/B-</td>
<td>The student shows some knowledge of the readings and makes relevant connections between the readings, topic of the week and the broader frameworks for the course but it is not obvious that the student engaged with the readings properly. The student is not always collegial, professional in communication inside and outside of the classroom and consistent in asking questions after presentations, providing feedback to colleagues and engaging in discussions with guests to the class. The student shows some analytical and critical skills but does not base contributions to class discussion on informed sources but rather on personal opinions and life stories but without consistency. The student is not consistent in his/her participation. If the student misses classes, s/he rarely communicates with professor in advance. The student sometimes uses technology inside the classroom not connected to class content (ex: text, use of social media).</td>
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