

Curatorial Seminar

Kingsley & Tervalá

Readings:

- KT's African Art and the Matrilineage Belt summary document
- Obioma Nnaemeka, "Mapping African Feminisms," *Readings in Gender in Africa*, ed. Andrea Cornwall (Boydell & Brewer Ltd, 2005), pp. 31-41
- Laura S. Grillo, *An Intimate Rebuke: Female Genital Power in Ritual and Politics in West Africa* (Duke University Press, 2018), pp. 54-80 *JK will present
- Wendy James, "Matrifocus on African Women," in *Defining Females: The Nature of Women in Society*, ed. Shirley Ardener (New York: John Wiley & Sons, 1978), pp. 140-162
- Also Study the map of Africa

Week 1:

We will get to know each other and warm up with some exhibition development "games". Kevin Tervalá introduces the exhibition project and parameters. We go over the syllabus, course plan and assignments together. Instructors will model how to present an article (JPK) and how to present objects (KT).

We will also discuss our expectations, dig into our preconceptions about women in Africa & about African art (which are likely to relate to visitors' prior knowledge and expectations coming into the exhibition). We will identify key themes of the readings, the questions they raise, and work through any "muddy" points.

Objectives

- Set-up a positive learning environment
- Identify course & project expectations and requirements
- Identify the component parts of exhibition planning & development
- Examine our preconceptions about women in Africa
- Examine our preconceptions about African art
- Analyze the arguments of the reading and their significance for a project focused on gender & power in African art
- State the process of presenting an article
- State the process of presenting object groupings

Activities:

Ice-breaker

Exhibition development game

10 min article presentation & sharing of handout (& guidelines)

10 min object presentation & sharing of blurb (& guidelines)

Outline

1. JPK and KT introduce themselves – qualifications, interests in project, communication preferences.
2. Student introductions:
 - a. 5-10 min Meet your neighbor and talk about the last time you read about or heard about Africa in a public forum like the news, a movie etc...
 - b. Round robin of student names, interests, learning goals. Exchange contact information or set up social media space for students to be able to be in touch outside of class
3. Exhibition development game and post-game analysis (with PPT image of exhibition development process)
4. SYLLABUS. Go over syllabus; logistics; expectations; blackboard site. Communicate commitment to their learning success.
5. Interview KT about project summary (give students a few minutes to review it)
6. THINK. PAIR. SHARE:
 - a. Africa
 - b. African art
 - c. African women
 - d. feminism
7. ARTICLES
 - a. go over article presentation guidelines & handout
 - b. go over sign-up procedure
 - c. JK presents Grillo, 2018
 - d. discuss significance of article for project
 - e. KT leads discussion of James and Nnaemeka
8. OBJECTS
 - a. KT presents D'mba
 - b. KT explains expectations for article presentations & procedure

NEXT WEEK's LOGISTICS:

meet at BMA

identify who will present articles & who will present objects

ACTIVITY OUTLINE: Prototyping an Exhibition – 15 mn

5 mn to select narrative

5 mn to design visitor experience

5mn quick share

- Work in pairs.
- Designate someone to keep track of ideas.

Collection you will exhibit: DINING ROOM TABLES

Narrative examples to get the creative juices flowing: Art of the Table; Designs for Dining; Journeys; Family Meals; Immigrant Cultures; Table Germs

The idea

Brainstorm topics/ideas:

Brainstorm message ('When people leave the exhibition they will know/think/understand....')

*So what have you decided is your **big idea**?*

The Visitor Journey

What do people do at the exhibition?

What do people say about the exhibition?