

Case Study: Inclusion and Cultural Diversity at the Queens Museum

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Abstract

This paper examines how contemporary art institutions can become more inclusive of different cultural communities and why it is important that they do so. It argues that empathy is a fundamental value that needs to be embraced by art museums if they wish to be relevant to civic society, and that this should be evident in every level of their structure: from the content of their programs to the makeup of their staff. It suggests that public art institutions have a social responsibility towards citizens, including non-dominant and diverse cultural communities and that they can play an active role in ending oppression of marginalized groups. Through the lens of critical multiculturalism, intersectionality and social justice theory, this case study closely examines the New New Yorkers program, at the Queens Museum in New York, a multilingual arts program designed for adult immigrants. By analyzing the outreach strategies implemented for the past ten years in order to engage the different cultural communities surrounding the museum, this paper aims to create a model from which other art institutions can learn and adopt.

Keywords

Museum education, Inclusion, Art, Cultural diversity, Multilingual.