

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CHC4151P
Subject Title	Museum Studies and Cultural Management 博物館研究與文化管理
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>In the past decade, the number of large institutions, especially museums and art galleries, in Hong Kong and China has proliferated in line with the rapid socio-economic development and the importance attached by the state and cities to their image and soft power. The cultivation of management talents for cultural and cultural institutions and the study of related theories and practices have also become a central concern for academics and the cultural industry.</p> <p>This course aims to offer the students, who are well-equipped in their knowledge in history and culture, an introduction to the up-to-date theories, practices and mechanism in museum studies and cultural management in the region and beyond. Definitions, characteristics, historical background, international trends in museums studies, cultural and arts institution management, heritage preservations, and development models and prospects for both cultural policies and the cultural industry in present-day will be studied. The course cover industry-based subjects and museum administration topics while exploring, in-depth, contemporary issues and cases in Hong Kong, Mainland China and abroad.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Recognize trends, basic theories, structures of museum studies and cultural management in both local and global context b) Gain the basic skills in the classification, curation, conservation and display of objects and knowledge c) learn to interpret, define, communicate, and advocate for the dignity, values and cultural rights of all members of society d) Conduct independent research in a museum management context e) Develop the skill set to manage programs and resources that preserve and publicly present cultural and natural heritage in non-profit and for-profit arts and cultural organizations and such

	as fine art museums, history museums, science museums and natural history museums in both local and national context																																																						
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> 1. Introduction to Museum Studies I: What is a Museum? 2. Introduction to Museum Studies II: Theories and Basic Concepts 3. Museum and Archive: Material and Digital 4. What is a Curator? 5. Structures and Design of an Exhibition 6. Research Methods 7. Case studies I: Europe and the US 8. Case Studies II: Hong Kong, Mainland China, Taiwan 9. Case studies II: Other Regions 10. Heritage Preservation and Cultural Policy 11. On-site field trip to Cultural Institutions I 12. On-site field trip to Cultural Institutions II 																																																						
Teaching/Learning Methodology (Note 3)	<p>The course consists of lectures, tutorial sessions and fieldtrips, but is essentially research-oriented. Student will read assigned readings before class and discuss issues brought up in the lecture. There are fieldtrips for students to visit and study selected cultural sites for preparation of their case study. Students in groups will submit short fieldtrip reports or internship report after the visit. Students will further submit group written reports based on case study of particular issues for classroom discussions.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1" data-bbox="533 1189 1393 1868"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mid-term test</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Field trip report presentation</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Case study with oral and written reports</td> <td>40%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. In-class assessment helps to assess students' degree of dedication to the course and ability to present coherently and respond appropriately 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. In-class assessment	10%	✓	✓					2. Mid-term test	20%	✓	✓	✓				3. Field trip report presentation	30%			✓	✓	✓		4. Case study with oral and written reports	40%			✓	✓	✓		Total	100 %						
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	<ol style="list-style-type: none"> 2. Mid-term test timely gauges students' learning ability while enables teacher to adjust their teaching in the second half of the semester 3. Fieldtrip reports in groups enable students to work as teams and teacher to know their research ability and presentation skill 4. The written case study report, in the form of an individual or a collective research paper, best assess students' overall ability to conduct research and present their findings in an accessible way 	
Student Study Effort Expected	Class contact:	
	▪ Lecture	22 Hrs.
	▪ Tutorial/seminar	11 Hrs.
	▪ Fieldtrips	6 Hrs.
	Other student study effort:	
	▪ Reading	35 Hrs.
	▪ Writing	30 Hrs.
	▪ Discussion	12 Hrs.
	Total student study effort	116 Hrs.
Reading List and References	<ul style="list-style-type: none"> • Alexander, E. P., Alexander, M., & Decker, J. (2017). <i>Museums in Motion: An Introduction to the History and Functions of Museums</i> (Vol. Third edition). Lanham, Maryland: Rowman & Littlefield Publishers. • Ambrose, T., & Paine, C. (2012). <i>Museum Basics</i> (Vol. 3rd ed). Abingdon, Oxon: Routledge. • ARROWSMITH Rupert Richard, <i>Modernism and the Museum: Asian, African, and Pacific Art and the London Avant-Garde</i>, Oxford University Press, 2011, 264 pages • BENJAMIN Walter, <i>The Work of Art in the Age of Mechanical Reproduction, and Other Writings on Media</i>, Belknap Press, 2008, 448 pages • Bennett, T. (1995). <i>The Birth of the Museum: History, Theory, Politics</i>. London and New York: Routledge. • Bishop, Claire, and Dan Perjovschi. <i>Radical Museology: or, What's "Contemporary" in Museums of Contemporary Art?</i> 2nd revised edition. London: Koenig Books Ltd, 2014. • BOURRIAUD Nicolas, <i>Relational Aesthetics</i>, Les Presse Du Reel, 1998, 125 pages 	

- BOURRIAUD Nicolas, *Postproduction : Culture as Screenplay: How Art Reprograms the World*, Lukas & Sternberg, 2006, 96 pages
- COLLECTIVE, *Protecting Asia's Heritage: Yesterday and Tomorrow*, Silkworm Books - Siam Society, 2020, 256 pages
- DENTON Kirk A., *Exhibiting the Past: Historical Memory and the Politics of Museums in Post-socialist China*, University of Hawaii Press, 2013, 250 pages
- DROTNER Kirsten, SCHRODER Kim Christian (edited by), *Museum Communication and Social Media, The Connected Museum*, Routledge Research in Museum Studies, 2013, 226 pages
- KRAUSS Rosalind, *The Originality of the Avant-garde and Other Modernist Myths*, Macula, Collection Vues, 2000, 358 pages
- Genoways, H. H., Ireland, L. M., & Catlin-Legutko, C. (2016). *Museum Administration 2.0*. Lanham, MD: Rowman & Littlefield Publishers.
- Johnson, A., Huber, K. A., Cutler, N., Bingmann, M., & Grove, T. (2017). *The Museum Educator's Manual : Educators Share Successful Techniques* (Vol. Second edition). Lanham, Maryland: Rowman & Littlefield Publishers.
- Latham, K., & Simmons, J. (2014). *Foundations of Museum Studies: Evolving Systems of Knowledge : Evolving Systems of Knowledge*. Santa Barbara: Libraries Unlimited.
- Piacente, M., & Lord, B. (2014). *Manual of Museum Exhibitions* (Vol. Second edition). Lanham, Maryland: Rowman & Littlefield Publishers.
- Portnova, T. (2019). Information Technologies in Art Monuments Educational Management and the New Cultural Environment for Art Historian. TEM Journal, 8(1), 189–194. <https://doi.org/10.18421/TEM81-26>
- SAID Edward W., *Orientalism*, Penguin Classics, 2003, 432 pages
- Self, R. (2014). *The Architecture of Art Museums : A Decade of Design: 2000 - 2010*. London: Routledge.
- SMITH Laurajane, *Uses of Heritage*, London: Routledge, 2006, 352 pages
- SONODA Naoko, *New Horizons for Asian Museums and Museology*, Springer, 2016, 204 pages
- STUBBS John H., THOMSON Robert G., *Architectural Conservation in Asia*, National Experiences and Practice, Routledge, 2016, 626 pages

	<ul style="list-style-type: none"> • TYTHACOTT Louise, <i>Collecting and Displaying China's 'Summer Palace' in the West, The Yuanmingyuan in Britain and France</i>, Routledge, 2017, 172 pages • Tzortzi, K. (2015). <i>Museum Space: Where Architecture Meets Museology</i>. Farnham, Surrey, England: Routledge.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020