

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017 /18

Part I Course Overview

Course Title:	Museum Studies
Course Code:	CAH3542
Course Duration:	One semester
Credit Units:	3 credits
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CTL3542 Museum Studies
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Museology has become one of the major cultural professions in the world. This course aims to provide the foundational knowledge about museums with regards to their origins, organization, management, and prospective developments. It leads student to become aware of the issues about managing cultural presentations to serve both academic and public interests. And the ultimate aim is to get them to analyse the global developments of cultural industries.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Undertake research and adopt relevant methodology in Museology.	20%	√	√	
2.	Evaluate the museum activities in Hong Kong and in other parts of the world.	20%	√	√	
3.	Identify the purpose and display of museum exhibitions, and the essential elements of museum management.	20%	√	√	√
4.	Apply the branding and marketing measures adopted in a museum.	20%		√	√
5.	Analyse the social and political roles of museums within their respective nations.	20%		√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures & In-class activities	Besides the scheduled lectures, in order to promote active and discovery learning, students will be engaged in in-class group activities, e.g. group discussion, simple quizzes and debate.	√	√	√	√	√	
Reading	Books, articles and websites related to the topic.	√	√	√			
Tutorial Presentation & Discussion	All tutorials are topic oriented. Students are expected to study the recommended readings in advance, and all will have a chance to act as presenter and discussant throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that sufficient opportunities for teacher-learner's interaction and peer discussion are provided. Group presentations and discussion will be conducted into the tutorials. They will submit in written form a revision of the presentation after receiving comments from the teachers and discussants. Both the oral and written presentations will be assessed. Students assigned as discussants will take part in active discussion of the topics right after the presentation. They will submit to the lecturer their comments and discovery in written form.		√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Group Oral Presentation Emphasis are placed on the depth of knowledge and the discovery of new issues.	√	√	√	√	√	20%	
Group Final Report Students will submit in a written-form revision of the presentation after receiving comments from teacher and discussants.			√	√	√	20%	
Participation and discussion in class Motivate students' spirit in learning and enhance their awareness in discovering new points of discussion.	√	√	√			30%	
Test 1 - Mid-term Test 2 - Term-end In the two tests, students will be tested on topics and study material, and related historical theories discussed in the course.	√	√	√		√	30%	
Examination: - (duration: -)							

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Oral Presentation	Evidence of <ul style="list-style-type: none"> ● Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; ● rigorous organization, coherent structure, balanced composition; ● critical analysis, convincing statement and creative comment; ● superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	High	Significant	Moderate	Basic	Not even reaching
2. Group Final Report	Evidence of <ul style="list-style-type: none"> ● rich content, ability to integrate various resources into primary and secondary levels based on demand ; ● rigorous organization, coherent structure, systematic composition; ● clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; ● sufficient and organized references which can be utilized in accordance with the topic. ● exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	High	Significant	Moderate	Basic	Not even reaching
3. Participation & discussion in class	Evidence of <ul style="list-style-type: none"> ● active in-class participation, positive listening, ability to simulate class discussion and comment on other points. ● sufficient pre-class preparation and familiarity with peer reports and other materials. 	High	Significant	Moderate	Basic	Not even reaching
4. Test	Evidence of <ul style="list-style-type: none"> ● ability in understanding the subjects, content and historical theories related. ● ability in understanding the exam questions and answer with the assistance of relevant examples of art works. ● ability in expressing ideas effectively in form of writing. 	High	Significant	Moderate	Basic	Not even reaching

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Museum, Museology, New Museology, object, collection, archive, display, exhibition, history, archaeology, conservation, visual culture, heritage and nationality, public education, ethical representations, cultural politics, marketing, visitors, museum associations, museum policies, museum legislations.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Burcaw, Ellis G. <i>Introduction to Museum work</i> , 3 rd ed. Walnut Creek, Calif.: Altamira Press, c1997.
2.	Corsane, Gerard (ed.) <i>Heritage, Museums and Galleries: an introductory reader</i> . London; New York: Routledge, 2005.
3.	Dean, David. <i>Museum exhibition: theory and practice</i> . London; New York: Routledge, 1994.
4.	Genoways, Hugh H. & Ireland, Lynne M. <i>Museum administration: an Introduction</i> . Walnut Creek, Calif.: Altamira Press, c2003.
5.	Kavanagh, Gaynor (ed.) <i>Making Histories in Museum</i> . London; New York: Leicester University Press, 1996.
6.	Sandell, Richard & Robert R. J. (ed.) <i>Museum Management and Marketing</i> . London; New York: Routledge, 2007.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Edensor, Tim. <i>National Identity, Popular Culture and Everyday Life</i> . Oxford; New York: Berg, 2002.
2.	Falk, John Howard (ed.) <i>Identity and the Museum Visitor Experience</i> . Walnut Creek, Calif.: Left Coast Press, c2009.
3.	Hooper-Greenhill, Eilean (ed.) <i>Museums and the interpretation of Visual Culture</i> . London: Routledge, 2000.
4.	Karp, Ivan et al. (eds.) <i>Museums and communities: the politics of public culture</i> . Washington: Smithsonian Institution Press, c1992.
5.	Moore, Kevin. <i>Museums and popular culture</i> . London; New York: Leicester University Press, 1997.
6.	Talboys, Graeme K. <i>Museum Educator's handbook</i> . Aldershot, Hampshire; Brookfield, Vt.: Gower, c2000.