

City University of Hong Kong

**Information on a Course
offered by the School of Creative Media
with effect from Semester A in 2012 / 2013**

Part I

Course Title: Arts Management and Curatorship

Course Code: SM5329

Course Duration: One semester (13 weeks)

No. of Credit Units: 3 units

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

This class provides training in skills required of practitioners of arts management, and investigates fundamental topics crucial to the practice of arts administration, including strategies for creating a favorable environment for arts development, processes and procedures for establishing priorities concerning the varieties of art to be promoted, and the practice of curatorship as a creative activity. By the end of the semester, students should be able to analyze and critique arts policy, local and international arts cultures, and they should develop skills in discerning trends in artistic creation.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

| No. | CILOs |
|-----|-------|
|-----|-------|

| | |
|----|--|
| 1. | Account for the evolution of arts organizations and arts management |
| 2. | Write strategic planning & mission Statements |
| 3. | Design organizational charts |
| 4. | Account for human resources management |
| 5. | Design art event programs and education programs |
| *6 | Commit strongly to self-assessment and self-directed learning in order to continually refine practices |

*Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

| TLAs | ILO No |
|---|--------|
| 1. Instructor introduces the evolution of arts organizations and arts management 2. Visit art organizations and interview art administrators | CILO 1 |
| 1. Instructor introduces examples of strategic planning and mission statement; 2. Write strategic planning & mission Statement | CILO 2 |
| 1. Analyze organizational chart of different organizations; 2. Design an organizational chart | CILO 3 |
| 1. Instructor introduces basic concepts of human resources management 2. Study cases related to this area | CILO 4 |
| 1. Instructor introduces art event programs and concept of audience development. 2. Students design a program and write curatorial statement | CILO 5 |
| Research and peer assessment | CILO 6 |

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

| Type of assessment tasks/activities | ILO No |
|--|--------|
| Case studies, visit, interview and class exercises | CILO 1 |
| Case studies and class exercises | CILO 2 |
| Case studies and class exercises | CILO 3 |
| Case studies and discussion | CILO 4 |
| Presentation and class discussion | CILO 5 |
| Research, presentation and class discussion | CILO 6 |

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: Nil
 Percentage of coursework, examination, etc.:
 100% Coursework

1. Contribution to class discussion 10%
2. Write a curatorial statement 30%
3. Class exercises 30%
4. Presentation of case studies 30%

Grading pattern: Standard (A+, A, A-...F)
 Grading is based on performance in assessment tasks / activities

A. Class Participation and exercises

Students' participation and performance in discussions, debates and other class activities and tutorials... Students have to show their pre-class preparation.

| Letter Grade | Grade Point | Grade Definitions | Description |
|---------------|-------------------|-------------------|---|
| A+ A A- | 4.3 4.0 3.7 | Excellent | <ul style="list-style-type: none"> - Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points - In-depth pre-class preparation and familiarity with peer reports and other materials - Interpret others' views with an open mind and ready to negotiate - Readiness to share personal insight via analysis and synthesis with informed views - Constructively critical, thus facilitating the discovery of new issues |
| B+ B B- | 3.3 3.0 2.7 | Good | <ul style="list-style-type: none"> - Active in-class participation, positive listening, ability to initiate class discussion and comment on other points - Adequate pre-class preparation and familiarity with peer reports and other materials - Interpret opinions effectively |
| C+ C C- | 2.3 2.0 1.7 | Adequate | <ul style="list-style-type: none"> - Attentive in in-class participation, listening with comprehension, but only infrequently contributing - Adequate pre-class preparation but little familiarity with peer reports and other materials - Fair ability in interpreting opinions |
| D | 1.0 | Marginal | <ul style="list-style-type: none"> - Unmotivated to participate in class discussion or comment on other people's views - Little pre-class preparation and familiarity with peer reports and other materials - Poor ability in interpreting opinions |
| F | 0.0 | Failure | <ul style="list-style-type: none"> - Unwilling to participate in class discussion and comment on other points, even when requested by |

| | | | |
|--|--|--|---|
| | | | <p>the teacher</p> <ul style="list-style-type: none"> - No pre-class preparation and familiarity with peer reports and other materials - Minimal ability in interpreting opinions |
|--|--|--|---|

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

B. Design a program

This assessment will grade on rationality, clarity and fluency of argument and comment.

| Letter Grade | Grade Point | Grade Definitions | Description |
|---------------|-------------------|-------------------|---|
| A+ A A- | 4.3 4.0 3.7 | Excellent | <ul style="list-style-type: none"> - Rich content, excellent ability to interpret and integrate various resources - Rigorous organization, coherent structure, systematic composition - Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature - Readiness to respond to peer opinion and other views initiated in class discussion - Discussion shed light on new dimensions of the issue |
| B+ B B- | 3.3 3.0 2.7 | Good | <ul style="list-style-type: none"> - Adequate content, sufficient ability to integrate various resources based on demand - Reasonable organization with balanced structure and composition - Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently - Sufficient responses to peer comments to sustain a discussion |
| C+ C C- | 2.3 2.0 1.7 | Adequate | <ul style="list-style-type: none"> - Adequate content, fair ability to integrate various resources based on demand - Fair organization with adequate structure and composition - Relevant points made to the subject matter in question - Ability to respond to other statements and engage in class discussion |
| D | 1.0 | Marginal | <ul style="list-style-type: none"> - Weak content, limited use of resources - Poor organization, structure and composition - Relevant points to the subject matter, marginal ability to interpret opinions - Ability to respond to other comments in simple terms |

| | | | |
|---|-----|---------|--|
| F | 0.0 | Failure | <ul style="list-style-type: none"> - Inadequate content, no/ irrelevant use of resources - No organization, structure or/and composition - Irrelevant points to the subject matter, no ability to interpret opinions - Fail to respond to other comments |
|---|-----|---------|--|

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

C. Presentation of case study

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes.

| Letter Grade | Grade Point | Grade Definitions | Description |
|---------------|-------------------|-------------------|--|
| A+ A A- | 4.3 4.0 3.7 | Excellent | <ul style="list-style-type: none"> - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter - Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize |
| B+ B B- | 3.3 3.0 2.7 | Good | <ul style="list-style-type: none"> - Adequate content with firm grasp of the material that informs the audience on a subject matter - Reasonable organization, balanced structure and composition - Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management |
| C+ C C- | 2.3 2.0 1.7 | Adequate | <ul style="list-style-type: none"> - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter - Fair organization, weak structure and composition - Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management |
| D | 1.0 | Marginal | <ul style="list-style-type: none"> - Weak content, loose grasp of the general ideas with some knowledge of the subject matter - Poor organization, structure and composition - Poor presentation skills: marginal pronunciation, expression and diction, poor time-management |
| F | 0.0 | Failure | <ul style="list-style-type: none"> - Inadequate content, fail to identify the general ideas with knowledge of the subject matter - No organization, structure or/and composition - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management |

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III

Keyword Syllabus:

Evolution of arts organizations and arts management, strategic planning & mission Statement, organizational design, staffing, the roles of curator, people management and leadership, art policy, art criticism, curatorial practices, audience development and organizing educational programs

Recommended Reading:

Essential Reading

Bynes, William J. *Management and the Arts*. Amsterdam, Boston : Focal Press, 2008.
Pick, John and Anderton, Malcolm. *Arts Administration*. London : E & FN Spon, 1995.
Henry, Jane. *Creative Management*. London: The Open University Business School, 2007.

Supplementary Reading

Cultural Policy

Harland, John and Kinder, Kay. *Crossing the Line: extending young people's access to cultural venues*. London : Calouste Gulbenkian Foundation, c1999.
Frost-Kumpf, Hilary Anne. *Cultural Districts: the Arts As a Strategy for Revitalizing Our Cities*. Americans for the Arts, c1998.
Seltzer, Kimberly. *The Creative Age – Knowledge and Skills for the new economy*. London : Demos, 1999.
Landry, Charles. *The Creative City: a toolkit for urban innovators*. London: Earthscan, 2008.
Cherbo, Joni and Rutgers, Maya. *The Public Life of the Arts in America*. University New Brunswick, N.J. : Rutgers University Press, c2000.
Matarasso Francois. *Use or Ornament?: The Social Impact of Participation in the Arts*. Stroud: Comeida 1997.

Planning

George Gawlinski and Lois Graessle. *Planning Together: the Art of Effective Teamwork*. London : Bedford Square Press, c1999.
Lawrie, Alan. *The complete guide to business and strategic planning for voluntary organisations*. London : Directory of Social Change, c2001.
Summerton, Janet. *Through the Maze: a do-it-yourself guide to Planning in the Arts*. Exeter: South West Arts, 1995.

Staffing

Pedler, Mike. *A Manager's Guide to Self development.*, London: McGraw-Hill, 2007.

Hillman, Grady. *Artists in the Community: training artists to work in alternative settings*. Washington, D.C. : Americans for the Arts : Institute for Community Development and the Arts, 1996.

Thornton, Christine. *Creative Equality – making Equal Opportunities work in the arts*. Cambridge: Eastern Arts Board, 1996.

Lawrde, Alan. *Developing Your Organization*. London: Directory of Social Change, 2000.

Law

Sharp, Nicholas. *Visual arts contracts: galleries dealers & agents*. Newcastle upon Tyne: AN Magazine, 1996.

Sharp, Nicholas. *Visual Arts Contracts: introduction*. Sunderland : AN Publications, 1995.

Audience Development

Rawlings-Jackson, Vanessa. *Paying attention: a guide to customer care in the arts*. London: Arts Council of England, 1995.

Morison, Bradley G. *Waiting in the wings: a larger audience for the arts and how to develop it*. New York: ACA Books, 1993.

Museum Studies

Macdonald, Sharon. *A companion to museum studies* [electronic resource]. Oxford : Blackwell, 2011.

Hein, George E., *Learning in the museum*. London ; New York : Routledge, 1998.

Christiane Paul. *New media in the white cube and beyond: curatorial models for digital art*. Berkeley : University of California Press, 2008.

Online Resources:

Nil