

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Museum Studies in China

Course Code: CAH5744

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

In mainland China, the earliest museum was opened in Shanghai in 1874. The last half century has been the golden age of Museum Studies in China, with lots of research articles, books and book chapters; and related undergraduate and postgraduate programs are also established in major Chinese universities. This course helps students to build academic knowledge in Museum Studies, including collections care and research, archives development, program development and evaluation, visitor engagement and education, marketing, ethnic issues, etc. Particular attention is paid to the development of the museum field in China. It leads students to become aware of the issues about managing cultural presentations to serve both academic and public interests, and the ultimate aim is to equip students with the professional knowledge, skills and values appropriate for the needs of a rapidly changing museum and related cultural sectors in Hong Kong and mainland China.

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. | Recognise the key concepts and methodologies of Museum Studies. | 20% | ✓ | ✓ | |
| 2. | Identify the purpose and display of museum activities, and the essential elements of museum management. | 20% | ✓ | ✓ | ✓ |
| 3. | Apply the branding and marketing measures adopted in museums. | 20% | | ✓ | ✓ |
| 4. | Analyse the historical, cultural, social and political roles of museums within their respective nations. | 20% | | ✓ | ✓ |
| 5. | Evaluate the museum activities in mainland China and the world. | 20% | ✓ | ✓ | ✓ |
| | | 100% | | | |

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 | |
| Reading | Students are expected to read recommended books, articles and websites related to the topic. | ✓ | ✓ | ✓ | | | |
| Lectures | Scheduled lectures to promote active and discovery learning. | ✓ | ✓ | ✓ | ✓ | | |
| In-class activities | Students will be engaged in in-class activities, e.g. class work, oral and written presentation (and related discussion, comment and debate). | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Presentation & Discussion | Presentation ensures that sufficient opportunities for teacher-learner's interaction and peer discussion are provided. All students will have their chance to act as presenter and discussant. 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. | | ✓ | ✓ | ✓ | ✓ | |

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% | | | | | | | | |
| In-class discussion Students should proactively participate in and contribute to all lectures, tutorials and related classroom activities. | ✓ | ✓ | ✓ | ✓ | | | 30% | |
| Presentation Students need to develop their own points and ideas academically. | | ✓ | | ✓ | | | 20% | |
| Final Report Students will submit in a written-form revision of the presentation after receiving comments from teacher and discussants. They are required to generate their own arguments originally, use academic sources properly and apply methods skilfully. The ideas should be arranged logically to support the argument. | | | ✓ | | ✓ | | 20% | |
| Term-end Quiz In the term-end quiz, students will be tested on topics and study material, and related theories taught and discussed in the course. | ✓ | ✓ | ✓ | ✓ | | | 30% | |
| Examination: <u>0</u> % (duration: _____, if applicable) | | | | | | | 100% | |

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|------------------------|---|---|---|---|---|
| 1. In-class discussion | Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively. | Strong evidence of: <ul style="list-style-type: none"> Active in-class participation, positive listening, able to stimulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. | Some evidence of: <ul style="list-style-type: none"> Active in-class participation, positive listening, able to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. | <ul style="list-style-type: none"> Marginally satisfies the basic requirements of the participation. | <ul style="list-style-type: none"> Fail to meet minimum requirements of participation |
| 2. Presentation | This assessment will grade on content and fluency of presentation as well as the organization and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth | Strong 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 | Some 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 | <ul style="list-style-type: none"> Loose organization, but acceptable identified content. Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; Simple and unilateral comments, without clear explanation; Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. | <ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct primary and secondary structure; Devoid of personal comment and/or unreasonable opinion; Overly soft voice, indistinct pronunciation and improper diction, seriously over time. |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-----------------|---|---|--|---|--|
| | or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments. | time-management. | time-management. | | |
| 3. Final Report | This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner. | <p>Strong evidence of:</p> <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; Creative, and insightful ideas Able to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic. Exact and fluent expression, good sense of context, able to use various research methods and writing skills to | <p>Some evidence of:</p> <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; Creative and insightful ideas Able to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic. Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. | <ul style="list-style-type: none"> Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; Loose organization; Able to express relevant points to the subject matter; References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; Sentence fluency and diction is acceptable. | <ul style="list-style-type: none"> Vague and devoid of content, weak ability to integrate limited resources; Loose organization, without distinct primary and secondary levels; Unsystematic ideas which cannot express the subject matter or relevant themes; Summary of references, no personal idea and/or unreasonable comment; Seriously insufficient/no reference; Although expression is not clear, part of the idea can be identified; over- use of existing quotations and relevant research. |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|------------------|--|--|---|--|--|
| | | make the paper convincing with proper diction. | | | |
| 4. Term-end quiz | The quiz will be given to assess students' knowledge and ability in describing, analyzing and reflecting on the subject. | <ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression | <ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression | <ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration | <ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration |

Not applicable to students admitted before Semester A 2022/23

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, Museum Studies, 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.)

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| 1. | Burcaw, Ellis G. <i>Introduction to Museum work</i> , 3 rd ed. Walnut Creek, Calif.: Altamira Press, c1997. |
| 2. | Genoways, Hugh H. & Ireland, Lynne M. <i>Museum Administration: An Introduction</i> . Walnut Creek, Calif.: Altamira Press, c2003. |
| 3. | Kavanagh, Gaynor (ed.) <i>Making Histories in Museum</i> . London; New York: Leicester University Press, 1996. |
| 4. | Li Xueqin 李學勤 & Lü Wenyu 呂文鬱, eds. <i>Ershi shiji zhongguo xueshu dadian- kaoguxue, bowuguan xue 20</i> (世紀中國學術大典—考古學, 博物館學). Fuzhou, China: Fujian jiaoyu chubanshe, 2007. |
| 5. | Lü Jimin 呂濟民 (ed.) <i>Zhongguo bowuguan zhi</i> (中國博物館志). Beijing: huaxia chubanshe, 1995. |
| 6. | Sandell, Richard & Robert R. J. (ed.) <i>Museum Management and Marketing</i> . London; New York: Routledge, 2007. |
| 7. | Wang Hongjun 王宏鈞. <i>Zhongguo bowuguan xue jichu</i> (中國博物館學基礎). Shanghai: Shanghai guji chubanshe, 2004. |

2.2 Additional Readings

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

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| 1. | Corsane, Gerard (ed.) <i>Heritage, Museums and Galleries: an Introductory Reader</i> . London; New York: Routledge, 2005. |
| 2. | Dean, David. <i>Museum Exhibition: Theory and Practice</i> . London; New York: Routledge, 1994. |
| 3. | Edensor, Tim. <i>National Identity, Popular Culture and Everyday Life</i> . Oxford; New York: Berg, 2002. |
| 4. | Falk, John Howard (ed.) <i>Identity and the Museum Visitor Experience</i> . Walnut Creek, Calif.: Left Coast Press, c2009. |
| 5. | Hooper-Greenhill, Eilean (ed.) <i>Museums and the Interpretation of Visual Culture</i> . London: Routledge, 2000. |
| 6. | Karp, Ivan et al. (eds.) <i>Museums and Communities: the Politics of Public Culture</i> . Washington: Smithsonian Institution Press, c1992. |
| 7. | Kavanagh, Gaynor (ed.) <i>Making Histories in Museum</i> . London; New York: Leicester University Press, 1996. |
| 8. | Li Xian Yao 黎先耀 & Luo Zhewen 羅哲文. <i>China's Museums</i> . Translated by Martha Avery. |

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| | Beijing: China Intercontinental, 2004. |
| 9. | Moore, Kevin. <i>Museums and Popular Culture</i> . London; New York: Leicester University Press, 1997. |
| 10. | Talboys, Graeme K. <i>Museum Educator's handbook</i> . Aldershot, Hampshire; Brookfield, Vt.: Gower, c2000. |