

# CAH5744: MUSEUM STUDIES IN CHINA

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Museum Studies in China

### Subject Code

CAH - Chinese and History

### Course Number

5744

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Chinese

### Medium of Assessment

Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognise the key concepts and methodologies of Museum Studies.	20	x	x	
2	Identify the purpose and display of museum activities, and the essential elements of museum management.	20	x	x	x
3	Apply the branding and marketing measures adopted in museums.	20		x	x
4	Analyse the historical, cultural, social and political roles of museums within their respective nations.	20		x	x
5	Evaluate the museum activities in mainland China and the world.	20	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Students are expected to read recommended books, articles and websites related to the topic.	1, 2, 3
2	Lectures	Scheduled lectures to promote active and discovery learning.	1, 2, 3, 4

3	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).	1, 2, 3, 4, 5	
4	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.	2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class discussion  Students should proactively participate in and contribute to all lectures, tutorials and related classroom activities.	1, 2, 3, 4	30	-	No
2	Presentation Students need to develop their own points and ideas academically.	2, 4	20	-	No

3	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.	3, 5	20	-	No
4	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.	1, 2, 3, 4	30	-	No

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

In-class discussion (for students admitted in Semester A 2024/25 &amp; thereafter)

**Criterion**

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.

**Excellent**

(A+, A, A-)

Strong evidence of:

- 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.

**Good**

(B+, B, B-)

Some evidence of:

- 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.

**Fair**

(C+, C, C-)

Limited evidence of:

- Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

### **Marginal**

(D)

- Marginally satisfies the basic requirements of the participation.

### **Failure**

(F)

- Fail to meet minimum requirements of participation
- 

## **Assessment Task**

Presentation (for students admitted in Semester A 2024/25 & thereafter)

### **Criterion**

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 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.

### **Excellent**

(A+, A, A-)

Strong evidence of:

- 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.

### **Good**

(B+, B, B-)

Some evidence of:

- 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.

### **Fair**

(C+, C, C-)

Limited evidence of:

- 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.

### **Marginal**

(D)

- 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.

### **Failure**

(F)

- 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**

Final Report (for students admitted in Semester A 2024/25 & thereafter)

### **Criterion**

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.

### **Excellent**

(A+, A, A-)

Strong evidence of:

- 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 make the paper convincing with proper diction.

### **Good**

(B+, B, B-)

Some evidence of:

- 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.

### **Fair**

(C+, C, C-)

Limited evidence of:

- 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.

### **Marginal**

(D)

- 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.

### **Failure**

(F)

- 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**

Term-end quiz (for students admitted in Semester A 2024/25 & thereafter)

### **Criterion**

The quiz will be given to assess students' knowledge and ability in describing, analyzing and reflecting on the subject.

### **Excellent**

(A+, A, A-)

- 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

### **Good**

(B+, B, B-)

- 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

### **Fair**

(C+, C, C-)

- Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history
- Understanding of concepts and key ideas and connections between them
- Innovative ideas with less convincing demonstration

### **Marginal**

(D)

- 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

### **Failure**

(F)

- 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
-

### Assessment Task

In-class discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

#### Criterion

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.

#### Excellent

(A+, A, A-)

Strong evidence of:

- 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.

#### Good

(B+, B)

Some evidence of:

- 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.

#### Marginal

(B-, C+, C)

- Marginally satisfies the basic requirements of the participation.

#### Failure

(F)

- Fail to meet minimum requirements of participation
- 

### Assessment Task

Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

#### Criterion

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 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.

#### Excellent

(A+, A, A-)

Strong evidence of:

- 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.

#### Good

(B+, B)

Some evidence of:

- 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.

### **Marginal**

(B-, C+, C)

- 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.

### **Failure**

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- 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;
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- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

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### **Assessment Task**

Final Report (for students admitted from Semester A 2022/23 to Summer Term 2024)

### **Criterion**

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.

### **Excellent**

(A+, A, A-)

Strong evidence of:

- 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 make the paper convincing with proper diction.

### **Good**

(B+, B)

Some evidence of:

- 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.
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### **Marginal**

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## Assessment Task

Term-end quiz (for students admitted from Semester A 2022/23 to Summer Term 2024)

### Criterion

The quiz will be given to assess students' knowledge and ability in describing, analyzing and reflecting on the subject.

### Excellent

(A+, A, A-)

- 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

### Good

(B+, B)

- 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

### Marginal

(B-, C+, C)

- 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

### Failure

(F)

- 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
- 

## Additional Information for AR

Not applicable to students admitted before Semester A 2022/23

## Part III Other Information

### Keyword Syllabus

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.

### Reading List

**Compulsory Readings**

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

**Additional Readings**

Title	
1	Corsane, Gerard (ed.) Heritage, Museums and Galleries: an Introductory Reader. London; New York: Routledge, 2005.
2	Dean, David. Museum Exhibition: Theory and Practice. London; New York: Routledge, 1994.
3	Edensor, Tim. National Identity, Popular Culture and Everyday Life. Oxford; New York: Berg, 2002.
4	Falk, John Howard (ed.) Identity and the Museum Visitor Experience. Walnut Creek, Calif.: Left Coast Press, c2009.
5	Hooper-Greenhill, Eilean (ed.) Museums and the Interpretation of Visual Culture. London: Routledge, 2000.
6	Karp, Ivan et al. (eds.) Museums and Communities: the Politics of Public Culture. Washington: Smithsonian Institution Press, c1992.
7	Kavanagh, Gaynor (ed.) Making Histories in Museum. London; New York: Leicester University Press, 1996.
8	Li Xianyao 黎先耀 & Luo Zhewen 羅哲文. China's Museums. Translated by Martha Avery. Beijing: China Intercontinental, 2004.
9	Moore, Kevin. Museums and Popular Culture. London; New York: Leicester University Press, 1997.
10	Talboys, Graeme K. Museum Educator's handbook. Aldershot, Hampshire; Brookfield, Vt.: Gower, c2000.