

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	Arts Management and Curatorship
Course Code:	SM5329
Course Duration:	One semester
Credit Units:	3
Level:	P5
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>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

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)

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

3. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lecture & outing	1. Students will engage in formal lectures to gain knowledge about the evolution of arts organizations and arts management 2. Students will visit art organizations and interview art administrators	✓					
Lecture & class exercise	1. Students will engage in formal lectures to gain knowledge about examples of strategic planning and mission statement; 2. Students will write strategic planning & mission Statement		✓				
Analysis report	Students will analyze organizational chart of different organizations;			✓			
Lecture & assignment	1. Students will engage in formal lectures to gain knowledge about art event programs and concept of audience development. 2. Students will design a program and write curatorial statement					✓	
Research and peer assessment	Research and peer assessment				✓		

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%							
visit, interview and class exercises	✓	✓	✓	✓		40%	
Case studies, Presentation and class discussion					✓	30%	
Research and final project					✓	30%	
Examination: 0% (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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation and exercises	This assessment task will base on students' participation and performance in discussions, debates and other class activities. Students have to show their pre-class preparation.	<ul style="list-style-type: none"> - Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other people's 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. 	<ul style="list-style-type: none"> - Active in-class participation, positive listening, ability to initiate class discussion and comment on other people's points. - Adequate pre-class preparation and familiarity with peer reports and other materials. - Interpret opinions effectively. 	<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. 	<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. 	<ul style="list-style-type: none"> - Unwilling to participate in class discussion and comment on other points, even when requested by the teacher. - No pre-class preparation and familiarity with peer reports and other materials. - Minimal ability in interpreting opinions.
2. Design a program	This assessment will grade on rationality, clarity and fluency of	<ul style="list-style-type: none"> - Rich content, excellent ability to interpret and 	<ul style="list-style-type: none"> - Adequate content, sufficient ability 	<ul style="list-style-type: none"> - Adequate content, fair ability to 	<ul style="list-style-type: none"> - Weak content, limited use of resources. 	<ul style="list-style-type: none"> - Inadequate content, no/

	argument and comment.	<p>integrate various resources.</p> <ul style="list-style-type: none"> – 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. 	<p>to integrate various resources based on demand.</p> <ul style="list-style-type: none"> – 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. 	<p>integrate various resources based on demand.</p> <ul style="list-style-type: none"> – Fair organization with adequate structure and composition. – Relevant points made to the subject matter in question. – Able to respond to other statements and engage in class discussion. 	<ul style="list-style-type: none"> – 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. 	<p>irrelevant use of resources.</p> <ul style="list-style-type: none"> – No organization, structure or/and composition. – Irrelevant points to the subject matter, no ability to interpret opinions. – Fail to respond to other comments.
3. 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.	<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 	<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: 	<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. 	<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 	<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,

		<p>systematic exposition with a strong sense of narrative.</p> <ul style="list-style-type: none"> - 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. 	<p>comprehensible pronunciation, fluent expression and diction, fair time-management.</p>	<ul style="list-style-type: none"> - Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management. 	<p>pronunciation, expression and diction, poor time-management.</p>	<p>expression and diction, minimal time-management.</p>
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class Participation and exercises	This assessment task will base on students' participation and performance in discussions, debates and other class activities and tutorials. Students have to show their pre-class preparation.	<ul style="list-style-type: none"> - Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other people's views. - 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. 	<ul style="list-style-type: none"> - Active in-class participation, positive listening, ability to initiate class discussion and comment on other people's views. - Adequate pre-class preparation and familiarity with peer reports and other materials. - Interpret opinions effectively. 	<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. 	<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.
2. Design a program	This assessment will grade on rationality, clarity and fluency of argument and comment.	<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. 	<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 	<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. - Able to respond to other statements and engage in class discussion. 	<ul style="list-style-type: none"> - Inadequate content, no/ irrelevant use of resources. - Poor organization, structure and composition. - Irrelevant points to the subject matter, no ability to interpret opinions. - Fail to respond to other comments.

		<ul style="list-style-type: none"> - Readiness to respond to peer opinion and other views initiated in class discussion - Discussion shed light on new dimensions of the issue. 	<p>opinions. independently.</p> <ul style="list-style-type: none"> - Sufficient responses to peer comments to sustain a discussion. 		
3. 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.	<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. 	<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. 	<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. 	<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.

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.)

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

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.	Bynes, William J. <i>Management and the Arts</i> . Routledge, 2022.
2.	Pick, John and Anderton, Malcolm. <i>Arts Administration</i> . London : E & FN Spon, 1995.
3.	Henry, Jane. <i>Creative Management</i> . London: The Open University Business School, 2007.

2.2 Additional Readings

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

	<u>Cultural Policy</u>
1.	Harland, John and Kinder, Kay. <i>Crossing the Line: extending young people's access to cultural venues</i> . London : Calouste Gulbenkian Foundation, c1999.
2.	Frost-Kumpf, Hilary Anne. <i>Cultural Districts: the Arts as a Strategy for Revitalizing Our Cities</i> . Americans for the Arts, c1998.
3.	Seltzer, Kimberly. <i>The Creative Age – Knowledge and Skills for the new economy</i> . London : Demos, 1999.
4.	Landry, Charles. <i>The Creative City: a toolkit for urban innovators</i> . London: Earthscan, 2000.
5.	Cherbo, Joni and Rutgers, Maya. <i>The Public Life of the Arts in America</i> . University New Brunswick, N.J. : Rutgers University Press, 2000.
6.	Matarasso Francois. <i>Use or Ornament?: The Social Impact of Participation in the Arts</i> . Stroud: Comeida 1997.
	<u>Planning</u>
7.	George Gawlinski and Lois Graessle. <i>Planning Together: The Art of Effective Teamwork</i> . Bedford Square Press, 1988.
8.	Lawrie, Alan. <i>The Complete Guide to Business and Strategic Planning for Voluntary Organisations</i> . 2nd ed., Directory of Social Change, 2001.
9.	Summerton, Janet. <i>Through the Maze: a do-it-yourself guide to Planning in the Arts</i> . Exeter: South West Arts, 1995.
	<u>Staffing</u>
10.	Pedler, Mike. <i>A Manager's Guide to Self-Development</i> . London: McGraw-Hill, 2007.

11.	Hillman, Grady. <i>Artists in the Community: training artists to work in alternative settings</i> . Washington, D.C. : Americans for the Arts : Institute for Community Development and the Arts, 1996.
12.	Thornton, Christine. <i>Creative Equality – making Equal Opportunities work in the arts</i> . Cambridge: Eastern Arts Board, 1996.
13.	Lawride, Alan. <i>Developing Your Organization</i> . London: Directory of Social Change, 2000.
	<u>Contracts</u>
14.	Sharp, Nicholas. <i>Visual arts contracts: galleries dealers & agents</i> . Newcastle upon Tyne: AN Magazine, 1996.
15.	Sharp, Nicholas. <i>Visual Arts Contracts: introduction</i> . Sunderland : AN Publications, 1995.
	<u>Audience Development</u>
16.	Rawlings-Jackson, Vanessa. <i>Paying attention: a guide to customer care in the arts</i> . London: Arts Council of England, 1995.
17.	Morison, Bradley G. <i>Waiting in the wings: a larger audience for the arts and how to develop it</i> . New York: ACA Books, 1993.
	<u>Museum Studies</u>
18.	Macdonald, Sharon. <i>A companion to museum studies</i> [electronic resource]. Oxford : Blackwell, 2011.
19.	Hein, George E., <i>Learning in the museum</i> . London ; New York : Routledge, 1998.
20.	Christiane Paul. <i>New media in the white cube and beyond: curatorial models for digital art</i> . Berkeley : University of California Press, 2008.