

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title: Introduction to Arts Administration

Course Code: SM5328

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

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

This course introduces the theories and operational practices of arts administration. It covers important components of the arts administration process, so as to help students to identify, describe, and apply specific concepts and methods. By the end of the semester, students should be able to conceive exhibition situations and promotion for arts projects, formulate procedures for implementing projects, and evaluate the success of exhibitions and projects.

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.	Identify the mechanism of the art institutions		✓		
2.	Articulate the brief history of Hong Kong art policy		✓		
3.	Apply knowledge acquired in programming, writing press release, marketing plan and sponsorship proposal			✓	
4.	Examine contracts		✓		
5.	Review and analyze different art censorship cases		✓		
6.^	Associate, combine and integrate knowledge from different disciplines (e.g. business, social science etc.) into course assignments				✓
		100%			

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

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	6	
Lecture & Outing	1. Instructor introduces definition of arts administration, roles and function of arts administrators 2. Visit art organizations and interview art administrators	✓						
Lecture & class exercise	Instructor introduces the present cultural phenomenon in Hong Kong and ask students to trace back what kind of cultural policy contribute to the present situation.		✓					
assignment	Visit artists' studios and interview artists, then curate an art program about these artists.			✓				
Class exercise	Instructor introduces the format of contracts and through class exercises to make the students understand the principle and the concepts of the contracts				✓			
Presentation & discussion	Students present art censorship cases and class discussion					✓		
Lectures and class discussion	Lectures and class discussion						✓	

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	6		
Continuous Assessment: 100%								
Case studies and class exercises	✓	✓					20%	
Presentation and class discussion			✓				25%	
Assignment and presentation, project review				✓	✓		25%	
Research, presentation and class discussion						✓	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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Case Studies, Class Exercise, Assignment	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis.	<ul style="list-style-type: none"> - Excellent grasp of research material, able to explain key concepts, assumptions and debates - Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative - Insightful interpretation of the subject matter with distinct themes and thesis - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize - Ability to approach a text or a theme using a variety of theories and analytical tools - Strong bibliography suggesting breadth and depth of coverage and informed insights 	<ul style="list-style-type: none"> - Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently - Organized bibliography which can be utilized in accordance with the topic 	<ul style="list-style-type: none"> - Comprehensive grasp of materials, able to explain key concepts - Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand - Relevant points to the subject matter, fair ability to interpret opinions - Unorganized bibliography which can be utilized in accordance with the topic 	<ul style="list-style-type: none"> - Loose grasp of materials, cannot explain key concepts - Poor organization and structure, weak content, limited use of resources - Relevant points to the subject matter, marginal ability to interpret opinions - Insufficient and/or unorganized bibliography 	<ul style="list-style-type: none"> - Poor grasp of materials - No organization and structure, inadequate content, no/irrelevant use of resources - Irrelevant points to the subject matter, minimal ability to interpret opinions - Irrelevant bibliography
2. Presentation	This assessment will grade on	<ul style="list-style-type: none"> - Rich, informative content, excellent 	<ul style="list-style-type: none"> - Adequate content with 	<ul style="list-style-type: none"> - Adequate content with 	<ul style="list-style-type: none"> - Weak content, loose grasp of the general 	<ul style="list-style-type: none"> - Inadequate content, fail to identify the

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	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.	<p>grasp of the material with in-depth and extensive knowledge of the subject matter</p> <ul style="list-style-type: none"> - 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 	<p>firm grasp of the material that informs the audience on a subject matter</p> <ul style="list-style-type: none"> - Reasonable organization, balanced structure and composition - Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management 	<p>comprehensive grasp of the material demonstrating basic knowledge of the subject matter</p> <ul style="list-style-type: none"> - Fair organization, weak structure and composition - Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management 	<p>ideas with some knowledge of the subject matter</p> <ul style="list-style-type: none"> - Poor organization, structure and composition - Poor presentation skills: marginal pronunciation, expression and diction, poor time-management 	<p>general ideas with knowledge of the subject matter</p> <ul style="list-style-type: none"> - No organization, structure or/and composition - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management
3. Class Discussion, Project Review	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 points - In-depth pre-class preparation and familiarity with peer reports and other materials - Interpret others' views with an open mind and 	<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 	<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 	<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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> 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"> – Interpret opinions effectively 	<ul style="list-style-type: none"> materials – Fair ability in interpreting opinions 		<ul style="list-style-type: none"> interpreting opinions
4. Research	Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis.	<ul style="list-style-type: none"> – Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks – Evaluative judgments about existing research and demonstrate application of strong critical thinking skills – Strong ability to 	<ul style="list-style-type: none"> – Firm grasp of materials, ability to explain key concepts and assumptions – Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is built on thorough knowledge of existing theoretical frameworks – Appropriate judgments about existing research and demonstrate 	<ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand – Design and conduct research which is built on knowledge of theoretical frameworks – Appropriate judgments about existing research – Weak ability to approach a text or a theme using a variety of theories and analytical 	<ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – Design and conduct research which is appropriate for the research objective – Marginal judgments about existing research – Poor ability to approach a text or a theme using a variety of theories and analytical tools 	<ul style="list-style-type: none"> – Poor grasp of materials – Inadequate content, without primary and secondary levels – Fail to design and conduct research which is appropriate for the research objective – Fail to make reasonable judgments about existing research – Fail to approach a text or a theme using a variety of theories and analytical tools

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>approach a text or a theme using a variety of theories and analytical tools</p> <ul style="list-style-type: none"> - Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process - Insightful suggestion of how the research findings may lead to future research 	<p>application of critical thinking skills</p> <ul style="list-style-type: none"> - Ability to approach a text or a theme using a variety of theories and analytical tools 	tools		

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

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.)

Programming, planning, organizational structure and strategy, budget planning, financial management, marketing, public relations, promotion, sponsorship, fundraising, art policy, art criticism, curatorial practices, audience development, work ethics

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.	Byrnes, William J. Management and the Arts. Boston : Elsevier Focal Press, 2014.
2.	Yeoman, Ian, et al. Festival and Events Management: an International Arts and Culture Perspective. Oxford: Elsevier Butterworth-Heinemann, 2004.
3.	Pick, John and Malcolm Anderton. Arts Administration. London: E & FN Spon, 1996.
4.	Fitzgibbon, Marian and Anne Kelly. From maestro to manager - critical issues in arts and culture management. Dublin : Oak Tree Press in association with the Graduate School of Business, University College Dublin, 1997.
5.	Besler, Liora ed. International handbook of research in arts education. The Netherlands : Springer, 2007.
6.	Hill, Liz, Catherine O'Sullivan and Terry O'Sullivan. Creative Arts Marketing. 2nd ed. Boston: Butterworth-Heinemann, 2003.
7.	Hong Kong Arts Development Council http://www.hkadc.org.hk/
8.	Home Affairs Bureau, Culture Division http://www.hab.gov.hk/
9.	West Kowloon Cultural District http://www.wkcda.hk/en/what_s_new/index.html
10.	National Endowment for the Arts http://arts.endow.gov/

2.2 Additional Readings

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

1.	Beyme, Klaus. On Political Culture, Cultural Policy, Art and Politics. Cham : Springer International Publishing : Imprint: Springer, 2014.
2.	Sharon Macdonald. A companion to museum studies. Chichester, West Sussex, U.K. : Wiley-Blackwell, 2011.
3.	Paul O'Neill & Mick Wilson (eds.) Curating research, London : Open Editions ; Amsterdam : De Appel, 2015.