CAH4536: ADVANCED MANAGEMENT FOR CULTURAL PROFESSIONALS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Advanced Management for Cultural Professionals

Subject Code

CAH - Chinese and History

Course Number

4536

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL4536 Advanced Management for Cultural Professionals

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with a clear understanding of the various aspects of the cultural sector and to develop their competencies required for cultural and heritage management on the basis of the broad knowledge of culture and heritage as well as the management and linguistic skills they have acquired from previous courses in the programme.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recite the relationship between the cultural sector and the cultural providers from the public, private, and independent sectors.	20	x	x	
2	Identify the cultural working environment in Hong Kong and major Chinese communities.	20	x	x	
3	Explain the current issues in cultural and heritage management, and the various aspects of the work of cultural professionals in cultural and heritage management.	20	x	x	x
4	Apply research methods and skills in cultural and heritage management.	20		x	x
5	Apply the generic management knowledge and skills in their work as cultural professionals.	20		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	Lectures & In-class activities	Student will be engaged with lecture and related in-class group activities (e.g. group discussion and debate, simple quizzes) to promote active and discovery learning.	1, 2, 3, 4, 5	
2	Reading	Students will develop an in-depth understanding of the concepts and topics discussed through reading scholarly books, articles and websites.	1, 2, 3	

3	Individual Paper	Students are required to submit an individual discussion paper, carrying out reflective writing on what they have learnt in class to consolidate and deepen their knowledge.	3, 4, 5	
4	Group Project & Project plan Presentation	Students are required to put into practice the theoretical knowledge learnt by designing, creating and managing a cultural activity.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Performance in in-class activities (e.g. group discussion and debate, simple quizzes)	1, 2, 3	20	
2	Individual Paper	3, 4, 5	30	
3	Group Project Plan Presentation	1, 2, 3, 4, 5	20	
4	Group Project	3, 4, 5	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Performance in in-class activities

Criterion

Evidence of
- active in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- sufficient pre-class preparation and familiarity with peer reports and other materials.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Individual Paper

Criterion

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.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Group Project Plan Presentation

Criterion

Evidence of
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Systematic and comprehensive project plan;
- rigorous organization, coherent structure, balanced composition;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Group Project

Criterion

Evidence of
- rich content, ability to integrate various resources into primary and secondary levels based on demand;
- rigorous organization, coherent structure, systematic composition;
- clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- sufficient and organized references which can be utilized in accordance with the topic.
- exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Part III Other Information

Keyword Syllabus

Cultural environment; cultural sector; cultural providers; cultural managers; cultural policy; art spaces (museums, galleries, theatres, etc); cultural resources management; project planning and event management (sourcing, budgeting, financial accounting and time management); marketing management and strategy; visitor management.

Reading List

Compulsory Readings

	Title
1	Greffe, Xavier. Managing our cultural heritage. Translated from the French by Latika Sahgal. New Delhi: Aryan Books International, 2001.
2	Kaiser Michael M. The Cycle: A Practical Approach to Managing Arts Organizations. Waltham: Brandeis University Press, 2013.
3	Lu, Tracey Lie Dan. The management of cultural heritage in Hong Kong. HK: The Chinese University of Hong Kong, 2003.
4	McManamon, Francis P. ed. Cultural resource management in contemporary society: perspectives on managing and presenting the past. London: Routledge, 2000.
5	Robertson, Iain. ed. Understanding international art markets and management. London; New York: Routledge, 2005.

Additional Readings

	Title
1	Byrnes, William J. Management and the arts, 4th ed. Amsterdam; Boston: Elsevier Focal Press, c2009. (NX765 .B87 2009)
2	Davis, Howard & Richard Scase. Managing creativity: the dynamics of work and organization. Buckingham: Open University Press, 2000. (HD53 .D38 2000)
3	Hopkins, Karen Brooks & Carolyn Stolper Friedman. Successful fundraising for arts and cultural organizations, 2nd ed. Westport, CT: Oryx Press, 1997. (NX765 .H67 1997)
4	McNulty, Tom. Art market research: a guide to methods and sources. Jefferson, N.C.: McFarland & Co., Publishers, c2006. (N5200 .M39 2006)
5	Russell, Lou. Managing projects: a practical guide for learning professionals. San Francisco: Pfeiffer, c2012. (HD69.P75 R873 2012)
6	Management skills: http://management.about.com/od/managementskills/Management_Skills.htm ; http://www.see.ed.ac.uk/~gerard/Management/ ; http://www.ee.ed.ac.uk/~gerard/Management/ ; http://www.managementhelp.org/fp_progs/mng_mod/mng_ldr.htm
7	Cultural management: http://www.ojs.unisa.edu.au/index.php/ARTMJ ; http://www.culturalmanagementservices.com/ ; http://www.pewtrusts.org/our_work_detail.aspx?id=34
8	Heritage management: http://www.unescobkk.org/index.php?id=470/ ; http://www.prospects.ac.uk/cms/ShowPage/Home_page/Explore_types_of_jobs/Types_of_Job/p!eipaL?state=showgrp&grpno=W5 ; http://www.historic.org.nz/publications/HM_guidelines.html