



Course and Examination Fact Sheet: Autumn Semester 2014

7,662: Organizing Museums in the Entrepreneurial City

ECTS credits: 6

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups) (70%)

Decentral - examination paper written at home (individually) (30%)

Attached courses

Timetable -- Language -- Lecturer

[7,662,1.00 Organizing Museums in the Entrepreneurial City](#) -- English -- [Steyaert Chris](#)

Course information

Course prerequisites

There are no formal prerequisites for this course.

Course content

Besides the university, the museum is one of the oldest forms to think about and effectuate the organization and representation of knowledge, its history of ideas and its repertoire of artifacts and objects. As no other, the museum is currently undergoing an enormous shift in how it performs its own functions, not in the least instigated by an entrepreneurial shift in urban governance and by a shift to an experience economy. With this transformation of urban governance into a mode of entrepreneurialism (Harvey, 1989), cities are heavily competing on the global catwalk to appear as the most creative or entrepreneurial. In particular, museums function as flagship projects to brand these images of a creative city. Ever since the Bilbao-effect, where a seemingly unknown city was able to put itself on the (touristic) map by attracting the star architect Frank O'Gehry to build a new Guggenheim museum, museums have become a prominent and privileged strategy in reshaping cities as attractive places for cultural and artistic consumption (Czarniawska, 2003). At an exhibition on the contemporary and upcoming prestigious museum-projects in the 21st Century organized by Art Centre Basel (2008) and shown at several cities world-wide, one could easily observe that governments have planned in the years to come considerable investments to build new museal architecture, and to renovate and/or expand existing infrastructure significantly. Therefore, the course "Organizing the museum in the Entrepreneurial City" has as learning goals, 1) understanding the changing positions and approaches of contemporary museums; 2) setting up and implementing a field study of a sample of important museums; and 3) constructing an exhibition experience (that exhibits the museum in the museum).

Course structure

After an introduction/preparation session, the course is organized in five parts and runs over 5 days (during the break), which consist of thematic discussions, museum-visits, guest speakers, preparatory exercises and project work. Part 1 consists of exploring themes as part of the transformation of contemporary museums and forming groups around a specific theme. Part 2 consists of field work and empirical research based on the themes and exemplary museums chosen. In Part 3, we develop empirical findings through literature research. Part 4 is for preparing and executing the exhibition of one theme, while Part 5 is setting up the exhibition and touring the guests. Notice that students will have to show their exhibition to a "real" audience they will have to invite. The learning process is finalized in a reflection session based on the students' learning papers.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen.



Course literature

There is a compendium with journal articles and book chapters. Indicative lecture:

Harvey, D. (1989). From managerialism to entrepreneurialism: The transformation in urban governance in late capitalism. *Geografiska Annaler. Series B. Human Geography*, 71(1), 3-17.

Hetherington, K. (2006). Museum. *Theory, Culture & Society*, 23(2-3), 597-603.

Hetherington, K. (2008). The time of the entrepreneurial city: Museum, heritage and kairos. In A. M. Cronin & K. Hetherington (Eds.), *Consuming the Entrepreneurial City: Image, Memory, Spectacle* (pp. 273-294). London: Routledge.

Lord, B. (2006). Foucault's museum: difference, representation, and genealogy. *Museum and Society*, 4(1), 1-14.

Message, K. (2006). The New Museum. *Theory, Culture & Society*, 23(2-3), 603-606.

Michels, C., Beyes, T. & Steyaert, C. (2014). Another new museum? Imagining the space of art in the creative city. *Scandinavian Journal of Public Administration*, 18(3).

Rectanus, M.W. (2011). Globalization: Incorporating the Museum. In S. Macdonald (Ed), *A companion to Museum Studies*. Chichester: Blackwell Publishing (pp. 381-397).

Van Aalst, I. & Boogaarts, I. (2002). From Museum to Mass Entertainment: The Evolution of the Role of Museums in Cities. *European Urban and Regional Studies*, 9(3), 195-209.

Additional course information

Students have to be fully available during the break week, and expect also assignments that need to be prepared for the next day.

Examination information

Examination part/s

1. Examination part (1/2)

Examination time and form

Decentral - Presentation (in groups) (70%)

Remark

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Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination part (2/2)

Examination time and form

Decentral - examination paper written at home (individually) (30%)



Remark

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Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2010), *Lern- und Arbeitsstrategien* (11. Aufl.). Aarau: Sauerländer).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. und VOGT H. (2008, *Juristisches Arbeiten: Eine Anleitung für Studierende* (4. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

Supplementary aids

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Examination languages

Question language: English

Answer language: English

Examination content

Group presentation: Based on choosing a theme as part of the transformation of the concept of contemporary museums, groups develop an exhibition part that can contribute to a collective exhibition. This exhibition (part) is supported by a short introductory text (for a programme booklet) and guidance material that they effectively apply to a group of visitors.

Individual learning paper: In individual (four-page) papers, students develop a series of reflection points related to the exhibition project of their own or other groups, supported by the literature.

Examination relevant literature

Harvey, D. (1989). From managerialism to entrepreneurialism: The transformation in urban governance in late capitalism. *Geografiska Annaler. Series B. Human Geography*, 71(1), 3-17.

Hetherington, K. (2006). Museum. *Theory, Culture & Society*, 23(2-3), 597-603.

Hetherington, K. (2008). The time of the entrepreneurial city: Museum, heritage and kairos. In A. M. Cronin & K. Hetherington (Eds.), *Consuming the Entrepreneurial City: Image, Memory, Spectacle* (pp. 273-294). London: Routledge.

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Urban and Regional Studies, 9(3), 195-209.

Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc.

When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 21 August 2014
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 13 October 2014
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 3 November 2014

Please look at the fact sheet once more after these deadlines have expired.