Questions? Contact your Faculty Graduate Dean’s Office (FGO).

**Governance Form C: Procedures**

<table>
<thead>
<tr>
<th>Course Change Proposal Type</th>
<th>Procedures</th>
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</thead>
</table>
| New Course                  | 1. Chair/Director sends proposal to FGO. Proposal must include:  
| Changing Weight of Existing Course* | a. Governance Form C  
|                               | b. Academic Activity (ROSI) Form, attached below (also available separately from the [SGS website](mailto:sgs@utoronto.ca)).  
|                               | 2. FGO accepts proposal (or refers back) and posts it on Graduate Curriculum Tracker (GCT).  
|                               | 3. School of Graduate Studies (SGS) reviews proposal.  
|                               | **4. Proposal goes to Faculty Council (FC) for final approval.**  
|                               | 5. FGO posts FC approval on GCT.  
|                               | 6. SGS updates ROSI as needed. |
| Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR) | 1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.  
| New Delivery Mode of Existing Course (e.g. eLearning) | 2. FGO accepts proposal (or refers back) and posts it on GCT.  
|                               | 3. SGS reviews proposal.  
|                               | **4. Proposal goes to FC for final approval.**  
|                               | 5. FGO posts FC approval on GCT. |

* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](mailto:sgs@utoronto.ca).

**Administrators:** Please delete the procedures and guidelines sections before the form is posted on the GCT.
Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

<table>
<thead>
<tr>
<th>X</th>
<th>New Course (ROSI Form also required)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Changing Weight of Existing Course (ROSI Form also required)</td>
</tr>
<tr>
<td></td>
<td>Changing Grading Scale of Existing Course</td>
</tr>
<tr>
<td></td>
<td>New Delivery Mode of Existing Course</td>
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</tbody>
</table>

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

Faculty of Information (iSchool)

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Master of Museum Studies (MMSt)

Course Title: [The full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student’s transcript]

Global Cultures and Museums

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

This course is an elective course which offers the theoretical and practical foundations for future research and professional practice in museums and cultural agencies with a global focus. While this course complements existing courses, such as Museums and Indigenous Communities (MSL 2360H), it provides a broader perspective on international museum practices and an innovative approach to the study of cultural institutions.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

This course examines museums and other cultural institutions – public memorials, UNESCO heritage sites or national parks – from a global perspective. The course looks at museums as participants within a global network of institutions, communities and practices informed by diverse histories – colonialism, post-colonialism, socialism, apartheid, etc. It explores, deconstructs and challenges both common global trends in museological culture and particularities of local and national practices. The course introduces students to contemporary and historical case studies from around the world including Eastern Europe, Asia and Africa, examined through interdisciplinary and international theoretical perspectives borrowing from anthropology, cultural studies, global studies, history, museum studies and memory studies.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

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<tr>
<th>M</th>
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<tr>
<td>X</td>
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</table>

| M | S | L | X | X | X | X | H |

There is no course designator as the course is still in its draft phase

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

| G | L | O | B | A | L | C | U | L | T | U | R | E | S | A | N | D | M | U | S | E | U | M | S |

A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:
[Please check]
X Yes

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<table>
<thead>
<tr>
<th>X</th>
<th>Regular</th>
<th>Modular</th>
<th>Continuous</th>
<th>Extended</th>
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</thead>
</table>

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

| X | NO | YES (please also submit a completed Governance Form A with revised Calendar entry) |

**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

*This course will involve 3 student contact hours per week.*

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<table>
<thead>
<tr>
<th>X</th>
<th>Letter Grades</th>
<th>CR/NCR</th>
</tr>
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</table>

**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.

**Enrolment Projection:** [Provide an estimate.]

*15-20 students*

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

*N/A*

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate “None” if there is no similarity or overlap.]

We have surveyed the SGS 2012-2013 Course Calendar and have concluded that there are several departments and programs at University of Toronto and within the Faculty of Information which could benefit from our proposed course. At the university level, we are currently communicating with CERES at the Munk School of Global Affairs, the Center for Jewish Studies, the Department of History, the Department of Sociology and the Department of Anthropology for collaborative possibilities (ex: cross-listing of course, development of future collaborative programs, etc.). Within the iSchool, we are in discussion with Profs. Leslie Shade, Brian Cantwell Smith and Lynne Howarth to cross-list the course with MI program. “Global Cultures and Museum” is of great interest to iSchool students enrolled in Culture and Technology (C&T) and CIS concentrations.

Our survey of the SGS Course Calendar shows that there are several current courses in the departments mentioned above which focus on globalization but such courses approach global practices from other perspectives: political economy, health and the environment. Global Cultures and Museums has a different focus – culture – and it is interested in exploring globalization through another set of issues and themes: cultural institutions, community, identity or heritage.
Resources Required: [Mark one.]

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<tbody>
<tr>
<td>X</td>
<td>All elements of the course will be met with existing resources</td>
</tr>
<tr>
<td></td>
<td>Additional resources will be required</td>
</tr>
<tr>
<td></td>
<td>[contact your Faculty Graduate Dean’s Office, and provide a brief description below]</td>
</tr>
</tbody>
</table>

- [Insert description of additional resources required]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

   September 9, 2013

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

   This proposal has been discussed with and met with full agreement by Faculty members teaching in the MMSt program. No substantial questions or concerns have been noted.

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

   • Prof. Chun Wei Choo

Date: [Date of form completion]

   • March 13, 2013

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

   • Faculty Council meeting, April 12, 2013

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

<table>
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<tr>
<th>For SGS use only</th>
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<tbody>
<tr>
<td>GPO</td>
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<tr>
<td>Comments</td>
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</tbody>
</table>
Naming and Identifying Courses: The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Course Format: The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, “graduate seminars” (generally defined in the policy referred to above) are viewed as distinct from seminar series, for which SGS has made specific guidelines available.

eLearning: All instructional interaction occurs without the student and instructor being in the same physical location, with the exception of final or interim assessment requiring attendance on campus no more than once per term. Instruction made be synchronous or asynchronous web-based learning technologies. Please review the Centre for Teaching Support and Innovation – Online Course Design Guidelines for full details.

Contact Hours: See the SGS policy for minimum contact hours required.

Evaluation Components, Percentage Value and Timing: The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

Effective Session Date: Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

Turnitin.com: Instructors wishing to use Turnitin, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

OISE Graduate Units: OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

Medicine Graduate Units: The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

All Graduate Units: Some proposal types require an SGS Academic Activity (ROSI) Form (attached). If required, please complete it and submit it with this completed form to your Faculty Graduate Dean’s Office.

References: SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines
SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  
Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  
Yes  No  
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

<table>
<thead>
<tr>
<th>Field</th>
<th>Activity 1</th>
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</thead>
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<tr>
<td>Level of Instruction</td>
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<td>Previous Acad. Activity Code (for renumbered or re-weighted courses)</td>
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<tr>
<td>Science Credit Y/N</td>
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</tbody>
</table>

Use this column for the half-course that is created when a full course is being split.

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

SGS Academic Activity (ROSI) Form – 2012-13 v1
MSL XXXXH: Global Cultures and Museums

Fall 2013

COURSE DESCRIPTION:

Museums are institutions in constant change and movement, informed by larger global processes as diverse as migration, consumerism and digitization of culture. At the same time, museums compete within a global and local market, seeking to represent and communicate with multiple communities. The challenges which contemporary museums face are also influenced by histories of colonialism, post-colonialism or socialism. To be relevant, museums must consider the global and multicultural contexts in which they function. Consequently, museum professionals require knowledge that incorporates all these aspects and this course will enable students to acquire a grounding relevant knowledge.

This course examines museums and other cultural institutions – public memorials, UNESCO heritage sites or national parks – from a global perspective. The course looks at museums as participants within a global network of institutions, communities and practices informed by diverse histories – colonialism, post-colonialism, socialism, apartheid, etc. It explores, deconstructs and challenges both common global trends in museological culture and particularities of local and national practices. The course introduces students to contemporary and historical case studies from around the world including Eastern Europe, Asia and Africa, examined through interdisciplinary and international theoretical perspectives borrowing from anthropology, cultural studies, global studies, history, museum studies and memory studies.

COURSE OBJECTIVES:

Through the skills of close reading, an engagement with each other, local and international institutions, and individual research projects, students in this course will:

- develop a critical understanding of current issues in museum studies with a global focus;
- acquire the skills to think and communicate critically about the central role of museums in a global society;
- gain knowledge of historical forces which have shaped the international museological scene;
- navigate the international museological landscape and gain exposure to the challenges of representation within multi-cultural and diasporic contexts;
- have awareness and applied understanding of various professional responsibilities within local and international cultural institutions;
- comprehend ethical issues facing museums, cultural institutions and professionals;
- improve their capacity for close readings of theoretical literature;
- hone their research skills, including written communication of research findings.
RELATIONSHIP OF COURSE OBJECTIVES TO MMST PROGRAM OUTCOMES:

Museums are global institutions and museum professionals must develop their practice within an international, interdisciplinary and intercultural context. The vision of the Master of Museum Studies (MMSt) program is “to inspire international leadership in Museum Studies through integrated research, teaching and professional practices.” Students completing this course will understand and have awareness of the fundamental concepts, practices and issues which define contemporary museology. Further, the mission of the MMSt is to “develop innovative museum professionals, capable of critical thinking”. Through course assignments (research paper and critical reading summaries), in-class activities and in-depth discussions of readings, students will be equipped to develop innovative solutions to future challenges in museum studies, to communicate effectively with other museum professionals and diverse communities, and to contribute to the museum profession’s evolving body of knowledge.

In this course we will actively engage with communities and cultural institutions in the Greater Toronto Area and share our understanding of the field with local, national and international partners. We will take class trips to relevant museums and cultural institutions in the GTA and will have the opportunity to meet and discuss with museum professionals. In class, students will explore case studies which touch on local and international topics and, where possible, learn from curator and educators from international institutions.

GRADE BREAKDOWN:

Critical reading summary/response (6 x 10% = 60%)
Students must bring to class a critical one-page summary that addresses an additional reading of their choosing relevant to the content of that week’s class. The summary should build connections between the chosen reading, the assigned readings, and the themes of the course, and form the basis for enriching class discussion. These responses will also develop close reading skills. Each student will submit 6 critical summaries throughout the semester.

Research paper (30%)
The research paper provides students an opportunity to explore theoretical approaches to museological practices in depth. Students may evaluate theory by applying it to one or more case studies; compare international case studies to produce or refine theoretical positions; seek out knowledge of non-Euro-American intellectual traditions that have been influential in museums of cultural institutions; or propose their own research strategy. By Week 5, students should select a topic and preliminary readings, have a working thesis, and set up an appointment to discuss their paper with, and receive guidance from, the instructor. Research papers should be approximately 5000 words in length, modeled after academic journal articles, and are due Week 12.

Class participation (10%)
This course is based on a close reading of theoretical texts and detailed case studies. In class, students must engage reflectively with the assigned readings and be able to make extensive connections between the topic of the class and
the respective texts and ideally, extracurricular events and case studies. Further, they must come prepared to discuss the reading summaries in relation to class content.

**COURSE STRUCTURE:**

The class meets for a three-hour seminar weekly. Students are expected to read closely and critically the assigned readings before class and arrive prepared to engage in critical, respectful and thoughtful discussion with their colleagues, instructor and guest speakers. In addition, students will bring an extra reading to class (see description of Critical reading summary assignment) to be discussed in relation to class content and readings.

Students are encouraged to visit museums, galleries and other sites of cultural display throughout the semester and to think how concepts and ideas discussed in class can be applied to deconstruct and understand these spaces. Students should bring their impressions to class and relate them to class discussions.

**GENERAL NOTES:**

**Grading:** Please consult the [iSchool’s Grade Interpretation Guidelines](#) and the University’s policy on [Graduate Grading and Evaluation Practices](#). These documents will form the basis for grading in the course.

**Writing Support:** As stated in the iSchool’s Grade Interpretation Guidelines, “work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects”. With this in mind, please make use of the writing support provided to graduate students by the [SGC Office of English Language and Writing Support](#). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the [Winter 2013 workshop schedule](#) for more information.

**Academic integrity:** Please consult the University’s site on [Academic Integrity](#). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.1.1.(d) of the University’s [Code of Behaviour on Academic Matters](#). You should acquaint yourself with the Code and Appendix “A” Section 2. Please review the material in [Cite it Right](#) and if you require further clarification, consult the site [How Not to Plagiarize](#).

**Accommodations for students with disabilities:** Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the [Accessibility Services Office](#) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Extensions:** Extensions are at the discretion of the instructor. Requests for extensions must be submitted to the instructor via email before the due date. Requests for extensions must be supported by appropriate documentation.
**Late submission of assignments:** If no extension has been granted, the late submission of an assignment carries a penalty of one grade point (e.g., from A to A-) for each week to a maximum of two weeks. After the two weeks, any passing assignment receives a B- or below grade.

**Schedule of readings:**

**Week 1:** Introduction to the course

**Week 2:** Globalization and culture


**Week 3:** Colonialism/imperialism


**Week 4:** Post-colonialism


**Week 5:** Post-socialism and post-communism


**Week 6:** Global and local communities


**Week 7: Migration and diasporas**


**Week 8: Nationalism**

Karoline Kaluza, “Reimagining the nation in museums: Poland’s old and new national museums” in Simon J. Knell et all (Eds.), National museums: New studies from around the world (New York: Routledge, 2011).

Emily Stokes-Rees, “Recounting history: Constructing a national narrative in the Hong Kong Museum of History” in Simon J. Knell et all (Eds.), National museums: New studies from around the world (New York: Routledge, 2011).

**Week 8: Heritage**

Barbara Bender “Introduction” and “Comments on Part II: Landscapes of Exile and Migration and Responses to Comments” in Barbara Bender and Margot Winer (Eds), Contested landscapes: movement, exile and place (Oxford, New York: Berg, 2001).


**Week 9: Tourism**


**Week 10: Site visit (possible: The Aga Khan Foundation)**

**Week 11: Site visit (possible: AGO – Ai Weiwei, According to what?)**

**Week 12: Wrap up & in class activities**