

Course Literature

CH113F, Museum Education I, First Cycle, 7.5 ECTS credits

Bollig, S., Honig, M.-S., Neumann, S., & Seele, C. (2015). Approaching the Complexities of Educational Realities. An Introduction. In S. Bollig, M.S. Honig, S. Neumann & C. Seele (Eds.), *MultiPluriTrans in Educational Ethnography. Approaching the Multimodality, Plurality and Translocality of Educational Realities* (pp. 9–34). Transcript. (26 pp.)

Carlgren, I., Ahlstrand, P., Björkholm, E., & Nyberg, G. (2015). The Meaning of Knowing What is to be Known. *Éducation & Didactique*, 9(1), 143–160. (18 pp.)

Carty, H. (2014). Democratising Cultural Institutions – A Challenge for Europe. A Challenge for Culture. In R. Henze & G. Wolfram (Eds.), *Exporting Culture* (pp. 63–76). Springer VS. (14 pp.)

Clavir, M., & Pearlstein, E. (2018). Museum Conservation. In *The International Encyclopedia of Anthropology* (pp. 1–9). John Wiley & Sons.
<https://doi.org/10.1002/9781118924396.wbiea1409> (9 pp.)

Cross, M. (2014). Transatlantic Cultural Diplomacy. In R. Henze & G. Wolfram (Eds.), *Exporting Culture* (pp. 13–24). Springer VS. (12 pp.)

Ferrarese, S. (2013). Cultural and Ethnic Diversity in School – Verbal and Nonverbal Interactions of Girls Playing Games. In A. Herbert & A. Kraus (Eds.), *Praxeology as a Challenge. Modelling the Tacit Dimensions of Pedagogy* (pp. 49–64). Waxmann. (16 pp.)

Franck, G. (2002). The Scientific Economy of Attention: A Novel Approach to the Collective Rationality of Science. *Scientometrics*, 55(1), 3–26.
<https://doi.org/10.1023/A:1016059402618> (24 pp.)

Friesen, N. (2017). The pedagogical relation past and present: experience, subjectivity and failure. *Journal of Curriculum Studies*, 49(6), 743–756. (14 pp.)

Gutfleisch, B., & Menzhausen, J. (1989). How a Kunstkamer Should be Formed: Gabriel Kaltemarck's Advice to Christian I of Saxony on the Formation of an Art Collection, 1587. *Journal of the History of Collections*, 1(1), 3–32. <https://doi.org/10.1093/jhc/1.1.3> (30 pp.)

Henze, R., & Wolfram, G. (Eds.). (2015). *Exporting Culture. Which Role for Europe in a Global World?* Springer VS. (15 pages of your own choice.)

Institutionen för ämnesdidaktik



- Hickey, A. (2016). The Pedagogies of Cultural Studies. A Short Account of the Current State of Cultural Studies. In A. Hickey (Ed.), *The Pedagogies of Cultural Studies* (pp. 3–23). Routledge. (21 pp.)
- Hirst, P.H. (1974). *Knowledge and the Curriculum* (pp. 84–98). Routledge & Kegan Paul. (15 pp.)
- Illeris, H. (2009). Visual Events and the Friendly Eye: Modes of Educating Vision in New Educational Settings in Danish Art Galleries. *Museum and Society*, 7(1), 16–31. (16 pp.)
- International Council of Museums (ICOM). (2017). *Statutes*. (2 pages of your own choice.)
- Knüsel, P. (2014). A Slippery Slope – State, the Arts and International Reconciliation. In R. Henze & G. Wolfram (Eds.), *Exporting Culture* (pp. 97–108). Springer VS. (12 pp.)
- Kraus, A. (2015). Applying the ‘Phenomenological Method’ to Qualitative Research in Educational Sciences. In K. Schultheis, A. Pfrang & P. Hiebl (Eds.), *Children’s Perspective on School, Teaching and Learning* (pp. 43–55). Lit Verlag. (13 pp.)
- Kraus, A. (2017). Corporeal Linkages between Ethics and Aesthetics as a Task of General Education (Didactics). *Culture, Biography & Lifelong Learning*, 3(3), 1–11. (11 pp.)
- Kraus, A. (2019). Transcultural Learning: Emphasizing and De-emphasizing Difference as a Pedagogical Task. In B. von Carlsburg (Ed.), *Transcultural Perspectives in Education* (pp. 137–145). Peter Lang. (9 pp.)
- Malraux, A. (1949). *Museum without Walls. The Psychology of Art* (pp. 13–33). Pantheon. (21 pp.)
- Mairesse, F. (2019). The Definition of the Museum: History and Issues. *Museum International*, 71(1–2), 152–159. (8 pp.)
- McShine, K. (1999). *The Museum as Muse: Artists Reflect*. The Museum of Modern Art, New York. (20 pages of your own choice.)
- O’Doherty, B. (1976). *Inside the White Cube. The Ideology of the Gallery Space*. Lapis Press. (15 pages of your own choice.)
- Richard, N. (1995). Cultural Peripheries: Latin America and Postmodernist De-centering. In J. Beverley, M. Aronna, & J. Oviedo (Eds.), *The Postmodernism Debate in Latin America* (pp. 217–222). Duke University Press. (6 pp.)
- Rodini, E. (2019). Museums and Politics: The Louvre, Paris. *Smarthistory*, June 1, 2019. (10 pages of your own choice.)



Rodríguez-Ortega, N. (2018). Canon, Value, and Cultural Heritage: New Processes of Assigning Value in the Postdigital Realm. *Multimodal Technologies and Interaction*, 2(25), 1–13. <https://doi.org/10.3390/mti2020025> (13 pp.)

Stojanović, D. (2017). Educational Turn in Art: Turning Art into the Production of a New Knowledge. *Zbornik Akademije Umetnosti*, 5, 56–64. <https://doi.org/10.5937/zbakum1705056s> (9 pp.)

Ter Keurs, P. (1999). Things of the Past? Museums and Ethnographic Objects. *Journal des Africanistes*, 69(1), 67–80. (14 pp.)

Trevelyan, R. (2013). The Legacy of Simone de Beauvoir on Modern French Visual Art. *Journal of International Women's Studies*, 14(4), 61–79. (19 pp.)

Wolfram, G. (2014). The Weak and the Strong Term 'European Arts Project' – Potential and Lack of Self-Consciousness within Cultural Structures on the Continent. In R. Henze & G. Wolfram (Eds.), *Exporting Culture* (pp. 97–108). Springer VS. (12 pp.)

(Approximately 420 pages in total.)