

3rd Cycle PhD in Museology

The PhD Program in Museology at the Lusophone University of Humanities and Technologies was authorized by Legal Dispatch 9288 / AE 2007 of 21 May - Director-General of Higher Education, conferring the PhD degree in the specialty of Museology to candidates who successfully complete all the curricular units that are part of the study plan and prepare and discuss for approval an innovative and specially written thesis on the theme of Museology. Update to Legal Dispatch program Nº. 10672/2012 & Diário da República, 2nd series – Nº. 152 - August 7, 2012

| PhD in Museology | | |
|--------------------------------------------|--------------|------|
| | Hours | Ects |
| 1st & 2nd Semester | | |
| 1-The Social Function of Museums | 25(S) | 10 |
| 2-In-depth Studies in Museology | 25(S) | 10 |
| 3-Museology and Contemporary Social Issues | 5(TC); 20(S) | 10 |
| 4-Cultural Policies and Museology | 5(TC); 20(S) | 10 |
| 5-Museology and Computation | 5(TC); 20(S) | 10 |
| 6-Museology and Education | 25(S) | 10 |
| 3rd & 4th Semester | | |
| 7-Research Methodologies in Museology | 20 (TP) | 10 |
| 8-Research Seminar in Museology | 10 (S) | 5 |
| Thesis | 30(OT) | 45 |
| 5th & 6th Semester | | |
| 9-Thesis 2nd & 3rd Year | 30(OT) | 60 |

(S) - Seminar; TC - theoretical/practical; (OT)- Tutorial

1-The Social Function of Museums

The objective of this curricular unit is to analyze the theoretical-methodological framework of Contemporary Museology. The main reflection and practice areas of Museology will be addressed: their relationship with the social contexts where the production conditions of the different museologic discourses are developed & their various intervention areas. The general context of the curricular unit will be presented & analyzed in detail. We will try to define the theoretical & practical context of the national & international Museology.

Memory and power: relationships of Museology with the memory contents; Memory as social cohesion element; Cultural patrimony and memory in museums; Museums: conflicts, memories and identity

Museum and Society: concepts and Interdisciplinary; The idea of museum; Ways of perceiving the Museum in the contemporary

Modernization of museal institutions: The cultural and patrimony institutions modernity; New forms of museal action; Innovative processes; The new and different functions of the modern museum

The place of the collections and patrimony in contemporary Museology

The present museum and the new Museology: Action and conscientization within a new paradigm; Cultural Identity and Democracy; Open and interactive system; Institutional looks and relationship with UNESCO: Santiago de Chile Declaration, Quebec Declaration, Oaxtepec Declaration, Caracas Declaration

The museum's social cooperativeness: The museum and its social surroundings; The museum's study object

2-In-depth Studies in Museology

The understanding of Heritage depends on the problematization of large socio-cultural categories such as the concepts of identity, diversity, biodiversity, and multiculturalism.

In this sense, new heritage approaches have been treated by museology: new cultural heritage, intangible heritage, social memory in its diachronic and synchronic perspectives, as well as problems involving memories and forgetfulness, power and resistance.

The philosophy and underlying values of museological institutions inserted in their historical-political context. The vocation of museums in the past: artistic, scientific, social and cultural aspects.

It is also intended with this UC a theorization, reflection and problematization of the great contemporary issues of social museology:

From the contemplative museum to the active museum

New formats & scopes of museums

Perspectives on the local development: equity & difference

A Museology of the development: the roots of the concept & their operationalization

Museums and their direct impact on local communities

Museum as generator of financial flows and qualified employment

Synthesis of the effective and potential action of museums as development tools.

3-Museology and Contemporary Social Issues

The objective is to understand the construction of cultural heritage based on a theoretical and social approach that we understand today as belonging to sociology of culture, and to analyze heritage in the contexts of Museology. To treat the question of heritage diversity, cultural hybridism, material heritage, questions related to social memory, forgetfulness, power, historical and social traumas, reorganizing old certainties of the past and questioning the contemporary uses of heritage, local and global identities.

1. Notions of culture, social memory, heritage and identity in the social contemporary thought;
2. Memories, identities, and power
3. Notions of heritage and identity in the contemporary museologic context;
4. Processes of musealization: history, examples, experience;
5. Implications of heritage diversity and the new processes of musealization: museologic, eco-museological, socio-museologic, experiences, and the different scenarios (nation and international);
6. The preservation of heritage as political action;
7. Preserved heritage and its relations with citizenship

4-Cultural Policies and Museology

With this CU, we pretend to promote the reflection about public policies in the sector of culture and its incidence on the museologic and heritage sector. We shall analyze critically the great contemporary questions that interfere in the contemporary construction of Museology. To do this we shall evaluate the role and place of migrations, local and cross-border identities, multiculturalism and hybridism in the processes of collective gatherings of heritage goods in the logic of the Nation state.

Course contents

The Portuguese and European Models of Cultural Public Policy (CPP)

2. The Place of Museology and Heritage in the CPPs
3. The notions of Memory and Identity in the context of Museology inserted in the CPPs;
4. The notions of Culture as a vehicle for integrated development;
5. Different models of development and their implications in Museology;
6. What potential of development do Museums promote, especially in their new formats and geographical areas (the national museum, the local museum, network museums)? How can museums take and play a developmental role?
7. Documents produced by UNESCO (ICOM / ICOMOS);
8. Transformation of the guiding principles in the scientific field of Museology and Cultural Heritage.

5-Museology and Computation

The relationship between museology and computing have come to occupy an increasingly important role especially in the field of expography. This course aims to reflect on this relationship, seeking to clarify their limits and articulations. The responsibilities of the Museum as a user of new technologies and their role as a factor of development of new technologies. New technologies like "fashion" versus communication resource.

The UC is linked to the LEME offered allowing students a direct relationship with the projects developed there.

Students can choose between two possibilities:

Develop a theoretical approach relating the new technologies of information and communication with the challenges of Museology;

6-Museology and Education

To reflect about the role if educative action in the relation established among the heritages, museums and society, in view to the construction of knowledge in the areas of Museology and Pedagogy.

To discuss about the pedagogic dimension of museum in the strategies and methodologies used in different museologic contexts.

To analyze aspects related to the museum management and their interface with cultural and educational action.

To study proposals based in theoretical referents and the experiences presented by the various subjects.

1. The relation between Museology & education; analysis of contexts

The history of the concepts & their relation with the field of Museology & pedagogy

Museum, cultural policies & heritage education

2. Museologic action as educative & communicative action

Conceptual & philosophical based

Cultural heritage as reference for the educational process & for the production of knowledge

The educative action in the relation museum-society

Theoretical-methodological aspects on the cultural & educative action of the museums

3. Museum, education & heritage; contemporary challenges
 Museal strategies & heritage as a contribution for the quality of life
 Social actors & the construction of communities of learning: the role of Museology
 Museologic action & the creation of networks of interaction
4. Museologic planning & Management as educational practice.
 Plan of action & political-pedagogical museum projects: theoretical/practical aspects
 To share information & experiences, discussion & analysis of proposals & projects.

7-Research Methodology in Museology

- To present the main stages of scientific research in Museology;
 To analyze the theoretical-methodological Framework of Contemporary Museology;
 To problematize relevant distinctions between concepts & categories as tools of scientific research;
 To clarify the role played theory, methodologies & research technique in the Museology field;
 To hold recurrent discussions of the research experience, especially in the field of museums.
- I. Research in Museology
 1. The disciplinary statute of Museology and the place of research: the different perspectives of research applied to Museology
 2. Research in Museology in international and national context: balance and perspectives of knowledge production in Museology
 - II. Research in Social Sciences: Theoretical-methodological issues and the research process
 1. The Dynamics of the construction of knowledge in Social Sciences: a debate on the research strategies
 2. Research strategies and research designs in Museology
 3. Research methods and main techniques in Social Sciences – a reflective revision in order to design and apply to research in Museology by focusing on the research qualitative methodologies.
 4. The museologic collections as research object: methods and procedures

8- Research Seminar in Museology

Research Seminar introduces students to the process of academic research and allow them a moment of reflection and sharing of the research undertaken through a presentation and debate of each thesis project.

Since this is a time of sharing and presentation of the research conducted for thesis and dissertations, the curriculum of this course is dependent on each student research route. In this sense, the choice of content and materials to be presented is made with each supervisor. Research Seminar support the students to conducted literature review relevant to each research topic, to deal with ethical approaches and present the research proposal orally in seminar. Students must develop a timeline for the proposed research and elaborate a Gantt and a Pert charts.

9-Thesis 2nd and 3rd Year

The thesis should guarantee the respect for the objectives being treated in the Dublin Descriptors* in relation to 3rd cycle - doctorate

Qualifications that signify completion of the third cycle (PhD) are awarded to students who:

Knowledge and understanding:

Have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;

Applying knowledge and understanding:

Have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;

Making judgements:

Are capable of critical analysis, evaluation and synthesis of new and complex ideas;

Communication

Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;

Learning skills

Can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society

Research lines

According with the chosen theme to develop their research, the students have the option to choose the following lines of research:

Sociomuseology, Heritage and Cultural Development

Sociomuseology, Human Rights and Globalization

Museology and Education

Museology and Computing

Museums and Service Sciences

Museums, Territory, Architecture and Design

The research lines are duly described and were defined according to the syllabi and they are coordinated by duly qualified lecturers. In justified situations and whenever the coordination quality is guaranteed, new lines may be created..

*Bologna Working Group. (2005) *A Framework for Qualifications of the European Higher Education Area*. Bologna Working Group Report on Qualifications Frameworks (Copenhagen, Danish Ministry of Science, Technology and Innovation). [Download](#)