

ARTH 406

THE CULTURES OF COLLECTING



Honoré Daumier, *The connoisseur*, c.1864, crayon and gouache
(New York: Metropolitan Museum of Art)

ART HISTORY
SCHOOL OF ART HISTORY, CLASSICS AND RELIGIOUS STUDIES
VICTORIA UNIVERSITY OF WELLINGTON
2008

ARTH 406

THE CULTURES OF COLLECTING

COURSE OUTLINE

Course co-ordinator:	Roger Blackley, OK 308, phone 463 5802
Time:	Fridays, 11-1 pm, or as scheduled
Place:	OK 319, unless otherwise advertised
Information:	Any additional information will be posted on the Art History noticeboard adjacent to Pippa Wisheart's office, OK 305.

ARTH 406 explores the history of collecting – private and institutional – from antiquity to the present. The course encourages a critical reading of texts dealing with collecting and collections, crossing disciplinary boundaries to incorporate historical, psychological, anthropological and literary perspectives. Students compile case studies on individual collectors and collections and address theoretical issues raised by the phenomenon of collecting.

400-level studies are shaped by you, the students. There are no formal lectures, although specialists from within and outside VUW will participate in some of the seminar programme. The format comprises discussion leading from set readings for each session; ideally you will have followed your own path of additional reading and be able to contribute to these discussions from your particular field of interest.

The first assignment is an exhibition review, asking you to consider aspects of the display and interpretation in relation to the collecting themes we consider in the early seminars (worth 15%). The topic for the research essay – your main written contribution – should develop from your own interests and individual reading for the course. The essay can be chosen from the topic areas suggested within the outline, or it can be on a topic of your choice. The essay (worth 35%) is developed through the course, with specific deadlines for a proposal (worth 10%) and subsequent seminar presentation (also worth 10%). The remaining assessment is comprised by the examination (30%).

In line with Art History's teaching objectives, ARTH 406 will:

- encourage you to apply your skills of analysis to a critical examination of the phenomenon of collecting, from a range of perspectives
- develop your capacity for independent study and learning
- encourage you to think and write critically
- ensure you exploit the full range of available library resources in addition to available primary research resources
- refine your skills in seminar presentation and oral debate
- prepare you for further post-graduate research
- introduce you to the standards required of scholarly articles and papers and the application of your skills in research and writing

Workload:

The University recommends that in order to maintain satisfactory progress approximately 12 hours per week, inclusive of seminar sessions, be given to a 30-point 400-level course spread over one year. Please ensure that you can set aside at least this amount of time throughout the course – it is not worth taking on a greater workload than you can manage.

Mandatory course requirements:

You will have met the mandatory course requirements for ARTH 406 with satisfactory seminar attendance (no fewer than **10** out of the **13** discussion sessions, and at least **1** of the student seminar sessions and **1** of the field trips) and by completing all required assignments. All requirements must be met by **10 October 2008**, unless alternative arrangements have been made.

You must also sit a final 3-hour examination, at a time yet to be advised by the university, in the examination period, 13 October to 9 November 2008.

SEMINAR PROGRAMME

All set readings are reprinted in the ARTH 406 Course Handbook. Please purchase your copy from Student Notes: volume I, \$13.02; volume II, \$14.89.

7 March

1 **Introductory meeting: 'Noah was the first collector'**

14 March

2 **Theorising collecting**

28 March

3 **The academic pursuit of collecting**

4 April

4 **The psychology of collecting**

There is no class on 11 April.

Exhibition review due Thursday 10 April.

14--27 April

MID-TRIMESTER BREAK

2 May

5 **Collecting in the ancient world**

9 May

6 **Curiosity cabinets**

16 May

7 **The emergence of the public art museum**

23 May

8 **Between science and art**

30 May

9 **Destruction, theft and the rise of 'heritage'**

Note: **Essay proposal due Friday 30 May**

2 June—6 July **MID-YEAR BREAK**

11 July

10 **Cultural property and ownership**

18 July

In Tutankhamen's tomb

We visit the storerooms of Te Papa, considering a range of artefacts in the light of our earlier discussions.

25 July

Seminar presentations (I)

1 August

11 Body-snatching

8 August

12 Taonga tuku iho: Collecting in the Maori world

15 August

No class

18--31 August **MID-TRIMESTER BREAK**

5 September – 12 September – 19 September – 26 September
no classes (essay writing a priority)

Note: Research essay due Friday 26 September

3 October

13 The futures of collecting

ASSESSMENT

ARTH 406 is assessed by means of:

- one exhibition review** (worth 15%) due Thursday 10 April
- one essay proposal** (10%), due Friday 30 May
- one seminar presentation** (10%) during July
- one research essay** (35%) due Friday 26 September
- three-hour final examination** (30%), to be set by VUW Registry

All work must be submitted by 10 October 2008.

Extensions will be granted only in exceptional circumstances.

The assessment is designed to develop your research skills as well as your skills in writing and verbal presentation. While you are expected to make a contribution to all the seminar sessions and will take responsibility for introducing one of the main readings, your own presentation will build confidence in your presentation skills as well as introduce fellow students to a range of in-depth insights into aspects of collections and collecting. By leading the discussion following your presentation, you will be developing your skills in group discussion and enabling fellow students to assist the development of your research. Your research essay, for which the proposal and seminar presentation are milestones, shapes the personal perspective you bring to the group.

The assessment relates closely to Art History's teaching objectives. Specifically, the exhibition review encourages critical analysis of how collecting is characterised in theoretical texts as well in an actual exhibition context, and the research essay applies and extends your skills of critical analysis and capacity for independent study, encouraging you to exploit library and other resources and equipping you for further post-graduate research.

In all written work, please pay attention to setting out, correct spelling and grammar. Refer to the departmental handbook, *Researching and writing art history essays*, for guidance. Typed copy is essential. Use one side of the paper only, leaving a generous margin on the left-hand side.

Plagiarism is a form of cheating which undermines academic integrity.

Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means *anything* that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

ESSAY

You are required to submit a **4500-word research essay** (due Friday 26 September) as partial requirement for this course (35% of the total grade). The **essay proposal** (due Friday 30 May) is worth 10% and your **seminar presentation** on the topic and its potential (to be scheduled in July) is worth a further 10%. This means that the research essay and its development represents 55% of the overall assessment.

The topic is open and should relate to your own interests, particularly as they develop in relation to your reading for the course. You should discuss your choice of topic with Roger Blackley, who may have suggestions for further reading. Note that your chosen topic must be distinct from the work you produce for other papers.

Ensure that your chosen topic allows you to develop an argument, and that you have located the resources you need to sustain it. The essay should be carefully planned, with care taken to ensure that your argument is clear to the reader.

Essays should be typed on one side of the paper only, leaving a left-hand margin for comments. Do not use single spacing.

Essay proposals should be around 1000 words and will include a working bibliography, annotated to signal the usefulness of key sources. This material can be adapted for your seminar handout.

Seminar presentations should be timed for 15 minutes (including relevant visual materials) and supported by a handout listing main points and sources. There will be a period of discussion allotted to each presentation. You need to hand in a typescript of the presentation for assessment purposes.

Assessment will be based on your ability to:

- identify the (historical, theoretical and practical) requirements of, and possibilities inherent in your argument
- formulate and develop a coherent argument
- accurately present an appropriate range of evidence
- demonstrate originality and independence of thought
- display a fluent style and accuracy in spelling and punctuation

EXAMINATION

The exam will relate to the entire year's course. Keeping abreast of the readings and contributing to the discussion are the most effective preparation for the exam. Exam question areas will be discussed at the end of the course, enabling you to focus your additional reading on relevant areas.

General Information

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Taping of Lectures

All students in the School of Art History, Classics and Religious Studies are welcome to use their own audio-tapes to record lectures. If you want to do this, please see your lecturer, tutor or the relevant programme administrator and complete a disclaimer form, which advises of copyright and other relevant issues.

Class Representatives

Class representatives are elected early in the course. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Art History noticeboard and on Blackboard.

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The Art History Disability Liaison Person is Pippa Wisheart telephone 463 5800, email art-history@vuw.ac.nz.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of under graduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.