

MHST 518
RESEARCH ESSAY
COURSE OUTLINE



Oamaru Harbour Board office, Oamaru 1877 Photo: Gavin Mclean

Museum & Heritage Studies programme
School of Art History, Classics & Religious Studies
Victoria University of Wellington

2008

Course Coordinator

Dr Conal McCarthy
Rm OK 303
Museum & Heritage Studies
Ground floor Old Kirk
Tel: 463 7470
conal.mccarthy@vuw.ac.nz

Museum & Heritage Studies office and coordinator:
Rm OK 306, tel: Tel: 463 5928

Full year course trimester 1 & 2
30pts
1 + 2/3 CRN tba

Communication of additional information

Any additional information will be posted in the postgraduate room (OK 302), sent via email.

Supervision:

Students are expected to work independently on their research and writing and see the course coordinator weekly or by arrangement for supervision and feedback as required.

Content and objectives:

This course aims to develop and extend research and writing skills. It is a 1:1 directed study of a particular topic within the field of museum and heritage studies leading to a substantial 10,000 word essay based on the student's own research. Students are expected to identify a topic, develop a research question in relation to a body of literature, and investigate it using appropriate theoretical frameworks and methodologies. Their findings should be presented in the form of written prose according to current academic conventions and in line with the style required.

The following topics have been the subject of research by students for essays and theses: Cultural and natural heritage, museum history and theory, museum and heritage policy, management and practice, art and visual culture, culture and identity, public history, education and interpretation, Māori heritage, Pacific heritage, exhibitions and collections, audience and visitor research, design and display, heritage buildings, sites, monuments, and landscapes etc.

Assessment

The course will be assessed on the basis of a 10,000 essay delivered on Oct 12.

Milestones:**Proposal (due end April)**

After a period of reading and discussion with the academic supervisor, the student is expected to complete a proposal for a research essay on a particular topic related to museum and heritage history, theory or practice and its application in the field in New Zealand today. This should contain an overview of the topic, objectives, the research

question, methodology, basic literature review and timeline for completion of the essay.

Literature review (due beginning June)

Once the student has completed reading the relevant secondary sources they should complete a review of approx 3-4,000 words which gives a progressive survey of the literature in the field of museum and heritage studies related to this topic, ending with an idea of the particular problem they are analysing and the theories, methods and analytical framework they will use to conduct the research.

Final essay (due Oct 12)

The essay should be presented soft bound and presented according to the appropriate academic conventions and style. It will be assessed by an internal examiner along with an external examiner who is person with the appropriate academic and professional skills. The student will be presented with a moderated letter grade and report.

Workload:

It is expected that this course will require approximately 300 hours work for the whole year.

Relationship of assessment to course objectives:

The completed essay is expected to demonstrate evidence of advanced research and writing skills in the field of Museum & Heritage Studies.

A note on referencing styles

Strict adherence to a particular style is a very important part of academic writing that students are expected to master during the course of the year. It is expected that writing will be presented in Times New Roman font sized at 12 pt one and spaced at one a half. Text should be justified left and ragged on the right margin. Block quotes of more than 3 lines should be offset and single space. All essays should correspond to the Chicago style. If you prefer to use footnotes, use Chicago A. If you prefer in-text references, use Chicago B.

Please consult the online examples for references in footnotes, citations and bibliography under reference guides/online reference collection on the library website:

<http://www.chicagomanualofstyle.org/home.html>

For all other queries, consult the style guide in the reference section of the central library: *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.

Sample references:

Book

Chicago A

Footnote:

Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Subsequent footnotes:

Doniger, 1999, 76.

NB Ibid may be used only if the citation is exactly the same in every respect.

Bibliography:

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Chicago B

In text reference:

(Doniger 1999, 65)

References:

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

Journal article:

Chicago A

Footnote:

John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

Bibliography:

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Chicago B

In text reference:

(Smith 1998, 639)

References:

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

For help with writing

Please attend the very useful workshops run by the library, PGSA and Student Learning Support on aspects of research skills and writing. Do not hesitate to consult one of the advisors at SLS about your essays:

http://www.victoria.ac.nz/st_services/slss/index.aspx

Consult the study hub for resources and tips:

http://www.victoria.ac.nz/st_services/slss/studyhub.aspx

Penalties

Students must submit the essay on time and according to the requirements. The essay will be externally moderated.

Mandatory course requirements

The student must make a reasonable attempt to research, write and submit a satisfactory essay.

General university statutes and policies

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 hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

References:

- Anderson, G. (Ed.). (2004). *Reinventing the museum: Historical and contemporary perspectives on the paradigm shift*. Walnut Creek, California: Altamira Press.
- Aplin, G. (2002). *Heritage: Identification, conservation, and management*. Melbourne: Oxford University Press.
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- Carbonell, B. M. (Ed.). (2004). *Museum studies: An anthology of contexts*. Malden, MA: Blackwell Pub.
- Carman, John, and M.L.S. Sorenson, (Eds.). (2008). *Heritage studies*. London New York: Routledge.
- Corsane, G. (Ed.) (2005). *Heritage, museums and galleries: An introductory reader*. New York and London: Routledge.
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- Healy, C., & Witcomb, A. (Eds.). (2006). *South Pacific museums: Experiments in culture*. Melbourne: Monash University ePress.
- Howard, Peter, Papayannis, Thymio (Eds). (2008). *Natural heritage: At the interface of nature and culture*. London and New York: routledge.
- Fairclough, Graham, Rodney Harrison, John Scofield, and John Jameson, (Eds). (2007). *The heritage reader*. London New York: Routledge.
- Karp, I., & Lavine, S. (Eds.). (1991). *Exhibiting cultures: the poetics and politics of museum display*. Washington: Smithsonian Institution Press.
- Karp, I., Kreamer, C. M., & Lavine, S. (Eds.). (1992). *Museums and communities: the politics of public culture*. Washington: Smithsonian Institution Press.
- Karp, I., Kratz, C. A., & Szwaja, L. (Eds.). (2006). *Museum Frictions: Public Cultures/Global Transformations* Durham, North Carolina: Duke University Press.
- Knell, S. J., MacLeod, S., & Watson, S. (Eds.). (2007). *Museum revolutions: How museums change and are changed*. London; New York: Routledge.
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- Macdonald, S. (Ed.). (2006). *A companion to museum studies*. Oxford: Blackwell.
- Macdonald, S. (Ed.). (1998). *The politics of display: Museums, science, culture*. London & New York: Routledge.
- Macdonald, S., & Fyfe, G. (eds) (1996). *Theorizing museums: Representing identity and diversity in a changing world*. Cambridge, Mass.: Blackwell.
- McClellan, A. (Ed.). (2003). *Art and its publics: Museum studies at the end of the millennium*. Oxford & Malden, MA: Blackwell.
- Preziosi, D., & Farrago, Claire (Ed.). (2004). *Grasping the world: The idea of the museum*. Aldershot: Ashgate.
- Rogoff, I., & Sherman, Daniel J. (Eds.). (1994). *Museum culture: Histories, discourses, spectacles*. Minneapolis: University of Minnesota Press.
- Smith, L. (Ed.). (2007). *Cultural heritage: Critical concepts in media and cultural studies* (Vol. 1 history and concepts). London New York: Routledge.
- Smith, L. (Ed.). (2007). *Cultural heritage: Critical concepts in media and cultural studies* (Vol. 2 Critical concepts in heritage). London New York: Routledge.
- Smith, L. (Ed.). (2007). *Cultural heritage: Critical concepts in media and cultural studies* (Vol. 3 Heritage as an industry). London New York: Routledge.
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- Trapeznik, A. (Ed.). (2000). *Common ground? Heritage and public places in New Zealand*. Dunedin: University of Otago Press.
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