

MHST 516

MAKING MEANINGS: MUSEUMS, HERITAGE AND LEISURE EXPERIENCE

COURSE OUTLINE



Museum & Heritage Studies programme

**School of Art History, Classics & Religious Studies
Victoria University of Wellington**

2009

COURSE ORGANISATION

Course Coordinator:	Lee Davidson OK 304 Office hours: Monday 3-4pm Phone 463 5929 Email: lee.davidson@vuw.ac.nz
Administrator:	Karen Johnson Office hours: Tuesday and Thursday 9am-1pm OK 306 Phone 463 5928
Class Times:	Monday 1-3pm Full year course trimester 1 & 2 Mar 2 – Nov 1, 2009
Venue:	OK 301

Course notices will be put on the notice board in OK302. Please check the notice board regularly for University notices and other useful information.

Blackboard

The Blackboard system will be in use for this course. Check it for notices, as well as for material relating to lectures and assignments etc.

AIMS, OBJECTIVES

Aims

This course examines museums, galleries and heritage as sites of meaning-making using theoretical perspectives from sociology, leisure studies, cultural studies and visitor studies. With a particular focus on the role of narrative and the construction of meaning and identity, the course will explore the following themes: the philosophical and historical foundations of leisure; leisure, change and the 'new' museum; play, 'edutainment' and visitor experience; social inclusion and civil leisure; public history, belonging and continuity in 'liquid' modernity; the heritage industry, authenticity and the 'post-tourist'; natural and cultural tourism; positioning museums, galleries and heritage sites within the leisure sector.

Learning Objectives

By the completion of this course students should be able to:

1. assess the ways in which museums, galleries and heritage operate as sites of meaning-making;
2. discuss the theoretical foundations of leisure experience in museums, galleries and heritage sites;
3. analyse the nature of visitor experience and meaning-making in a variety of cultural and heritage settings;
4. examine how museums, galleries and heritage sites are positioned within the leisure sector.

Course delivery

The course is delivered through 22 two-hour discussion based seminars.

OUTLINE OF COURSE CONTENT

Module 1: Contexts and concepts of Leisure

March 2	Orientation day
March 9	Introduction: current issues in museums, heritage and leisure
March 16	Leisure histories and philosophies
March 23	Work, leisure and consumer culture
March 30	Leisure as the basis of culture: play, contemplation and reflection
April 6	Cultural participation and leisure in NZ

MID SEMESTER BREAK (field trip to Matiu/Somes tba)

Module 2: Understanding visitor experience

April 27	Who are the visitors?
May 4	Why do they come? Understanding visitor motivations
May 11	What kind of experience? Flow and the serious leisure perspective
May 18	What kind of experience? Making meaning
May 25	Enhancing experience: Interpretation and story-telling
June 1	Queen's birthday – no class

MID YEAR BREAK

Module 3: New horizons

July 13	Class project
July 20	Class project
July 27	Presentations
August 3	Presentations
August 10	Leisure and technology
August 17	Travel, authenticity and the post-tourist

MID SEMESTER BREAK

Module 4: Impacts and values

Sept 7	Understanding impacts and values
Sept 14	Civil leisure and community engagement
Sept 21	Volunteering in the heritage sector
Sept 28	Social inclusion: a case study
Oct 5	Museums, heritage and urban development
Oct 12	Pleasure management? The future of museums and heritage in the experience economy

Reading

Readings will be handed out in class one week prior to the relevant seminar. Further appropriate readings will be advised where necessary and a reading list will be provided.

Some key background reading includes:

- Falk, J. H. & Dierking, L. D. (1992) *The museum experience*. Washington, D.C.: Whalesback Books.
- Hooper-Greenhill, E. (1994) *Museums and their visitors*. London & New York: Routledge.
- Kirshenblatt-Gimblett, B. (1998). *Destination culture: Tourism, museums, and heritage*. Berkeley: University of California Press.
- Lynch, R. et. al. (2000) *Leisure and change: Implications for museums in the 21st century*. Sydney: University of Technology Sydney; Powerhouse Museum.
- Ramsey, H. (2005) *Reclaiming leisure: Art, sport and philosophy*. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.
- Rojek C., Shaw S. & Veal A.J. (Eds) *A handbook of leisure studies*. New York: Palgrave Macmillan.
- Rojek, C. (2005) *Leisure theory: Principles and practices*. New York: Palgrave Macmillan.

ASSESSMENT

Assignments

The course is 100% internally assessed on the basis of three written assignments and a seminar presentation. The first written assignment will be a maximum of 1000 words and will be worth 10% of the final mark. The two subsequent written assignments (3000 words each) will be worth 35% each, and the seminar presentation (40-60 minutes) will be 20%.

Deadlines

Written assignment deadlines for 2009 will be:

Assignment 1:	3 April	Mini-assignment
Assignment 2:	2 June	Essay
Assignment 3:	27 July – 3 Aug	Seminar presentations on class project
Assignment 4:	12 October	Final essay

Method of Assessment

Assessment will be criterion referenced. An assessment schedule will be prepared for each assignment and distributed to students indicating the criteria against which the assignment will be assessed and the marks which will be awarded for each element of the work.

All written assignments may be handed in for comment as initial drafts and resubmitted *one further time only* for final grading by **1 November at the latest**. Assignments not received by the initial due date will not be eligible for resubmission. The only exception will be on medical grounds (including a medical certificate) or in other exceptional circumstances.

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

Relationship between assessment and course objectives

The assignments are structured to ensure that by the end of the course the student has completed written work on three topics related to the major themes of the course. They will have also developed their presentation skills in the giving of a seminar and the facilitation of class discussion on an approved topic.

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 and 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

WORKLOAD AND MANDATORY COURSE REQUIREMENTS

Workload Guidelines

The workload expectations for this course are 10 hours per week (inclusive of seminar time) during teaching weeks, plus 60 hours in total during non-teaching periods.

Mandatory course requirements

The minimum course requirements which must be satisfied in order for students to be eligible for a grade are:

- completion of all three written assignments and a seminar presentation;
- attendance at 90% of seminars.

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>