

MHST 516

**MAKING MEANINGS:
MUSEUMS, HERITAGE AND LEISURE EXPERIENCE**

COURSE OUTLINE



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

**Trimester 1 & 2
28 February to 12 November
2011**

COURSE ORGANISATION

Course Coordinator: Lee Davidson
OK 304
Office hours: Monday 11-12
Phone 463 5929
Email: lee.davidson@vuw.ac.nz

Administrator Pippa Wisheart
Room OK306
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pippa.wisheart@vuw.ac.nz

Class Times: Monday 9-11am
Full year course trimester 1 & 2

Venue: OK 301

Trimester dates

28 February to 3 June 2011
Mid-trimester break: 18 April to 1 May 2011
2 May-June 3 2011
Mid-trimester break: 22 Aug to 4 Sept 2011
Study week: 17-21 Oct 2011
Examination/Assessment period: 21 Oct to 12 Nov 2011

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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 23 two-hour discussion based seminars.

OUTLINE OF COURSE CONTENT

Module 1: Contexts and theories of leisure

- Feb 28** Orientation day (no class)
- Mar 7** Introduction: current issues in museums, heritage and leisure
- Mar 14** Leisure histories and philosophies I
- Mar 21** Leisure histories and philosophies II
- Mar 28** Freedom and the construction of leisure
- Apr 4** Leisure as the basis of culture: play, contemplation and reflection
- Apr 11** The conditions of meaning-making in the museum

MID TRIMESTER BREAK

- May 2** Flow and games in museums
- May 9** Serious Leisure

Module 2: Visitor motivations, experience and meaning-making

- May 16** Who are the visitors? Cultural participation and leisure in NZ
- May 23** Why do they come? Understanding visitor motivations
- May 30** Visitor experience and meaning making

MID YEAR BREAK

- July 11** Student presentations
- July 18** Student presentations
- July 25** Student presentations

Module 3: Tourism, consumption and authenticity

- Aug 1** Leisure and consumption
- Aug 8** Tourist landscapes and the rise of the post-tourist
- Aug 15** In search of authentic experience

MID TRIMESTER BREAK

Module 4: Exploring the issues

- Sept 5** Making a case: Understanding heritage impacts and values
- Sept 12** Heritage, tourism and urban regeneration

- Sept 19 **Museums, technology and the future**
- Sept 26 **Managing museums & heritage in the experience economy**
- Oct 3 **Marketing museums & heritage in the experience economy**
- Oct 10 **Wrap up**

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 (40-50 minutes) will be 20%.

Deadlines

Assignment deadlines for 2011 will be:

Assignment 1:	4 April	Mini-assignment
Assignment 2:	2 June	Essay
Assignment 3:	July 11 - 25	Seminar presentation
Assignment 4:	10 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.

FIRST ASSIGNMENT (Contexts of leisure)

Mini-assignment	due 4 April	1000 words	10%
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SECOND ASSIGNMENT (Theories of leisure)

Essay	due 2 June	3000 words	35%
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THIRD ASSIGNMENT (Visitor motivation, experience and meaning-making)

Presentation	July 11 - 25	(40-50 minutes)	20%
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FOURTH ASSIGNMENT (Museums & heritage in the experience economy: exploring the issues)

Final Essay	due 10 October	3000 words	35%
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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

Communication of additional information

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

WORKLOAD AND MANDATORY COURSE REQUIREMENTS

Workload Guidelines

As a general rule, each course requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year. The total workload for the course, including class time should be approximately 300 hours.

Mandatory course requirements

The minimum course requirements are:

- completion of all three assignments and seminar
- attendance at 90% of seminars (i.e. 21 out of 24 seminars).

Statement on penalties

There are penalties to be incurred for late submission of work or for exceeding word limits without prior arrangement: 1% of the assessment will be deducted per day for every day it is overdue and every 100 words over the limit.

Communication of additional information

Additional information or information on changes will be conveyed to all students in class, via handouts and by email.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except

qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

CLASS REPRESENTATIVE

A statement that a class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

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>