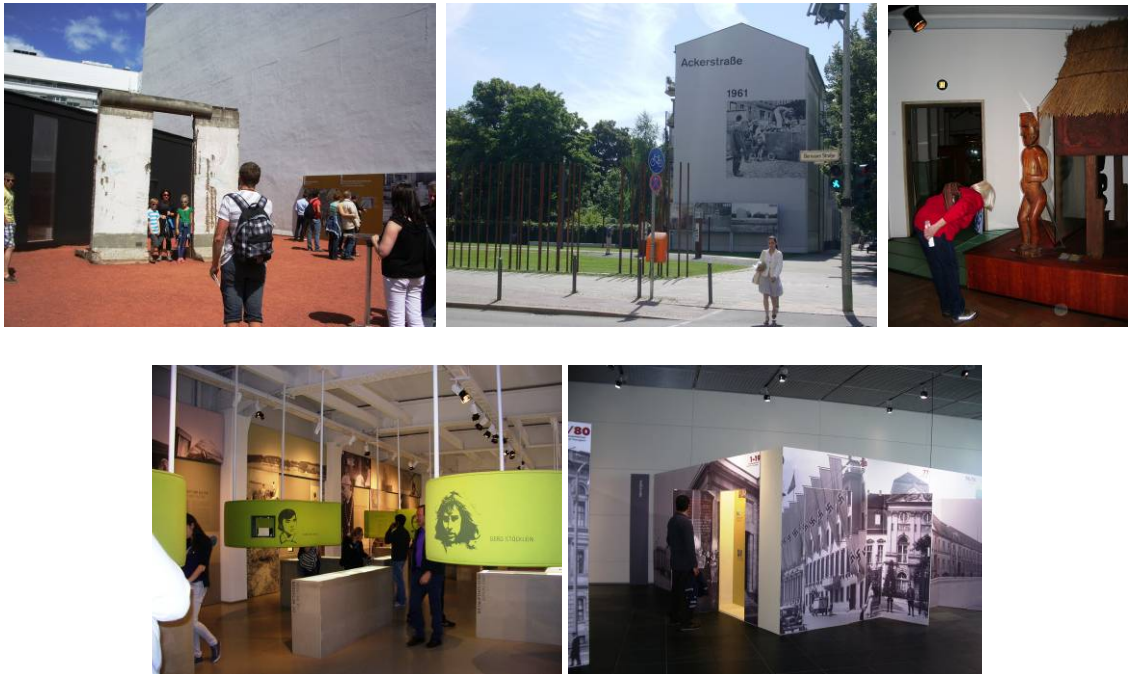




**MHST 516 MAKING MEANINGS: MUSEUMS, HERITAGE AND THE LEISURE
EXPERIENCE**

**Museum & Heritage Studies
School of Art History, Classics and Religious Studies
Faculty of Humanities and Social Sciences**

VICTORIA UNIVERSITY OF WELLINGTON



COURSE OUTLINE

**Trimester 1 & 2
4 March to 17 November 2013**

COURSE ORGANISATION

Course Coordinator: Dr Lee Davidson
Room: OK 304
Office hours: Tuesday 4-5 (by appointment)
Phone: 463 5929
Email: lee.davidson@vuw.ac.nz

Administrator/School Manager: Annie Mercer
Room: OK305
Phone: 463 5807
annie.mercer@vuw.ac.nz

Class Times: Tuesday 2.10-4pm
Full year course trimester 1 & 2

Venue: OK 301

Trimester dates

Trimester dates: 4 March to 17 November 2013

Teaching dates: 4 March to 18 October 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break 1/3: 22–28 April 2013

Mid-year break: 4–14 July 2013

Mid-trimester break 2/3: 26 August to 8 September 2013

Aegrotat period begins: 30 September, so at least 30% assessment due on or before Friday 27 September (or preferably by $\frac{3}{4}$ -point of course, i.e. 23 August)

Study week: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Withdrawal dates

Information on withdrawals and refunds may be found at
www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

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.

COURSE PRESCRIPTION

This course examines museums and heritage as sites of leisure and tourism. We consider visitor experience from various perspectives, including play, contemplation, meaning-making, authenticity and cultural tourism. Contexts of consumerism, new media, and recent models of visitor-centred museums are examined, alongside implications for the representation and interpretation of heritage.

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.

Teaching/learning summary

The course is delivered through 12 discussion based seminars (2-3 hours each) and 4 student-led presentations including field trip and discussion (4 hours each).

OUTLINE OF COURSE CONTENT

Module 1: Contexts & theories of leisure: Understanding the contemporary experience of heritage

Mar 5 Introduction: current issues in museums, heritage and leisure

Readings:

Stephen, A. (2001) 'The contemporary museum and leisure: Recreation as a museum function', *Museum Management and Curatorship*, 19(3), 297-308.

Gini, A. (2003) Leisure and culture. In *The Importance of Being Lazy*. pp.18-28.

Mar 12 Leisure histories and philosophies I

Readings:

Horna, Jarmila (1994) Leisure across the world and over the centuries. In *The Study of Leisure: An Introduction*. pp.3-19.

Prior, N. (2002) Museums: Leisure between state and distinction. In R. Koshar (Ed) *Histories of Leisure*. pp.27-44.

Mar 19 Leisure histories and philosophies II

Readings:

Torkildsen, G (1992) Leisure—towards a philosophy and understanding of its evolution. In *Leisure and Recreation Management*. pp.63-73.

Ramsey, H. (2005) Introduction. In *Reclaiming Leisure: Art, Sport and Philosophy*. pp.1-6.

Mar 26 Leisure as the basis of culture: play, contemplation and reflection

Readings:

Ramsey, H. (2005) Reflective leisure. In *Reclaiming Leisure: Art, Sport and Philosophy*. pp.31-57.

Caillois, R. (1971) 'The classification of games.' In E. Dunning (Ed) *The Sociology of Sport*. 17-39.

EASTER BREAK

Apr 9 Flow and games in museums

Reading:

Csikszentmihalyi, M. (1990) 'Enjoyment and the quality of life.' & 'The conditions of flow.' In *Flow: The Psychology of Optimal Experience*.

Apr 16 Serious Leisure

Reading:

Stebbins, R. A. (2007) The serious leisure perspective. In *Serious Leisure: A Perspective for Our Time*. pp1-23

MID TRIMESTER BREAK

Apr 30 Leisure, freedom and consumerism (Readings to be advised for this and subsequent seminars)

May 7 No class (MHST 512 workshop)

May 14 Heritage, tourism and authenticity (3hrs)

May 21 Who are the visitors & Why do they come? (3hrs)

May 28 Visitor meaning making (3hrs)

Jun 4 No class (512 workshop)

MID YEAR BREAK

MODULE 3: VISITOR-CENTRED HERITAGE: NEW MODELS AND PRACTICES

July 16 Democracy, dialogue & the visitor – museums as contact zones

July 23 – Aug 13 Student-led presentations & field trips (4 hrs each)

Suggested topics:

Hot interpretation: heritage, emotion and meaning-making

Designing for visitor meaning-making

Education for democracy and meaning-making

Heritage, tourism and urban regeneration

Inclusion & participation: Community collaboration & heritage

Heritage, new media and meaning-making

Aug 20 Heritage values, leisure and the future

MID TRIMESTER BREAK

Sept 10 – Oct 15 No classes. Students work on final assignment with one to one guidance as required.

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 2013 will be:

Assignment 1:	29 April	Mini-assignment
Assignment 2:	24 May	Essay
Assignment 3:	July 23 – Aug 13	Presentation
Assignment 4:	15 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 that 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 (Introduction)

Mini-assignment	due 29 April	1000 words	10%
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Lead the discussion for one of the class readings in the first 6 weeks of the year. Write a summary of the reading and the issues raised in the discussion, relating these to other class readings where relevant.

SECOND ASSIGNMENT (Contexts & theories of leisure)

Essay due 24 May 3000 words 30%

‘to be able to fill leisure intelligently is the last product of civilization.’

Bertrand Russell

What are the main influences on contemporary leisure practices and what are their implications for visitor experience at museums and heritage sites?

Discuss key concepts and theories of leisure and consider their applicability for museums and heritage sites wanting to “articulate and harness the possibilities of leisure” (Stephen, 2001) as part of their broader social mandate?

Draw on your class readings, and further literature on leisure from your reading list. Use specific examples to illustrate your arguments.

THIRD ASSIGNMENT (Visitor-centered heritage: new models and practices)

Presentation (40-50 mins + field trip & facilitated discussion) 30%

Choose a topic from a list of suggestions and prepare a presentation on this topic with a focus on a relevant local case study, which you may consider as an actual or potential example of the model/practices you are examining. Appropriate readings, theories and case studies should be discussed in advance with the course co-ordinator.

Your presentation should include:

- a general introduction to the visitor-centred model/practices relevant to your topic
- an overview of your case study and an analysis of the current visitor experience, drawing on appropriate theories of leisure and meaning-making, and considering the links between processes of production and consumption
- the implications of your analysis for practice and/or theory

The delivery of your presentation will be combined with a class field trip that relates to your topic / case study and, where appropriate, a discussion with a heritage professional which you will lead. The choice of location and preparation of the field trip will be undertaken in consultation with the course co-ordinator.

FOURTH ASSIGNMENT

Final Essay due 15 October 3000 words 30%

Choose a museum or heritage site that interests you. This could be the same as the case study chosen for the third assignment.

- i. Describe the site you have chosen, including a brief history, and identify the pertinent issues in relation to visitor experience at the site. Resource material for this description and analysis may come from institutional documents (e.g. Annual Reports, Strategies etc), media reports, interviews with staff members, site observations, websites and secondary literature on the site (1000 words).
- ii. Discuss the nature and significance of the issues you have identified in relation to relevant themes and readings covered throughout the course, and taking into consideration likely future trends and challenges for the heritage sector (1500 words).
- iii. Based on your analysis, make recommendations for the future direction/resolution of the issues you have identified (500 words).

Assessment will be based upon the following criteria:

- a) identification & investigation of a relevant site (15 marks)
- b) analysis of significant issues & appropriate application of theory (15 marks)
- c) practicality of recommendations & overall logic and coherence (5 marks)

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), posted on Blackboard, 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

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 (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/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>

READING

Required readings will be posted on Blackboard and should be read as preparation prior to the relevant class. Further appropriate readings will be advised where necessary. Additional readings and resources for the preparation of assignments will be made available on Blackboard.

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.