Museum & Heritage Studies programme
*Te Kura Toirangi*
School of Art History, Classics & Religious Studies
Victoria University of Wellington

Trimester 1 & 2
Full year 30pts

2015
‘Heritage looks old but is new – it is produced’ (Kirshenblatt-Gimblett 1998).

‘The extraordinary fact is that today we live in a world in which virtually anything may be exhibited in a museum, and in which virtually anything can be made to function as a museum, often through little more than verbal designation… The distinctiveness of the museum as an institution, and of museology as a practice, has come to be conceived as a mode of representation that deploys and disseminates knowledge’ (Farago & Preziosi 2004).

‘The last century of self-examination – reinventing the museum – symbolizes the general movement of dismantling the museum as an ivory tower of exclusivity and toward the construction of a more socially responsive social institution in service to the public’ (Anderson 2004).

‘We use objects of heritage (artifacts, buildings, sites, landscapes) alongside practices of heritage (languages, music, community representations, conservation or preservation of memories from the past) to shape our ideas about our past, present and future’ (Harrison 2010).
COURSE ORGANISATION

Course Coordinator  Dr Conal McCarthy
OK 303
Office hours: Wednesday 9-10am
Tel: 463 7470
conal.mccarthy@vuw.ac.nz

Administrator  Annie Mercer
OK 305
Tel: 463 5807
021 254 8494
annie.mercer@vuw.ac.nz

Class Times  Wednesdays 10am-12pm
            Full year course trimester 1 & 2
Venue  Old Kirk 319 OK319

Important dates:

Trimester dates: 2 March to 15 November 2015
Teaching dates: 2 March to 16 October 2015
Easter/Mid-trimester break: 3–19 April 2015
Mid-year break: 2-12 July 2015
Mid-trimester break 2/3: 24 August to 6 September 2015

Last assessment item due: 23 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.
If you cannot complete an assignment or sit a test or examination, refer to
www.victoria.ac.nz/students/study/exams/aegrotats.

Course prescription:

This course provides a broad overview of the history, theory and practice of museum and heritage studies, combining the study of the academic literature with international case studies and issues and debates current in New Zealand today.
INTRODUCTION

Course delivery

This course is delivered through class seminars, visiting speakers, field trips and a practical exhibition exercise.

Course learning objectives

Students will be able to:
• develop an applied understanding and theoretical grasp of museum and heritage issues, practices and policies.

• develop an awareness of the role of museums, art galleries, and heritage agencies in the social construction of cultural and natural heritage.

• appreciate Māori perspectives on issues related to cultural and natural heritage.

• explore issues of ownership and authority in relation to museum and heritage collections and to develop an understanding of knowledge sources for museum and heritage interpretation.

• examine aspects of museum and heritage audiences in their social context.

National War Memorial & carillon, Wellington, 1933
COURSE CONTENT

1. March 4  Introduction: Museum & Heritage Studies

Readings:
All readings are from Corsane (2005) or are available as pdfs or links from the course outline on Blackboard to websites. Students are expected to lead at least one class discussion during the year based on one article.

From the set text by Gerard Corsane
‘Issues in heritage, museums and galleries: A brief Introduction,’ p1


2. Mar 11  Museums and heritage: History and theory

Stam in Corsane
‘The informed muse’ p71


3. Mar 18  Heritage: People, places, practices

Lumley in Corsane
‘The debate on heritage reviewed’ p15


Noho marae: Wānanga Taonga

Hongoeka marae, Plimmerton, weekend of March 20-22 (details tbc)
Michelle Horwood with tangata whenua, kaitiaki Māori from Te Papa, and
other speakers.

A two day wānanga introducing students to Māori perspectives on museums
and heritage, and exploring Māori approaches within current museum practice,
ie tikanga taonga, along with an overview of current and emerging issues.

Reading:

Hakiwai, Arapata. "The Search for Legitimacy: Museums in Aotearoa, New
Zealand - a Maori Viewpoint." In Heritage, Museums and Galleries: An

Politics of Representation and Control,’ in Museum Revolutions: How
Museums Change and Are Changed, edited by Simon J. Knell, Sheila Watson

Excerpts from: Hirini Moko Mead, Tikanga Maori: Living by Maori Values.

Rawinia Higgin and John Moorfield, ‘Ngā tikanga o te marae: Marae
practices,’ in Ki Te Whaiw: An Introduction to Maori Culture and Society,
edited by Tania Ka'ai, Michael Reilly, John Moorfield, and Sharon Mosley,

Paul Tapsell ‘Aroha mai: Whose museum?’ The rise of indigenous ethics in
museum contexts,’ in The Routledge Companion to Museum Ethics, edited by

James Schuster and Dean Whiting ‘Marae conservation in Aotearoa,’ in
Decolonising Conservation: Caring for Maori Meeting Houses Outside New
 Zealand, edited by Dean Sully, 71-88. Walnut Creek California: Left Coast

To prepare for the discussion on the Treaty visit this site and look for an
example of a museum or heritage organisation which has applied the
principles of the treaty to its work:
http://www.waitangi-tribunal.govt.nz/treaty/

Further reading:
Charles Royal ‘Matauranga Maori and museum practice,’ at National Services
Te Paerangi website:
http://www.tepapa.govt.nz/SiteCollectionDocuments/NationalServices/Resources/MataurangaMaori.pdf

A guide to guardians of iwi treasures:
Extra reading:

4. **Mar 25 Culture and identity** (Sean Mallon)

Nederveen Pieterse in Corsane ‘Multiculturalism and museums’ p163


Further reading:

5. **Apr 1 Policy and practice**


Selwood and Davies chap from McCarthy *Museum Practice* 2015.

Links will be sent to examples of relevant NZ policy and legislation

6. **Apr 22 Mission, value and visitor research** (Lee Davidson)

David Fleming chapter from McCarthy *Museum Practice* 2015.

Davidson chap from McCarthy *Museum Practice* 2015

Further reading:
Carol Scott chapter from McCarthy *Museum Practice* 2015.

7. **Apr 29 Ethics**


Marstine, Jones and Dodd chap from McCarthy *Museum Practice* 2015.

Further reading:
Ethics statements from
AAM: [http://www.aam-us.org/museumresources/ethics/coe.cfm](http://www.aam-us.org/museumresources/ethics/coe.cfm)
8. May 6 Cultural heritage (Gavin McLean)


Macdonald in Corsane
‘A people’s story’

Further reading:

9. May 13 Natural and intangible heritage (Eric Dorfman)


Further reading:

10. May 20 Heritage management and conservation (Sven Schroeder)

Richter in Corsane
‘The politics of heritage tourism development’


Further reading:

11. May 27 Heritage legislation and planning (Robert McLean)

Urban History/Planning History Conference, Massey University, Palmerston North, 2006

Robert McClean, National Assessment of RMA policy and plan heritage provisions, NZHPT, Nov 2011:
http://www.historic.org.nz/ProtectingOurHeritage/AdvocatingForHeritage

Further reading:
NZHPT, Sustainable Management of Historic Heritage Guidance Series, August 2007:
http://www.historic.org.nz/Publications/SustainMgtSeries

12. June 3 Digital heritage (Shannon Wellington)


Wellington and Oliver chap from McCarthy Museum Pratice 2015.

Further reading:

13. July 15 Collections and material culture (Bronwyn Labrum)


Further reading:


14. July 22 Curatorial theory and practice (Athol McCredie)


Arnold chap from McCarthy Museum Practice 2014

Further reading:

15. **July 29 Planning new museum projects (Ken Gorbey)**

Heumann Gurian in Corsane
‘A blurring of the boundaries’ p71


16. **Aug 5 Exhibitions and display**


Further reading:

17. **Aug 12 Exhibition development & design**

Spock chapter from McCarthy *Museum Practice* 2015.


Further reading:
Dean chapter from McCarthy *Museum Practice* 2015.

18. **Aug 19 Interpretation**

Jimson chapter from *Museum Practice* 2015

Staiff chap from Message and Witcomb *Museum Theory* 2015

Various links to websites and resources tba

Further reading:
Newman in Corsane
'Social exclusion zone’ and ‘the feel good factor’  p325

19. Sept 9  Audience and community

Black chapter from McCarthy *Museum Practice* 2015


Further reading:
David Thelen in Corsane
‘Learning community’ p333

20. Sept 16  Education, learning and public programmes

Mason in Corsane
‘Sites of meaning making and communication’ p200

Woollard and Reeve chapter from McCarthy *Museum Practice* 2015

Further reading:

21. Sept 23  New research in museum studies

Students and graduates of Museum and Heritage Studies present a range of new research topics

22. Sept 30  New research in museum studies: Guest speaker tbc

A guest speaker tbc from the Conference/Museum Studies seminar at Te Papa

23. Oct 7  No class

Students may do a trial run of, or consult about, their research projects presented the following week

24. Oct 14 no class

Thurs Oct 15 Seminars and function at Museum of Wellington City and Sea
ASSESSMENT

Assignments
The course is internally assessed on the basis of three written assignments.

Assignment 1 (1,500 words 10%) review of a book from extra readings. Please check your choice with the course coordinator before proceeding.

Assignment 2 (3000 words 20%) essay on a topic chosen from the first part of the course that explores the theory and history of museums and heritage. Please present a plan with your question/problem, approach and sources in advance.

Assignment 3 (5,000 words 50%) essay on a topic chosen from the whole course that addresses a specific question or problem in relation to current museum practice. Please present a plan with your topic, approach and sources in advance.

Seminar (15mins plus report – 20%) presentation on a practical museum-based project details tbc

Assignment Deadlines

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Assignment 1: Book review (from bibliography)</td>
<td>2 April</td>
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<tr>
<td>Assignment 2: Essay on approved topic</td>
<td>6 May</td>
</tr>
<tr>
<td>Assignment 3: Essay on approved topic</td>
<td>31 July</td>
</tr>
<tr>
<td>Assignment 4: Seminar presentation</td>
<td>15 Oct</td>
</tr>
<tr>
<td>Research report</td>
<td>23 Oct</td>
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</tbody>
</table>

Relationship of Assignments to Course Objectives

These assignments should assist students to

- develop a theoretical understanding of museum and heritage practices and policies.
- develop an understanding of knowledge sources for museum and heritage interpretation.
- investigate aspects of museum and heritage audiences in their social context.
Style guide

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. All essays should correspond to the Chicago style: so it is expected that writing will be presented in Times New Roman font sized at 12 pt, 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 without quote marks. All references should also 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


Sample references:

Book

Chicago A

Footnote:


Subsequent footnotes:

Doniger, 1999, 76.
OR Doniger, Splitting the Difference, 76.

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

Bibliography:


Chicago B

In text reference:

(Doniger 1999, 65)
References:


Journal article:

Chicago A

Footnote:


Bibliography:


Chicago B

In text reference:

(Smith 1998, 639)

References:


For help with writing

Please attend the very useful workshops run by the library 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

Consult the study hub for resources and tips:
http://www.victoria.ac.nz/st_services/slss/studyhub
Communication of additional information

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

Teaching format

This course is taught through class seminars, visiting speakers, field trips and a practical research project based in a museum or heritage organisation. Students are expected to engage in class discussion, and participate in outreach work.

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 this course is 300 hours. This includes 48 hours of class time. Time allocated to individual assessment items are outlined below.

The course is internally assessed on the basis of three written assignments and a seminar/report:

<table>
<thead>
<tr>
<th>Assessment items and workload per item</th>
<th>%</th>
<th>CLO(s)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Book Review (12 hrs)</td>
<td>10%</td>
<td>1,2,4,</td>
<td>Due 2nd April 2015</td>
</tr>
<tr>
<td>2 Essay on approved topic (35 hrs)</td>
<td>20%</td>
<td>1,2,4,</td>
<td>Due 6th May 2015</td>
</tr>
<tr>
<td>3 Essay on approved topic (70 hrs)</td>
<td>50%</td>
<td>1,2,3,4,</td>
<td>31 July 2015</td>
</tr>
<tr>
<td>4 Seminar Presentation</td>
<td></td>
<td>3,5</td>
<td>Due 15th October 2015</td>
</tr>
<tr>
<td>5 Research Report</td>
<td>20%</td>
<td>3,5</td>
<td>Due 23rd October 2015</td>
</tr>
</tbody>
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Mandatory course requirements

The minimum course requirements are:
- completion of all four 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.

Submission and return of work

Assignments are to be emailed to the course coordinator, and the seminar is to be delivered in person.

Extensions

Extensions are only granted in exceptional circumstances, and must be sought in advance of the deadline.
Materials and equipment and/or additional expenses

There is a noho marae at Hongoeka from 20th to 22nd March. There will be a set charge of $60 for students to cover some of the expenses and students will also need to give a koha at the pōwhiri.

Practicum/placement/field trip/internship arrangements

The course includes field trips and other activities in museums and heritage organisations—see the schedule in the course content for details.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
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.

David Lange & Hamish Keith debate McCahon’s Northland panels in an ‘art trail’ at the National Art Gallery Wellington in 1989
BIBLIOGRAPHY

Set text:


This can be bought from: www.vicbooks.co.nz.

Recommended texts:


**For extra reading see the library catalogue.**
Journals

Curator: The Museum Journal
International Journal of Heritage Studies
Museum Management and Curatorship
Museum and Society
Museum History Journal
Museums and Social Issues
Museum Worlds
Recollections: The Journal of the National Museum of Australia
Te Ara: Journal of Museums Aotearoa
Tuhiinga: Journal of the Museum of New Zealand Te Papa Tongarewa
Visitor Studies
Museum Worlds