



MSM 306

Museums Special Interest Seminar

S1 External 2014

Dept of Environment & Geography

Contents

| | |
|--------------------------------|----|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 2 |
| <u>Assessment Tasks</u> | 3 |
| <u>Delivery and Resources</u> | 11 |
| <u>Policies and Procedures</u> | 11 |
| <u>Graduate Capabilities</u> | 12 |

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Kirsten Davies

kirsty.davies@mq.edu.au

Contact via kirsty.davies@mq.edu.au

E7A, room 717

By appointment

Credit points

3

Prerequisites

39cp including (3cp in MSM units at 200 level and 3cp in MSM units at 300 level)

Corequisites

Co-badged status

N/A (not co-badged)

Unit description

In this unit a choice of seminars may be offered; these may vary from semester to semester and are based on staff and student interest. Intended seminar offerings for each year, if any, are formalised during the enrolment period. Students wishing to undertake this unit should contact a member of staff as listed above prior to enrolment.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

experience in critical thinking regarding museological issues

competence in solving problems faced by museums, galleries and collections;

competence in logical processes

capacity to research and evaluate sources

develop knowledge of the National Standards for Australian Museums and Galleries

Assessment Tasks

| Name | Weighting | Due |
|-----------------------------------------|-----------|----------------------|
| <u>Assignment 1</u> | 50% | Week 4, 5pm Friday |
| <u>Assignment 2</u> | 40% | Week 12, Friday 5 pm |
| <u>Tutor assessment</u> | 10% | Week 12 |

Assignment 1

Due: **Week 4, 5pm Friday**

Weighting: **50%**

What makes a national museum “national”?

Part a) In this exercise you will consider different ways of classifying the national museums, galleries and other cultural facilities. Consider the list of venues given below and from information you can glean from their web pages, draw up a table that answers as many of the following factual and interpretive questions as possible. You do not need to include copies of the physical web pages you gleaned this information from, but you must ensure that you reference ALL the links used appropriately in your referencing.

- Does this facility have a clear mission statement?
- Does this facility have a clear set of policies relating to its operation?
- Does this facility have a permanent collection? – If so briefly describe its size and nature.
- Who owns the collection?
- What is the nature and extent of the collection?
- Who owns the infrastructure? (buildings, grounds etc)

- Is the facility clearly aligned with any other organization?
- Does this facility have detailed information about individual collection items available on the web?
- Does this facility have its own education and public programs? If so describe their nature briefly.
- What sorts of stories are told through the exhibition work of this facility?
- What sort of audiences would be attracted to this facility?
- Are there examples of nationally significant items in this collection?
- Would you classify this as a national? Briefly explain your reasoning.

Here is a list of institutions to investigate. Please note you only need select 15 of these institutions for this part of the assignment:-

Australian National Aviation Museum

Australian National Maritime Museum

Australian National Botanic Gardens

National Museum of Australia

National Gallery of Australia

National Dinosaur Museum

Australian Tennis Museum

Australian Computer Museum Society

Museum of Australian Democracy

Australian Age of Dinosaurs

Reserve Bank of Australia Museum of Australian Currency Notes

National Portrait Gallery

National Library of Australia

Australian Cake and Sugar Art Museum and Gallery

Harry Daly Museum, Australian Association of Anaesthetists

Australian History Museum

National Sports Museum

The Australian War Memorial

National Film and Sound Archive

National Pioneer Women's Hall of Fame

National Gallery of Victoria

Part b) For the second part of this assignment you are asked to develop a list of criteria that define a national collecting institution. Please use some of the examples above to illustrate your argument in either a positive or negative sense. You should also read the associated literature listed below to support your argument. Please restrict your answer to 1500 (+/- 10%) words and

use references appropriately.

Both Parts a and b are equally weighted in this assessment item.

Literature for first assignment (note these items will be made available to you via iLearn).

Ashley, S. (2005). "State Authority and the Public Sphere: Ideas on the Changing Role of the Museum as a Canadian Social Institution." *Museum and Society* 3(1): 12.

Ashley, S. (2007). "The Changing Face of Heritage at Canada's National Historic Sites." *International Journal of Heritage Studies* 13(6): 11.

Ashton, P. (2009). "'The Birthplace of Australian Multiculturalism?' Retrospective Commemoration, Participatory Memorialisation and Official Heritage." *International Journal of Heritage Studies* 15(5): 7.

Bayne, S., J. Ross, et al. (2009). "Objects, subjects, bits and bytes: learning from the digital collections of the National Museums." *Museum and Society* 7(2): 14.

Condé, A.-M. (2007). "Imagining a collection: Creating Australia's records of war." *reCollections: Journal of the National Museum of Australia* 2(1): 11.

Cvoro, U. (2006). "Monument to anti-monumentality: the space of the National Museum Australia." *Museum and Society* 4(3): 12.

Dean, D. and P. E. Rider (2005). "Museums, Nation and Political History in the Australian National Museum and the Canadian Museum of Civilization." *Museum and Society* 3(1): 15.

Mason, R. (2004). "Nation Building at the Museum of Welsh Life." *Museum and Society* 2(1): 16.

McDonald, T. and M. Méthot (2006). "That Impulse that Bids a People to Honour its Past: The Nature and Purpose of Centennial Celebrations." *International Journal of Heritage Studies* 12(4): 14.

McIntyre, D. and K. Wehner (2001). *Negotiating histories: national museum: conference proceedings*, National Museum of Australia, National Museum of Australia in association with the Centre for Cross-Cultural Research and the Australian Key Centre for Cultural and Media Policy.

McLean, F. (2005). "Museums and National Identity." *Museum and Society* 3(1): 3.

McShane, I. (2007). "Museology and public policy: Rereading the development of the National Museum of Australia's collection." *reCollections: Journal of the National Museum of Australia* 2(2): 12.

Message, K. (2009). "Multiplying sites of sovereignty through Community and Constituent Services at the National Museum of the American Indian?" *Museum and Society* 7(1): 17.

Pigott, P. H. (1975). *MUSEUMS IN AUSTRALIA 1975*. Brisbane, The Committee of Inquiry on Museums and National Collections.

Russell, R. and K. Winkworth (2009). *Significance 2.0: a guide to assessing the significance of collections*. Collections Council of Australia Ltd: 72.

Watson, S., S. MacLeod, et al. (2007). *Museum revolutions : how museums change and are changed*. London, Routledge.

Additional readings of value to this assignment may also be included on iLearn during semester. You are also welcome to read more widely than this listing in undertaking this assignment.

On successful completion you will be able to:

- experience in critical thinking regarding museological issues
- competence in solving problems faced by museums, galleries and collections;
- competence in logical processes

- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Assignment 2

Due: **Week 12, Friday 5 pm**

Weighting: **40%**

The National Museum of Australia: does it fulfil its purpose?

The National Museum of Australia, exploring the themes of Australia's Land, Nation and People, was opened by Prime Minister John Howard on March 11, 2001. It has been a focus of controversy ever since its establishment and received some harsh criticism early on particularly from Windschuttle (2001). As a result, a review was undertaken in 2003 (known as the Carroll Report)

The Review Committee was asked to examine the aims and content of the Museum's exhibitions and public and schools programs, evaluate the Museum's progress so far and propose priorities for future development of exhibitions and programs.

The Committee called for public submissions and held meetings with academics, museum specialists, heads of related institutions and experts in a variety of relevant disciplines to discuss exhibitions and programs and to identify issues that should shape the Museum's future direction.

From the literature, review of the museum and submissions to the review, and a visit to the museum (if possible) you are asked to assess how successfully the National Museum of Australia fulfils its original purpose of representing an appropriate interpretation of the nation.

You should confine your answer to 2500 words (+/- 10%). Use the assigned readings to support your arguments and use references appropriately.

List of readings for assignment 2 (these are some suggested readings only. You may use some of these to supplement readings you have found during your research)

Ashton, P. (2009). "'The Birthplace of Australian Multiculturalism?' Retrospective Commemoration, Participatory Memorialisation and Official Heritage." *International Journal of Heritage Studies* **15**(5): 7.

Commonwealth of Australia (2003). *Review of the National Museum of Australia, Its Exhibitions and Public Programs: A Report to the Council of the National Museum of Australia (Carroll Report)*

Commonwealth of Australia (2003). *Individual submissions to Review of the National Museum of Australia (Bolton, Edgar, Foot and Horton)*.

Casey, D. (2003). "Culture Wars, museums, politics and controversy." *Open Museum Journal* **6**

Cvoro, U. (2006). "Monument to anti-monumentality: the space of the National Museum Australia." *Museum and Society* **4**(3): 12.

Dean, D. and P. E. Rider (2005). "Museums, Nation and Political History in the Australian National Museum and the Canadian Museum of Civilization." *Museum and Society* **3**(1): 15.

McShane, I. (2007). "Museology and public policy: Rereading the development of the National Museum of Australia's collection." *reCollections: Journal of the National Museum of Australia* **2**(2): 12.

Morgan, G. (2002). Has the National Museum of Australia got it all wrong?
A response to Keith Windschuttle. *Quadrant* April.

National_Museum_of_Australia (2008). Collections development plan. Canberra, National Museum of Australia.

Pigott, P. H. (1975). *MUSEUMS IN AUSTRALIA 1975*. Brisbane, The Committee of Inquiry on Museums and National Collections.

Windschuttle, K. (2001) How not to run a museum, *People's history at the postmodern museum*. *Quadrant* Sept.

Additional readings of value to this assignment may also be included on iLearn during semester. You are also welcome to read more widely than this listing in undertaking this assignment.

On successful completion you will be able to:

- experience in critical thinking regarding museological issues
- competence in solving problems faced by museums, galleries and collections;
competence in logical processes
- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Tutor assessment

Due: **Week 12**

Weighting: **10%**

Your tutor will assess your online participation over the semester

On successful completion you will be able to:

- experience in critical thinking regarding museological issues
- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Delivery and Resources

This is a reading unit. There are no set lectures and no tutorials.

Assessment: two assignments, plus online discussions set by the unit convenor each week

iLearn:

Readings and other material for this unit are available online from the iLearn site for MSM306:

<https://ilearn.mq.edu.au/login/MQ>

If the Museum Studies unit is not available to you on iLearn, please advise the unit convenor by email

museumstudies@mq.edu.au

Museum Studies social media sites:

Twitter: twitter.com/museumsatmq

Facebook.com group: [Museum Studies at Macquarie University](https://www.facebook.com/MuseumStudiesatMacquarieUniversity) LinkedIn
group: <http://tinyurl.com/MQlinkedIn>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and*

replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- experience in critical thinking regarding museological issues
- competence in solving problems faced by museums, galleries and collections; competence in logical processes
- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Assessment tasks

- Assignment 1
- Assignment 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Assessment task

- Tutor assessment

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- capacity to research and evaluate sources
- develop knowledge of the National Standards for Australian Museums and Galleries

Assessment tasks

- Assignment 1
- Assignment 2

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- experience in critical thinking regarding museological issues
- capacity to research and evaluate sources

Assessment tasks

- Assignment 1
- Assignment 2

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- experience in critical thinking regarding museological issues

Assessment tasks

- Assignment 1
- Assignment 2

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- experience in critical thinking regarding museological issues
- competence in solving problems faced by museums, galleries and collections;
- competence in logical processes

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- capacity to research and evaluate sources

Assessment tasks

- Assignment 1
- Assignment 2
- Tutor assessment

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- develop knowledge of the National Standards for Australian Museums and Galleries

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- develop knowledge of the National Standards for Australian Museums and Galleries