



**LIVERPOOL HOPE
UNIVERSITY**

Est. 1844

MA Museum and Heritage Studies

**MHSM008 Public Engagement: Inclusion, Education and
Campaigns for Social Change (15 credits)**

Sample

Module Leader: Dr Antoinette McKane (mckanea@hope.ac.uk)

Teaching locations: TBC, Creative Campus with some Liverpool-based study visits.

Course Synopsis

The distinctive collections and environments of museum and heritage organisations can provide unique opportunities to promote inclusion and equality, both within and beyond the sites on which they are located. This module explores the methods employed by museums to include the public in the creation of socially-relevant exhibitions and to engage the public in meaningful learning experiences. NML's experienced curatorial and educational staff share their expertise in developing resources, events, environments and partnerships that address issues of social justice and human rights on a local and global level. Throughout the module, students acquire a comprehensive understanding of inclusion and education in a museum and heritage context, as well as the ability to critically assess the potential of museums and heritage organisations to act as agents for social and political change.

Course Aims

This course aims to provide students with:

Aim 1 – a detailed understanding of the various learning and educational experiences offered by museum and heritage organisations

Aim 2 – an in-depth understanding of the issue of inclusion in a museum and heritage context

Aim 3 – a critical awareness of museums and heritage organisations as agents of social change

Learning Outcomes

By the end of the course, students will be able to:

Outcome 1 – demonstrate a systematic understanding of learning and education in museum and heritage practice

Outcome 2 – demonstrate a comprehensive knowledge of the issue of inclusion in museum and heritage practice

Outcome 3 – critically evaluate museum and heritage organisations as agents of social change

Learning and teaching methods

This module will begin with an introductory lecture, followed by a series of five, small-group seminars structured around preparatory readings and case-study discussion. These seminars will be interspersed with a number of guided study visits to museum and heritage sites, which will include contributions from guest speakers.

Bibliography

Books

- Batsleer, J. (2008) *Informal Learning in Youth Work*, Sage
- Black, G. (2005) *The Engaging Museum: developing museums for visitor involvement*, Routledge
- Crook, E. (2008) *Museums and Communities: Ideas, issues and challenges*, Taylor and Francis
- Edson, G. (1997) *Museum Ethics: Theory and Practice*, Routledge
- Falk, J. (2000) *Learning From Museums: visitor experiences and the making of meaning*, AltaMira
- Golding, V. (2009) *Learning at the Museum Frontiers: Identity, race, power*, Ashgate
- Hein, G. (1998) *Learning in the Museum*, Routledge
- Henson, D. (2004) *Education and the Historic Environment*, Routledge
- Hooper-Greenhill, E. (1999), *The Educational Role of the Museum*, Routledge
- Hooper-Greenhill, E. (1992), *Museums and the Shaping of Knowledge*, Routledge
- James, J. (1996) *Positive Thinking: creative approaches to providing museum and gallery education*
- Laing, C. (2006) *The Responsive Museum: working with audiences in the twenty-first century*, 2006
- Leinhardt, G. (2002) *Learning Conversations in Museums*, Lawrence Erlbaum
- Lord, B. (2007) *The Manual of Museum Learning*, AltaMira
- Marstine, J.C. (2011) *The Routledge Companion to Museum Ethics: Redefining ethics for the twenty-first century museum*, Routledge
- McGivney, V. (1999) *Informal Learning in the Community: A trigger for change and development*, NIACE
- Moffat, H. (2004) *Museum and Gallery Education: a manual of good practice*, AltaMira
- Molyneaux, B.L. (1994) *The Presented Past: Heritage, Museums and Education*, Routledge
- Ravelli, L. (2006) *Museum Texts: Communication frameworks*, Routledge
- Sandell, R. (2012) *Museums, Equality and Social Justice*, Routledge
- Sandell, R. (2002) *Museums, Society, Inequality*, Routledge
- Simon, N. (2010) *The Participatory Museum*, Museum 2.0
- Talboys, G. (2011) *Museum Educator's Handbook*, Ashgate

Watson, S. (2007) *Museums and their Communities*, Routledge

Journals and web sources

International Journal of Heritage Studies

International Journal of the Inclusive Museum

Journal of the History of Collections

Museum History Journal

Museums and Society

Museums Journal

Museum Practice

Museum International

Museum News

Muse

Journal of Education in Museums

Journal of Museum Education

International Journal of Heritage Studies

International Journal of Art and Design Education

International Journal of the Inclusive Museum

American Association of Museums - www.aam-us.org/

Group for Education in Museums - www.gem.org.uk/

International Council of Museums (ICOM) - <http://icom.museum/>

International Council of Museums (ICOM), Code of Ethics, 2004 - <http://network.icom.museum/icom-us/resources/icom-code-of-ethics/>

Federation of International Human Rights Museums - <http://www.fihrm.org/>

Museums Association - www.museumsassociation.org/

Museum Association (MA), Code of Ethics - <http://www.museumsassociation.org/ethics/code-of-ethics>

Assessments

There is one piece of assessment for this module, as follows:

Assessment type	Weighting (%)	Deadline
3000-word Essay/Project	100	tbc

Essay/Project. Choose one from the following:

- a) Select one museum or heritage site which you think shows evidence of inclusive and educational practice. With reference to one specific example of inclusive practice and one specific example of educational practice, critically evaluate how this organisation might contribute to social change. (3000 words)
- b) 'In recent years, museums have become more confident in proclaiming their value as agents of progressive social change and, in particular, articulating their capacity to function as fora in which the rights, interests and viewpoints of diverse communities can be represented and debated'.
Discuss what you understand by the above quote with reference to two museums of your choice. (3000 words)
- c) Select an exhibition or display that you have visited in person. Produce a teachers' resource pack for this display that supports key stage 3 of the UK's National Curriculum (2000 words). In addition to the resource, submit a 1000 word account reflecting on the approach that you took to research, design and production.

Guidance:

You should consider the following when preparing your essay:

- What has been written on this topic already and how can you engage with that literature?
- How best to plan and structure your essay – how will you use the 3,000 words to best answer the question?
- What will your 'objects of study' be – what examples (e.g. artefacts, specific museums / heritage sites etc.) can you use to support your discussion?
- The essay should be illustrated, as appropriate

Tutorials

You are entitled to a tutorial with the module leader to discuss any of the assignments. Tutorials should be booked in advance via email.

Date and time	Location	Seminar Description (duration)	Delivery Team
21/01/14 5-7pm	Creative Campus Cornerstone Building COR102	Introductory Lecture	Antoinette McKane
28/01/04 10am – 12.30pm	Museum of Liverpool	Co-Curating in museums	MoL curators
04/02/14 10am – 12.30pm	Walker Art Gallery	Diversity and inclusion in Interpretation	Ann Bukantas
11/02/14 5-7pm	Creative Campus Cornerstone Building COR102	Inclusion: issues of representation Essential Reading: Angela Vanegas, 2002, 'Representing Lesbians and Gay Men in British Social History', in Richard Sandell (ed.) <i>Museums, Society, Inequality</i> , Oxon: Routledge.	Antoinette McKane
18/02/14 5-7pm	Creative Campus Cornerstone Building COR102	Inclusion: issues of access Essential Reading: Heather Smith et al, 2012, 'Beyond Compliance? Museums, Disability and the Law', in Richard Sandell (ed.) <i>Museums, Equality and Social Justice</i> , Oxon: Routledge.	Antoinette McKane
25/02/14 10am – 12.30pm	Museum of Liverpool	Engaging with diverse communities	MoL Education staff
04/03/14 5-7pm	Creative Campus Cornerstone Building COR102	Education and Learning Essential Reading: Susan Davis Baldino, 2012, 'Museums and Autism: Creating an inclusive community for learning', in Richard Sandell (ed.) <i>Museums, Equality and Social Justice</i> , Oxon: Routledge.	Antoinette McKane
11/03/14 10am – 12.30pm	World Museum	Formal Education – engaging with children, young people and adults	Paul Khan Mike Graham Kate Johnson Jon Marrow
18/03/14 5-7pm	Creative Campus Cornerstone Building COR102	Social Responsibility Essential Reading: Carol Scott, 2002, 'Measuring Social Value', in Richard Sandell (ed.) <i>Museums, Society, Inequality</i> , Oxon: Routledge.	Antoinette McKane

25/03/14 5-7pm	Creative Campus Cornerstone Building COR102	Politics and Human Rights Essential Reading: Richard Sandell, 2011, 'On Ethics, Activism and Human Rights', in Janet Marstine (ed.) <i>The Routledge Companion to Museum Ethics</i> , Oxon: Routledge.	Antoinette McKane
01/04/14 10am- 12.30pm	International Slavery Museum	Campaigning for Human Rights	Steven Carl-Lokko Claire Benjamin