

Selected topics : International Social Sciences Field Research

*Culture and Heritage Policies*

SCS3210/4210 ECH4210

Name of Professor  
Summer 2017

## COURSE OUTLINE

Professor's office hours: FSS 7002 - 613-562-5800 (2970)  
By appointment  
(Summer semester)

E-mail: [jonathan.paquette@uottawa.ca](mailto:jonathan.paquette@uottawa.ca)

### OFFICIAL COURSE DESCRIPTION

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Intensive field research undertaken under close supervision during the summer term, including an intensive preparatory training. Students will complete a research paper about the field survey.

### GENERAL COURSE OBJECTIVES

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This course will provide students with an understanding of the diversity and the breadth of activities covered by the government's intervention in the cultural sphere. Students will learn more about the rationale and power dynamics at play behind government's intervention in arts and heritage. Students will develop a critical perspective on cultural policy development and policy evaluation. In addition to the policy lenses, students will also learn more about the administrative perspective, and how agents negotiate with governmental, professional and popular expectations considering their own practical constraints. In addition, this course offers a comparative perspective, between Canada and Australia as it is rooted in a collaborative research program on Cultural policy and State formation in Canada and Australia. This course will take place in Adelaide, the capital of South Australia.

### SPECIFIC COURSE OBJECTIVES

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The comparative dimension offers a rich pedagogical opportunity for students as it can help them further their understanding of the social and political dynamics at play in

cultural policy development through national and cultural contexts that offer many commonalities to build on. Students will be introduced to the following themes and sub-themes:

**Political and historical forces:** Cultural policy and State formation, Empires and cultural policies; the structural and constitutional dimension (Federal, State/Provincial and local cultural policies), cultural policy and “memorialism”, and “a public service tradition” in arts and heritage.

**Contemporary challenges:** Cultural diplomacy (Asia, the Pacific area and the world), Indigenous cultures, cultural policy and identity, migration and cultural policy, and cultural accessibility.

**Organizational and professional challenges or stakeholders’ perspectives:** Cultural management, arts entrepreneurship, policy implementation, resources, community engagement, collective actions in arts and heritage.

As stipulated in the call for proposals, this class is also rooted in research-oriented activities for undergraduate students. The course follows research collaborations between Ottawa U researchers, and University of South Australia and Adelaide University researchers. This research is on State formation and cultural policy development and has a strong focus on heritage institutions (museums, libraries and archives) and performing arts organizations (theaters, orchestras, dance company). We wish to fully integrate students in these activities, and we will do this via three specific immersive activities, most of which are related to South Australia (State) where we will be hosted for this class. South Australia’s history is unique in comparison to other states, and we will integrate students on the fieldworks that are realistic, but where they can act with a sense of autonomy and accomplishment. Through lectures and conferences, we wish to help student bridge the links between the theme as a whole (cultural policy and cultural administration), with our research problem (State formation), and with the reality that fieldworks often appear to focus on a small portion of the puzzle. We wish to help them appreciate how the small parts of fieldwork ultimately become pieces to further our understanding.

## TEACHING METHODS

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Students will attend lectures and conferences in Adelaide (SA) and Melbourne (VI); they will also exchange and engage in debates with other students from Australia during their Winter semester.

In addition:

Students should expect to participate in these three activities:

- *Representation of narrativization of South Australia in Heritage institutions:* Students will take notes and document how South Australia is presented historicized in the major cultural institutions of Adelaide, in particular, the State-owned museums. In addition, students can expect to explore the institutional archives of three of the main museums with specific documents to report on. Students can expect two trips to the archives.
- *French explorers and South Australia:* Many heritage sites of South Australia commemorate the passage of French explorers in the region. Beyond the simple fact of the French presence (Baudin, Mouchet, Fleurieu...), what are the history

and the politics of this memorialization and how has it evolved in recent years? Students can expect to participate in site visits in the Fleurieu Peninsula and meet with heritage interpreters/mediators in State and National sites. Students will help us understand the evolution of the educational programs in these sites to see how this identification to a French heritage is performed and how it has evolved. In addition, students can also expect to meet with personnel of the “Bonjour Adelaide” initiative of the French creative industries, a recent project, and case of French sub-national cultural diplomacy.

- *South Australia and Asia Pacific*: Recent changes in cultural policy attempted to resituate Australia more closely to its neighbors. Students can expect to participate in the documentation of exhibits (past in records) and presents in State museums and libraries. In particular, students will look for records of exhibits on Asian countries. Students will identify the sponsors of these exhibits and how they have been curated with the available documentation at hand.

## ASSESSMENT METHODS

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### Components of Final Mark

Evaluation format	Weight	Date
Group presentation on data collection #1	15%	Beginning week 2
Group presentation on data collection #2	20%	Beginning week 3
Sites note taking #1	10%	Week #1 after 1 <sup>st</sup> site visit
Sites note taking #2 (observations journal)	35%	Verified week #2 but evaluated after return
Individual presentation on sites and stay	20%	Week #3

#### Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: use as needed

In the case of illnesses, medical certificates are accepted. However, the Faculty who needs additional information concerning a medical certificate or who wants to verify its authenticity must send it to the University of Ottawa Health Services (located at 100 Marie-Curie).

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

## COURSE SCHEDULE

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### Predparture training (rooms and time to come)

Training one:

There will be two three hours meetings. The first meeting will serve to present the course, present the research project and the activities to be performed on site. In addition, we will discuss the organizational aspects of the course including: transportation, e-visa, housing, our hosts and Australia in general. Students should read *The Making of Australia*, by David Hill.

Training two:

Students will also read two introductory articles on Canadian cultural policy.

The second meeting will be used to discuss potential questions, mostly organizational ones. Also, students we will recommend that student read: Jonathan Paquette and Eleonora Redaelli (2015). *Cultural Policy and Arts Management Research*, available through our university's database.

### On-Site Course Schedule

\*\*\* Dates subject to modifications\*\*\*

#### Week one

DATE	COURSE	WORKSHOPS	ASSIGNMENTS/MEETINGS
June 5	Arrival in Melbourne		
June 6	<i>Cultural Policy in Australia</i>	Conference with Guest speakers DEAKIN Uni	
June 7	Site visits (AM) Victoria Library, (PM) Immigration Museum		
June 8	<i>Departure for Adelaide - Welcome by local hosts</i>	Prof. Boyle and Reaiche	
June 9	Lecture o Cultural policy in Australia	Stephen Boyle (UNISA)	
Jun 10	Site visit - Immigration Museum		Site note taking evaluation after 1st visit

June 11	Site visit SA Museum		
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Week two

DATE	COURSE	WORKSHOPS	ASSIGNMENTS/MEETINGS
June 12	<i>Conference on Kurna</i>		Group presentation on data collection #1
June 13	<i>Site visit Fleurieu Peninsula - Bus to Victor Harbor</i>	With Prof. Boyle and Reaiche	
June 14	Cultural policy in Australia and creative policies	Carmen Reaiche - Adelaide University	
Jun15	<i>SA Gallery site visit</i>		
June 16	Meeting with SA Museums network		<i>Verification (note taking) not evaluated</i>
June 17	<i>Conference and debate: Australia and Asia-Pacific</i>	Prof. Meyrick (TBC) and Professor Boyle	
June 18	Visit at SA State Archives		

Week three

DATE	COURSE	WORKSHOPS	ASSIGNMENTS/MEETINGS
Jun 19	<i>Conference on Asia-Pacific</i>	Asia-Pacific arts centre D. Gathier (TBC)	Group presentation on data collection #2
June 20	<i>Site visit in Glenelg and Lecture PM</i>	Conference with Prof. Boyle and Prof. Reaiche	
June 21	Visit at SA State Archives		
June 22	<i>Site visit at Maslin Lecture in PM</i>		
June23	Conference and debate on future of cultural policy	Prof. Rentschler (TBC)	
June 24	Class discussion and presentations		Individual presentation
June 25	Return to Canada		

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### *Resources for you*

#### ***Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor/fra/>***

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

#### ***Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>***

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

#### ***Career Services - <http://www.sass.uottawa.ca/careers/>***

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

#### ***Counselling Service- <http://www.sass.uottawa.ca/personal/>***

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

#### ***Access Service - <http://www.sass.uottawa.ca/acces/>***

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

#### ***Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>***

The Student Resources Centres aim to fulfill all sorts of students needs.

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

[http://www.socialsciences.uottawa.ca/eng/writing\\_tools.asp](http://www.socialsciences.uottawa.ca/eng/writing_tools.asp) « *Tools for Writing Papers and Assignments* ».

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement.

For more information, refer to:

[http://www.uottawa.ca/academic/info/newsletter/fraud\\_e.html](http://www.uottawa.ca/academic/info/newsletter/fraud_e.html)