

**Expand and update your knowledge of heritage theory and practice  
through flexible, part-time study with Te Herenga Waka Victoria University of  
Wellington's Museum & Heritage Studies programme  
in Trimester 2, 2020**

*In recent weeks the Black Lives Matter protest movement has exploded across the globe and sparked controversy with attacks on colonial monuments. In Aotearoa, monuments have been removed amidst an almost unprecedented public interest in our colonial past and its material representation. What is the role of heritage professionals in responding to these debates? In what ways does the public discourse challenge current heritage practices? What are the implications for the preservation of Aotearoa's colonial heritage?*

Explore these questions and other current hot topics and debates in the rapidly expanding field of critical heritage studies. Consider their implications for heritage practice through local case studies and engage with leading heritage professionals from Aotearoa to discuss solutions.

Our new 15-point course **MHST510: HERITAGE PRACTICES** will equip heritage professionals with the most up-to-date thinking and innovations in heritage studies, providing tools to enhance your practice and help your organisation address key issues facing New Zealand's heritage sector.

Three full-day workshops, four online tutorials and a final half-day wrap-up allow maximum flexibility for busy professionals and non-Wellington residents. Sessions include:

- critical discussions of the latest theory and research
- an overview of current approaches to heritage management, policy, and planning in Aotearoa, including Māori perspectives
- case studies and guest speakers from the local heritage sector
- practical exercises applying new ideas to enhance professional practice

**Who should attend:**

- emerging and established professionals in all roles across the sector, including cultural, natural and intangible heritage
- professionals wanting to expand and update their knowledge of the latest theory and practice
- professionals seeking new ideas and tools to help address current issues faced by their organisations
- those interested in beginning or pivoting to a career in the heritage sector
- emerging professionals seeking to enhance their employability

**Course content:**

Module 1 – Introduction (17 July):

- The history of heritage and the rise of critical heritage studies
- Heritage management approaches
- Community perspectives

Module 2 – Global politics of heritage (7 August):

- Human/Indigenous rights & heritage ethics; repatriation
- World Heritage & the role of UNESCO; heritage diplomacy; gender and heritage
- Conflict & reconciliation; nationhood, commemoration & memorialisation
- Heritage and tourism

Module 3 – Heritage practices in Aotearoa New Zealand (11 September):

- Heritage issues in Aotearoa NZ
- Heritage policy, legislation and planning
- Heritage interpretation

**Practicalities:**

The course is 100% internally assessed. Assignments will allow you to engage with the topics, ideas and case studies of most interest and relevance to you.

This course can be credited towards one of our taught post-graduate degrees in Museum & Heritage Practice. For more information see <https://www.wgtn.ac.nz/stout-centre/study/subjects/museum-and-heritage-studies> and contact Programme Director, Professor Conal McCarthy to discuss applying to complete one of these qualifications.

VUW is offering a scholarship, covering 100 percent of tuition fees, for students beginning study in Trimester 2 whose work and life has been disrupted by the pandemic. For more information see <https://www.wgtn.ac.nz/fees-scholarship>.

If you can't attend all sessions, contact [lee.davidson@vuw.ac.nz](mailto:lee.davidson@vuw.ac.nz) to find out about options to attend one-off sessions.

**Course co-ordinators:**

Dr Ben Schrader is an independent historian, heritage consultant and experienced university teacher who specializes and publishes in the fields of urban history and the history of the built environment. He works with a broad range of organisations including: Te Manatū Taonga Ministry for Culture and Heritage, Heritage New Zealand Pouhere Taonga, Kāinga Ora and the New Zealand Centre for Sustainable Cities. His first book was *We Call it Home: A History of State Housing in New Zealand*, a finalist in the 2006 Montana Book Awards. His most recent work, *The Big Smoke: New Zealand Cities 1840-1920* won both the New Zealand Historical Association and the Canterbury Society of Authors' best New Zealand history book awards in 2017. It was also shortlisted for the 2017 Ockham book awards. He is currently researching a history of historic preservation in Aotearoa New Zealand with fellow historian Michael Kelly.

Associate Professor Lee Davidson has 20 years' experience teaching on New Zealand's leading programme in museum and heritage studies, with a focus on heritage practice, research and visitors. Her work is firmly grounded in theory and practice and she has built close collaborative relationships with key national and international heritage institutions. She is an experienced facilitator of workshops and symposia for museum and heritage professionals and also works as a research consultant for external organisations. Her recent books are *Cosmopolitan Ambassadors: International exhibitions, cultural diplomacy and the polycentral museum* (Vernon Press, 2019) and *Scenic Playground: The story behind New Zealand's mountain tourism* (Te Papa Press, 2018).

**For further information:** please contact [lee.davidson@vuw.ac.nz](mailto:lee.davidson@vuw.ac.nz).

## **BLM protests and critical heritage studies**

‘Monuments are physical markers for the ideas and heritage that matter most to a community. Their symbolic power is well understood and for this reason we are seeing communities around the world target statues that represent racism and injustice.’

Tina Ngata

The police murder of George Floyd on 25 May 2020 in Minneapolis gave the Black Lives Matter renewed momentum, generating waves of protest marches and rallies that circled the globe. While the initial focus was on the ruthless police treatment of Black communities in America and elsewhere, attention also turned to monuments that were seen to glorify famous white men, some of whom had oppressed and/or brutalised non-white peoples. The toppling of the statue of the slave trader Edward Colston in Bristol by anti-racist protestors encouraged others to deface statues of white men, such as King Leopold of Belgium, who had led European colonising projects that had devastated Indigenous peoples.

In Aotearoa New Zealand protestors drew attention to monuments that celebrated figures who had been instrumental in colonisation. The statue of John Hamilton, a contentious colonial leader who fought in the 1860s New Zealand Wars, was removed from central Hamilton following requests from Waikato-Tainui. Questions were also raised the appropriateness of the Wakefield monuments in Wellington. A central criticism was that colonial monuments were not about history but about hagiography. Pākehā leaders were literally put on a pedestal while Māori leaders nowhere to be seen. Place names too came under attack. The town of Picton was named for the brutal governor of Trinidad. Calls for the Māori name Waitohi to replace it have subsequently increased.

Rarely has there been so much public attention on Aotearoa’s colonial past and the material fabric through which this past is often represented. The public discourse about whether to keep or remove these monuments has been largely led by hapu, politicians and public intellectuals. Heritage professionals have stayed in the background. But as a group that has particular expertise in researching, repairing, and interpreting material culture, should they in fact be at the forefront of public debate? Is their role to shape or follow public opinion? If current attention is on monuments should attention also be directed to other aspects of colonial material culture like buildings? In what ways has the public discourse challenged current heritage practices?

Such questions will be explored and debated during the course.