AR200 Heritage Matters. Introduction to Heritage Management

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Office Hours: Any time by appointment

Tues. & Thurs. 12:00–1:30 pm
Room 404
Online: Blackboard - learn.bu.edu

Course Overview

Cultural heritage comprises the tangible and intangible expressions of human experience that have importance for people over time. Cultural heritage has multiple, often conflicting uses. It fosters a sense of community and identity, whether local, religious, ethnic, or national. It provides a link to the past, or a source of data for investigating human cultures, past and present. It may have commercial value, for example through cultural tourism, or through the buying and selling of cultural objects. This diversity of meaning and use of heritage often leads to conflicting claims and is the subject of growing discussion, debate, and controversy among heritage stakeholders in society.

This course offers an introduction to the growing field of heritage management, a field that encompasses the identification, evaluation, conservation, and stewardship of cultural heritage. We will focus on Spanish case studies as much as possible, so the class is also valuable for your experience in Spain. Topics to be covered include definitions of cultural heritage; threats to cultural heritage; values and stakeholders in heritage management; cultural policy and legislation; conservation and restoration of built heritage; world heritage; the protection of archaeological sites from the threat of development; public outreach; cultural tourism, looting, the antiquities market, and museums; claims for the return of cultural objects; underwater archaeology and treasure hunting, and heritage in armed conflict.

This course places an emphasis on archaeological sites, but it also extends to other areas such as historical places and museums that we will visit as a class. Therefore, it is open to art history, anthropology, classics, museum studies, and education students (Course fulfills department topical requirements.)

There are several field trips required and included in this class. They are all scheduled during class hours, except the visit to the roman city of Segóbriga and the Archaeological Park of
Arqueopinto, both scheduled on Fridays. Please check the schedule for more information. Field trips are mandatory.

**Prerequisites**: None.

**Learning Objectives**

1. You will be able to define cultural heritage, describe its scope and scale, and articulate the many natural and cultural factors that threaten cultural heritage.

2. You will identify the various stakeholders involved in heritage and understand their values and interests relating to cultural heritage.

3. You will be able to learn about Spanish history through the analysis of specific case studies.

4. You will research a case study in heritage management and present your findings in a term paper. This will contribute to your understanding of Spanish past and present.

**Course Format and Attendance**

The course is divided into weekly topics. Some weeks, there will be a lecture one day, and a class activity the other day of the week. The remaining weeks will be comprised of two regular lectures. Students are expected to attend all classes and field trips, complete all reading and other assignments on time, and actively engage in class discussions. Attendance will be taken each day. More than **two** unexcused absences will result in a lower final grade.

**Examinations and Grading**: This class requires active participation throughout the semester. Therefore there are oral or written assignments almost every week, but there are no mid-term or final exams. Grading in the course is based on the following:

- **Term Paper**: 25%
- **Class Participation**: 10%
- **Class presentations**: 25%
- **Written assignments**: 40%

**Academic Conduct Code**

Academic integrity is expected of all students. If you have not already done so, please familiarize yourself with the university's Academic Conduct Code: [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/academic-conduct-code/)

**Term Paper**

The term paper (worth 25% of your final grade) must cover an approved topic* relating to a case study in heritage management. It should be least 5 pages long (counting text only,
excluding front and back matter, illustrations, etc., 1.5 space). Deadlines and values for the various “milestones” associated with the paper are listed below and we will repeat them in class. Assignments are due at class time and those handed in late will be reduced in will result in a lower grade.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due</th>
<th>Value</th>
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<tbody>
<tr>
<td>Approved topic,* 1-page abstract</td>
<td>Oct. 13</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Oct. 22</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Complete first draft</td>
<td>Nov. 19</td>
<td>50 pts.</td>
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<tr>
<td>Final paper</td>
<td>Dec. 15</td>
<td>30 pts.</td>
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*To obtain approval for your paper topic, you must meet and discuss your proposed topic with me.

**On line resources:**


All mandatory readings are available in the Course Documents section of the class website. Please make sure you can access Blackboard.
1. Introduction: What is Cultural Heritage? September 15 and 17

Introduction to the course. The idea of cultural heritage dates to the Enlightenment, when antiquities and classical masterpieces were the only things that could be catalogued and considered to be artistic heritage; the concept has since evolved to encompass all human activity. Now, it means not only archaeological sites, artifacts, and classical art, but also intangible elements of human culture. In this first class, we will dismantle the idea of cultural heritage in order to reconstruct it within the context of the 21st century. Let's get rid of all stereotypes and biased previous notions, and re-invent the concept of archaeological heritage.

Readings for Thursday:
Unesco website about Córdoba: http://whc.unesco.org/en/list/313

Assignment # 1 for Thursday (Oral):
Come to class having thought of an example of a "weird" cultural heritage site, item, “thing”, etc. that is protected in your community. Oral presentation.

Friday and Saturday: Trip to Córdoba. We will study Córdoba in detail, from a historic, artistic and heritage perspective.

2. Who cares about the past and why? Values and stakeholders - September 22 and 24

Cultural heritage exists because it matters to someone. It can be important at the local or global level. Why do we care about the past? Heritage values: associational, informational, economic, aesthetic. Cultural nationalism, indigenous perspectives, place attachment, treasure seekers. Uses and abuses of heritage.

Readings for Tuesday:

Readings for Thursday:
Assignment # 2 for Thursday (Oral and Written):
2. a. Identify stakeholders within different examples, both at the local, national and international level from our trip to Córdoba. ORAL
2.b . Your Heritage Values. WRITTEN

3. Cultural Policy and Legislation. World Heritage - September 29 & October 1

Policies for valuing and managing heritage are made at local, national, and international levels. Introduction to international conventions and standards relating to cultural heritage. The 1972 World Heritage Convention registers natural and cultural sites "of outstanding universal value." It also identifies world heritage "in danger." Survey of the work of the convention and its impact for global preservation. Featured sites include Stonehenge (England), Pompeii (Italy), Angkor (Cambodia), and Auschwitz Birkenau (Poland).

Readings for Tuesday:

Readings for Thursday:
Read the "World Heritage Information Kit" (downloadable pdf) at: (http://whc.unesco.org/uploads/activities/documents/activity-567-1.pdf). Go on line to find out more about Templo de Debod (where is it from, why was it moved to Madrid, etc.)

Thursday October 1: Visit to the Templo de Debod at 12.30 pm

Assignment #3 (Oral): Describe the World Heritage Site that was distributed in class. Oral presentation for October 13.

4. Where do we preserve and manage archaeological heritage? October 6 and 8
Where do we manage archaeological heritage? On site, in a museum, at home? And how do we do this? Preservation issues, techniques and options to preserve/fossilize the past.

Visit to the Cerralbo Museum in Madrid. Please answer the questionnaire in BB. Make sure your answers reflect the readings on Museums as well as your own thoughts about the Museum.

**Assignment # 4 (Written):** Please answer the questionnaire after your visit to the Cerralbo Museum. Written paper should be submitted on Saturday 11.

5: Saving Built Heritage: Architectural Conservation and Restoration - October 13 and 15
Approaches to the protection of the built environment. Challenges of conservation and the pitfalls of restoration. The threats of progress. Archaeological sites and development.

**Readings for Tuesday and Thursday:**

http://www.international.icomos.org/venicecharter2004/index.html
www.international.icomos.org/charters/arch_e.pdf


6. Site management October 20 and 22
We will learn techniques for preparing an archaeological site for the public, and convert it into a resource for tourism, education, etc., considering two factors: site conservation, and visitors’ comprehension.

**Readings for Tuesday:**

Pérez-Juez (2013) Archaeological Heritage Management in Spain

Other readings will be distributed in class.

Visit to the Roman city of Segobriga - Friday October 23
7 - Public outreach and Cultural Tourism. October 27 and 29

How can we engage society in cultural heritage management? What types of programs, activities, campaigns, etc., are most efficient in cultivating an identification with or an interest in cultural heritage within the community and society as a whole? How do we engage the public to preserve and promote cultural heritage? Archaeological heritage management and kids. New generations are the future users and curators of our past. An important element of public outreach, and heritage management in general, must be directed towards children and youth. We will talk about hands-on programs, archaeology fairs, how to make activity books, how to communicate the past with children, etc.

In this class, we will consider many practical examples. Come to class prepared to discuss how you, as user, have experienced cultural heritage.

Readings for Tuesday:
Other readings will be distributed in class.

Readings for Thursday:
Liz Walder “A Travelling Exhibition about Archaeology as an Activity”, Liz Walder.

8 – Heritage Management in Spain November 3 and 5

Spain is a complex country with laws at the local, regional, national and European level. Plus, the country has changed in the past four decades, overcoming a dictatorship and becoming a powerful country. How has this affected archaeological heritage. And.. how has heritage affected different policies and political movements?

Readings for Tuesday:
Amalia Pérez-Juez Archaeological Heritage Management in Spain
Carlos Marín et al. “Building nations in the XXI century. Celticism, Nationalism and Archaeology in Northern Spain: The case of Asturas and León” 11-31

November 5th. Visit to the MAN and answer the questionnaire

Assignment # 6: Questionnaire about the MAN

9- Cultural Tourism November 10 and 12

Communicating about heritage takes many forms. States, public and private organizations, and individuals engage in efforts to interest and educate the public in the material remains of the past. Survey of contemporary activities in public outreach and heritage education; examples include teaching evolution at the hominin site of Atapuerca (Spain) and heritage tourism in a biosphere (Menorca, Spain).

Readings:

Visit to the Archaeological Park of Arqueopinto - November 13

10 - Threatened Heritage: Looting, the Antiquities Market and Armed conflict November 17 and 19

The fragile archaeological resource base is at risk from looters who plunder sites to supply the antiquities market. Private collectors and museums acquire the bulk of their acquisitions from the market, which in turn fuels the looting and destruction of more sites. The looting of Italy and Peru are featured.

For millennia cultural objects have been looted during wars and destroyed in the bombing and devastation of conflict. Since the 19th century, laws and policies have attempted to protect heritage during war. A historical review, including the Romans, Napoleon, and World War II, sets the stage for a consideration of the fate of cultural heritage during the Iraq War (2003–2011) and in countries currently experiencing the "Arab Spring."

Readings:


Peruse the website and read the two most recent Weekly Reports on Syria from the Syrian Heritage Initiative: http://www.asor-syrianheritage.org

British Museum website, “The Parthenon Sculptures: Facts and Figures”:

“The Parthenon Sculptures: The Position of the Trustees of the British Museum”:

Greek Ministry of Culture, “The Restitution of the Parthenon Marbles”:
http://odysseus.culture.gr/a/1/12/ea120.html
Assignment # 7 for Thursday: Presentations of current destruction and looting: Isis, Afghanistan, Spain. Your case will be distributed in class the week before.

11. Threatened heritage cont. Underwater Archaeology vs. Treasure Hunting November 24 and 26

As underwater archaeologists painstakingly and systematically work to discover and analyze the submerged maritime past, commercial treasure hunters are scouring the world’s oceans looking for gold, coins, and other riches to recover from sunken ships and sell. A new breed of underwater entrepreneurs argues that profit and preservation of historic values are not incompatible. But is it archaeology? Cases include the Bronze Age Uluburun Shipwreck and the salvage of RMS Titanic.


Assignment # 8 for Thursday: Presentation of the Fragata Mercedes case. Each group will be responsible for presenting one part of it. www.mecd.gob.es/fragatamercedes

12. Heritage Management and New Technologies. December 1 and 3:
Archaeological excavations are suffering the economic crisis and the difficulties created by modern curation. The public is demanding more and more multimedia to understand the past. We can benefit from new technologies to protect, preserve and study the past. We will explore the use of technology in heritage management... but this is your class! And you will have to teach it.

13. Student Presentations and final thoughts – December 10

Students presentations and we wrap up the course with some final thoughts.