Boston University Study Abroad, Menorca

CAS AR580 Studies in Archaeological Heritage Management:
Cultural Heritage of Menorca

Boston University Menorca Field School in Archaeology and Heritage Management

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Class Days: Mon-Fri, plus field trips
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Office Hours: by appointment
Course Credit: 4.0

This course is taught through Boston University Study Abroad and it is part of the BU Field School for Archaeology and Archaeological Heritage Management. It has a minimum of 56 hours that include class lectures, discussions, supervised fieldtrips to relevant cultural sites and specific work at archaeological sites and museums. This course also requires individual work, preparing for class, homework, working in group projects, and individual visits to museum and sites.

This course will be taught simultaneously with AR 556 Archaeological Field Research Experience. Students must register for both courses and will earn a total of 8 BU credits.

Bulletin

Introduction to heritage management in the context of a field school in Menorca, Spain. Students will explore themes in heritage management, including values and significance of cultural sites and objects; identification and analysis of stakeholder communities; principles and practice of heritage management; local, national, and international contexts, laws, and regulations; the World Heritage Convention and biosphere reserves; conservation, site management, and cultural tourism; looting and protection of archaeological resources; heritage during armed conflict; museums as venues for heritage curation, interpretation, and education.

Course Description

Boston University's Menorca Field School in Archaeology and Archaeological Heritage Management offers intensive training in contemporary principles and practice of
preserving the world's precious cultural heritage. With the culturally and naturally rich island of Menorca (Spain)—a UNESCO Biosphere Reserve and candidate for World Heritage status—as their backdrop, students will explore how our fragile cultural heritage is identified, evaluated, and preserved. This five-week program includes both class and field study of the central topics and challenges in cultural heritage management. Menorca preserves archaeological sites from every period of its prehistory and history, from Bronze Age agrarian settlements to 20th-century remains of the Spanish Civil War. This rich cultural legacy, along with the island's impressive natural setting and cultural facilities, makes Menorca an outstanding laboratory for learning Archaeological Heritage Management.

Through a combination of class lectures, discussions, field visits to cultural and natural sites, and hands-on heritage projects, students in the five-week field school will explore how cultural heritage is identified, evaluated, preserved, and presented. Participants will learn the general principles and practices of the field of heritage management while immersing themselves in the cultural heritage of Menorca. Topics to be covered include heritage theory; heritage stakeholders and values, cultural policy and legislation, site preservation, management planning, looting and armed conflict, cultural tourism, collections management, and museum presentation. Students will work on a variety of hands-on heritage projects: topics may include developing a site management plan; putting together a museum exhibit; creating public outreach products such as brochures, videos, and websites; conducting visitor surveys at heritage sites; and analyzing World Heritage proposals and management plans.

Menorca, the easternmost of Spain’s four Balearic Islands, is strategically located midway between Spain, Sardinia, France, and North Africa. First settled in the 4th millennium B.C., the island is well known for its distinctive late Bronze Age and Iron Age Talayotic Culture, characterized by settlements with megalithic structures. These indigenous communities survived well into the Roman period and later.

In addition to its unique Talayotic cultural heritage, Menorca also preserves remains from several other cultural periods, including Punic, Roman, Medieval, and early modern. With its deep and well protected harbor at Mahon, Menorca was a prime attraction for both naval vessels and merchant shipping during the Age of Sail. For most of the 18th century, Great Britain held dominion over Menorca. After Spain recovered Menorca in 1802, the naval base at Port Mahon became a primary station for the Spanish fleet, as well as a critical base for the French, Dutch, and American navies to refit, resupply, and spend the winter. This historical era is well represented in numerous surviving buildings, fortifications, and cultural landscapes that give Menorca its distinctive Mediterranean appearance and spirit.

**HUB Learning Outcomes**

AR580 is designed to cover three Hub units:
1. Historical Consciousness (1 unit)
2. Social Inquiry I (1 unit)
3. Teamwork/Collaboration (1 Intellectual Toolkit unit)

Each unit is briefly described below.

**Historical Consciousness**

1. Students will study the remains of the major cultures of Menorca and their close contact with the material remains will allow students to be able to recognize the essential elements of sites of different cultures and their time frames. All these cultural periods are represented in numerous surviving buildings, fortifications, and cultural landscapes. Students will understand these cultural sites within their historical, political, and social contexts.

2. Students will use primary source materials such as maps, archaeological and architectural remains, legal and historical documents, and other data to prepare for discussions of the major topics covered. For example, students will evaluate Spain’s current proposal for the nomination of Menorca’s Iron Age Talayotic Culture to the Word Heritage List (part of the World Heritage Convention of 1972) or will learn to assess *in situ* archaeological remains and prepare a management plan for conservation and tourist visitation.

3. Close engagement in Menorca’s cultural heritage will allow students to understand how material culture and heritage influenced, and were influenced by, political organization, ideology, socio-economic forces, and other factors. For example, the great Muslim mosque in the capital of Ciudadela was turned into a cathedral when the Christian forces of Aragon conquered Menorca in 1287 C.E., and traces of the original minaret may still be seen inside the cathedral’s bell tower. More recently, the changing technology of fortification-building in the Harbor of Mahon readily demonstrates the transitions from marauding Saracens, to the great sailing ships of the 18th century, and later again to modern navies and air forces. In the modern era, important social transformations have changed an agrarian and mercantile island into a major tourist destination, and the seasonal arrival of hundreds of thousands of foreigners (many of them cultural tourists) is threatening to deteriorate the sustainability of Menorca’s fragile cultural and economic systems.

**Social Inquiry I**

1. The study of cultural heritage offers an excellent opportunity for students to identify and apply major concepts in the social sciences to explain human behavior and how it is shaped and affected by multiple factors, interests, and pressures. For example, our students will explore questions such as, What is cultural heritage? Which stakeholder groups have interests in the cultural heritage of Menorca? Who decides what makes an old building or archaeological site important and worthy of saving? What institutions on local, national, global, and transglobal levels create and
implement cultural policy? Through intensive, hands-on explorations of heritage sites, scholarly literature, and visitor surveys of tourists, students will immerse themselves in the tangible aspects of heritage and the intangible values that cause some stakeholders to appreciate the heritage as a link to the past while others seek to realize the economic value of heritage through cultural tourism or even looting of archaeological sites. Students will also examine the workings and impacts of the heritage tourism industry at sites and museums in Menorca; tourism is an important economic benefit to the island but creates environmental and cultural stresses too.

**Intellectual Toolkit: Teamwork/ Collaboration**

1. Students will learn skills related to teamwork and collaboration through the implementation of carefully supervised, multiple projects associated with the different topics. One of the main advantages of a field school is to be able to work *in situ* and participate in collaborative projects. These may include designing an exhibit based on archaeological materials; analyzing cultural tourism infrastructure, access, education materials, etc.; or field inspection of an archaeological site and developing the outlines of a site management plan for it. Through self-reflective and collaborative organization, research, and presentation of their projects, students will learn the essentials of successful team-building and teamwork.

2. An archaeological field school is an intensive learning experience. For five weeks students in the Menorca program will live together and learn how to work together. They will learn how to manage their time, distribute tasks, synthesize information, interact regularly, resolve intra- and inter-group conflicts, and develop and present several collaborative projects as a group. Group projects will be supervised by faculty, but there will be different student roles assigned every week (leader, recorder, presenter, etc.). Students will rotate among different groups in order to experience working with new people and ideas regularly. Since there are multiple, often conflicting values among heritage management stakeholders, students will be exposed to the greatest diversity of perspective, outlook, and opinion, a skill that will be beneficial to them as they try to find middle grounds to ensure the research of, access to, and preservation of cultural heritage.

**Course Format and Attendance**

The course is divided into weekly topics. Students are expected to attend all classes and field trips, complete all reading and other assignments on time, and actively engage in class discussions and group projects. Attendance will be taken each day. **No unexcused absences will be allowed.**

Much of this class is experiential, particularly the field trips. You must attend all classes and fieldtrips, with excused absences only for extenuating circumstances such as serious illness, family emergencies, or religious observance (see BU policy: [https://www.bu.edu/academics/policies/absence-for-religious-reasons/](https://www.bu.edu/academics/policies/absence-for-religious-reasons/)).
Students with Disabilities

If you are registered with the Office of Disability Services, please make an appointment as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 353-3658 or visit the office on 19 Deerfield Street to register for services.

Examinations and Grading: Class meetings combine lectures, site visits, discussion sessions, and student presentations. This class requires active participation throughout the semester. Therefore, while there are oral or written assignments every week, there is no midterm or final exam. Grading in the course is based on the following:

- Class Participation: 20%
- Class presentations: 30%
- Reflection Papers: 30%
- Written questionnaires: 10%
- Book review: 10%

Class participation: Students are expected to actively participate in all discussion sessions and to co-lead some of them, showing respect for others’ opinions. Students need to read all the material before class, engage in the topics and actively prepare and participate in every lecture or fieldtrip.

Class presentations: Students will be required to work in groups on the topics covered in class. There will be a total of 5 class presentations of ca. 10-15 minutes each, supported by a slide presentation and showing data. Topics covered will include: analysis of a World Heritage site, presentation of a museum display, etc. Presentations will also include a list of questions to discuss with the rest of the class.

Reflection papers: Students will write three 2-3 pages reflection papers dealing with topics covered in class. These papers must demonstrate critical awareness on topics in heritage management such as stakeholders, looting and collecting, cultural tourism, etc. They may be individual or group efforts.

Written questionnaires: Students will answer written class questionnaires related to museum and site fieldtrips, which will be handed in after the visit.

Book review: Each student will choose and read a book relating to heritage management and will present a summary of the book to the class and lead a discussion of the topics involved. A list of approved books will be sent to the students before the field school.

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/
Readings:


Classes and lab work will take place at the Universidad de las Islas Baleares (UIB) in Alaior, Menorca, Spain. You will be expected to do homework and group projects in the library, your own apartments where there is plenty of room to work as well as wifi, or in the classroom if necessary.

1. Introduction to Menorca's Cultural Heritage and Heritage Management
2. World Heritage and Biosphere Reserves
3. Archaeological Site Management
4. Collections Management and Museum Exhibition
5. Threats to Cultural Heritage

We will engage in these topics through lectures, discussions, field trips, readings, and group projects. Following is a provisional listing of the schedule for each topic. Required readings may be found on the Blackboard website and should be read prior to the scheduled day.

This course will be taught simultaneously with AR 556 Archaeological Field Research Experience. This means that some topics like archaeology of Menorca and visits to archaeological sites and museums may be scheduled as part of the AR 503 class.

Also, please note that the schedule for fieldtrips is subject to change. Many factors may cause last-minute changes to the schedule, including weather, site and museum closings, etc., so students should be ready to adapt to changes.

1. Introduction to Menorca's Archaeology, Cultural Heritage, and Heritage Management

The first week of the program will provide an introduction to the island of Menorca, its archaeology and history, and to the field of archaeological heritage management. We also introduce fundamental concepts of the field of heritage management, including heritage values, stakeholders, and cultural policy.

Class 1. What is Cultural Heritage? Different ways of understanding the past.
Debate on different historic approaches to the island’s past.

Fieldtrip to the Talayotic site of Trepucó.

Class 2. Who cares about the past?
Assignment (Oral):
Come to class having thought of an example of a "weird" or unusual cultural heritage site, item, “thing”, etc. that is protected in your community. Oral presentation.


Assignment (Oral): Based on the fieldtrip to Isla del Rey during orientation, identify stakeholders to British heritage on the Menorca, and the threats to cultural sites. In-class debate.

Class 4. Group Discussion and review; student book review.
Saturday: Extra field activity: day trip to Ciutadella (historic town, archaeological museum, Farragut monument, etc.).

2. World Heritage and Biosphere Reserves. International Conventions and Domestic implementations

Spain’s nomination of the Talayotic Culture of Menorca to the World Heritage List provides a unique opportunity to study the concept of World Heritage and the process of identifying, preparing, and nominating archaeological sites in accordance with the World Heritage Convention. The island of Menorca is also a UNESCO Biosphere Reserve, a special designation that recognizes and seeks to protect outstanding biodiversity of areas with terrestrial, marine, and coastal ecosystems. We will study these two preservation regimes (World Heritage and Biosphere Reserves) in Menorca and explore the implications of managing sites and areas of universal value on local areas and people.

Class 1. Introduction to Biosphere Reserves and UNESCO website. Menorca Biosphere Project.
Reading: Menorca Biosphere Reserve website:

Class 2. In situ discussion of features of a Biosphere Reserve: day trip to Es Grau, Favaritx and Cap de Cavalleria

Class 3. World Heritage Convention and UNESCO WHC website overview; introduction to project on WH criteria.
Menorca World Heritage nomination, website, and discussion.
World Heritage Convention, Operational Guidelines (pp. 17-24);
Menorca Talayotic website: http://www.menorcatalayotica.info/portal.aspx
Class 4. Word Heritage, cont'd. ICOMOS report on Menorca's nomination. Class will take place at one of the Talayotic sites included in the nomination.

Class 5. Discussion, project presentations, and book reviews.

3. Archaeological Site Management

This unit examines the principles, strategies, and techniques for preserving archaeological heritage and maintaining it for present and future generations. How are sites protected? What principles of conservation must be applied? What are the standards for effective, long-term management? How can we assure public access to sites? What is cultural tourism and how does it affect the preservation of sites? What are the essential elements of site management plans? We explore these and other issues through a detailed examination of policies, standards, and case studies, supplemented by intensive field trips to archaeological sites that demonstrate, first-hand, the problems and prospects of effective site management.

Class 1. Where do we preserve heritage? Introduction to site management

Class 2. Archaeological conservation and restoration
Please look at the international charters:
http://www.international.icomos.org/venicecharter2004/index.html
www.international.icomos.org/charters/arch_e.pdf

Visit to the archaeological site of Binisafullet for analysis of site presentation.

Class 3. Cultural Tourism and Site Management

Field trip to Torre d'en Galmés for analysis of Cultural Tourism and site management. Beginning of visitors’ survey project.

Class 4. Discussion, project presentations, and book reviews. Field trip to Torre d’en Galmés for visitors’ survey project.
4. Collections Management and Museum exhibitions

This theme explores the role of collections management and museums in archaeological heritage management. We will visit several important museums on the island and assess their goals, exhibits, and collection strategies. Students will also gain first-hand experience in the processing of archaeological materials, including artifact identification, inventorying, and curation, while studying the goals, methods, and challenges of collections management.

Class 1. Museums and collections. Looking at objects and understanding the narrative.
   Liz Walder, “A Travelling Exhibition about Archaeology as an Activity”.

Class 2. Visit to Colección Hernández Sanz – Can Oliver Museum
   Reading: “Archaeological Collections” 91-106

Class 3. Designing an exhibition. Practical work on an exhibit with a cultural institution of Menorca (Isla del Rey or Museo Diocesano).

Class 4. Discussion, project presentations, and book reviews.
   Visit to Torre d’en Galmés for Visitors’s survey project

5. Threats to Cultural Heritage


Class 2. Looting and the Antiquities Market.

Class 3. The Challenges of Preservation in Times of Armed Conflict.

Class 4. Discussion, project presentations, and book reviews.
   Field trip to Spanish Civil War sites.