AR200 Heritage Matters. Introduction to Heritage Management

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Office Hours: Any time by appointment

Mon. & Wed. 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 trips to Córdoba, El Escorial and Toledo.
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. No unexcused absences will be allowed.

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

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

Assignments are due at class time or by email before class, and those handed in late will result in a lower grade.

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/
**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).

*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.

**VISITS:**

City of Cordoba  
Museo Arqueológico Nacional  
Templo de Debod  
Museo Cerralbo  
Museo de Madrid  
Museo del Real Madrid  
El Escorial and Valle de los Caídos  
Toledo

Some other visits might come up during the semester and will be announced in class.
AR 200 - Fall 2016
Schedule of Weekly Topics and Assignments

1. Introduction: What is Cultural Heritage? September 12 and 14

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 Wednesday:
Unesco website about Córdoba: http://whc.unesco.org/en/list/313

Assignment #1 for Wednesday (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. Where do we preserve the past? - September 19 and 21

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.

Visit to the Archaeology Museum on Wednesday – Museo Arqueológico Nacional

Readings for Monday:

Assignment #2 for Monday (Oral):
Identify stakeholders within different examples, both at the local, national and international level from our trip to Córdoba. ORAL
Readings for Wednesday:

3. Cultural Policy and Legislation. World Heritage - September 26, 28 and October 3

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 Monday:

Readings for Wednesday:
Go on line to find out more about Templo de Debod (where is it from, why was it moved to Madrid, etc.)

Assignment # 3 for Monday (Written):
Your Heritage Values. WRITTEN. You have to write this assignment keeping in mind Lipe’s reading and applying the different categories that he talks about to your own heritage values.

Wednesday September 28: Visit to the Templo de Debod at 12.30 pm

Assignment #4 (Oral): Describe the World Heritage Site that was distributed in class. Oral presentation for October 3.

4. Where do we preserve and manage archaeological heritage? October 5
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.
“Archaeological Collections” 91-106


5. 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. Week of October 10. Assignment # 5 (Written): Please answer the questionnaire after your visit to the Cerralbo Museum. Written paper should be submitted on Saturday 15 the latest.

Remember: Wednesday 12 is a holiday!

6: Saving Built Heritage: Architectural Conservation and Restoration - October 17 and 19
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 Monday and Wednesday:

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


7. Site management. October 24 and November 2
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 Monday:

Lausanne Charter 1990

Other readings will be distributed in class.

October 26 – Visit to the Real Madrid Museum
8 - Public outreach. November 7 and 9

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 Monday:
Other readings will be distributed in class.

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

9 - Threatened Heritage: Looting, the Antiquities Market and Armed conflict November 14 & 16

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:


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


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

**Assignment # 6 for Wednesday: Presentations of ebay, sotheby’s, christie’s and Interpol cases**

**Assignment # 7.** Watch Monuments Men and answer the questions in BB. We will watch some excerpts of The Rape of Europe in class.

**10. Threatened heritage cont. Underwater Archaeology vs. Treasure Hunting November 21 and 23**

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 Uluburn Shipwreck and the salvage of RMS Titanic.


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

**11- Cultural Tourism December 5 and 7- Cultural Tourism project – Assignment # 9**

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:**


**12 – Heritage Management in Spain December 7**

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:**

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

**13. Heritage Management and New Technologies. December 12:**

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.

**14. Student Presentations and final thoughts – December 14**

Students presentations and we wrap up the course with some final thoughts. Also... deadline for final paper!

Movies for extra credit:

The Monuments Men
The rape of Europe
A room with a view