



Boston University Study Abroad Madrid

AR200 Heritage Matters. Introduction to Heritage Management

**This is a 2+1 Hub Course: Historical Consciousness and
Social Inquiry I + Research and Information Literacy**

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Office Hours: Any time by appointment**

**Mon. & Wed. 12:00–1:30 pm
Room 404
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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.

There are several field trips required and included in this class. They are all scheduled during class hours, except the trips to Córdoba and El Escorial.

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 interpret primary heritage-related data (which may include documents, art, and architecture) within their historical and cultural contexts.
3. You will identify the various stakeholders involved in heritage and understand their values and interests relating to cultural heritage.
4. You will be able to learn about Spanish history through the analysis of specific case studies.
5. You will identify and strategically analyze research questions in several contemporary aspects of heritage management, and present your findings in a term paper. This will contribute to your understanding of Spanish past and present.

Hub Learning Outcomes

1. Philosophical, Aesthetic, and Historical Interpretation - Historical Consciousness

- **Historical Outcome 1**

Students will create historical narratives relating to heritage preservation and individual heritage site histories. They will evaluate interpretations based on historical, archaeological, architectural, and artistic evidence. Through analysis of these types of evidence, they will construct historically-based arguments relating to heritage values, significance of cultural heritage, and values of preserving specific examples of heritage.

- **Historical Outcome 2**

Students will analyze primary archaeological, architectural, artistic, and documentary data within their historical and cultural contexts, in order to understand and evaluate statements of significance for cultural heritage. For example, they will assess data proposed by countries nominating cultural sites to the World Heritage Convention, where the evaluation depends on a positive analysis of the primary criterion, "Outstanding Universal Value."

- **Historical Outcome 3**

Students will study the values and meanings associated with cultural heritage within a framework of social, political, and economic forces. Cultural heritage may have aesthetic, informational, economic, and associative meanings; these relate to and are sometimes defined by religious, political, and socio-economic institutions.

2. Scientific and Social Inquiry - Social Inquiry I

- **Social Inquiry Outcome 1**

Students will explore how the management of cultural heritage is linked to, affected by, and even defined by, stakeholder groups operating at several levels, including ethnic, religious, and social groups; nation-states that use culture to define and promote a national identity; economic groups such as dealers and looters; and academic specialists (archaeologists, historians, anthropologists, museum curators, etc.). Students will analyze how these groups function in relation to cultural heritage.

3. Intellectual Toolkit - Research and Information Literacy

- **Research Outcome 1**

Students will be introduced to the primary sources for researching the field of heritage management, including local, national, and international laws and policy as well as data sets pertaining to specific examples of heritage. For example, students will use the documents available in the World Heritage Center website to research and evaluate the significance of specific World Heritage sites. The course will also introduce students to ethical and critical approaches to evaluating and using publicly accessible sources relating to heritage management.

- **Research Outcome 2**

Class projects will be a good opportunity for students to comprehend the basic processes of heritage research, including problem orientation, data gathering, analysis, and public communication of results. Each student will visit, study, and research a specific heritage site in Spain, and will present an illustrated slide presentation followed by a properly documented written report. The instructor will meet regularly with each student and will set a schedule of deadlines for each stage of the project (e.g., title, prospectus, bibliography, preliminary viewing of presentation, draft text, and full revision based on instructor comments).

Course Format and Attendance

The course is divided into weekly or bi-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:	30% (includes written paper and power point presentation)
Class Participation:	10%
Class presentations:	20%

Written assignments 40%

Assignments are due at class time or by email before class. Those handed in late will result in a lower grade. All readings will be presented in class by the students.

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 30% of your final grade) must cover an approved topic* relating to a case study in heritage management. It should be at least 5 pages long (counting text only, excluding front and back matter, illustrations, etc., 1.5 space). You will present it in class before the end of the semester.

*To obtain approval for your paper topic, you must meet and discuss your proposed topic with me.

On line resources:

Erica Avrami, Randall Mason, Marta de la Torre, eds., *Values and Heritage Conservation. Research Report*. Los Angeles: The Getty Conservation Institute (2000).

Geoff Emberling and Katharyn Hanson, eds., *Catastrophe! The Looting and Destruction of Iraq's Past*. Chicago: U. of Chicago Oriental Institute (2008).

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

Some other visits might come up during the semester and will be announced in class.

AR 200 - Fall 2018
Schedule of Weekly Topics and Assignments

1. Introduction: What is Cultural Heritage? September 10 and 12

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:

Skeates, Robin (2000). Debating the Archaeological Heritage. London. Pp.9-18

Unesco website about Córdoba: <http://whc.unesco.org/en/list/313> - to be presented in Wednesday class.

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. September 17 and 19

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.

Assignment # 2 for Monday 17 (Oral):

Identify stakeholders within different examples, both at the local, national and international level from our trip to Córdoba. In class presentation.

Spanish Prehistory: Atapuerca and Iberians.

Visit to the Archaeology Museum on Wednesday 19 – Museo Arqueológico Nacional

Readings for Monday:

David Lowenthal, "Stewarding the Past in a Perplexing Present," in *Values and Heritage Conservation*, 18–25. Presentation in class

Lourdes Arizpe, "Cultural Heritage and Globalization," in *Values and Heritage Conservation*, 32–37. Presentation in class

3. Where do we preserve and manage archaeological heritage? World Heritage - September 24 and 26 and October 1,3, 8 and 10

These three weeks are devoted to aspects of conservation and management. 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. 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.

Assignment # 3 for Monday 24 (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.

Readings for Monday 24:

William D. Lipe, "Value and Meaning in Cultural Resources," in H. Cleere, ed., *Approaches to the Archaeological Heritage: A Comparative Study of World Cultural Resource Management Systems*," Cambridge: Cambridge University Press (1984), 1–11.

Explore the UNESCO World Heritage Centre website: <http://whc.unesco.org>. Peruse the entries for Stonehenge, Pompeii and Angkor on the World Heritage List.

Readings for Wednesday 26:

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

Wednesday September 26: Visit to the Templo de Debod at 12.30 pm

October 1 and 3

You will have to visit two exhibitions:

Museo Cerralbo and <http://auschwitz.net/en/>. Make sure you find all the instructions on BB.

Assignment # 4 (written). Visit the Museo Cerralbo Please answer the questionnaires in BB. Make sure your answers reflect the readings on Museums as well as your own thoughts about the Museum. **Due on Saturday October 6**

Readings for Monday October 8: Read the "World Heritage Information Kit" (downloadable pdf) at: (<http://whc.unesco.org/uploads/activities/documents/activity-567-1.pdf>).

October 10 Assignment #5 (Oral): Describe the World Heritage Site that was distributed in class. Oral presentation for October 8: Auschwitz, Camino de Santiago, Alcalá de Henares

The Camino de Santiago

4. Monday October 15. Intangible Heritage

5. Threatened Heritage: Armed Conflict and Looting. October 17 and 22

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:

Emma Cunliffe, "Damage to the Soul: Syria's Cultural Heritage in Conflict." Report of Global Heritage Fund, 16 May 2012.

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

Geoff Emberling and Katharyn Hanson, eds., *Catastrophe! The Looting and Destruction of Iraq's Past*. Chicago: U. of Chicago Oriental Institute (2008).

Ricardo J. Elia, "Looting, Collecting, and the Destruction of Archaeological Resources," *Nonrenewable Resources* 6, no. 2 (1997) 85-98.

Watch Monuments Men and Lady in Gold. Be ready to debate in class
Watch the documentary: <https://www.youtube.com/watch?v=dgUdBqieoIM>

The Spanish Civil War

Friday October 19 Field Trip to El Escorial and Valle de los Caídos

6. Battlefields as Cultural Landscapes: Preserving Sites of Armed Conflict Oct. 24 and 29

The evocative power of battlefields. Challenges of preserving history and memorialization of history. Examples include Gettysburg, Antietam, Little Big Horn, Lexington and Concord.

Reading:

John Carman, "Battlefields as Cultural Resources," *Post-Medieval Archaeology* 39/2 (2005): 215–223.

7. Underwater Archaeology October 31 and November 5 and 7

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*.

James P. Delgado, "Archaeology of *Titanic*," *Archaeology* vol. 65, no. 3, May/June 2012.
http://www.archaeology.org/1205/features/titanic_shipwreck_jean_charcot_site_map.html

Assignment # 7 (Oral): Presentation of the Nuestra Señora de Atocha and Fragata Mercedes cases. Each group will be responsible for presenting one part of it. www.mecd.gob.es/fragatamercedes

The Spanish Empire

8. Saving Built Heritage: Architectural Conservation and Restoration – November 12 and 14

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:

Frank G. Matero, "Heritage, Conservation, and Archaeology: An Introduction," *AIA Site Preservation Program* newsletter (2009), 1–5.

Masriera, Clara (2007). "Presenting archaeological heritage to the public: ruins versus reconstructions" in *euroREA* 4, 41-46

Assignment # 8 Presentation of two places: Altamira and Palacio Real

9. Museum Studies – November 19 and 21

Exhibiting a collection is one of the best ways of sharing culture and history. We will learn the basic techniques for designing an exhibit and curate it.

Readings:

Tunbridge, J.E. and Ashworth, G.J. (1996) *Dissonant Heritage: The Management of the Past as a Resource in Conflict*, chapter: "Dissonance and the uses of heritage" pp 34-69

Readings for Wednesday:

Liz Walder "A Travelling Exhibition about Archaeology as an Activity".

9 - Public outreach and Education November 26

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:

Skeates, Robin (2000). *Debating the Archaeological Heritage*. London. Pp. 109-124

Other readings will be distributed in class.

10- Cultural Tourism. November 28 and December 3. Visit to Real Madrid Museum November 26

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;

Readings:

Uffe Juul Jensen, "Cultural Heritage, Liberal Education, and Human Flourishing," in *Values and Heritage Conservation*, 38–43.

Bob McKercher and Hilary du Cros, *Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management*. New York: Routledge (2002, reprinted 2009), chs. 1–2.

Greek Ministry of Culture, "The Restitution of the Parthenon Marbles": <http://odysseus.culture.gr/a/1/12/ea120.html>

Visit to Real Madrid Museum – November 26
Cultural Tourism project – December 5

11. Discussion about projects and visits. Come to class prepared.
Student Presentations December 10 and 12