



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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Fall Semester
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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 Friday trips already listed in the semester calendar.

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:

Class Attendance and Participation:	15%
Oral Class presentations:	30%
Written assignments	40%
Quizzes:	15%

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/>

Online 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:

Museo Arqueológico Nacional
Templo de Debod
Museo Cerralbo
Museo Taurino
Feriarte
Spanish Civil War remains and Memorials

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

AR 200
Schedule of Weekly Topics and Assignments

1. Introduction: What is Cultural Heritage? Week 1

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 Class 1:	Skeates, Robin (2000). Defining the Archaeological Heritage. London. Pp.9-18
Discussion for Class 1 (Oral Presentation):	Come to class having thought of an example of a "weird" cultural heritage site, item, "thing", etc. that is protected in your community.

2. Who cares about the past and why? Values and stakeholders. Week 2

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	Pierce, S., "The making of Cultural Heritage" in <i>Values and Heritage Conservation</i> , 59-60.
Discussion:	Identify stakeholders within different examples, both at the local, national and international level. Examples will be distributed in class. In class presentation.
Assignment: Written.	Your heritage values. Instructions on BB
Reading	Arizpe, L. Cultural Heritage and Globalization

Class 4 will be the Trip to Murcia Region (Cartagena and Mar Menor) Sept 21-23. Let's talk about Stakeholders and different types of Cultural Heritage in situ!

3. Why do we preserve and manage archaeological heritage? World Heritage Convention- Week 3 and 4

These three classes are devoted to aspects of conservation and management. Where do we manage archaeological heritage? On site, in a museum, at home? And why do we do this? 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.

Readings	PREHISTORIES OF WORLD HERITAGE. Read from page 56 "The Origins of World Heritage" through page 67.
Discussion:	Explore the UNESCO World Heritage Centre website: http://whc.unesco.org . Peruse the entries for Stonehenge, Auschwitz and Angkor on the World Heritage List.
Readings	Go on line to find out more about Templo de Debod (where is it from, why was it moved to Madrid, etc.)
Fieldtrip	Visit to the Templo de Debod at 12.30 pm. WE WILL HAVE CLASS AT PARQUE DEL OESTE
Readings	The World Heritage Red List and Intangible Heritage
Discussion (Oral)	Please discuss the cases distributed in class: Palmeral de Elche, Camino de Santiago, Alcalá de Henares

Quiz about week 1, 2, 3 and 4	
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Reading: Matero

4. Context and Preservation. Museum Studies. Week 5 and 6

Museums are great. They have both permanent and temporary collections. Exhibiting a collection -whether permanent or not- is one of the best ways of sharing culture and history. We will learn the basic techniques for designing an exhibit and curate it. We will go over different exhibits, and work on designing the basics of an exhibit.

Readings for Class 7	Archaeological Collections 91-98
	Edson and Dean, The Handbook for Museums, pp- 145-159
NATIONAL HOLIDAY	NO CLASS
	Visit to the Archaeology Museum– Museo Arqueológico Nacional, calle Serrano 13. We will meet at the gardens. Browse the Atapuerca World Heritage Sites website for discussion. Instructions on BB.
Assignment (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.
Readings	The key role of lighting
	ICOM And History Museum
	The meaning of time travel
Exercise in class	Design an itinerary
	Present a museum

5. Heritage and Memory. Battlefields, Monuments, Cultural Landscapes: Week 7 and 8

Memorials are Heritage but not History. The evocative power of history, war and battlefields need some careful attention. Challenges of preserving history and memorialization of history. Examples include Spanish Civil War and European and US examples. In-class debate about preserving memory or not.

Readings	John Carman, "Battlefields as Cultural Resources," Post-Medieval Archaeology
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	39/2 (2005): 215–223
	González-Ruibal, Excavating Memory
	Archaeological Heritage Management in Spain
Discussion (oral):	Debate about Memorials. What is happening in the US.
	Topography of Terror
	Stolpersteine activity
Presentation	Battlefields
Reading	

**TOUR OF The remains of the Franco Regime
Guest speaker – Mass graves from the Spanish Civil War**

6. Threatened Heritage: Armed Conflict and Looting, Week 9

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.
Reading	Ricardo J. Elia, "Looting, Collecting, and the Destruction of Archaeological Resources," <i>Nonrenewable Resources</i> 6, no. 2 (1997) 85-98.
	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., <i>Catastrophe! The Looting and Destruction of Iraq's Past</i> . Chicago: U. of Chicago Oriental Institute (2008).

	Watch Monuments Men and Lady in Gold
	Watch the documentary: https://www.youtube.com/watch?v=dgUdBqieoIM Questionnaires on BB
Reading	Brodie Renfrew article
	Destruction of Cultural Property in Ukraine and Morocco
Reading	Europe, Cultural Heritage and Armed Conflict
Presentations	Cleveland Apollo Sauroktonos GETTY Museum returns to Italy 1999 - Giacomo Medici Sothebys and CHristies
	https://www.youtube.com/watch?v=dgUdBqieoIM
Reading	Archaeological Heritage and Metal Detectors
	https://www.youtube.com/watch?v=3HoH5Z17qHs
	https://www.youtube.com/watch?v=Kk5YNT6Q4Z8
REading	Danti. Ground Based Observation

7. Underwater Archaeology. WEEK 11 AND 12

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?

Reading	James P. Delgado, "Archaeology of <i>Titanic</i> ," <i>Archaeology</i> vol. 65, no. 3, May/June 2012. http://www.archaeology.org/1205/features/titanic_shipwreck_jean_charcot_site_map.html
Reading	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
Video	UNESCO 2001 UNDERWATER HERITAGE CONVENTION

http://www.accioncultural.es/en/the_last_voyage_of_the_frigate_mercedes_cultural_treasure_recovered

<http://www.bloomberg.com/bw/articles/2012-06-07/odyssey-and-the-lost-spanish-treasure>

<http://www.mecd.gob.es/fragatamercedes/historia.html>

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

Class at the Centro Cultural Conde-Duque

9- Cultural Tourism. WEEK 12 AND 13

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;

Reading	A guide to best practices
Prsentations	Chapters of a Guide for best practices
Visit	
Readings	Cultural Tourism chp 1
	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.
	Uffe Juul Jensen, "Cultural Heritage, Liberal Education, and Human Flourishing," in Values and Heritage Conservation, 38–43
	Visit to the Museo Taurino Please check the assignment on BB. Assignment # 3 (written): Visit to Museo Taurino questionnaire

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

10 - Public outreach and Education. Virtual Reality and Social Media.

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.

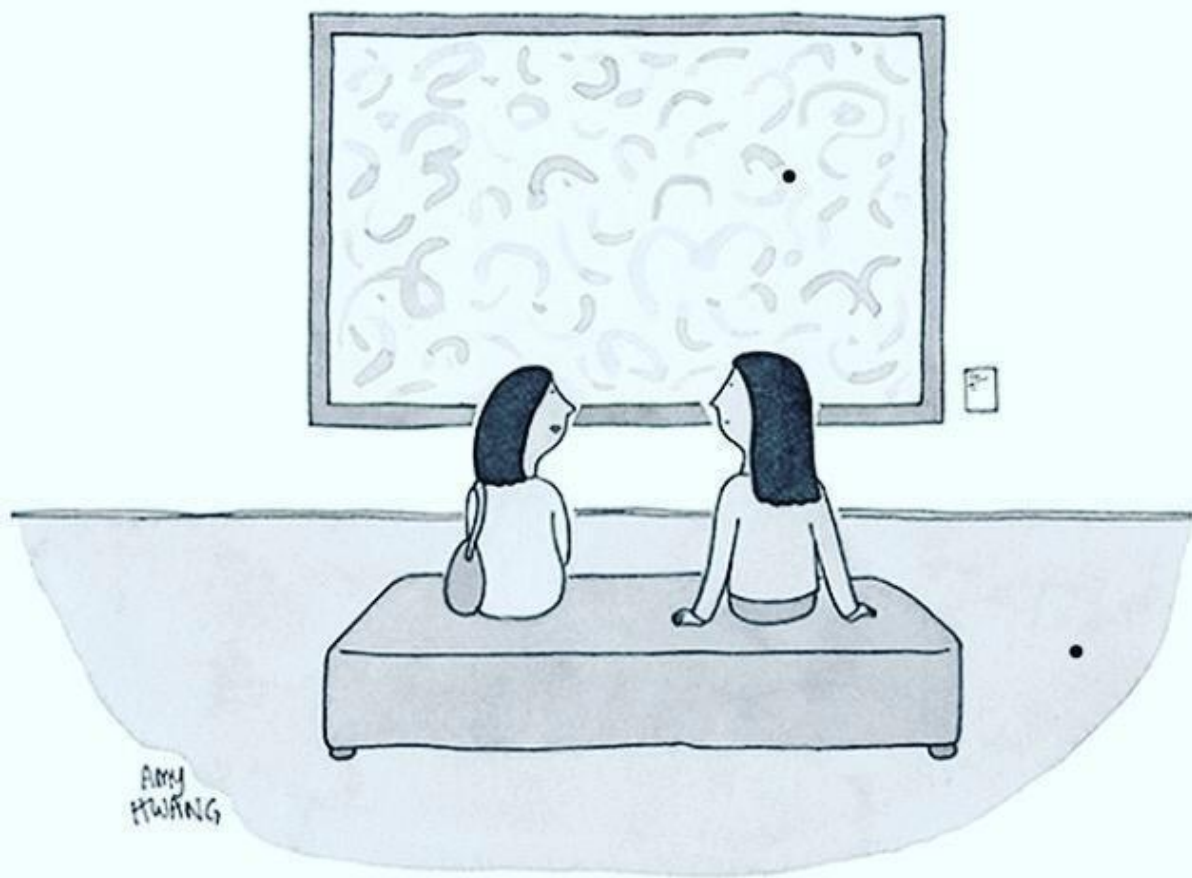
Readings for Tuesday	Skeates, Robin (2000). <i>Debating the Archaeological Heritage</i> . London. Pp. 109-124
	Thomas, Ben and Anderson Langlitz, Meredith (2016). “Archaeology Fairs and Community- Based. Approaches to Heritage Education” in <i>Advances in Archaeological Practice</i> 4. The Society for American Archaeology, 465-478

11 . Architectural Conservation and Restoration and Ways of Interacting with Built Heritage
 Approaches to the protection of the built environment. Challenges of conservation and the pitfalls of restoration. The threats of progress. Archaeological sites and development.

Final Videos	Matadero, Conde Duque, Tabacalera, Casa Encendida
	Frank G. Matero, "Heritage, Conservation, and Archaeology: An Introduction," <i>AIA Site Preservation Program</i> newsletter (2009), 1–5.

12. Discussion about projects and visits. Come to class prepared. Video Presentations.

WRITE UP OF THE VIDEO AND FINAL REVIEW



“I like this painting because it has a bench.”