**Introduction to Cultural Heritage (DUTH)**

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| **1. Basic Information** |
| **Semester: ??** | **Title: Introduction to Cultural Heritage**  | **Code: CHE 501** |
| **Credit hours: ??** ECTS**Didactic/Tutorial: 2 Practical:** **Total:**  2 **hour/week:**  | **Specialization:**  |
| This course aims to provide an intellectual framework for understanding the concept of cultural heritage, both tangible and intangible and how it “works” in today’s world. It introduces students on how and why objects, buildings, landscapes, practices, crafts and traditions should be preserved, protected, and presented to people living today and in the future. The course discusses the social, economic, cultural and political contexts within which heritage organizations operate and critically examine questions of authenticity and identity, ethics and international law. Also, the meaning and importance of world heritage will be addressed (role of the international and national bodies, World Heritage List).Students will be engaged in surveying the methods, theories and legal frameworks that shape the effort to protect, interpret and present cultural heritage today and how these impact modern society. Additionally, the course will explore modern threats to cultural heritage such as armed conflict, environmental degradation, uncontrolled development, vandalism and illicit trafficking and discusses the roles and responsibilities of both governments and communities. | **2. Module objectives:**  |
| **3. Intended Learning Outcomes (ILOs)** |
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| At the end of this course, the student should be able to: a.1 have a clear understanding of what cultural & world heritage consists of, the several types of heritage and how they relate to one another (especially the difference between tangible & intangible, and types of heritage not previously addressed in heritage studies in Egypt)a.2. understand the need for protecting cultural heritage & know which international/ national bodies exist, how they operate, and which are the guidelines on heritage protection provided by international chartersa.3. be acquainted with the World Heritage List and the criteria for inclusiona.4. understand the historical, social, cultural, political and economic contexts of heritagea.5. be familiar with theoretical aspects of cultural heritage such as the issues of authenticity, ethics and intangible heritagea.6 be informed about modern threats to cultural heritage & will be able to understand them, identifying them and finding possible ways of tackling such problemsa.7 have gained basic knowledge on heritage documentation methods  |

 | **a. Knowledge and understanding:**  |
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| **At the end of this course, the student should be able to:**b.1. critically prioritise and recognise challenges of public concern regarding cultural heritage b.2. discern through different approaches in cultural heritage protection in national and international levelb.3 have the necessary cognitive skills related to the cultural values embedded in different types of heritage for different cultural & social groupsb.4. demonstrate knowledge of the development of the history and theory of cultural heritage appreciation and protection through comparative analysis of differing and evolving philosophiesb.5 discuss and defend theoretical positions relating to ethical or economic positions regarding heritage with reference to established criteria as well as emerging challenges in terms of broad principlesb.6 learn to appreciate and articulate in practical & conceptual terms the circumstances of change and the values of the physical or tangible heritage and to construct effective arguments and strategies to address such problems |

 | **b. Intellectual Skills:**  |
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| **At the end of this course, the student should be able to:** c.1 engage critically and independently with the theoretical and practical challenges related to cultural heritagec.2 apply wide-ranging approaches, ideas and data into comprehensible and effective arguments in his/her written workc.3 apply a broad and efficient body of knowledge of the ethical and legal frameworks for research and professional practicec.5 demonstrate independence and initiative in the conception and implementation of research projects in cultural heritage.c.6 enhance and improve their ability to make judgements of appropriateness in particular circumstancesc.7 develop & apply a practical knowledge of cultural heritage theories & documentation methods that will allow him/her to address certain projects with confidence and effectiveness c.8 develop a conceptual framework that will enable him/her to continue inquiries into cultural & world heritage beyond the limits of the module and into their professional careers. |

 | **c. Professional and Practical Skills:**  |
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| **At the end of this course, the student should be able to:**d.1 search and review primary and secondary sources effectivelyd.2 Collaborate with his/her colleagues in group tasks and projects.d.3 Write an academic report/ essay using the standard and state of the art techniques according the imperatives and ethics of public disclosure regarding heritage. d.4 Develop and assess ideas, arguments and discussions efficiently in oral and written tasks.d.5 Use the internet effectively to collect data, resources, case studies and software’s related to subject. d.6 use specific software & modern equipment for heritage documentation |

 | **d. General and Transferable Skills:**  |
| **Submodule 1: The concept of Cultural Heritage**- Definitions and basic principles (what is cultural heritage, tangible and intangible heritage, types of heritage, why we study cultural heritage)- Types of heritage: Industrial Heritage, Architectural Heritage, Natural Heritage etc.  **Submodule 2: Protection and preservation of Cultural Heritage**- How ideas on cultural heritage changed over time: from antiquity to the present.- International charters and institutions for the protection of cultural heritage.- World Heritage: UNESCO, list of world heritage, criteria for inclusion.**Submodule 3: Theoretical aspects of heritage**- Heritage and Authenticity: discussion on authenticity of artefacts and monuments, in relation to international charters, examples.- Ethics and intangible heritage**Submodule 4: Modern threats to cultural heritage**- Contested heritage- Heritage at risk by armed conflict - Illicit trafficking of artefacts- Case studies **Submodule 5: Documentation of Cultural heritage**- The need of documenting cultural heritage- Basic principles of documentation and tools: indirect and direct measurements.- The importance of Heritage digitization: archives, monitoring, conservation, and education- History of digitization and contemporary digital documentation technologies- Case studies**Submodule 6: Resources on Cultural Heritage**- Online databases- Use of international platforms and web portals containing digitized cultural heritage collections | **4. Module Contents:**  |
| 5.1 Lectures 5.2 Group discussions 5.3 Individual and group research5.4 Self-guided study5.5 Analysis of case studies | **5-Teaching and Learning Methods**  |
| 6.1 Lectures 6.2 Group discussions6.3 Individual and group research6.4 Self-guided study6.5 Analysis of case studies6.6 Power point presentations6.7 Share lecture notes with the student in advance to support his/her visual and auditory preparation for each class | **6- Teaching and learning methods for students with limited capabilities:** |
| **7. Student Assessment Methods**: |
| 1. Written test2. Report/ written assignment3. Oral contribution in the classroom | **a. Assessment methods:** |
| **Assessment 1 week (**14) (end of semester exams)**Assessment 2 week** (7) **Assessment 3 week** (12) | **b. Assessment schedule:** |
| 60 % for the written test23 % for the report and 10 % for oral contribution. | **c. Grades distribution:** |
| **8. List of References:**  |
| Hand out given by the lecturer | 1. **Notes**
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* Braudel, F., 1995, A History of Civilizations, Penguin Books.
* Burden, E.E., 2003, Illustrated dictionary of architectural preservation: restoration, renovation, rehabilitation, reuse, New York: McGraw Hill
* Camarda, G., Scovazzi, T., 2002, The protection of the underwater cultural heritage: legal aspects, A Conference (Palermo-Siracusa, 8-10 March 2001), Giuffrè
* Conway, H., Roenisch, R., 2005, 2nd edition (1st edition 1994), Understanding Architecture: An Introduction to architecture and architectural history, London: Routledge
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* Fairclough, G., (ed), 2008, The Heritage Reader, London: Routledge
* Fielden, B., Jokilehto, J., 1993, Management Guidelines for World Cultural Heritage Sites, ICCROM, ASIN: B005ZLFUUY
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* Harrison, R., Morgan, J., Penrose, S., DeSilvey, C., Holtorf, C., Macdonald, S., Bartolini, N., Breithoff, E., Fredheim, H., Lyons, A., 2020, Heritage Futures: Comparative Approaches to Natural and Cultural Heritage Practices, UCL Press
* Harrison, R., 2012, Heritage: Critical Approaches, Routledge
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* Logan, W.S., 2010, “Development of World Heritage Studies in University Education”, in book: World Heritage and Cultural Diversity, German Commission for UNESCO
* Lowenthal, D., Binney, M., (eds), 1981, Our past before us: why do we save it?, London: T. Smith
* Price, S., (ed), 1996, Historical and Philosophical Issues in the Conservation of Cultural Heritage, Getty Conservation Institute
* Rogerio-Candelera, M.A., Lazzari, M., Cano, E., 2013, Science and Technology for the Conservation of Cultural Heritage, CRC Press.
* Ross, M., 1996, Planning and the Heritage: Policy and Procedures, Spon Press.
* Schofield, J., Szymanski, R., (eds), 2011, Local Heritage Global Context: Cultural perspectives on Sense of Place, Farnham: Ashgate
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* UNESCO, 2012, Managing Natural World Heritage, World Heritage Resource Manual, France.
* UNESCO, 2011, Preparing World Heritage Nominations, 2nd edition, World Heritage Resource Manual, France.
* UNESCO, 2010, Managing Disaster Risks for World Heritage, World Heritage Resource Manual, France.
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* Waterton, E., Smith, L.J., 2010, Heritage and Community Engagement, Routledge
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* White, R., Carman, J., 2007, World Heritage: Global Challenges, Local Solutions: Proceedings of a Conference at Coalbrookdale, 4-7 May 2006 Hosted by the Ironbridge Institute, Archaeopress
 | 1. **Text books**
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| * International Journal of Cultural Studies
* International Journal of History and Cultural Studies
* World History Connected
* Journal of Cultural Heritage
* International Journal of Cultural Management
* Journal of Cultural Management and Policy
 | 1. **Periodicals**
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| ICOM-CECA (International Committee for Education and Cultural Action) : <http://ceca.mini.icom.museum/> UNESCO World Heritage Education programme <https://whc.unesco.org/en/wheducation/> ICOMOS Guidelines for Education and training in the conservation of Monuments, Ensembles and Sites (1993): <https://www.icomos.org/en/charters-and-texts/179-articles-en-francais/ressources/charters-and-standards/187-guidelines-for-education-and-training-in-the-conservation-of-monuments-ensembles-and-sites> European Union, Initiative 2 - Heritage at school: <https://ec.europa.eu/culture/content/heritage-school_en> ICCROM: <https://www.iccrom.org/> The Getty Conservation Institute, Teaching and Learning Resources: <https://www.getty.edu/conservation/publications_resources/teaching/index.html>  | 1. **Websites**
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**Module coordinator:**

**Head of department:**