



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Diploma in Archaeology: Conflict Archaeology and Heritage

2021-2022

Course code: 2122DCR006

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Diploma in Archaeology: Conflict Archaeology and Heritage**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 5 (i.e. second-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: www.ice.cam.ac.uk/info/academic-credits-cats-points

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The programme aims to:

- Give students an opportunity to expand their research skills and abilities in writing extended documents and analysing data.
- Give students an opportunity to assess critically issues in public archaeology which confront the heritage professional.
- Give students an opportunity to demonstrate a detailed knowledge of and to debate the wider ethical and political issues, conflicts and dilemmas, which concern archaeologists who work in post-conflict contexts.
- Give students an opportunity to discuss and evaluate suitable heritage responses for our shared dark heritage associated with death and disaster.
- Give students an opportunity to identify and critically evaluate the work of other academic researchers in the field and to evaluate the link between the case studies and the general context provided by the academic literature.

Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Academic Director:

Dr Gilly Carr is a Senior Lecturer and Academic Director in Archaeology at the Institute of Continuing Education, a Fellow and Director of Studies in Archaeology of St Catharine's College, a Partner of the Cambridge Heritage Centre, and a Member of the McDonald Institute of Archaeological Research.

She works in the field of Conflict Archaeology, post-conflict Heritage Studies and Holocaust Studies. Her current research focuses on the European heritage of Holocaust sites and she is chairing a five-year international project on this subject. In 2020 she was awarded the European Heritage Prize for her work in the heritage of Nazi persecution. She is the author of seven monographs and six edited volumes; her most recent books are 'Victims of Nazism in the Channel Islands: A legitimate heritage?' (Bloomsbury 2019) and 'Nazi Prisons in the British Isles: political prisoners in Jersey and Guernsey' (Pen and Sword 2020).

Tutors:

Dr Britt Baillie is a founding member of the Centre for Urban Conflicts Research at the University of Cambridge and a co-editor of the Palgrave Studies in Heritage and Conflict Series. Previously, she was an Affiliated Lecturer at the Division of Archaeology (University of Cambridge), an AHRC funded Early Career Researcher on the Cambridge Community Heritage Project, and the Director of Studies for Archaeology and Anthropology at Peterhouse. Dr Baillie completed her PhD in Archaeology and Heritage Management at the Department of Archaeology, University of Cambridge in 2011. Her recent books include: African Heritage Challenges: Communities and Sustainable Development (Palgrave, 2020 co-edited with Marie-Louise Sørensen) and *Synchronous Pasts: Transforming Heritage in the Former Yugoslavia* (Palgrave, Forthcoming, co-edited with Gruia Badescu and Francesco Mazzuchelli).

Administrative staff

Arts and Sciences Enquiries
e. artscience@ice.cam.ac.uk
t. 01223 746418 / 746236

Institute of Continuing Education

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit www.ice.cam.ac.uk and www.madingleyhall.co.uk for further information.

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Madingley Hall
Madingley
Cambridge
CB23 8AQ
T: 01223 746222
www.ice.cam.ac.uk
ug-awards@ice.cam.ac.uk

Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2021-22 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Syllabus for first unit

Michaelmas term 2021

Conflict Archaeology

Start date	9 October 2021	End date	15 December 2021
Day	Wednesdays and occasional Saturdays	Time	7pm (Wednesdays) 4pm (occasional Saturdays)
Tutor(s)	Dr Gilly Carr	No of meetings	15

Aims

1. To introduce students to the concept of Conflict Archaeology.
2. To familiarise students with a range of case studies from the archaeology of twentieth-century conflict.
3. To enable students to work with and evaluate the various source materials employed by archaeologists who work with twentieth-century material.

Content

Conflict Archaeology is a sub-discipline within the traditional field of archaeology that has emerged over the last 20 years. It is characterised by an interdisciplinary archaeological and anthropological approach and, typically, investigates 20th-century conflict. Importantly, it involves an interpretation which considers the experience of living through conflict, and how this shapes the archaeological record in specific ways. In addition to the study of the archaeological record, Conflict Archaeology examines the legacy of war as understood and explored through heritage and material culture. It is much more than the excavation of old battlefields.

This course will explore many aspects of a period which lies on the edge of living memory: twentieth century warfare. Topics range from an introduction to the discipline, war memorials and memorialisation, trench art, to the archaeology of military occupation, and the archaeology, commemoration and memorialisation of internment, labour and concentration camps.

Presentation of the unit

The unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve seminar-style discussions of material led by the tutor, student exercises, short talks from tutors and small-group work in breakout rooms. This unit places an emphasis on students researching material or bringing their own case studies to discuss in the live session. Every fortnight there will be social sessions and an opportunity for general Q&A with the tutor.

Please also look at the VLE for each block's dedicated discussions and forum activities which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

Provisional lecture list / Course Structure

Saturday 9 October 2021, 4-5pm

Welcome and introduction to the course (live session)

Wednesday 13 October, 7-8pm

What is Conflict Archaeology? An introduction to the discipline (pre-recorded session)

The Anthropology of WWI trenches (live session with Dr Paola Filipucci, guest lecturer)

Wednesday 20 October, 7-8pm

Trench Art (pre-recorded session)

Trench Art (live session)

Saturday 23 October, 4-5pm

Social Q&A (live session)

Wednesday 27 October, 7-8pm

Occupation Archaeology and the archaeology of resistance (pre-recorded session)

Occupation Archaeology (live session)

Wednesday 3 November, 7-8pm

Working with bodies of the dead in the former Yugoslavia (pre-recorded session), and

Bodies of the dead (live session) – Nora Weller, guest lecturer

Saturday 6 November, 4-5pm

Social Q&A

Wednesday 10 November, 7-8pm

Excavating Genocide (Pre-recorded session) – Dr Corinne Duhig, guest lecturer

Excavating Genocide (live session) – Dr Corinne Duhig, guest lecturer

Wednesday 17 November, 7-8pm

Landscapes of war: the Atlantic Wall and its camps (pre-recorded session)

Fortifications of war (live session)

Saturday 20 November, 4-5pm

Social Q&A (live session)

Wednesday 24 November, 7-8pm

Internment Archaeology (pre-recorded session)

Internment Archaeology (live session)

Wednesday 1 December, 7-8pm

Holocaust Archaeology (pre-recorded session)

Holocaust Archaeology (live session)

Saturday 4 December, 4-5pm

Social Q&A (live session)

Wednesday 8 December, 7-8pm

Commemoration, memorialization and counter-memorials (pre-recorded session)

Memorialisation and the war on terror (live session)

Wednesday 15 December, 7-8pm

The methods of fieldwork of the conflict archaeologist (pre-recorded session)

The methods of fieldwork – a masterclass (live session)

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. Demonstrate in writing an analysis of the main concepts of Conflict Archaeology;
2. Analyse and evaluate a wide range of relevant resources used by practitioners in this field;
3. Analyse and evaluate a range of case studies within the field.

Student assessment

Students are expected to complete two assignments for this unit, each weighted equally. Each assignment should be between 1,500-2,000 words such that the two assignments together come to 3,000-4,000 words. Students should not go over the word limit. Students should pick one choice from Assignment 1 and one from Assignment 2.

Assignment 1 should be submitted by 12 November 2021 and Assignment 2, by 5 January 2022

Assignment 1

Option A: A Trench Art Report

Go on to Ebay (use the national version of your choice) and select between three and five items of trench art for sale of your choice. In your report, provide images of your chosen items, describe them and their provenance, and explain why they fall into the category of 'trench art'. Provide interpretations of your each of your items, drawing upon interpretations in the academic literature. End your report with a recommendation of whether your items should be acquired by a museum and, if so, why / why not. Think about attributes that contribute to this assessment such as value, rarity, and condition, and the importance of what they can tell us about conflict.

Option B: Report of a conflict-related site in the landscape

Drawing upon an example of a conflict-related site in the landscape near where you live, write a report on its state today. This report should comprise photographs and a description of the site, a well-researched 'site biography', and an analysis of its condition / use today. End your report with an assessment and recommendation of whether it should be restored and presented in its original state as a heritage site / museum. Think about attributes that contribute to this assessment such as condition, rarity, ability to narrate the past, ability to draw visitors.

Option C: Report on a war memorial in the landscape

Using the / a war memorial(s) in a location of your choice, and at the level of a single village or landscape, **describe, analyse and interpret** their form, choice of location, date of erection, change in use (where relevant), importance in the landscape today, their use in commemoration, and other issues of interest to the practitioner of Conflict Archaeology. Please use the methodology of the 'memorialscape' outlined in Carr (2012) where appropriate, and be critical in your use of its application. End your report with an assessment of how 'relevant' the memorial is to local people / its constituents today (defining 'relevant' in the way that makes sense to your case study). You may also wish to discuss what changes are needed to increase its relevance, and whether 'relevance' is even important.

Closing date for the submission of assignment 1: Friday 12 November 2021 by 12 noon GMT* (*Greenwich Mean Time)

Assignment 2

Please choose one essay from the following; all essays should be illustrated with case studies:

1. Evaluate the resources used by the practitioner of Conflict Archaeology. How reliable are they?
2. Evaluate the importance of the excavation of World War I trenches and battlefields in the development of the concept of Conflict Archaeology.
3. Compare and contrast the differences and similarities between archaeological approaches to POW, internment and concentration camps
4. What can material culture tell us about conflict and how?
5. What is the difference, if any, between 'battlefield archaeology' and 'modern conflict archaeology'?

Closing date for the submission of assignment 2: Wednesday 5 January 2022 by 12 noon

GMT* (*Greenwich Mean Time)

Reading and resource list

The reading list for the course will be made available online through Leganto, an online reading list. The following texts are indicative; starred texts are available online through the University Library.

Carmen, J. 2013. *Archaeologies of Conflict*. Bloomsbury.

*Camp, S.L., 2016. 'Landscapes of Japanese American Internment', *Historical Archaeology* 50(1): 169-186.

*Carr, G., Jasinski, M. and Theune, C. 2018. Special issue of the *International Journal of Historical Archaeology* on the archaeology of Nazi camps.

*Carr, G. and Mytum, H. 2012. *Cultural Heritage and Prisoners of War: Creativity Behind Barbed Wire*. London: Routledge.

*Cornish, P. & Saunders, N. J. (eds) 2014. *Bodies in Conflict: Corporality, materiality and transformation*. London: Routledge.

*Moshenska, G. 2019. *Material Cultures of Childhood in Second World War Britain*. London: Routledge.

Myers, A. and G Moshenska. 2011. *Archaeologies of Internment*. Springer International.

*Mytum, H. and Carr, G. 2013. *Prisoners of War: Archaeology, Memory and Heritage of 19th and 20th century mass internment*. Springer International.

*Pollard, T. and Banks, I. 2008. *Scorched Earth: Studies in the Archaeology of Conflict*. Boston: Brill.

*Renshaw, L. 2011. *Exhuming Loss: Memory, Materiality and Mass Graves of the Spanish Civil War*. Walnut Creek: Left Coast Press.

Saunders, N J. 2008. *Killing Time: Archaeology and the First World War*. Sutton Publishing.

*Saunders, N J (ed.). 2004. *Matters of Conflict: Material Culture, Memory and the First World War*. Routledge, 2004.

*Saunders, N J. 2002. 'Excavating Memories: Archaeology and the Great War, 1914-2001'. *Antiquity* 76 (29), 101-10, 2002.

*Saunders, N.J. 2000. 'Bodies of Metal, Shells of Memory: Trench Art and the Great War recycled', *Journal of Material Culture* 5(1): 43-67.

Saunders, NJ and Cornish, P. 2017. *Modern Conflict and the Senses*. London: Routledge.

*Schofield, J. 2005. *Combat Archaeology: Material Culture and Modern Conflict*. Duckworth.

Schofield, J. 2009. *Aftermath: Readings in the Archaeology of Recent Conflict*. Springer.

*Theune, C. 2018. *A Shadow of War*. Leiden: Sidestone Press.

https://www.academia.edu/5194825/The_Dawn_of_Modern_Conflict_Archaeology

Syllabus for second unit

Lent term 2022

Dark Heritage

Start date	5 January 2022	End date	9 March 2022
Day	Wednesdays and occasional Saturdays	Time	7-8pm (Wednesdays) 4-5pm (Saturdays)
Tutor(s)	Dr Gilly Carr	No of meetings	14

Aims

1. To introduce students to the concept of Dark Heritage and associated concepts.
2. To familiarise students with a range of case studies from the field of Dark Heritage.
3. To enable students to work with and evaluate the various source materials employed by those who work in the field of Dark Heritage.

Content

This unit allows students to develop and combine knowledge gained during the past unit to think about how heritage practitioners and archaeologists tackle that most difficult of resources: our dark heritage associated with death and disaster. The first half of this unit will focus on dark heritage, its associated concepts, case studies, methods and sources. The second half will focus on that most dark of dark heritage: Holocaust heritage. This part of the course will consider the management and presentation of the heritage of the Holocaust, a resource currently under threat throughout Europe. The key focus here will *not* be modes of presentation of atrocity (students will not be exposed to content of this nature). Rather, we will discuss the heritage threats and challenges present at sites today, such as extreme political activism, inappropriate re-use of sites, neglect and decay, etc., and how they might best be dealt with, improved, solved or simply discussed with local communities.

Presentation of the unit

The unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve a variety of different modes of teaching, such as seminar-style discussions, discussions of readings, short talks from tutors and small-group work in breakout rooms. There will be a focus on small group work in this course, for which students will be expected to contribute and present pre-researched information and case studies. The VLE for this course contains dedicated discussions and forum activities which are designed to introduce you to relevant contextual and critical resources and current debates in the field.

Provisional lecture list / Course Structure

Wednesday 5 January, 7-8pm

What is Dark Heritage? (pre-recorded session)

What is Dark Heritage? (live session)

Wednesday 12 January 2022, 7-8pm

Removing the darkness at Dark Heritage sites (pre-recorded session)

Removing the darkness (live session)

Saturday 15 January, 4-5pm

Social Q&A (live session)

Wednesday 19 January 2022, 7-8pm

Dark heritage and mass graves (pre-recorded session)

Mass graves (live session)

Wednesday 26 January, 7-8pm

Political prisons and dark heritage (pre-recorded session)

Political prisons (live session)

Saturday 29 January, 4-5pm

Social Q&A (live session)

Wednesday 2 February, 7-8pm

Museums, 'dark objects' and the presentation of war (pre-recorded session)

Museums (live session)

Wednesday 9 February, 7-8pm

Holocaust heritage and empty landscapes (pre-recorded session)

Holocaust heritage – why preserve? (live session)

Saturday 12 February, 4-5pm

Social Q&A (live session)

Wednesday 16 February, 7-8pm

Digital Holocaust Heritage (pre-recorded session)

Digital Holocaust Heritage (live session)

Wednesday 23 February, 7-8pm

Holocaust Heritage and multiple narratives (pre-recorded session)

Multiple narratives (live session)

Saturday 26 February, 4-5pm

Social Q&A (live session)

Wednesday 2 March, 7-8pm

Holocaust heritage and inappropriate reuse of sites (pre-recorded session)

Inappropriate reuse (live session)

Wednesday 9 March, 7-8pm

Holocaust Heritage and unwilling local communities (pre-recorded session)

Unwilling local communities (live session)

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. Demonstrate in writing an analysis of the main concepts associated with Dark Heritage;
2. Analyse and evaluate a wide range of relevant resources used by practitioners in this field;
3. Analyse and evaluate a range of case studies within the field.

Student assessment

Students are expected to complete two assignments for this unit, each weighted equally. Each assignment should be between 1,500-2,000 words such that the two assignments together come to 3,000-4,000 words. Students should not go over the word limit.

Students should choose one assignment from Section A and one essay from Section B. It is permissible for students to select two essays from Section B, but the first of these should be submitted by the first hand in date. Assignment 1 should be handed in by 4 February 2022 and Assignment 2, by 23 March 2022.

Assignment 1

Option A: Report on a Dark Heritage site in the landscape

Drawing upon an example of a Dark Heritage site in the landscape near where you live, or in your country, write a report on its state today. This report should comprise photographs and a description of the site, a well-researched 'site biography', and an analysis of its condition / use today and how this came to be. End your report with an assessment and recommendation of whether it should be restored and presented in its original state as a heritage site. Think about attributes that contribute to this assessment such as condition, rarity, ability to narrate the past, ability to draw visitors.

Option B: Report on a cemetery or prison near you

Drawing upon a cemetery or prison / place of incarceration of any kind near to where you live, write a report which considers the degree to which it can be considered a site of Dark Heritage. The report should comprise photographs and a description of the site, a well-researched history of the site / 'site biography' (where appropriate), and an analysis of the degree to which it can be considered Dark Heritage today. Think about how you might discover this through quantitative / qualitative analysis, such as through interviews and questionnaires with members of the public, or the atmosphere of the place (and how you might capture this). Think about which of the many allied concepts within Dark Heritage are appropriate to the site and why, and quite how dark the site is and how you reach that conclusion.

Closing date for the submission of assignment 1: Friday 4 February 2022 by 12 noon GMT*

(*Greenwich Mean Time)

Assignment 2

Essay titles

1. What is Dark Heritage and does the field need so many allied concepts?

This essay requires students to discuss the multiple associated concepts related to dark heritage, such as difficult heritage, sensitive heritage, taboo heritage, negative heritage dissonant heritage, etc. and to consider how are they related and whether each has a distinct value to the field.

2. From where does the darkness emanate in Dark Heritage, and is that darkness a 'good thing' or should it always be made lighter?

Answer with respect to at least three case studies of your choosing, discussing their current choices in the way that their heritage is presented. Consider the value of dark heritage sites to society in your answer.

3. Should some 'dark' heritage should be forgotten and, if so, how and why?

Argue your case for or against using examples from at least three cases studies of your choosing. This essay involves a discussion of the value of dark heritage sites. But are they of value to everyone? Who benefits from the presence of absence of such sites?

4. The 'darkness' in dark heritage can perhaps be lightened. But can it ever be truly removed? Is this desirable or feasible?

Argue your case using at least three case studies of your choosing. Consider what methods might be used to lighten a dark heritage site and whether this is a desirable or even an ethical thing.

Closing date for the submission of assignment 2: Wednesday 23 March 2022 by 12 noon GMT* (*Greenwich Mean Time)

Reading and resource list

The reading list for the course will be made available online through Leganto, an online reading list. The following texts are indicative; starred texts are available online through the University Library.

*Ashworth, G.J. 2012. The Memorialization of Violence and Tragedy: Human Trauma as Heritage, in Graham, B. & Howard, P. (ed.), *The Ashgate Research Companion to Heritage and Identity*. 231-244. Farnham: Ashgate Publishing.

*Biran, A., Poria, Y. and Oren, G., 2011. Sought experiences at (dark) heritage sites. *Annals of tourism research*, 38(3), pp.820-841.

*Carr, G. and Sturdy Colls, C., 2016. Taboo and sensitive heritage: labour camps, burials and the role of activism in the Channel Islands. *International Journal of Heritage Studies*, 22(9), pp.702-715.

*Carr, G. & Reeves, K. 2015. *Heritage and Memory of War: Responses from Small Islands*. London: Routledge.

*Carr, G. 2014. *Legacies of Occupation: Heritage, Memory, and Archaeology in the Channel Islands*. New York: Springer.

*Foote, K.E. 1997. *Shadowed Ground: America's Landscapes of Violence and Tragedy*. Austin: University of Texas Press.

*Gegner, M. and Ziino, B. 2012. *The Heritage of War*. London: Routledge.

*Grydehoj, A. 2010. 'Uninherited heritage: tradition and heritage production in Shetland, Aland and Svalbard', *International Journal of Heritage Studies* 16(1-2): 77-89.

- *Hartmann, R., 2014. Dark tourism, thanatourism, and dissonance in heritage tourism management: New directions in contemporary tourism research. *Journal of Heritage Tourism*, 9 (2), pp.166-182.
- *Kamber, M., Karafotias, T. and Tsitoura, T., 2016. Dark heritage tourism and the Sarajevo siege. *Journal of Tourism and Cultural Change*, 14(3), pp.255-269.
- *Lennon, J and M Foley. *Dark Tourism: the Attraction of Death and Disaster*. Continuum Books, 2000.
- *Light, D. 2000. 'An Unwanted Past: contemporary tourism and the heritage of communism in Romania.' *International Journal of Heritage Studies* 6(2): 145-160.
- *Light, D., 2017. Progress in dark tourism and thanatourism research: An uneasy relationship with heritage tourism. *Tourism Management*, 61, pp.275-301.
- *Logan, W and K Reeves. *Places of Pain and Shame: Dealing with 'Difficult Heritage' (Key Issues in Cultural Heritage)*. Routledge, 2009.
- *Macdonald, S. 2009. *Difficult Heritage: Negotiating the Nazi Past in Nuremberg and Beyond*. London: Routledge.
- *Meskell, L., 2002. Negative heritage and past mastering in archaeology. *Anthropological quarterly*, 75(3), pp.557-574.
- *Pantzou, N., 2015. 'By the people, for the people: The case of a community museum of traumatic Greek heritage', *Conservation and management of archaeological sites.* 17(1): 22-37.
- *Sather-Wagstaff, J. 2011. *Heritage that Hurts: Tourists in the Memoryscapes of September 11*. Walnut Creek: Left Coast Press.
- *Seaton, A.V., 1996. Guided by the dark: From thanatopsis to thanatourism. *International Journal of Heritage Studies*, 2(4), pp.234-244.
- *Sodaro, A. 2018. *Exhibiting Atrocity: Memorial Museums and the Politics of Past Violence*. New Brunswick: Rutgers University Press.
- Stone, P. 2006. A Dark Tourism Spectrum: towards a typology of death and macabre related tourist sites, attractions and exhibitions, *TOURISM: An Interdisciplinary International Journal* 54(2): 145-160.
- *Stone, P. and Sharpley, R., 2008. Consuming dark tourism: A thanatological perspective. *Annals of Tourism Research*, 35(2), pp.574-595.
- *Thomas, S., Seitsonen, O. and Herva, V.P., 2016. Nazi memorabilia, dark heritage and treasure hunting as "alternative" tourism: Understanding the fascination with the material remains of World War II in Northern Finland. *Journal of Field Archaeology*, 41(3), pp.331-343.
- Tunbridge, J.E. & Ashworth, G.J. 1996. *Dissonant Heritage: The Management of the Past as a Resource in Conflict*. Chichester: Wiley.

Syllabus for third unit

Easter term 2022

Heritage Studies

Start date	30 March 2022	End date	28 May 2022
Day	Wednesday & Saturday	Time	See below
Tutor(s)	Dr. Britt Baillie	No of meetings	14

Aims

- To introduce the history of heritage management and museums;
- To explore key debates in heritage studies;
- To examine how heritage is affected by historical, political and ethical context;
- To analyze different approaches to heritage management.

Content

Heritage is about the past in the present—what survives, what is valued, and what is selected to be preserved. Heritage is a contested domain in flux, with many 'stakeholders', layers of meaning, and uses. This unit engages with the questions of how and why approaches to heritage have changed over time and what such shifts mean for theory and practice in the present and future.

This unit will begin by providing an historical overview of the development of the notion of 'heritage' and the practices involved in caring for the past. It will explore how meaning, value and authenticity are ascribed to heritage and will look at the role of experts, stakeholders and legislation in heritage conservation and presentation. It will also trace the history of museums and analyze the role that they play in managing heritage. A range of pivotal heritage issues will subsequently be explored, such as commodification, repatriation, illicit antiquities, and decolonisation.

Presentation of the unit

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with Powerpoint) and live seminars (tutor-led discussions combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include sessions that relate to the topics currently being addressed by students and Saturday social sessions that dedicate time for students to ask questions relating to the course and its assignments and enjoy some social time together. Pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them.

Provisional lecture list / Course Structure

NB The pattern of teaching is a one-hour pre-recorded lecture coupled with a one-hour seminar each week. As Easter term is shorter than the other terms, there will be two double length sessions during the term. Social Q & A tutorial sessions / online socializing will take place every fortnight. All pre-recorded lectures will be released one week before the live session.

W/c 23 March 2022: release of following lectures

An Introduction to Heritage Studies (pre-recorded session released)

Wednesday 30 March 2022, 7-8pm

An introduction to Heritage Studies (live seminar)

Wednesday 6 April, 7-8pm

A Brief History of Museums (pre-recorded lecture)

A Brief History of Museums (live seminar)

Saturday 9 April, 4-5

Social Q & A

EASTER BREAK

W/c 13 April 2022: release of following lectures

Cultural Landscapes (pre-recorded lecture)

Intangible Heritage (pre-recorded lecture)

Wednesday 20 April, 7-9pm -NOTE: Double session

Cultural Landscapes (live session)

Intangible Heritage (live session)

Wednesday 27 April, 7-8pm

Illicit Antiquities (pre-recorded lecture)

Illicit Antiquities (live session)

Saturday 30 April, 4-5pm

Social Q & A

Wednesday 4 May, 7-8pm

Repatriation of Heritage (pre-recorded lecture)

Repatriation of Heritage (live session)

W/c 4 May: release of following lectures

Living heritage (pre-recorded session)

(De)colonising Heritage (pre-recorded session)

Wednesday 11 May, 7-9pm- NOTE: Double Session

Living heritage (live session)

(De)colonising Heritage (live session)

Saturday 14 May, 4-5pm

Social Q & A

Wednesday 18 May, 7-8pm

Commodification of the Past (pre-recorded session)

Commodification of the Past (live session)

Wednesday 25 May, 7-8pm

Heritage and Development (pre-recorded session)

Heritage and Development (live session)

Saturday 28 May, 4-5pm

Social Q & A

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate detailed knowledge regarding the major approaches to heritage studies;
- Show awareness of and be able to debate a variety of ethical issues within heritage studies;
- Analyse and evaluate key data relating to case studies within the field of heritage studies.

Student assessment

The course requires a commitment to reading and pre-class preparation. You are expected to complete two assignments, which are weighted equally (50/50). Each submission should be between 1,500-2,000 words, such that the two assignments together come to a total of 3,000 – 4,000 words overall.

First Assignment Options (please pick one of the three options below to submit by 6 May):

1. Select a food production, food consumption, meal or meal preparation of your choice and write a report to propose it for consideration as intangible cultural heritage. You might wish to browse the UNESCO Intangible Cultural Heritage website for inspiration (<https://ich.unesco.org/en>) and its lists of examples of ICH (<https://ich.unesco.org/en/lists>). Please use the following structure in your report: Introduction; description of the food or meal of its choice (preferably illustrated); discussion and argument as to why it should be accepted as ICH and on what grounds; consideration of repercussions of being accepted onto the list of ICH; conclusion. You may wish to refer to *Brulotte, R.L. and M. A. di Giovine. 2014. Edible Identities: Food as Cultural Heritage. London. Routledge* for inspiration.
- Who should have control of sites like Stonehenge and Seahenge? *This essay should discuss who the major stakeholders are and on what grounds they wish to stake a claim to the site. How might ownership of these contested sites be resolved? Start with J. Blain and R. Wallis 2006. Pasts and pagan practices: moving beyond Stonehenge, Public Archaeology 5(4):211-222 DOI: 10.1179/146551806793155806 and Brian Ayers, Robin Hanley & Hannah Jackson (2007) "Seahenge": the holme timber circle excavation and public display, Material Religion, 3:1, 158-160, DOI: 10.2752/174322007780095618.*
2. Please select a site near you that you believe should become listed as a heritage site. On what grounds will you make your case? Please use the following heritage listing criteria as a model:

UNESCO World Heritage listing: <https://whc.unesco.org/en/criteria/>

UK heritage designation listing: <https://historicengland.org.uk/listing/what-is-designation/scheduled-monuments/>

European heritage label listing: <https://ec.europa.eu/culture/cultural-heritage/initiatives-and-success-stories/european-heritage-label/application-process-european-heritage-label>

Closing date for the submission of the first assignment: Friday 6 May 2022 by 12 noon BST* (*British Summer Time)

Second Assignment Essay

These essays test your ability to argue a position, so make sure that you pay attention to your argument while also situating your thoughts within the academic literature provided on Leganto.

1. Should the Pitt Rivers Museum display the *Shuar Tsantsas* (shrunken heads)?
This essay should discuss the ethics of the presentation of the shrunken heads and whether their display helps or hinders visitor's understanding of the Shuar culture. Start with the Pitt Rivers Museum's statement on the Tsantsas
<https://www.prm.ox.ac.uk/shrunken-heads>. Consider the broader arguments put forward about the display of human remains in Jenkins, T. 2011. *Contesting Human Remains in Museum Collections*. London: Routledge.
2. What should the University of Oxford do with its statue of Cecil Rhodes?
*This essay should approach the topic by considering who the stakeholders are and on what grounds they wish to remove, retain the statue or place it in dialogue with artwork(s). How might this ongoing contestation be resolved? Start with Marschall, S. 2017. *Targeting Statues: Monument Vandalism as an expression of socio-political protests in South Africa*. *African Studies Review*. 60(3) pp. 203 – 219 and the chapters on heritage in Kwoba, B. et. Al. (eds.) 2018. *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire*. London: Zed Books.*
3. How can the digital presentation of slavery heritage be improved?
*Below are two websites which give a virtual experience of the heritage of slavery. By examining one in depth, or by comparing the two, please evaluate how well they communicate the heritage of slavery through a digital format. Consider issues such as the advantages and disadvantages of the digital format. How could it be enhanced and what would you do to improve it? What can the digital show us that is difficult to learn from the physical experience of visiting a site or a museum? To what extent does it help us imagine the past? Students are free to draw upon and cite other websites as part of their work. Start with Lewi, H. (et. al, eds). 2019. *The Routledge International Handbook of New Digital Practices in Galleries, Libraries, Archives, Museums and Heritage Sites*. London: Routledge, Best, K. 2012. *Making museum tours better: understanding what a guided tour really is and what a tour guide really does*, *Museum Management and Curatorship*, 27:1, 35-52, DOI: [10.1080/09647775.2012.644695](https://doi.org/10.1080/09647775.2012.644695), and B. J. Soren & N. Lemelin "Cyberpals!/Les Cybercopains!": *A Look at Online Museum Visitor Experiences*, *Curator- The Museum Journal*. <https://doi-org.ezp.lib.cam.ac.uk/10.1111/j.2151-6952.2004.tb00366.x>*

Website A: The heritage of Slavery at Monticello
<https://www.monticello.org/slavery/exploring-slavery-at-monticello/>

Website B: International Slavery Museum
<https://www.liverpoolmuseums.org.uk/international-slavery-museum/virtual-tour>

Closing date for the submission or presentation of the second assignment: Friday 10 June 2022 by 12 noon BST* (*British Summer Time)

Reading and resource list

An indicative reading list can be found below; please note that an updated reading list of online texts will be available on Leganto, the online reading list, before the course begins.

The core texts have excellent bibliographies for further reading and form the core reading of the whole unit.

Core Texts

- Byrne, D. 2014 *Counterheritage: Critical Perspectives on Heritage Conservation in Asia*. Routledge Studies in Heritage.
- Corsane, G. 2005. *Heritage, Museums and Galleries: An Introductory Reader*. London: Routledge.

- Egloff, B. 2019. *Archaeological Heritage Conservation and Management*. Oxford: Archaeopress.
- Fairclough, G. et al 2007. *The Heritage Reader*. London: Routledge.
- Harrison, R. 2013. *Heritage: Critical Approaches*. London: Routledge.
- Harvey, D. C. 2001. Heritage pasts and heritage presents: Temporality, meaning and the scope of heritage studies, *International Journal of Heritage Studies* 7(4): 319-338.
DOI : [10.1080/13581650120105534](https://doi.org/10.1080/13581650120105534)
- Jokilehto, J. 1999. A century of Heritage Conservation, *Journal of Architectural Conservation* 5(3): 14-33.
- Lowenthal, David 1998. *The Heritage Crusade and the Spoils of History*. Cambridge: Cambridge University Press.
- McManamon, H, McManamon, FP, and A. Hatton. 2000. *Cultural Resource Management in Contemporary Society Perspectives on Managing and Presenting the past*. London ; New York: Routledge, 2000
- Messenger, P.M. , S.J. Bender, and P. A. Shackel. 2019. *History and Approaches to Heritage Studies*. University Press of Florida.
- Smith, L. 2012. Discourses of heritage : implications for archaeological community practice. *Nuevo Mundo, Mundos Nuevos*. <https://doi-org.ezp.lib.cam.ac.uk/10.4000/nuevomundo.64148>
- Sorensen, MLS and Carmen, J. 2009. *Heritage Studies: Methods and Approaches*. London: Routledge.

Lecture 1: An Introduction to Heritage Studies

- Harrison, R. 2013. *Heritage: Critical Approaches*. London: Routledge. pp. 42-94.
- de la Torre, M, M.G.H. MacLean, R. Mason, and D. Myers. 2005. *Heritage Values in Site Management: Four Case Studies*. Los Angeles: Getty Conservation Institute. pp. 116-163.
https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/heritage_values_v1.pdf

Lecture 2: A Brief History of Museums

- Bennet, T. 1995. *The Birth of the Museum: History, Theory, Politics*. London: Routledge, pp. 59-86.
- Hooper-Greenhill, E. 1992. *Museums and the Shaping of Knowledge*. London: Routledge. Chapter 3.
- Yaya, I. 2008. Wonders of America: The curiosity cabinet as a site of representation and knowledge, *Journal of the History of Collections*, 20 (2): 173–188, <https://doi-org.ezp.lib.cam.ac.uk/10.1093/jhc/fhm038>

Lecture 3: Cultural Landscapes

- Rössler, M. 2006 World Heritage cultural landscapes: A UNESCO flagship programme 1992 – 2006, *Landscape Research*, 31:4, 333-353, DOI: [10.1080/01426390601004210](https://doi.org/10.1080/01426390601004210)
- Taylor, K. 2012. Landscape and meaning: context for a global discourse on cultural landscape values, in K. Taylor & J. Lennon (ed.) *Managing Cultural Landscapes*. London: Routledge. pp. 21-44.
- Gao, J., H. Lin & C. Zhang. 2021. Locally situated rights and the 'doing' of responsibility for heritage conservation and tourism development at the cultural landscape of Honghe Hani Rice Terraces, China, *Journal of Sustainable Tourism*, 29 (2-3): 193-213, DOI: [10.1080/09669582.2020.1727912](https://doi.org/10.1080/09669582.2020.1727912)

Lecture 4: Managing Intangible Heritage

- Hafstein, V. T. 2018. *Making Intangible Heritage : El Condor Pasa and Other Stories from UNESCO*. University of Indiana Press. pp. 1-21.
- Harrison R & Rose D 2010. Intangible heritage, in T. Benton. *Understanding heritage and memory*. Manchester: Manchester University Press. pp 244-272.
- Kishenbatt-Gimblett, B. 2004. Intangible Heritage and Metacultural Production, *Museum International*, 56 (1-2): 52-65.

Lecture 5: Illicit Antiquities

- Brodie, N. 2005. Illicit Antiquities in Corsane, G. (ed.) *Heritage, Museums and Galleries: An Introductory Reader*. London: Routledge. pp. 133-153.
- Mackenzie, S. And D. Yates, 2017. What Is Grey about the "Grey Market" in Antiquities? In Beckert, J, and M Dewey (eds). *The Architecture of Illegal Markets : Towards an Economic Sociology of Illegality in the Economy*. Oxford: Oxford University Press. pp 70-87.

Tsirogiannis C. (2019) Illicit Antiquities in American Museums: Diversity in Ethical Standards. In: Hufnagel S., Chappell D. (eds) *The Palgrave Handbook on Art Crime*. Palgrave Macmillan, London. https://doi-org.ezp.lib.cam.ac.uk/10.1057/978-1-137-54405-6_36

Lecture 6: Repatriation of heritage

Cuno, J. 2008. *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage*. Princeton. Princeton University Press. pp. 1-20.

Stephen E. Nash and Chip Colwell. 2020. NAGPRA at 30: The Effects of Repatriation *Annual Review of Anthropology* 2020 49:1: 225-239

- Rasool, C. 2015. Re-storing the Skeletons of Empire: Return, Reburial and Rehumanisation in Southern Africa, *Journal of South African Studies*, 41(3):653-670.

Lecture 7: Living Heritage

Baillie, B. 2013. 'Approaches to Heritage Management in the Contested City of Jerusalem', in M.K. Bowe, B. Carpeneti, I. Dull and J. Lipkowitz (eds.) *Heritage Studies: Stories in the Making*. Newcastle: Cambridge Scholars Publishing. pp. 19-50.

Poulios, I. 2010. Moving beyond a values-based approach to heritage conservation, *Conservation and Management of Archaeological Sites* 12(2):170–185.

Wijesuriya, G. 2018. *Living Heritage*. In A. Heritage and J. Copithorne (eds). *Sharing Conservation Decisions: Currently Issues and Future Strategies*. Rome: ICCROM. pp. 43-56. Available to download here: <https://www.iccrom.org/news/sharing-conservation-decisions-current-issues-and-future-strategies>

Lecture 8: (De)colonising Heritage

Giblin, J., I. Rammos, and N. Grout. 2019. Dismantling the Master's House: Thoughts on Representing Empire and Decolonising Museums and Public Spaces in Practice An Introduction. *Third Text* 33-35: 471-486.

Holmes, C. E. and M. Loehwing. 2016. Icons of the Old Regime: Challenging South African Public Memory Strategies in #RhodesMustFall, *Journal of South African Studies*, 42(6): 1207-1223.

Smith, C., and H.M. Wobst. 2005. *Indigenous Archaeologies: Decolonizing Theory*. London and New York: Routledge. pp. 1-15.

Lecture 9: Commodification of the Past

Goulding, C. (2000), "The commodification of the past, postmodern pastiche, and the search for authentic experiences at contemporary heritage attractions", *European Journal of Marketing*, 34 (7, pp. 835-853. <https://doi.org.ezp.lib.cam.ac.uk/10.1108/03090560010331298>

Halewood, C. and K. Hannam, 2001. Viking heritage tourism: Authenticity and Commodification, *Annals of Tourism Research* 28 (3): 565-580, [https://doi.org/10.1016/S0160-7383\(00\)00076-1](https://doi.org/10.1016/S0160-7383(00)00076-1).

Leloup, M. 2020. The Culture Bank in West Africa: Cultural Heritage and Sustainable Development. In B. Baillie and M. Sørensen (eds). *African Heritage Challenges: Communities and Sustainable Development*. London. Palgrave. pp. 235-264.

Lecture 10: Heritage and Development

- Ashworth, G. J. 2014. Heritage and Economic Development: Selling the Unsellable, *Heritage and Society*, 7(1): 3-17.
 - Baillie B., Sørensen M.L.S. (2021) Heritage Challenges in Africa: Contestations and Expectations. In: Baillie B., Sørensen M.L.S. (eds) *African Heritage Challenges. Globalization, Urbanization and Development in Africa*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-4366-1_1
- Basu, P. and W. Modest. 2014. Museums, Heritage and International Development, A Critical Conversation, in P. Basu and W. Modest (eds) *Museums, Heritage and International Development*. London: Routledge. pp. 1-32.

TIMETABLE

Michaelmas 2021

Conflict Archaeology

Session 1	Saturday 9 October 2021
Session 2	Wednesday 13 October 2021
Session 3	Wednesday 20 October 2021
Session 4 Tutor drop-in/ Social	Saturday 23 October 2021
Session 5	Wednesday 27 October 2021
Session 6	Wednesday 3 November 2021
Session 7 Tutor drop-in/ Social	Saturday 6 November 2021
Session 8	Wednesday 10 November 2021
Session 9	Wednesday 17 November 2021
Session 10 Tutor drop-in/ Social	Saturday 20 November 2021
Session 11	Wednesday 24 November 2021
Session 12	Wednesday 1 December 2021
Session 13 Tutor drop-in/ Social	Saturday 4 December 2021
Session 14	Wednesday 8 December 2021
Session 15	Wednesday 15 December 2021

Lent 2022

Dark Heritage

Session 1	Wednesday 5 January 2022
Session 2	Wednesday 12 January 2022 2022
Session 3 Tutor drop-in/ Social	Saturday 15 January 2022
Session 4	Wednesday 19 January 2022 2022
Session 5	Wednesday 26 January 2022
Session 6 Tutor drop-in/ Social	Saturday 29 January 2022
Session 7	Wednesday 2 February 2022
Session 8	Wednesday 9 February 2022
Session 9 Tutor drop-in/ Social	Saturday 12 February 2022
Session 10	Wednesday 16 February 2022
Session 11	Wednesday 23 February 2022
Session 12 Tutor drop-in/ Social	Saturday 26 February 2022
Session 13	Wednesday 2 March 2022
Session 14	Wednesday 9 March 2022

Easter 2022

Heritage Studies

Session 1	Wednesday 30 March 2022
Session 2	Wednesday 6 April 2022
Session 3 Tutor drop-in/ Social	Saturday 9 April 2022
Session 4	Wednesday 20 April 2022
Session 5	Wednesday 27 April 2022
Session 6 Tutor drop-in/ Social	Saturday 30 April 2022
Session 7	Wednesday 4 May 2022
Session 8	Wednesday 11 May 2022
Session 9 Tutor drop-in/ Social	Saturday 14 May 2022
Session 10	Wednesday 18 May 2022
Session 11	Wednesday 25 May 2022
Session 12	Saturday 28 May 2022

Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk