

ARCL0144: Heritage, Globalisation, and Development

2020-21, Term 2

MA module
15 credits

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Institute of Archaeology
Room 202

Office hours (online and in person): Mondays, 13.00-15.00



Image from L. Allais (2013). *Integrities: the salvage of Abu Simbel*. *Grey Room* 50: 6-45.

Please refer to the online IoA Student Handbook ([click here to go to the page](#)) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission. Further information for current students can be found [by clicking this link](#).

1. MODULE OVERVIEW

Module Description

This module forms the second of the MA Cultural Heritage Studies' core components, but is also available as an optional module. Students who have not taken the Term 1 MA CHS core module ARCL0149 *Critical Perspectives on Cultural Heritage* should make sure they have read the preparatory material listed below early in Term 2.

Over the 10 weeks of term we pursue a critical exploration of issues surrounding the applied context of heritage and its complex relationships to globalisation and across different forms of development work. We aim to explore the concept of development in complex and diverse ways and examine issues such as heritage's connection to poverty reduction and humanitarianism, advocacy and human/cultural rights, governance, urbanism, real estate and infrastructural development, environmentalism, and post-conflict reconstruction, alongside a broader consideration of experiences of modernity, globalisation and change. The local impacts of such experiences are a central critical concern for the module. The module links these intellectual concerns with current issues in heritage research, workshopping heritage research methods and providing experience in research design and grant-writing.

Module Aims

- To explore the relationship between heritage, globalisation and development through a focus on 'real world' case studies.
- To understand the political, economic and social aspects of heritage policy and practice.
- To equip students with the literacy in research methods and data necessary to critically investigate and evaluate heritage work in comparative local, national and transnational contexts.

Learning Outcomes

- Appreciate the relationships and tensions between conceptual analyses of cultural heritage and the variety of global applied operational contexts;
- Be aware of the need to develop critical frameworks to understand these interrelationships in their fullest sense; and
- Be familiar with a range of research skills and methods necessary to the critical investigation of heritage, globalisation and development (this forms a background to the development of skills and methods necessary for the completion of the final dissertation for core students).

Methods of Assessment

This module is assessed by means of two pieces of assessed work, a PowerPoint presentation (to be marked as a PowerPoint printout) of 1,500 words (+/- 75 words) or 10 slides which contributes 25% of the final grade, and a research grant application of 3,000 words (+/- 150 words), which contributes 75% to the final grade for the module.

Communications

- **Moodle is the main hub** for this course.

- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for these.
- Please post any general queries relating to module content, assessments and administration **in the MS Teams Module forum** ([link to be added](#)) or via email. The forum will be checked regularly.
- For personal queries, please contact the co-ordinator by email.

Week-by-week summary

Week	Date	Topic	Lecturers
1		Lecture: Situating heritage, globalisation, and development Seminar: Data literacy in heritage studies	RK RK
2		Lecture: Mapping heritage and development networks: From global to local perspectives Seminar: Institutions and archives	GJ RK
3		Lecture: Exploring the concept of governance and its impact on heritage practice Seminar: Reading and writing policy	HM RK + HM
4		Lecture: Heritage in neoliberal regimes Seminar: Critical discourse analysis	RK RK
5		Lecture and formative assessment: Proposing and funding heritage Seminar and formative assessment: Abstract writing workshop	RK RK
6		READING WEEK	
7		Lecture: Biodiversity, cultural diversity, and loss Seminar: Landscapes as data and communicators	RK RK
8		Lecture: Sustainability, infrastructure, and salvaging heritage Seminar: Documenting heritage at risk	RK RK
9		Lecture: Case study: Islamic heritage Seminar: Heritage ethnographies and participant observation	TR RK
10		Lecture: Case study: Digitising endangered heritage: The British Museum's Endangered Material Knowledge Programme Seminar: Working with digital heritage databases	NP-S RK + NP-S
11		Grant writing workshops	RK

Lecturers (or other contributors): Dr Rachel King (RK), Dr Gai Jorayev (GJ), Dr Hana Morel (HM), Prof Trinidad Rico (TR), Dr Nik Petek-Sargeant (NP)

Weekly Module Plan

The module is taught through lectures and discussions. Students will be required to undertake set readings and complete pre-class activities alone or in small groups in order to be able to actively participate in the discussion. The activities and essential media vary weekly but the following is an example of what a typical week of work will look like:

Watch each week's lecture at your leisure (these will all be posted at the start of term); Mon: deadline to complete small group activity and weekly readings; Tues: Seminar sessions 11.00-13.00 in small groups (details to follow).

Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)
60 hours	Self-guided session preparation (reading, listening, note-taking and online activities) and/or group work, about 6 hours a week
20 hours	Reading for, and writing, PowerPoint presentation
50 hours	Reading for, and writing, the grant application

2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

For more details see the 'Assessment' section on Moodle. The marking criteria ([click here](#)) and IoA writing guidelines ([click here](#)) are useful guides when writing your essay. **Penalties for late submission:** see guidance ([click here](#)) in UCL Student Handbook.

Assessment 1: PowerPoint presentation, 25% of final mark Due 9 February 2021, returned by 9 March 2021

This is designed to simulate a situation in which you are responsible for translating **one** piece of research (selected from the list below) into a policy proposal for a heritage development agency. Your aim is to convince this development agency that they should invest their resources in studying, supporting, documenting, or conserving a major emerging heritage theme. You will do this through a PowerPoint presentation of c. 10 slides and no more than 1,500 words.

You will choose one of the following three heritage agencies to make your pitch to: Arts Council England (<https://www.artscouncil.org.uk/what-we-do/supporting-arts-museums-and-libraries>), the Council of Europe (<https://www.coe.int/en/web/culture-and-heritage/strategy-21>), and a joint UNESCO-World Bank panel seeking to implement the 'Culture in City Reconstruction and Recovery' framework (<https://unesdoc.unesco.org/ark:/48223/pf0000265981>). Your presentation should identify how your chosen piece of research fits within and advances the strategic agenda for the agency you select; details of those strategic agendas are available at the links listed here.

Your presentation should also identify: the central research question or issue in the article you choose to present, the methods used, the major heritage themes that the research addresses and why this fits within the agency's agenda, actions the agency could take to pursue these heritage themes (e.g. funding specific projects or community initiatives, sending conservation experts, listing sites or traditions as heritage assets; you can get a sense of the available options from the agency's website).

You will be **assessed** on criteria listed on the marking rubric available on Moodle. Importantly, this will include clarity of your presentation. Development agencies include people from a wide range of backgrounds and specialties, and your presentation must be understandable to someone with little to no prior knowledge of the topic you are discussing. Be clear and avoid jargon. This is also an opportunity for you to communicate visually as well as through writing, so think carefully about how you design your slides.

You will submit your PowerPoint as a **print-out**, with the text narrating your PowerPoint in the 'Notes' box for each slide. In other words, the written part of this assessment is the 'script' that you would be reading from alongside your PowerPoint if you were making a pitch in real life. You do not have to include references (apart from identifying the piece of research you selected) and you do not have to write the style of an academic essay; this is an opportunity to practice presenting heritage for a mixed audience of experts and non-experts. Again, the goal is to be clear and convincing, and you can do this however you see fit.

Choose **one** of the following works to present:

Baird, M.F. (2013). 'The breath of the mountain is my heart': Indigenous cultural landscapes and the politics of heritage, *International Journal of Heritage Studies* 19 (4): 327-340. ONLINE

Barakat, S. (2020). Necessary conditions for integrated approaches to the post-conflict recovery of cultural heritage in the Arab World. *International Journal of Heritage Studies*.
<https://doi.org/10.1080/13527258.2020.1799061>. ONLINE

Butler, B. and al-Nammari, F. (2018). 'We Palestinian refugees' – heritage rites and/as the clothing of bare life: Reconfiguring paradox, obligation, and imperative in Palestinian refugee camps in Jordan. In *The New Nomadic Age - Archaeologies of Forced and Undocumented Migration*, Y. Hamilakis (ed.). PDF ON MOODLE

Csergo, J. (2018). Food as a collective heritage brand in the era of globalization. *International Journal of Cultural Property* 25(4): 449-468. ONLINE

Demetriou, O. and Ilican, M.E. (2019). A peace of bricks and mortar: Thinking ceasefire landscapes with Gramsci. *International Journal of Heritage Studies* 25 (9): 897-913. ONLINE

DeSilvey, C. (2017). *Curated Decay: Heritage beyond Saving*, **chapter 4**. Minneapolis: University of Minnesota Press. INST ARCH AG DES & ONLINE

Morgan, J. and Macdonald, S. (2020). De-growing museum collections for new heritage futures. *International Journal of Heritage Studies* 26(1): 56-70. ONLINE

Moylan, E., Brown, S., and Kelly, C. (2009). Toward a cultural landscape atlas: Representing all the landscape as cultural, *International Journal of Heritage Studies* 15 (5): 447-466. ONLINE

Assessment 2: Research grant application, 75% of final mark

Due 26 March 2021, returned by 23 April 2021

This is designed to simulate as closely as possible a proposal to a social science funding body for the purposes of securing a grant either for academic or industry research. Your proposal will be assessed based on your ability to identify and state a research question, and to design a well-reasoned, coherent, and relevant programme of data collection and analysis to address this question.

Your proposal should respond to the guidelines and questions laid out in a 'Call for Proposals' that will be circulated several weeks prior to the deadline, and that will roughly follow the format of the British Academy/Leverhulme Small Grants scheme (details can be found here:

<https://www.thebritishacademy.ac.uk/funding/ba-leverhulme-small-research-grants/>). Your proposal must stay below a £10,000 limit, which you will account for in a budget, and has a maximum duration of two years. Your proposal will include the following sections and has a word limit of 3,000 words in total:

1. Title of research.

2. Research abstract. *No more than 150 words.*
3. Starting date and end date.
4. Proposed research programme and plan of action, including context and research objectives of the proposed study, the methodology used, and a realistic research programme, including the activities that will take place, and explaining how these will contribute to the achievement of the research objectives.
5. Ethical considerations, including identifying vulnerable participants or special conditions that you will need to fulfil. *No more than 250 words.*
6. Budget.
7. Bibliography. *Cite no fewer than two and no more than five references.*

3. RESOURCES AND PREPARATION FOR CLASS

Preparation for class

You are expected to read the essential readings for lectures and seminars (between 1-3 readings in total) and watch or listen to any essential material, watch the pre-recorded lectures, and complete any online activities on Moodle or MS Teams each week. **These are listed in detail (including the order in which you should complete them) on the Moodle page.** Completing the readings, viewings, and activities are essential for your effective participation in our discussions and it will greatly enhance your understanding of the material covered. Moreover, the activities for this module are specifically designed to build toward your assessments, meaning that participating in these will greatly help in developing your grant application. **Further readings are provided via the online-reading list for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.**

Online reading list: <https://rl.talis.com/3/ucl/lists/C9E27DAD-8501-CD34-990B-03F067104127.html?lang=en-US>.

In addition to covering the essential material listed for each week, you will be given a **task** to complete with your seminar group. This should be done by Monday to allow the tasks to prepare you for seminars on Tuesday. Tasks should be coordinated and discussed on your group's channel in MS Teams, and can be organised synchronously or asynchronously as your group prefers. The instructor will be observing and commenting on these discussions to ask questions, offer comments or help, and address any issues that your group has. Finally, you will attend one live one-hour **seminar** each week on Tuesdays; the timeslots for these will be assigned once we have an accurate understanding of students' time zone locations.

Statement on the reading list

While the concepts and practices associated with global heritage are universal in scope, they are rooted in imperialist agendas that reached their fullest expression in Europe and the United States in the first half of the twentieth century. We see the consequences of this everywhere from the cultural values prioritised in defining the terms of 'preservation' and 'sustainability' to the political entities involved in making decisions about heritage management. We will address these issues explicitly in this module. These readings offer an introductory orientation to the challenges posed by the module's subject matter and an opportunity for reflecting on our positions as heritage scholars and professionals.

Meskeil, L. (2018). *A Future in Ruins*. New York: Oxford University Press, **chapters 1 and 2**.
INST ARCH AG MES & ONLINE

Gordillo, G. (2014). *Rubble: The Afterlife of Destruction*. Durham: Duke University Press, **chapters 4 and 6**. ONLINE

Ndoro, W. (2003). Traditional and customary heritage systems: Nostalgia or reality? Implications of managing heritage sites in Africa. In *Linking Universal and Local Values: Making a Sustainable Future for World Heritage*, E. de Merode, R. Smeets, and C. Westrik (eds.), pp. 82-84. Paris: UNESCO. ONLINE

Recommended basic texts and online resources

For students who have not taken ARCL0149, it is compulsory that you read:

Harrison, R. (2013). *Heritage: Critical Approaches*. Routledge, London and New York. INST ARCH AG HAR & ONLINE

The following are general texts that students may find useful to refer to throughout the module. They are not required reading, which will be designated for each week's lectures and seminars.

Appadurai, A. (ed) (2001). *Globalization*. Durham, NC: Duke University Press. SCIENCE LIBRARY ANTHROPOLOGY D 11 APP & ONLINE

Karp, I., Kratz, C.A., Szwaja, L., and Ybarra-Frausto, T. (eds) (2006). *Museum Frictions: Public Cultures/Global Transformations*. Duke University Press. INST ARCH MB 3 KAR & ONLINE

Labadi, S. and Long, C. (eds) (2010). *Heritage and Globalization*. Abingdon and New York. Routledge. INST ARCH AG LAB & ONLINE

Lafrenz Samuels, K. and Rico, T. (eds) (2015). *Heritage Keywords: Rhetoric and Redescription in Cultural Heritage*. University Press of Colorado: Boulder, CO. INST ARCH AG LAF & ONLINE

Meskell, L. (ed) (2015). *Global Heritage: A Reader*. Malden, M.A: Wiley-Blackwell. INST ARCH AG MES & ONLINE.

Radcliffe, S.A. (ed) (2006). *Culture and Development in a Globalizing World: Geographies, Actors, and Paradigms*. Abingdon and New York: Routledge. SCIENCE LIBRARY GEOGRAPHY P 44 RAD & ONLINE

Waterton, E. and Watson, S. (eds) (2015). *The Palgrave Handbook of Contemporary Heritage Research*. London: Palgrave Macmillan. IOE LIBRARY NON-EDUCATION LEVEL 3 F3.075 WAT & ONLINE

4. SYLLABUS

Week 1 Lecture. Situating heritage, globalization, and development (Rachel King)

This lecture introduces the module by tracing core concepts of heritage, globalisation and development to their imperialist roots. We will consider how heritage can be said to be global through the spread of specific management ideas, the establishment of international regulatory bodies, and the adoption of international treaties and conventions – all embedded within particular and largely Cold War-era imperialist concerns. At the same time, we recognise that heritage does not begin and end with official institutional definitions but can be examined as a broader set of

ideas, discourses, and interventions that spread with or without the permission of large-scale regulatory bodies. The lecture will lay some groundwork for exploring the intersections and tensions of these ideas throughout the module. We will also attempt to disentangle keywords (essential, foundational concepts for understanding heritage as global) from buzzwords (trending topics that build on keywords), while appreciating that the combination of these concepts are essential to driving heritage research forward.

Essential Reading:

Ndoro, W. and Wijesuriya, G. (2015). Heritage management and conservation: From colonization to globalization. In L. Meskell (ed) *Global Heritage: A Reader*. INST ARCH AG MES & ONLINE.

Week 1 Seminar. Data literacy in heritage studies (Rachel King)

Heritage research derives data from a range of disciplines, sources, and methods. This seminar lays the groundwork for the data literacy that the module will build. Seminar groups will discuss the differences between primary, secondary, and tertiary data sources; the difference between methods and methodologies; and how to read a piece of research to discern these. In-class exercises will help to make these points more concrete.

Further Reading:

Harrison, R., Morel, H., Maricevic, M., & Penrose, S. (eds) (2017). *Heritage and Data: Challenges and Opportunities for the Heritage Sector*. Report of the Heritage Data Research Workshop. <https://heritage-research.org/app/uploads/2017/11/Heritage-Data-Challenges-Opportunities-Report.pdf>. ONLINE

Week 2 Lecture. Mapping heritage and development networks: From global to local perspectives (Gai Jorayev)

In this session, we map out the key agencies engaged in heritage initiatives and in development networks. Through discussing the roles of international organisations such as UNESCO, the World Bank and other development agencies we will look at the practicalities of implementing global visions in local, national levels. The hope is to bring several major themes of the Module – the value of heritage, agendas of preservation and celebration, the issues of economic gain, as well as the branding of the sites – together under the wider umbrella of international networks. Case study discussions will include World Heritage Site nominations and their perceived importance for the local development. The speaker's recent experience in Central Asia, Africa and Europe will be used to highlight some contradictions in global agendas of heritage management and local expectations.

Essential Reading:

Meskell, L. (2018). *A Future in Ruins*. New York: Oxford University Press, **chapter 2**. INST ARCH AG MES & ONLINE

Week 2 Seminar. Institutions and archives (Rachel King)

Archives are essential sources for understanding how institutions and individuals think and operate. Understanding the historical path that these agents have travelled to arrive at their actions, policies, and ways of thinking is also a key step toward examining the interface between this history and its role in the present – this interface constitutes critical discourse analysis, which we will discuss in Seminar 4, and this week's seminar is an important first step in this direction.

We will discuss different approaches to using archives, and we will practice analysing actual archival materials.

Essential Reading:

Zeitlyn, D. (2012). Anthropology in and of the archives: Possible futures and contingent pasts. Archives as anthropological surrogates. *Annual Review of Anthropology* 41: 461-480. ONLINE

Interview with Arike Oke, Managing Director of the Black Cultural Archives on 'The Wonder House' Podcast, <https://thewonderhouse.co.uk/arike-oke>. Relevant section is from 16:44-21:00. ONLINE

Week 3 Lecture. Policymaking and governance (Hana Morel)

International and national agendas and policies play a vital role in shaping the conduct of heritage practitioners and their associated institutions. They impact on research, practice, structures, management and the on-going development of professions involved with the cultural and historic environment. Cities, as test beds for innovative political changes and new forms of governance, are good sources for understanding how various groups, organisations and professions need to renegotiate their role, position and value within urban society.

We consider how global policies have led to critical changes in the role that heritage professionals play in managing historic/cultural environments, especially in urban contexts. We will also discuss how to read policy briefs and how these can be valuable sources of information in heritage research.

Essential Reading:

Ansell, C. & Gash, A. (2008). Collaborative Governance in Theory and Practice. *Journal of Public Administration Research and Theory*, 18(4): 543–571. ONLINE

Ripp, M. & Rodwell, D. (2016). The governance of urban heritage. *The Historic Environment: Policy & Practice*, 7(1): 81-108. ONLINE

Further readings to be added

Week 3 Seminar. Reading and writing policy (Rachel King and Hana Morel)

If governance can make itself felt through its policies, then how can we discern the intent or strategy behind those policies? Building on the lecture, this week's seminar will focus on how to read and analyse policy briefs – essential documents for implementing management, governance, and funding practices for heritage.

Essential Reading:

To be provided by guest lecturer.

Week 4 Lecture. Heritage in neoliberal regimes (Rachel King)

We consider neoliberalism as an animating principle of global economics and development over the last fifty years, including its impacts on global heritage networks and financial flows. We also address how neoliberal ideas have shaped ideas about a Global North and Global South, and how work within the heritage industry has furthered or challenged this.

Essential Reading:

Coombe, R.J. (2013). Managing cultural heritage as neoliberal governmentality. In R.F. Bendix, A. Eggert, and A. Peselman (eds) *Heritage Regimes and the State*, second edition, pp. 375-388. Gottingen: Universitätsverlag Gottingen. ONLINE & PDF ON MOODLE

Week 4 Seminar. Understanding discourse analysis (Rachel King)

Discourse analysis is one of the most prevalent methods of heritage study and yet it is often applied imprecisely and inconsistently. We explore why this method is so useful – especially for asking questions of neoliberal heritage – and how it is widely understood and misunderstood.

Essential Reading:

Wu, Z. and Hou, S. (2015) Heritage and Discourse, in Waterton, E. and Watson, S. (eds) *The Palgrave Handbook of Contemporary Heritage Research*. London: Palgrave Macmillan, 37–51. IOE LIBRARY NON-EDUCATION LEVEL 3 F3.075 WAT & ONLINE

Week 5 Lecture and Formative Assessment. Proposing and funding heritage (Rachel King)

We spend this week laying the foundations for the grant proposal that you will be submitting. In learning to assess the viability and value of research projects, we will also consider the role that funding and research institutions play in shaping the professional make-up of our field. We will also work collaboratively on finding diverse ways of communicating heritage research.

Essential Reading:

Appadurai, A. (2001). Grassroots globalization and the research imagination. In A. Appadurai (ed.), *Globalization*. Durham: Duke University Press, 1-21. SCIENCE LIBRARY ANTHROPOLOGY D 11 APP & ONLINE

UK Research and Innovation (2018). Research Councils' Diversity Data (April 2018). Available at <https://www.ukri.org/files/rcuk-diversity-headline-narratives-april2017-pdf/>. ONLINE

Week 5 Seminar and Formative Assessment. Writing workshop (Rachel King)

Writing succinctly and compellingly is an essential professional skill. Abstracts – short summaries of a piece of work, including its main contribution – are used across conference presentations, article and book submissions, grant applications, and other media to communicate the key elements of a project in a brief statement that can be read quickly. We will consider the major features of short, clear research communication and workshop abstracts for your grant application.

Essential Reading:

Mohan-Ram, V. (2000). Abstract killers: How not to kill a grant application, part two. *Science*. Available at: <https://www.sciencemag.org/careers/2000/01/abstract-killers-how-not-kill-grant-application-part-two>. ONLINE

Week 6. Reading Week**Week 7 Lecture. Biodiversity, cultural diversity, and loss** (Rachel King)

How do we learn to live with or without heritage in a time of destruction and loss? We consider how concepts of endangerment and risk relate to value, and how we apply or assess this value with relation to heritage. We explore how endangerment forces us to consider nature and culture as related, and the impacts this has on our practical tools for preservation. Finally, we discuss what toolkits are available to us as heritage professionals in the Anthropocene.

Essential Reading:

Vidal, F. and Dias, N. (2015). Introduction: The endangerment sensibility. In F. Vidal and N. Dias (eds) *Endangerment, Biodiversity and Culture*. London: Routledge. INST ARCH BB 6 VID & ONLINE

Week 7 Seminar. Landscapes as data and communicators (Rachel King)

You are by now aware that landscapes are vastly complex arrays of natural, cultural, social, and emotional properties. How does one go about studying this complexity? This week we address one approach to interrogating landscape properties and utilising these to actively debate heritage values in the context of climate change.

Essential Reading:

Lafrenz Samuels, K. and Platts, E.J. (2020). An ecolabel for the World Heritage brand? Developing a climate communication recognition scheme for heritage sites. *Climate* 8 (3), <https://doi.org/10.3390/cli8030038>. ONLINE

Climate Footprints of Heritage Tourism, available at <http://www.heritageofclimate.com/>.

Week 8 Lecture. Sustainability, infrastructure, and salvaging heritage (Rachel King)

Global risk demands global management solutions, which often come in the form of infrastructural responses. While infrastructure is theoretically a public good, it is not politically neutral and has monumental impacts on cultural, economic, and social values. We explore how heritage is impacted by infrastructure development, and how it can become a medium to challenge the political will that such construction represents. We also consider how different representations of landscape can serve as powerful tools to salvage heritage and communicate with important stakeholders.

Essential Reading:

King, R. and Nic Eoin, L. (2014). Before the flood: Loss of place, mnemonics, and 'resources' ahead of the Metolong Dam, Lesotho, *Journal of Social Archaeology* 14 (2): 196-223. ONLINE

Vimalassery, M. (2016). Resources, infrastructure, and settler colonialism. Standing Rock Teach-In. Available at: https://www.youtube.com/watch?v=ydLQE-9ECfU&list=PLQ_5wlGtl8pXS96cSmrimep-67s0KwfiI&index=9&t=0s. ONLINE & TRANSCRIPT ON MOODLE

Week 8 Seminar. Documenting heritage at risk (Rachel King)

We consider preservation by record as a methodology for heritage salvage, and workshop how this is applied to cultural landscapes.

Essential Reading:

Kleinitz, C. and Merlo, S. (2014). Towards a collaborative exploration of community heritage in archaeological salvage contexts: Participatory mapping on Mograt Island, Sudan, *Aus der Archäologie* 25: 161-175.

Week 9 Lecture. Case study: Islamic heritage (Trinidad Rico, Rutgers University)

Description in progress.

Week 9 Seminar. Heritage ethnographies and participant observation (Rachel King)

Description in progress.

Week 10 Lecture. Case study: Digitising endangered heritage: The British Museum's Endangered Material Knowledge Programme (Nik Petek-Sargeant, British Museum)

Essential Reading:

Geismar, H. and W. Mohns (2011). Social relationships and digital relationships: Rethinking the database at the Vanuatu Cultural Centre. *Journal of the Royal Anthropological Institute* 17(S1): S133-S155. ONLINE

Hicks, J. (2019). 'Digital colonialism': why some countries want to take control of their people's data from Big Tech. *The Conversation*, <https://theconversation.com/digital-colonialism-why-some-countries-want-to-take-control-of-their-peoples-data-from-big-tech-123048>. ONLINE

Srinivasan, R. (2017). *Whose Global Village? Rethinking How Technology Shapes Our World*, chapter 2. New York: NYU Press. ONLINE

Week 10 Seminar. Working with digital heritage databases (Nik Petek-Sargeant)