AHIS392

Cultural Heritage

S2 Day 2017

Dept of Ancient History

Contents

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General Information

Unit convenor and teaching staff
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tba
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Credit points
6

Prerequisites
(36cp at 100 level or above) and permission by special approval

Corequisites

Co-badged status

Unit description
This unit will introduce students to the study and management of cultural heritage, both through instruction and practical experience. Topics to be covered include: the history of cultural heritage; cultural heritage management in Australia; the assessment of cultural significance; preparation of conservation plans; collections and site management; the interpretation of heritage; and current issues in heritage studies. As a PACE unit, students will also be required to undertake an internship in the cultural heritage sector (e.g., museums, galleries, archives, or heritage consultancies, etc), in order to learn directly from professional practitioners and to practice their skills in a real world environment. Entry into this unit is by application prior to the start of the relevant session. To express your interest in applying, please lodge an online enquiry via ask.mq.edu.au.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire knowledge about global efforts in cultural heritage management

Identify and analyse important concepts and principles associated with cultural heritage

Critically evaluate current issues in the study of cultural heritage

Demonstrate independent research and synthesis of acquired knowledge and skills

Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

General Assessment Information

Assignment submission

The deadline for written assignments will always be **midnight Friday** in the week they are due. Written work must be submitted via the Turnitin links on the AHIS392 iLearn website.

Late penalty

Late submission of assignments will lose of **10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

Forum posts

Each weekly forum post is worth up to a maximum of 3%. Late postings (e.g., a posting for Week 1 that is made <u>after</u> the Friday of Week 2, etc) will receive a **1% late penalty.**

Word limits

Please note that **word limits DO NOT include footnotes or the bibliography.**

Assessment Tasks

Name	Weighting	Hurdle	Due
Case study	5%	No	Friday, Week 3
Quizzes	20%	No	Weeks, 4, 7, 10, and 13
Significance assessment	30%	No	Friday, Week 8
Participation	30%	No	Weeks 1-12
Poster: Action and Reflection	15%	No	Friday, Week 13

Case study

Due: **Friday, Week 3**
Weighting: **5%**

Identify something in your life or local community that is an example of a type of cultural heritage, according to the UNESCO 2002 list. Describe it briefly and then explain why you think it is culturally significant. Clearly outline your reasons for assessing its cultural worth. Length: 300

words.

Grading criteria: Clarity of expression; evidence of thought

On successful completion you will be able to:
- Identify and analyse important concepts and principles associated with cultural heritage
- Demonstrate independent research and synthesis of acquired knowledge and skills

Quizzes

Due: **Weeks, 4, 7, 10, and 13**
Weighting: **20%**

You will be required to take 4 online quizzes that relate to material covered in the lectures and readings (Weeks 1-12). Each quiz, which will consist of 20 multiple-choice and true/false questions, will be worth 5% of your total grade (20% total).

- Quiz 1 (in Week 4) – will cover material from Weeks 1, 2, and 3
- Quiz 2 (in Week 7) – will cover material from Weeks 4, 5, and 6
- Quiz 3 (in Week 10) – will cover material from Weeks 7, 8, and 9
- Quiz 4 (in Week 13) – will cover material from Weeks, 10, 11, and 12

Each quiz will be open for one week (12 am Monday - midnight Sunday). Once you begin the quiz, you will have one hour to complete it. Only one attempt per test will be allowed.

Grading criteria: Knowledge; accuracy; familiarity with the lecture material

On successful completion you will be able to:
- Acquire knowledge about global efforts in cultural heritage management
- Critically evaluate current issues in the study of cultural heritage

Significance assessment

Due: **Friday, Week 8**
Weighting: **30%**

The following instructions outline the steps required to carry out and write a Significance Assessment (these instructions are a slightly modified version of those described in the publication, *Significance 2.0*, p. 23; see also pp. 22-25, 32, and 38-41). *Significance 2.0* will be available on the unit iLearn site and full details for this assignment will be provided in Week 2.

Complete Steps 1-7 before carrying out Steps 8-10.

Before you begin

Choose an object to assess

Choose an object on display in a local museum. Make a note of the object's inventory number(s). Make an appointment to speak to the manager or curator of the museum and ask for permission

to have access to any relevant records associated with the object.

Step 1. Collate

First collate basic information about your object.

This may include the acquisition date, donor or vendor details, notes made when the item was acquired, photos, copies of letters and reference materials, and information about related items and places. This information can be obtained from the manager or curator of the museum.

Step 2. Research

Research the history and provenance of the item.

Try to establish the date and place when your object was made and/or discovered. Also find information about its maker (if this is applicable or known – this will usually only apply to modern/non-ancient objects) as well as the subsequent owners of the object (if possible). Identify the place where the item was created, used, or purchased. Often, however, this information may be difficult or impossible to ascertain. See the section on Provenance in *Significance 2.0*, pp. 15-19 for further information.

Step 3. Consult (optional)

Consult donors, owners, and knowledgeable people

Identify people with an interest in or knowledge of the item. Ask questions about the context, provenance and potential social values of the object. Consult people who may have information about the item or maker, or know about similar items – such as academic staff at Macquarie.

Step 4. Explore

Explore the context of the item

Research your object via consultation of the scholarly literature. Consider how it relates to wider historical themes, developments or industry (for example, if your object is an Egyptian pot, investigate the evidence for pottery use and production in ancient Egyptian life). How does your object relate to the history, geography or environment of the place where it was created or used? Consider its function and purpose, and relationship with other items.

Step 5. Analyse

Analyse and describe the fabric and condition of the item

Note the appearance of the item, its materials, marks, processes of design, patterns of wear, repair, and any changes or adaptations. Record the item's general condition.

Step 6. Compare

Compare the item with similar items

How is the item similar or different to comparable items? Check to see if cultural heritage websites (such as museums) list similar items. Where possible include photos for comparison. Check reference books and the Internet.

Step 7. Identify

Identify related places and items

Think about the places associated with the item, or the environment or location of its origin. Consider its relationships with contemporary places and people. For example, if your object is a World War I rifle, you might identify the specific battlefields where such rifles were used, the factories where they were produced, and/or the troops who were issued with such guns.

Step 8. Assess

Assess significance against criteria

Assess your object against the **primary** criteria: 1) historic, 2) artistic/aesthetic, 3) scientific/ research potential, and 4) social/spiritual. Determine the degree of significance by assessment against the **comparative** criteria: provenance, rarity or representativeness, condition or completeness, and interpretative capacity. Consideration of the primary and comparative criteria will help you to define the item's significance. Look at your notes for steps 1-7 to consider which criteria are relevant.

In your written summary, briefly indicate which criteria your object satisfies, noting the specific features that led to your decision. Note: your object may be significant in relation to one or more criteria. It is also possible that it fails to satisfy any of the criteria.

See *Significance 2.0*, pp. 38-41 for a full description of the primary and comparative criteria. Listen to the Week 3 lecture for more details about these criteria.

Step 9. Write

Write a statement of significance

Summarise the item's values and meanings by reviewing relevant criteria identified in Step 8. Refer to your notes made at each step in the process. Don't just say that the item is significant – explain **how** and **why** the item is significant.

Note, too, that you may conclude that your object is **not** culturally significant.

Step 10. Action

List recommendations and actions

Consider policies arising from your assessment and offer advice on management, conservation, further research, access or interpretation.

Date the assessment

Significance can change over time, so it is important to record the completion date of your assessment.

List of references

Cite the published sources you consulted for your research.

List and acknowledge contributors

If you consulted with anyone about your object, please list their name and briefly explain what assistance they provided.

Assignment structure

Your assignment will be approximately 2,500 words in length. Use the guidelines below for the length of each part. Please label each part of your assessment (Parts 1-8). Provide a photograph of your object and indicate its inventory number(s).

Citations (footnotes or endnotes) must be provided for any published source referred to and also for any personal communications received.

Structure your assignment as follows:

- **Part 1: Explore** (Step 4): c. 1,000 words
- **Part 2: Analyse** (Step 5): c. 250 words
- **Part 3: Compare** (Step 6): c. 250 words
- **Part 4: Identify** (Step 7): c. 250 words
- **Part 5: Assess** (Step 8): minimum of 250 words
- **Part 6: Write** (Step 9): c. 500 words
- **Part 7: Action** (Step 10): c. 100 words
- **Part 8:** List your references and acknowledge any contributors, consultants etc. I do not mind what referencing style you use, but which ever you choose, use it consistently.

Appendix (optional): You may append scans of your collated notes from Steps 1-3 if you wish.

Grading criteria: Attention to detail; clarity of expression; research skills; level of application

On successful completion you will be able to:
- Acquire knowledge about global efforts in cultural heritage management
- Identify and analyse important concepts and principles associated with cultural heritage
- Demonstrate independent research and synthesis of acquired knowledge and skills
- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Participation

Due: **Weeks 1-12**
Weighting: **30%**

You will be expected to post at least one response on the online Learning Forum each week (Weeks 1-12). Please listen to the lecture and do the Required Reading before posting your response(s) to the discussion question(s), which will be available on the unit website each week.

Note: You will have until the end of the following week to post your response (i.e., you will have until the end of Week 2 to post a response to the Week 1 discussion questions, and so on). 30% of your final grade will reflect both the quality and quantity of your responses on the forum, so it is essential that you take part.

On successful completion you will be able to:

- Acquire knowledge about global efforts in cultural heritage management
- Identify and analyse important concepts and principles associated with cultural heritage
- Critically evaluate current issues in the study of cultural heritage
- Demonstrate independent research and synthesis of acquired knowledge and skills

Poster: Action and Reflection

Due: **Friday, Week 13**
Weighting: **15%**

In Week 13, you will present a poster in class, which will summarise what you did while undertaking your internship and your personal goals and experiences. Details about how to format your poster will be given in class and on the iLearn website, but it will include such information as:

Action

- Where did you work and with whom?
- What project(s) did you work on?
- What specific activities did you do?
- How does the work relate to current issues in cultural heritage studies? i.e., where does it fit in? (refer to the topics covered in the unit)
- What was the heritage value of this work? (i.e., why is it important or worthwhile?)

Reflection

- What were your personal internship goals? (i.e., what did you hope to achieve?)
- What new skills and/or new knowledge did you acquire?
- What pre-existing skills and/or knowledge did you find yourself using?
- How has the experience changed your thinking or challenged your assumptions?
- What was your most satisfying personal outcome from the experience (e.g., did you achieve your goals?)

Following presentation of your poster in class, you must submit a pdf copy via Turnitin by midnight Friday of Week 13.

Grading criteria: Information content; relevance to the discipline; clarity; attention to detail; appearance

On successful completion you will be able to:

- Identify and analyse important concepts and principles associated with cultural heritage
- Critically evaluate current issues in the study of cultural heritage

- Demonstrate independent research and synthesis of acquired knowledge and skills
- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Delivery and Resources

On campus sessions

On campus sessions will take place in Weeks 1 and 2 and Weeks 12 and 13. Each session will be 2 hours long. Introductory lectures will take place in Weeks 1 and 2, prior to beginning your internship. In Week 12, we will meet again on campus to reflect on your experiences. In-class poster presentations (see Assessment) will take place in Week 13. In addition to these mandatory sessions, an informal, optional meeting will be organised in Week 7 (mid-way during the session) to allow students to catch up with one another and to ask any questions that may have arisen during their internships. Details about the Week 7 meeting (date, time, and place) will be announced on the iLearn site after the session begins.

Online material

You will be expected to monitor the AHIS392 iLearn site each week.

Your required online tasks each week are as follows:

- **listen** to the pre-recorded overview of the weekly topic (c. 30 mins)
- **complete** the Required Reading
- **post** a response to the weekly question(s) on the Learning Forum.

Your optional tasks each week are as follows:

- undertake a short activity related to the topic
- explore related online resources - written case studies, websites, podcasts, videos.

Required Readings

There is no set textbook for AHIS392. All weekly Required Readings will be provided on the AHIS392 iLearn website. Additional reading lists will also be provided on the unit website each week.

Unit Schedule

INTRODUCTION

- **Week 1**: Overview of cultural heritage (**on-campus**)

PART 1: Identifying heritage

- **Week 2**: Cultural heritage management in Australia (**on campus**)
- **Week 3**: Significance assessment: Objects (online)
- **Week 4**: Significance assessment: Sites (online)

PART 2: Managing heritage

- **Week 5**: The conservation plan (online)
- **Week 6**: Collections management (online)
- **Week 7**: Site management (online + **optional** on campus meeting)

PART 3: Experiencing heritage

- **Week 8**: Communicating the past (online)

PART 4: Questioning heritage

- **Week 9**: Heritage and representation (online)
- **Week 10**: Heritage and diversity (online)
- **Week 11**: Drowning in the past? (online)

REFLECTION

- **Week 12**: Overview and reflection (**on campus**)
- **Week 13**: Poster session (**on campus**)

Learning and Teaching Activities

Internship: Optional exercise to increase your hours

Achieving 150 hours of work during your internship can sometimes be challenging. Each week on the AHIS392 iLearn site, you will see a number of optional Activities and Resources listed that are relevant to the weekly topic. To help increase your hours and to add to your knowledge of cultural heritage, if you complete one of the optional Activities or explore one of the weekly Resources (one of the recommended readings, podcasts, videos, or websites) and then report on this in the Reflective Space forum, I will credit you with one hour towards your final tally for each activity that you post. For full details, please see the AHIS392 iLearn site under 'Assessment'.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge about global efforts in cultural heritage management
- Demonstrate independent research and synthesis of acquired knowledge and skills

Assessment tasks

- Case study
- Poster: Action and Reflection

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Assessment tasks

- Significance assessment
- Poster: Action and Reflection

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Assessment task

- Poster: Action and Reflection

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge about global efforts in cultural heritage management
- Identify and analyse important concepts and principles associated with cultural heritage

Assessment tasks

- Quizzes
- Significance assessment
- Participation
- Poster: Action and Reflection

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge about global efforts in cultural heritage management
- Identify and analyse important concepts and principles associated with cultural heritage
- Critically evaluate current issues in the study of cultural heritage
- Demonstrate independent research and synthesis of acquired knowledge and skills

Assessment tasks

- Case study
- Quizzes
- Significance assessment
- Participation
- Poster: Action and Reflection

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Demonstrate independent research and synthesis of acquired knowledge and skills

Assessment task

- Significance assessment

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Demonstrate independent research and synthesis of acquired knowledge and skills

Assessment tasks

- Case study
- Significance assessment
- Participation
- Poster: Action and Reflection

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge about global efforts in cultural heritage management
- Critically evaluate current issues in the study of cultural heritage
- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Assessment tasks

- Significance assessment
- Poster: Action and Reflection

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Identify and analyse important concepts and principles associated with cultural heritage
- Model best practice and have a commitment to an ethical, reflective approach in heritage studies.

Assessment task

- Significance assessment

Changes from Previous Offering

Beginning in 2017, students must complete **150 hours** for their internship component.