



# GEOP808

## Heritage and its Management

S1 External 2018

*Department of Geography and Planning*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor and lecturer

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Lecturer

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Credit points

4

Prerequisites

Admission to MEnvPlan or MPlan or GradCertEnvPlan or MDevCult or MPPP or MEnv or MSusDev or GradDipEnv or GradDipSIA or GradCertSIA or GradCertSusDev or GradDipSusDev or MGlobalHlthDevStud or GradDipPP or MDevStud or MPPPMDevStud or MConsBio or GradDipConsBio or MMarScMgt or MDevStudMPASR

Corequisites

Co-badged status

Unit description

Heritage is a very important but also highly contested concept in contemporary society. This unit deals with a critical understanding of heritage broadly defined to include both forms of institutional heritage as well as manifestation of alternative 'heritage from below'. Sections include a discussion of the varied perceptions, definitions and practices of heritage and their basis in broader individual and community values and ideologies. There is an emphasis on the management and experience of heritage sites in relation to tourism, consumption and cultural change.

## 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:

- To develop an understanding of heritage as a social process in contemporary society that operates at various scales
- To understand the importance of heritage to individuals and groups and how heritage values reflect changing cultural ideas
- To demonstrate an understanding of current academic literature relating to heritage
- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
- To be able to contribute to current heritage policy debates at different scales, particularly in relation to tourism
- To identify principles of critical heritage and their implications for questions of social justice and cultural recognition

## General Assessment Information

### Submission assignments

Unless otherwise indicated, all assignments are due to Turnitin via the GEOP808 iLearn site by 5pm on the due date.

### Special considerations and extensions

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for [Special Consideration](#).

Extensions will only be granted in exceptional circumstances (see [Special Consideration](#)).

Essays submitted after the due date and without an extension will be penalised (see below).

Please contact Maartje before the due date if you think exceptional circumstances are likely to prevent you from handing in your assignment in on time.

Please let Maartje know ahead of time if you will not be able to attend in the week you are scheduled to lead the discussion (as a courtesy and because you will need to organise an alternative to complete the assessment).

### Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>1. Critical review</u>	25%	No	April 20
<u>2. Heritage hot topic</u>	25%	No	June 01
<u>3. Heritage field project</u>	35%	No	June 08
<u>4. Weekly Discussion</u>	15%	No	Weeks 4-10

### 1. Critical review

Due: **April 20**

Weighting: **25%**

Students will write a critical review of academic literature exploring the theme of 'heritage in the 21st century'. The aim of the critical review essay is to develop a working understanding of heritage and its meanings and to identify some of the key challenges facing the field today. Marking criteria will be handed out with this assignment. Unless otherwise indicated, all assignments are due to Turnitin via the GEOP808 iLearn site by 5pm on the due date.

On successful completion you will be able to:

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- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
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### 2. Heritage hot topic

Due: **June 01**

Weighting: **25%**

Students will prepare a response on a current hot topic facing cultural heritage scholars and

practitioners. External students will be asked to record their response on an audio-recording device and upload the audio file on the iLearn site. The topic of the debate will be selected early in the semester to give students plenty of time to prepare their responses. The focus of the assignment is on the verbal delivery of a prepared response. It also asks active participation in asking and responding to questions via the online discussion forum that will be linked to each of the hot topic responses. Students will also submit a written version of their oral presentation (no longer than 1000 words) via Turnitin on June 01 at 5pm.

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### 3. Heritage field project

Due: **June 08**

Weighting: **35%**

Students will conduct a on-site analysis of a place of heritage significance in metropolitan Sydney. In case external students are not able to attend this visit they are asked to contact the unit convenor during or before the first lecture in order to agree upon an alternative site. The assignment has two parts. **Part one** will comprise of a field visit to the selected site. Students will conduct an on-site analysis by documenting the history, the landscape, the interpretations and the practices of the selected heritage place. **Part two** of the report will consist of a 2000 word essay to accompany the field work which will critically apply heritage theories and concepts to the selected site.

On successful completion you will be able to:

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- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
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## 4.Weekly Discussion

Due: **Weeks 4-10**

Weighting: **15%**

External students will be responsible for leading one online discussion topic in weeks 4-10. This discussion will be facilitated through iLearn. To help guide the discussions, students will discuss key ideas introduced in the readings, pose questions to the class, and where appropriate discuss examples of heritage to help stimulate the discussion. In most weeks, there will likely be at least 2 students leading an online discussion. While this task is not assessed a group activity, it will be necessary to speak with other students leading in the same week so you can coordinate efforts and divide tasks to avoid repetition. There are quite a few international students in this class and the discussions are an excellent place to discuss heritage issues in Australian and international contexts. A mark of 15% is assigned to the leadership of **one** weekly discussion topic and **active participation** when other people are leading the discussion topic.

On successful completion you will be able to:

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- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
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## Delivery and Resources

GEOP808 is taught on **Fridays from 9:00am-5:00pm in 17WW 209 (Flat Tutorial Room)** in

weeks 2 (March 9), 4 (March 23), 6 (April 6), 8 (May 4), 10 (May 18), 12 (June 1). External students are welcome to attend classes. There will be a mix of lectures, student presentations, discussion of the readings, guest speakers and a field trip during class time. There is no set text for the unit. Readings can be accessed through the library e-reserve. All students are expected to read the required readings that are set for each workshop. The iLearn site for GEOP808 provides a weekly schedule of the topics, readings and questions. The iLearn site will also be the place where Maartje will post additional information about the field trip and assignment resources - so please check it regularly. GEOP808 students can use the dialogue function in iLearn to communicate with each other. Where possible, lectures will be recorded and linked to the iLearn website.

There is a mark attached for active participation in the online discussions. If you are unable to lead an online discussion in your scheduled week due to illness or other circumstances, you will need to provide a medical note or other supporting documentation as per the Special Consideration policy.

### **Technologies used and required**

External students in GEOP808 will require access to a computer to login into iLearn and the library e-reserve. The iLearn website for GEOP808 is an important source of information and resources - it is here that updates about assignments, fieldtrips and other relevant information will be posted. Please check iLearn regularly. Students can also use the blogs in iLearn to communicate with each other about group projects. Please let Maartje know as soon as possible if you experience any difficulties accessing unit materials.

## **Unit Schedule**

Please log into iLearn to access the list of weekly readings, virtual tours and government websites for each week. Please note that this schedule may be subject to some minor changes.

### **Workshop 1 (Week 2, Friday 9<sup>th</sup> March): The invention of Heritage**

- What is heritage and whose heritage is it?
- The past is another country: nation states and the question of identity
- Authorized heritage discourse (UNESCO)

### **Workshop 2 (Week 4, Friday 23<sup>rd</sup> March): Alternative Heritage**

- Heritage from below
- Critical heritage
- The future of heritage

### **Workshop 3 (Week 6, 6<sup>th</sup> April): Heritage and tourism**

- Heritage tours: walking in Marrakech
- The Heritaged city
- Digital heritage: the case of *Airbnb*

### **Workshop 4 (Week 8, 4<sup>th</sup> May): Dark tourism and the right to the past**

Dark tours:

- Auschwitz
- Lloyd Hotel in Amsterdam

Site visit: Cockatoo Island

### **Workshop 5 (Week 10, 18<sup>th</sup> May): Aboriginal Heritage**

- Ancient and modern Australia

Site visit: Macquarie University Campus

### **Workshop 6 (Week 12, 1<sup>st</sup> June):**

- Presentations on a hot topic in heritage (see assignments)
- Unit wrap up, feedback on assessment

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4*



*December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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](http://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](http://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/](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**

### **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### **Learning outcomes**

- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
- To be able to contribute to current heritage policy debates at different scales, particularly in relation to tourism

#### **Assessment tasks**

- 1. Critical review
- 2. Heritage hot topic
- 3. Heritage field project
- 4. Weekly Discussion

### **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### **Learning outcomes**

- To develop an understanding of heritage as a social process in contemporary society that operates at various scales
- To understand the importance of heritage to individuals and groups and how heritage values reflect changing cultural ideas
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- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
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in relation to tourism

- To identify principles of critical heritage and their implications for questions of social justice and cultural recognition

## **Assessment tasks**

- 1. Critical review
- 2. Heritage hot topic
- 3. Heritage field project
- 4. Weekly Discussion

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- To develop an understanding of heritage as a social process in contemporary society that operates at various scales
- To understand the importance of heritage to individuals and groups and how heritage values reflect changing cultural ideas
- To demonstrate an understanding of current academic literature relating to heritage
- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
- To identify principles of critical heritage and their implications for questions of social justice and cultural recognition

## **Assessment tasks**

- 1. Critical review
- 2. Heritage hot topic
- 3. Heritage field project
- 4. Weekly Discussion

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or

practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- To demonstrate an understanding of current academic literature relating to heritage
- To demonstrate an understanding of heritage policy in the international context
- To apply, in a limited way, an understanding of the processes associated with the nomination and listing of heritage sites
- To identify principles of critical heritage and their implications for questions of social justice and cultural recognition

### **Assessment tasks**

- 2. Heritage hot topic
- 3. Heritage field project

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### **Learning outcomes**

- To understand the importance of heritage to individuals and groups and how heritage values reflect changing cultural ideas
- To demonstrate an understanding of current academic literature relating to heritage
- To demonstrate an understanding of heritage policy in the international context
- To be able to contribute to current heritage policy debates at different scales, particularly in relation to tourism

### **Assessment tasks**

- 1. Critical review
- 2. Heritage hot topic
- 3. Heritage field project
- 4. Weekly Discussion

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in

relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- To develop an understanding of heritage as a social process in contemporary society that operates at various scales
- To understand the importance of heritage to individuals and groups and how heritage values reflect changing cultural ideas
- To be able to contribute to current heritage policy debates at different scales, particularly in relation to tourism
- To identify principles of critical heritage and their implications for questions of social justice and cultural recognition

## **Assessment tasks**

- 2. Heritage hot topic
- 4. Weekly Discussion

## **Changes from Previous Offering**

In 2018 HGEO808 was redesigned by Maartje Roelofsen and Claudio Minca after it had been rested in 2017. Previously, the unit was taught by Donna Houston.