**TEMPLATE**

**Course descriptor**

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| Title of the course | **Historical Heritage Policy and Practices** | | |
| Title of the Academic Programme | Applied and Interdisciplinary History «Usable Pasts» | | |
| Type of the course[[1]](#footnote-1) | Mandatory | | |
| Prerequisites | -advanced command of English  -basic knowledge of global history | | |
| ECTS workload | 4 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 24 | 90 | 114 |
| Course Overview | The course is designed as a core part of the applied history pro-gram in order to discuss the natural and cultural heritage issues in historical perspective. It includes introductive part including the discussion of general theoretical problems of heritage management, protection and use, and the problematic part dedicated to the discussion of major practical problems of heritage management including the social and cultural conflicts. The authors intend to provide the global geographic scope and offer to the audience to operate the materials and narratives related to the heritage and cultural policy of Russia, Europe and America with some attention paid to other parts of the world. The originality of the course is the focus on both cultural and natural heritage as an interconnected unity within the concept of socio-natural site proposed by the environmental historians. The final aim of the course is to provide the global vision of multifaceted problematic of heritage preservation and use within a variety of historical contexts. | | |
| Intended Learning Outcomes (ILO)[[2]](#footnote-2) | Upon completion of the course students should:  Is able to reflex (evaluate and rework) the learned scientific and activity methods (УК-1)  Is able to create new theories, invent new ways and tools of professional activity (УК-2)  Masters new research methods independently , changes the scientific and production profile of his/her activities (УК-3)  Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (УК-4)  Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach) (ОПК-1)  Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ОПК-2)  Is able to present historical information in a scientific and popular form (ОПК-3)  Is able to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form (ОПК-4)  Capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality (ОПК-7)  Is able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality (ПК-1)  Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science (ПК-2)  Is able to take part in scientific polemics in oral and written form (ПК-4)  Capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives (ПК-7) | | |
| Indicative Course Content | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | № | Topic / Course Chapter | Total | Directed Study | | Self-directed Study | | Lectures | Tutorials | | 1 | Modern European culture and origin of museums and concept of heritage | 24 | 2 | 2 | 20 | | 2 | Management of heritage. Preservation, consumption and destruction of heritage | 38 | 4 | 4 | 30 | | 3 | Heritage management practices. | 52 | 6 | 6 | 40 | | Total study hours | | 144 | 12 | 12 | 90 | | | |
| Teaching and Learning Methods | The course is based on traditional methods of teaching and combines tra-ditional lectures and seminars. Seminar activities require reading of sug-gested texts and active participation in class discussions | | |
| Indicative Assessment Methods and Strategy | ● Assessment  The grade will be composed of attendance, class participation, tests and practical tasks in class, response papers, two home assignments and writ-ten exam.  ● Guidelines for Knowledge Assessment  Students are expected to attend both lectures and seminars, to regularly do their homework reading and study according to the lists of sources provided by the lecturer. The resources for this class are the primary sources, research literature, lectures, etc. On seminars, students are ex-pected to take active part in the discussion and demonstrate knowledge of the content of lectures and readings. Seminar discussions are based on the previously given readings, and fragments of sources introduced by the teacher and analyzed collectively by the class. Attendance and levels of participation in class discussions during the seminars influence the final grade. If the student misses more than 20% of class meetings, additional assignment can be provided. In the end of the course students submit a review essay.  The final grade is drawn on the 10-grades scale. The final grade’s compo-sition will be the following: attendance (10%), class participation (20%), practical tasks in class (20%), presentations and analysis of papers (10%), two home assignments (20%) and written exam (20%).  O stands for “grade”. The formula for the final grade (Ofinal) is the fol-lowing:  Ofinal = 0,1 Oattendance + 0,2 Oclass participation + 0,2 O practical tasks + 0,1 O presentatins+ 0,2 home assignments+ 0,2 Owritten exam. | | |
| Readings / Indicative Learning Resources[[3]](#footnote-3) | Mandatory  1. Edible Identities: Food as Cultural Heritage, edited by Ronda L. Brulotte, and Michael A. Di Giovine, Taylor & Francis Group, 2014. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=1746960&query=1.%09Edible+Identities.  2. A Companion to Heritage Studies. William Logan, Máiread Nic Craith, and Ullrich. Kockel, eds. Malden, MA: Wiley-Blackwell, 2016. https://onlinelibrary.wiley.com/doi/book/10.1002/9781118486634  Optional  1. Lynn Meskell, States of Conservation: Protection, Politics, and Pacting within UNESCO's World Heritage Committee. An-thropological Quarterly, Vol. 87, No. 1 (Winter 2014), pp. 217-243.  2. Helen Human, Democratising world heritage: The policies and practices of community involvement in Turkey Journal of So-cial Archaeology, 2015, Vol. 15(2) 160–183.  3. JOSEP-MARIA GARCIA-FUENTES, “A Nation of Monas-teries: The Legacy of Víctor Balaguer in the Spanish Concep-tion of National Monuments” in Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism, Vol. 10, No. 1 (Summer 2013), pp. 41-51  4. CATRIONA KELLY ‘Socialist Churches: Heritage Preserva-tion and “Cultic Buildings” in Leningrad, 1924–1940’ Slavic Review, Vol. 71, No. 4 (winter 2012), pp. 792-823.  5. DOUGLAS A. HURT, AJAX DELVECKI, ADAM PAYNE AND GARY GRESS, “Oklahoma Tourism Along Route 66: Pioneers, Persever-ance, Community, and Freedom” in Material Culture, Vol. 44, No. 1 (Spring 2012), pp. 31-49 | | |
| Course Instructor | Ass. Prof. Alexey Kraikovski, Ass. Prof. Margarita Dadykina. | | |

1. ***Notes:***

   Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)