

Course Syllabus

Title of the course	Historical Heritage Policy and Practices		
Title of the Academic Programme	Applied and Interdisciplinary History «Usable Pasts»		
Type of the course	Mandatory		
Prerequisites	-advanced command of English -basic knowledge of global history -basic knowledge of heritage studies		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	38	152	190
Course Overview	<p>The course is designed as a core part of the applied history program in order to discuss the natural and cultural heritage issues in historical perspective. It includes introductory 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.</p>		
Intended Learning Outcomes (ILO)	<p>Upon completion of the course students should:</p> <p>Is able to reflex (evaluate and rework) the learned scientific and activity methods (YK-1)</p> <p>Is able to create new theories, invent new ways and tools of professional activity (YK-2)</p> <p>Masters new research methods independently , changes the scientific and production profile of his/her activities (YK-3)</p> <p>Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (YK-4)</p> <p>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) (OIK-1)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (OIK-2)</p> <p>Is able to present historical information in a scientific and popular form (OIK-3)</p> <p>Is able to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form (OIK-4)</p> <p>Capable of conducting independent research, including problem analysis,</p>		

	<p>setting goals and objectives, identifying the object and subject of re- search, choosing the mode and methods of research, and assessing its quality (OIK-7)</p> <p>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 (IIK-1)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern his- torical science (IIK-2)</p> <p>Is able to take part in scientific polemics in oral and written form (IIK-4)</p> <p>Capable of extracting, selecting and structuring information from a varie- ty of types of sources according to professional objectives (IIK-7)</p>
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Teaching and Learning Methods	The course is based on traditional methods of teaching and combines traditional lectures and seminars. Seminar activities require reading of suggested texts and active participation in class discussions
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Modern European culture and origin of museums and concept of heritage	64	8	6	50
2	Management of heritage. Preserva- tion, consumption and destruction of heritage	64	6	6	52
3	Heritage management practices	62	2	10	50
Total study hours		190	18	20	152

Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> Assessment <p>Students' current grade will consist of:</p> <p>Class attendance and engagement: 60 % Home assignments (current form of control): 40 %</p> <p>The final grade will consist of:</p> <p>Current grade: 50 % Written Exam: 50%</p> <ul style="list-style-type: none"> Guidelines for Knowledge Assessment <p>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</p>
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sources, research literature, lectures, etc. On seminars, students are expected 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. Once during the course, the students have to present the paper, prepare questions for the paper discussion and act as a discussion leader. Once during the course the student has to participate in the group presentation of analysis of one of the St. Petersburg museum. 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 an essay presenting their research topic through the heritage object. The grade will be composed of attendance, class participation, and review. The final grade is drawn on the 10-grades scale. The final grade's composition will be the following: attendance and class participation (50%), written exam (50%).

The written assignment is a form of current examination. The assignment is five research questions suggested by students based on the themes of the course. The research questions should be sophisticated, well grounded and thought showing that the student has formulated them well. The current examination is conducted after the first module during the session.

In case the student does not pass the current form of control because of a reasonable excuse, he or she can pass it again presenting the questions after the specifically set deadline. The latest deadline for re-submissions is 15 October as set by the University rules.

The exam is taken in the form of written essay of five – seven pages long.

O stands for “grade”. The formula for the current grade (O current) is the following: $O_{\text{current}} = 0,4O_{\text{written assignments}} + 0,6O_{\text{attendance}}$. The formula for the final grade (O final) is the following: $O_{\text{final}} = 0,5O_{\text{current}} + 0,5O_{\text{written exam}}$.

Readings / Indicative Learning Resources

Mandatory

Edible Identities: Food as Cultural Heritage, edited by Ronda L. Brulotte, and Michael A. Di Giovine, Taylor & Francis Group, 2014. ProQuest Ebook Central,

<https://proxylibrary.hse.ru:2078/docview/2131360992/B0ABBEBBC550541C1PQ/5?accountid=45451>

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. Meskell, Lynn. States of Conservation: Protection, Politics, and Pacting within UNESCO's World Heritage Committee. *Anthropological Quarterly*, Vol. 87, No. 1 (Winter 2014), pp. 217-243.

	<ol style="list-style-type: none"> 2. Human, Helen. Democratising world heritage: The policies and practices of community involvement in Turkey. <i>Journal of Social Archaeology</i>, 2015, Vol. 15(2) 160–183. 3. Garcia-Fuentes, Josep-Maria. A Nation of Monasteries: The Legacy of Víctor Balaguer in the Spanish Conception of National Monuments. <i>Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism</i>, Vol. 10, No. 1 (Summer 2013), pp. 41-51 4. Kelly, Catriona ‘Socialist Churches: Heritage Preservation and “Cultic Buildings” in Leningrad, 1924–1940’. <i>Slavic Review</i>, Vol. 71, No. 4 (winter 2012): 792-823. 5. Hurt, Douglas A., Delvecki, Ajax, Payne, Adam and Gary Gress, Oklahoma Tourism Along Route 66: Pioneers, Perseverance, Community, and Freedom. <i>Material Culture</i>, Vol. 44, No. 1 (Spring 2012), pp. 31-49 		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	50
	Assignments for seminars / tutorials / labs	+	50
	E-learning / distance learning (MOOC / LMS)		
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam	+	52
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Projector		
Course Instructor	Ass. Prof. Alexey Kraikovskiy, Ass. Prof. Margarita Dadykina		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Programme ILO(s)	Course ILO(s)
Distinguish between different perspectives by drawing on their knowledge of the discipline	Is able to create new theories, invent new ways and tools of professional activity (CK-2) Is able to improve	Distinguish between different perspectives by drawing on their knowledge of the discipline	Is able to create new theories, invent new ways and tools of professional activity (CK-2) Is able to improve and develop his intellectual and

<p>Practice a range of research skills and scientific methods for studying history</p> <p>Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing independent learning</p> <p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Take a creative approach to using new and existing technologies for educational purposes</p>	<p>and develop his intellectual and cultural level, to build a trajectory of professional development and career (CK-4)</p> <p>Able to organize and manage multilateral communication (CK-7)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (IIK-1)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (IIK-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (IIK-3)</p> <p>Assesses information and predicts given objectives (IIK-9)</p> <p>Is able to analyze and propose</p>	<p>Practice a range of research skills and scientific methods for studying history</p> <p>Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing independent learning</p> <p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Take a creative approach to using new and existing technologies for educational purposes</p>	<p>cultural level, to build a trajectory of professional development and career (CK-4)</p> <p>Able to organize and manage multilateral communication (CK-7)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (IIK-1)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while solving research and applied tasks (IIK-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (IIK-3)</p> <p>Assesses information and predicts given objectives (IIK-9)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (IIK-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (IIK-21)</p> <p>Is able to identify and use general aims into professional and social activities (IIK-22)</p>
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	<p>scientific interpretation of historical events in their interrelation (ПК-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (ПК-21)</p> <p>Is able to identify and use general aims into professional and social activities (ПК-22)</p>		
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Course Content

List of themes:

Lecture 1. Introduction.

Concepts of heritage and cultural monuments. European culture and the development of modern concept of heritage. The problem of classification in heritage studies. Development of concepts from Winkelmann to Monthelius. Socio-natural site and heritage – arrangements, practices and the idea of materialized past. Memory and heritage. Heritage conflicts and control. General plan of the course and grading

Seminar 1. Modern European culture and origin of museums.

Introductory notes. From Antiquary to research institution. Museum of museum – Maritime museum of Monaco. Complexity of museum concept and links to the understanding of heritage. Group work with sources (travelers’ accounts and visual documentation of early modern rooms of curiosities). The Teylers museum (Haarlem) – video representation and discussion. Presentation and discussion of texts.

Lecture 2. Strategic level of heritage management.

Introductory notes. Cultural policy in history – the case of Fascist Italy. Heritage in contemporary historical policy. Modern ways of heritage representation. Namur declaration (2015) and European strategies of heritage preservation. Group discussion of the original documents and their administrative interpretations.

Seminar 2. Management of heritage as social practice.

Heritage as juridical concept, the legal definition of a monument. “The newly discovered monument” and the administrative mechanism of registration and control. Levels of heritage control and management. Administration, preservation, representation and consumption, expertise and conceptualization. The concept of socio-natural site as a general context for heritage management practices.

Lecture 3-4 – Participation in the Kochubey readings, presentations, content for the conference web pages.

Seminar 3 – Business game, Kochubey readings.

Lecture 5. Preservation level of heritage management.

Archives, museums, and libraries as factories of identities. Heritage preservation as a public service and as a private initiative. Nature as heritage – the case of national park and museum-reserve. Collection as heritage object – the history of collection and the history of item in research historical writing.

Seminar 4. Tourism: consumption of heritage.

Representation of heritage as mass phenomena. Heritage and media. Economy of attention, symbolic capital and heritage. Monuments and memory conflicts – destruction of monuments in the contemporary world.

Lecture 6. Tourism and destruction of heritage.

Anti-touristic movements in Venice and Barcelona – ideology and the place of heritage and identities. Group work with the sources.

Lecture 7. Maritime heritage.

The concept of maritimeness and the place of heritage in its construction. Representation and transfers of maritimeness, the case of the Netherlands and St. Petersburg. The Ocean as a global phenomenon and trans-border issues of maritime heritage. Maritime heritage conflicts, the case of Vrow Maria.

Seminar 5. Restoration, representation and authenticity.

The Soviet school of restoration – before and after the Second World War. Reconstruction vs. preservation – the problem of authenticity. Conservation as modification. The construction and use of replicas – heritage and historical memory issues. The case of the Summer Garden.

Seminar 6.

Noble residences heritage.

Social inequality and heritage conceptualization. Colonialism, nationalism and museumification of residences – the case of Estonia and Hawaii.

Lecture 9. Heritage management practices.

Public history – institutional base, general methodological directions. Practical problems of every-day heritage management – challenges and choices.

Seminar 7. Presentation of museum analysis.

Group task – complex analysis of one of the St. Petersburg museums through the perspective of heritage preservation, representation and management.

Seminar 8. Church and monastic heritage.

Church objects in the secular society, the experience of Soviet Union. The concept of heritage as secular idea and the management of possible conflicts.

Seminar 9. Industrial and mobility heritage.

Postindustrial Era and the heritage of Industrializations. How may be organized industrial heritage sites. The history of labor as the part of heritage. Presentation and discussion of texts.

Heritage of mobility. The objects of Mobility and idea of its preservation. Roads, rivers, wagons, carts, boats, stations...: what stories they may tell us? Old Roads: preservation and exploration. Management of the mobility heritage.

Seminar 10-11. Presentation the student's research topics via the object of heritage. Presentations and group discussion of the drafts of the written works.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation	*	*		
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent»(8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good»(6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory»(4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.

«Fail»(0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.
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Project Work

Grades	Assessment Criteria
«Excellent»(8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good»(6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory»(4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent»(8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good»(6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory»(4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.