1. **Title of the module**

CLAS8300 (CL830) – International Heritage, Archaeology and Development

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for MA Archaeology; MA Ancient History; MA Roman History and Archaeology;

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of key aspects of the complex relationships between archaeology, heritage and development, and a critical awareness of current problems and/or new insights in these academic fields;

8.2 Show a comprehensive understanding of techniques applicable to their own research or advanced scholarship in the disciplines of Heritage Studies, Archaeology and Development Studies;

8.3 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field of Heritage Studies, Archaeology and Development;

8.4 Show conceptual understanding that enables them to (a) evaluate and critique current research, advanced scholarship and methodologies, and (b), where appropriate, to propose new hypotheses.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate the exercise of initiative and personal responsibility;

9.2 Demonstrate decision-making skills, particularly in complex and unpredictable situations;

9.3 Demonstrate the independent learning ability required for continuing professional development.

1. **A synopsis of the curriculum**

This module will allow students to explore the different aspects of the complex relationships between archaeology, heritage and development. Each week, the lecture will focus on one aspect of this complex nexus. This will include analyses of the debates on whether heritage/archaeology and development are opposite or complementary; critical analyses of the key international actors and their agendas on heritage and development; issues of stakeholders’ participations in heritage-led development projects; the concepts of Historic Urban Landscapes and of the limit of acceptable change; the social and economic impacts of heritage-led regeneration (both quantitative and qualitative); and critical analyses of the post-development debate in relation to archaeology and heritage. The student-focused seminars will include presentations by students of key readings, as well as critical analyses and discussions of references related to each lecture.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barthel-Bouchier, D. (2013) *Cultural Heritage and the Challenge of Sustainability*. Walnut Creek, CA: Left Coast Press

Bigio, A. and G. Licciardi (2010) *The Urban Regeneration of Medinas: The World Bank Experience in the Middle East and North Africa*. Washington, DC: The World Bank

Ferguson, J. (1990) *The Anti-Politics Machine: "Development," Depoliticization and Bureaucratic Power in Lesotho*. Cambridge: Cambridge University Press.

Labadi, S. (2013) *UNESCO, Cultural Heritage and Outstanding Universal Value*. Plymouth, MA: AltaMira.

Labadi, S. (2011) *Evaluating the Socio-Economic Impacts of Selected Regenerated Heritage Sites in Europe*. Amsterdam: European Cultural Foundation.

Rao, V. and Walton, M (eds). (2004) *Culture and Public Action*. Stanford, CA: Stanford Social Sciences

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (5,000 words) – 50%
* Presentation (20 minutes) – 20%
* Bibliographic Literature Review (2,000 words) – 30%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** |  | **x** |  | **x** | **x** | **x** |
| Bibliographic Literature Review | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

As the title of the module specifies, the material covered in this module exposes students to theories and methods from all over the world, as well as to the importance of cultural diversity. This broad teaching approach will be of interests to international students, as the course will cover cases and techniques beyond the United Kingdom with an international focus (e.g. on World Heritage).

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |