1. **Title of the module**

CLAS8310 (CL831) – Heritage and Human Rights

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

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

None

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

Optional for MA International Heritage and Law; LLM Law and International Heritage; MA Archaeology; MA Ancient History; 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 and detailed knowledge of key aspects of the complex relationships between heritage and human rights, and a critical awareness of current problems and/or new insights in these academic fields;

8.2 Show a comprehensive understanding of techniques of analysis and enquiry applicable to their own research or advanced scholarship in the disciplines of Heritage Studies and Human Rights;

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 and Human Rights;

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.

8.5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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 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 increasingly important relationships between heritage (understood in its broadest sense) and human rights. Each week, the lecture will focus on one aspect of this complex relationship, using existing references as well as the extensive work undertaken by the course convenor on this topic. This will include analyses of the concept of human rights itself, and of human rights based approaches to heritage conservation and management; issues of repatriation and indigenous heritage, rights and heritage in conflict and post-conflict zones as well as museums and the socio-economic rights of minorities.

This module will also provide some introduction to an ethical approach to fieldwork or heritage management through introducing students to anthropological or ethnological methods, including participatory approaches to heritage conservation and management; methods for conducting social impact assessment or rapid ethnographic assessment. 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. During the seminar, students will also discuss the preparation of the event which they will be assessed on (e.g. exhibition, reading, presentations, panel discussions, symposium, etc.), and any issue with this task will be collectively solved.

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

Busby, K. et al (eds). (2015). *The Idea of a Human Rights Museum*. Winnipeg: University of Manitoba Press

Ekern, S. et al (eds). (2015). *World Heritage Management and Human Rights*. London: Routledge

Langfield, M. (ed) (2009). *Cultural Diversity, Heritage and Human Rights: Intersections in Theory and Practice*. London: Routledge

Meskell, L. (2009). *Talking of Human Rights: Histories, Heritage and Human Remains. Reviews in Anthropology*. Volume 38, Issue 4

Ruggles, F. and Silverman, H (eds). (2009). *Cultural Heritage and Human Rights*. New York: Springer

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Presentation (20 minutes) – 20%
* Essay (5,000 words) – 50%
* Event Report (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* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar |  |  | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation | **x** |  |  | **x** | **x** | **x** | **x** |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Event Report |  |  | **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**

The organisation of events by students will further develop and enhance partnerships and networks in the wider international world and raise the profile and increase international esteem of the University.

During the lectures and seminars, students will be exposed to theories and methods from all over the world, as well as to the importance of cultural diversity. This broad teaching approach should attract international students, as the course will cover cases and techniques beyond the United Kingdom.

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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 |