ARCL0153: Archaeological Heritage Management in Asia (2019-2020)

Module: 15 credits  
Venue: Room B13 Tuesdays 11.00am-1.00pm

Deadlines for coursework: 5/3/2020 & 30/4/2020

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### Aims, objectives and assessments

**Aims**
- To provide an overview of the significance of heritage and cultural management in various contexts.
- To introduce key concepts and tools in heritage management.
- To foster critical thinking and analytical skills in addressing heritage challenges.

**Objectives**
- Understand the value and approaches on heritage management.
- Explore different methods and tools in managing cultural heritage.
- Analyze case studies and apply concepts to real-world scenarios.

**Learning outcomes**
- Demonstrate knowledge of heritage management principles and practices.
- Apply heritage management strategies to specific cultural contexts.
- Evaluate the effectiveness of different management approaches.

**Coursework**
- Assignment One: deadline 6 March 2020
- Assignment Two: deadline 30 April 2020
- Word Counts
- Coursework Submission procedures
- Formatting

### Detailed syllabus

#### Session 1: Introduction: Value and approaches on heritage management in Asia

- **Synopsis**
- **Key reading:** international approaches
- **Further reading**

#### Session 2: People centred approaches to the conservation of culture and nature

- **Synopsis**
- **Key reading**
- **Further reading**

#### Session 3: Fieldtrip to the British Library International Dunhuang Project in China

- **Synopsis**
- **Key reading**
- **Further reading**

#### Session 4: Top-down vs Bottom-up: Archaeological Heritage Management in China

- **Synopsis**
- **Key reading**
- **Further reading**

#### Session 5: Protection, Designation and Management of Cultural Routes

- **Synopsis**
- **Part a:** The Silk Roads in Asia
- **Part b:** Tea & Horse Road

#### Session 6: Whose heritage and protecting for whom: Heritage Protection, Indigenous people and Local Communities in Malaysia

- **Synopsis**
- **Key reading**
- **Further reading**

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1 Overview

1.1 Short description

This module explores the development of archaeological resource management and its contemporary significance using comparative Asian perspectives. Western paradigms dominated conservation ethics and attitudes towards reconstruction and authenticity, but these have been strongly challenged in the last two decades by Asian approaches to these issues. Concepts of authenticity and value have been reformed, the use of traditional materials rethought, and the role of ‘living communities’ reconsidered.

The module will explore these issues across Asia, specifically examining developing approaches to issues such as historic towns, World Heritage nomination, sustainable tourism, maritime heritage, public engagement, and the role of international agencies (such as UNESCO, ICOMOS and the World Monuments Fund).

1.2 Timetable: week-by-week summary

Students should check their e-mail and Moodle frequently as any changes to arrangements and other messages will be communicated by this means.

Term II Tuesdays 11.00-1.00pm in Room 412 (Institute of Archaeology)

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<td>14/01/20</td>
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<td>Room 612</td>
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<td>Date</td>
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<td>17/03/20</td>
<td>Session 11 (lecture) Post-colonial heritage and nationalism: archaeological heritage management in India</td>
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</tr>
<tr>
<td>24/03/20</td>
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<tr>
<td>26/03/20</td>
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<td>30/04/20</td>
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### 1.3 Introductory reading

#### 1.3.1 Asian heritage

##### 1.3.1.1 Key reading


##### 1.3.1.2 Further reading


### 1.3.2 International heritage management

#### 1.3.2.1 Key reading


#### 1.3.2.2 Further reading


1.3.3 The Burra Charter


This sets out approaches to site management that are gaining acceptance amongst professionals worldwide. This charter has been revised: see Truscott, M & Young, C (2000) Revising the Burra Charter: Australia ICOMOS updates its guidelines for conservation practice, in *Conservation and Management of Archaeological Sites*, 4(2).

1.3.4 Useful websites

- ICOMOS [http://www.icomos.org](http://www.icomos.org)
- ICCROM [http://www.iccrom.org](http://www.iccrom.org)
1.4 Methods of assessment

The module is assessed by means of two pieces of coursework totalling c. 4,000 words. These comprise an academic essay of c. 2,500 words (counting 50% towards your final mark), and a poster presentation (c. 500 words), accompanied by a supporting document of c. 1,000 words (counting 50% towards your final mark).

The topics and deadlines for each assessment are specified below (section 2.4). If students are unclear about the nature of an assignment, they should contact the Module Co-ordinator. The Module Co-ordinator will be willing to discuss an outline of their approach to the assessment, provided this is planned suitably in advance of the submission date.

The module comprises 15 credits towards your total degree.

1.5 Teaching methods

The module is taught through lectures, seminars, film nights, and fieldtrips.

Lectures have weekly recommended reading, which students will be expected to have completed in advance to be able to fully follow and actively contribute to discussion. Most sessions are held on Tuesdays (11:00-13:00) in Room B13 (see timetable 1.2).

Except in the case of illness, the 70% minimum attendance requirement applies to lectures and seminars on the module. Film night is optional.

1.6 Workload

There will be 26 hours of seminars, lectures, fieldtrips and films. Students will be expected to undertake around 60 hours of reading for the module, plus c. 64 hours preparing for and producing the assessed work. A total workload is estimated as 150 hours for the module.

1.7 Prerequisites

This module does not have any prerequisites.

2 Aims, objectives and assessments

2.1 Aims

- To explore the development of archaeological resource management and its contemporary significance, using comparative Asian perspectives.
- To provide participants with training in research methods and practices relevant to the documentation, analysis and contemporary use of archaeological resources in the region, including the role of values and stakeholders
- To provide an opportunity for critical reflection of ethical approaches to sustainable development and rights-based management
- To facilitate debate on the theory and methodology of value-based management planning processes in Asia

2.2 Objectives

On successful completion of this module a student should:
• Have a critical awareness of the issues in Asian heritage resource management, and the contemporary role of heritage in Asian societies
• Understand the role heritage management can play in the conservation, interpretation and sustainable use of cultural heritage in Asia
• Be able to facilitate debate on the theory and methodology of value-based and rights-based management processes

2.3 Learning outcomes
On successful completion of the module students should be able to demonstrate:

• Observation and critical reflection
• Application of acquired knowledge
• Written and oral presentation skills

2.4 Coursework
In this module your essays should examine theoretical issues, using heritage sites and practices, from any area within Asia, to illustrate your discussions.

Like most academic writing, your essays should present an argument supported by analysis. Typically, your analysis will include a critical evaluation (not simply description) of concepts in some subset of heritage management theoretical literature. Remember, you must draw upon readings from multiple class sessions, examine some of the primary literature in addition to secondary literature, and use references to support your assertions.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, the module co-ordinator is willing to discuss an outline of your approach to the assessment, provided this is planned suitably in advance of the submission date.

For assignment 1 a range of possible essay topics is suggested below, but students are also invited to identify an original topic in consultation with the module coordinator (the essay title will be subject to their approval). The topic should be clearly related to at least one of the themes covered in the classes. Students wishing to write on topics that have not yet been covered in lectures are invited to seek additional guidance from the coordinator.

For assignment 2, the topics and approaches will be discussed in class, well in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Module co-ordinator.

Please note that in order to be deemed to have completed and passed, it is necessary to submit all assessments.

2.4.1 Assignment One - deadline 5 March 2020
This assignment will take the form of research poster. Posters are increasingly used as a means of communication and engagement at conferences, providing an opportunity to succinctly present current work/research. Often poster sessions are used to enable audiences to meet and discuss the work with the poster originator.

Your poster should be supported by a short essay (c 1,000 words) that provides background arguments, theories, and supporting references. It should not simply
duplicate the material in the poster, but should explain details of theoretical and practical issues that informed the poster arguments, source information on images used in the poster, and provide supporting bibliographic references. The paper should be of the normal academic essay standard.

You need only submit the written paper to Turnitin. Print a copy of the paper and submit in the normal way, with a cover sheet. The poster does not need to be submitted to Turnitin, and should not be printed, but rather emailed to the module coordinator (rui.pang@ucl.ac.uk).

After the poster and paper have been marked, students will have the opportunity to make changes to the poster before it is printed for the end of term presentation (on the 26/03/2019). The module coordinator will arrange the printing of the posters.

The topic of the poster should explore either (a) some facet of the impact of visitors at an archaeological site, or (b) an aspect of the conservation/management of a heritage place in Asia.

Select a single place/landscape, well known to you, from the Asian region. Check with the module coordinator regarding the topic you plan to tackle before you commence work.

The Poster should:

1) Introduce and locate the site/landscape
2) Sets out the problems or issues that you are focusing on – this should explicitly make use of background literature, including works of wider theoretical and practical significance, which should be set out in the supporting written paper.
3) Present the approaches adopted at the site/landscape and your critique of the success of these approaches. Again, make use of wider literature and support this in the written paper.
4) Conclude by posing questions to your reader – perhaps highlighting potential future strategies, questioning alternative approaches, considering the application of approaches to other sites in the region, etc.

Support on poster design will be available on Moodle and specific support will be provided by the module coordinator.

Primarily this exercise is about content, academic argument and clarity of message.

**Marking:** 75% of the mark will be allocated on the standard academic marking criteria – structure of argument, critical thinking, use of sources, etc., based on both the poster and the supporting document. Presentation skills and design are useful career skills to develop, and 25% of the mark will be allocated for the design and presentation of the Poster.

**General reading**

Explore readings in the various sessions, but ideas might also come from:


Assignment Two - deadline 30 April 2020

Essay topics are negotiable, and students are encouraged to suggest their own. Please remember to agree the exact title of your essay with the module coordinator before you start work, and then make sure that this is the essay question used on the submitted work.

Your essay should be 2,500 words (in the range 2,375-2,625 words) in length. You should use illustrations as appropriate.

Some suggested topics:

1. How has the Nara Document of Authenticity impacted on Asian archaeological heritage management? Is authenticity still a useful concept within Asian heritage management?
2. How can notions of culturally diversity be applied Asia heritage management?
3. Is there a role for reconstructed heritage sites in public engagement?
4. Explore the tensions between youth and tradition in the intangible cultural heritage. How can traditional cultures be transmitted between generations? Is change inevitable or desirable?
5. Discuss the impact of globalisation at a local level (use examples). Does globalisation contribute to people’s changing cultural values?
6. Discuss the contribution that heritage makes to peoples’ sense of self and place: is heritage central to people's cultural identity in Asia (use examples)?
7. ‘Heritage tourism’ comprises a significant proportion of the global phenomenon of tourism. Discuss the impacts and potential of heritage tourism on the management of heritage sites in at least two Asian countries.
8. Compare the two versions of The Principles for the Conservation of Heritage Sites in China (2002 and 2015). To what extent does this document reflect a
mixture of western and eastern conservation ethics and values? Discuss the strengths and weaknesses of this form of international collaboration.

2.4.3 Word Counts

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions, contents of tables and figures, and appendices.

Assessment 1 – word count 950-1,050 for the supporting document.

Assessment 2 – word count 2,375-2,625.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2019-20 session penalties for over-length work will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

2.4.4 Coursework Submission procedures

- All coursework must normally be submitted both as hard copy and electronically (please exclude the poster, see 2.4.1 for detailed instruction);
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk;
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
- Instructions are given below:
  1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document. Please include the module code and your candidate number on every page as a header.
  2. Go into the Moodle page for the module to which you wish to submit your work.
  3. Click on the correct assignment (e.g. Essay 1).
  4. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Essay 1).
  5. Click “Upload”.
  6. Click on “Submit”.
  7. You should receive a receipt – please save this.
  8. If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved. One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission
2.4.5 Formatting

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on both sides of the paper, using 1.5-line spacing. Bibliographies may be in single line spacing. Adequate margins should be left for written comments by the examiner. Students are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged.

3 Detailed syllabus

The following is an outline for the module as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available (Institute of Archaeology library unless otherwise stated); their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system.

Supplementary reading is intended as wider guidance on the topic, if you become interested in it, use it for essays or dissertations, or after you leave the Institute. You are not expected to read all of this, but personal initiative is expected to supplement the essential reading.

3.1 Session 1: Introduction: Value and approaches on heritage management in Asia (Rui Pang)

3.1.1 Synopsis

Throughout the module we will examine current approaches to heritage management in Asia, compare the different styles taken across the region (and the colonial, post-colonial and national factors that may have shaped these), and their place within international practise.

The first session will explore the international context and practise of heritage management. International Charters can help to define important notions of significance, embracing both the tangible and the intangible. Critical to this, and reflected in many of the more recent charters and conventions, are the processes of establishing and assessing values, and using values to shape and inform management systems and decision-making. We will explore how these international practices have led of a number of management planning models, and the roles and impacts these have had on Asian resource management.

A number of countries in the Asia region now have charters or principles to underpin approaches to conserving and managing cultural heritage resources. The integrity of heritage places and their continuing authenticity are fundamental concerns, particularly as the notion of heritage embraces traditions and everyday places.

3.1.2 Key reading: international approaches

See introductory reading in section 1.3.2.
3.1.3 Key reading: regional responses
See introductory reading in section 1.3.1.


3.1.4 Further reading


Sharma, R. S. 2009. Rethinking India's past. New Delhi: Oxford University Press. INST ARCH DBMA 100 SHA


### 3.2 Session 2: People centred approaches to the conservation of culture and nature (Dean Sully)

**3.2.1 Synopsis**

Conservation in developing countries is challenged by conflicting demands of preservation, economic development and social priorities. Managing these demands requires establishing a beneficial balance in the dynamic interactions between cultural heritage, natural environment and contemporary society. Collaboration between research, management and governance is therefore necessary if we are to reconcile the competing demands of living with heritage.

The nature of many built landscapes found throughout Asia suggests that a universal definition of authenticity is not appropriate. Since the Nara Document (see reading) international perceptions of authenticity have radically changed from the primacy of notions of material authenticity to a broader and more contextual understanding. But this still leaves issues regarding the limits of acceptable change and appropriate levels of restoration.

The Living Heritage Approach (LHA), initially associated with heritage sites in Asia, is a people-centred, community-based, bottom-up, interactive approach to heritage management. This places the living dimension of heritage at the heart of decision-making through linked concept of diversity, continuity and connection that strengthen peoples’ their ability to participate meaningfully in the process of making conservation and management decisions for their heritage. The LHA developed by ICCROM from 2003-2010, provides the foundation for the new UNESCO conservation paradigm: the People-Centred Approach. PCA places concern for links between nature-culture-people and their relevance to the lives of contemporary communities at the core of conservation decision-making. This is part of a broader shift from the care of heritage for its own sake, to the pursuit of well-being of people and the environment.
3.2.2 Key reading


3.2.3 Further reading


### 3.3 Session 3: Fieldtrip to the British Library International Dunhuang Project

Visit to the International Dunhuang Project (IDP) at the British Library, between 10-12, on Friday, the 24th January 2020. **Please sign up during the first session (14/01/20).**

The aim of the visit is to explore a wide range of material to showcase the diversity of the collection and the work done by IDP and raise students’ awareness of the approaches and challenges to digital heritage preservation, and international cooperation and dissemination.

Please check on the Moodle for confirmation and updated arrangement.
3.4 Session 4: Top-down vs Bottom-up: Archaeological Heritage Management in China (Rui Pang)

3.4.1 Synopsis

A major challenge is that embedded in international practice are assumptions of the primacy of community-sponsored action and democratic models for civil action in heritage decision-making, all based on Western-derived ideals. Do these work in diverse Asian contexts, with differing and complex social practices and norms? This section explores the approach to regulatory management and decision-making for heritage in the planning/development process. How have these developed and to what extent do they reflect top-down or bottom-up processes?

The session will explore the development of heritage legislation, including a brief history of the development of Chinese archaeology and cultural Heritage Management; Legislation and guidance regarding archaeology and heritage management; Current management systems (top-down mechanism, and the role of Cultural Heritage bureau, archaeological institutions and universities); Current challenges and conflicts (research vs rescue, development vs preservation); and future strategies.

3.4.2 Key reading


3.4.3 Further reading


Taylor, J. E., 2009. Discovering a nationalist heritage in present-day Taiwan. China Heritage Quarterly, 2009 March No.17


3.5 Session 5: Protection, Designation and Management of Cultural Routes (Tim Williams & Shaohan Wang)

3.5.1 Synopsis

Representivity on the World Heritage list has become a major issue. In 1996, the World Heritage Committee launched the Global Strategy for a Representative, Balanced and Credible World Heritage List: the aim was to ensure that the List reflects the world's cultural and natural diversity of outstanding universal value. One approach to addressing unrepresented regions was to develop large-scale serial nomination projects, introducing the concepts of cultural routes and cultural landscapes. These have become a major initiative within the Asian region.

3.5.2 Part a: The Silk Roads in Asia (Tim Williams)

The largest project to date has been the Silk Roads across Asia to the Mediterranean. This session will explore the role of thematic studies, the development of the nomination strategy, and approaches to working on trans-boundary and serial nominations (which require very different strategies to sites within a single State Party boundary). It will also explore the effectiveness of this as a management, tourism and interpretation strategy, and examine the potential of different international cultural management concepts - especially cultural landscapes, cultural routes, vales-based management, living heritage and sustainable tourism – to sustain and articulate these values.

3.5.2.1 Key reading

Further reading


3.5.3 Part b: Tea & Horse Road (Shaohan Wang)

The Tea & Horse Road (THR) is an important cultural and economic network of routes that linked China, Southeast Asia and South Asia, with increasingly frequent and active flow of technology, goods, ideology and people from very early periods to the present day. However, there has been little systematic research of the THR. Internationally, there are pressing tensions regarding the implementation of cultural landscape and route-based strategies of designation and protection, often set against a backdrop of poorly understood values and significance. This project aims to explore the complexity of values held for the THR in China, including those held by the diverse communities along it, and to examine the potential of different international
cultural management concepts - especially cultural landscapes, cultural routes, values-based management, living heritage and sustainable tourism – to sustain and articulate these values.

### 3.5.3.1 Key Reading

**REEMAN, M. & AHMED, S.** 2015. *Tea Horse Road: China’s Ancient Trade Road to Tibet*, Bankok: River Books. (British Library)


### 3.5.3.2 Further Reading

**MCKILLOP, B.** 2012. Islamic Frontiers of China: Peoples of the Silk Road and Tea Horse Road: China’s Ancient Trade Road to Tibet. Routledge.


### 3.6 Session 6: Whose heritage and protecting for whom: Heritage Protection, Indigenous people and Local Communities in Malaysia (Yunci Cai)

#### 3.6.1 Synopsis

In this session, we will look at the management of indigenous cultural heritage in Southeast Asia, based on a comparative study of indigenous cultural villages in Malaysia. We will first problematize the concepts of ‘indigeneity’, ‘culture’ and ‘cultural heritage’, proposing that these are broad and nebulous terms, defined and shaped by power relations, and subjected to instrumentalisation and mobilisation by powerful groups. We will then explore how these complex dynamics of power relations are played out through the mobilisation of indigenous cultural heritage by the Malaysian
government, NGOs and the indigenous peoples themselves, and consider the implications of these power dynamics on the management of indigenous cultural heritage. We conclude by suggesting that the inclusive management of indigenous cultural heritage requires an active and critical engagement with the complex poetics and politics of indigeneity, cultural heritage, and culture.

3.6.2 Key reading


3.6.3 Further reading


http://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1082&context=cm


Kuper, Adam 2003. Return of the Native. *Current Anthropology* 44(3): 389-402. [Please read the responses to the main article too.]


### 3.7 Session 7: Film night: The Silk Road of Pop (Film and discussion)

**3.7.1 Synopsis**

This film session aims to encourage students to understand sense of place, sense of individual identity, and the relation between place and people, in a globalised context.

One of the very few documentaries to come out of Xinjiang, *The Silk Road of Pop* captures the challenges of a minority group in China and the explosive music scene which results. It tells the story of Ay, a young music fan. Apprehensive about her own life choices as a young Uyghur woman in China, and curious about the outside world, she turns to music for answers and is drawn to musicians who mirror her struggles in their songs. The film follows the trails left by Ay’s interest in music, documenting her influences and portraying her musical idols. A breathtaking journey unfolds, leading to traditional musicians uncovering the age-old roots of the Uyghur music culture in Kashgar, metal bands combining local folk music & Western hard rock in their wild performances, and hip-hop crews honing their skills in the smoky basements of communist block towers.

The film lasts c. 1 hour, and will be followed by a discussion of the issues it raises. Popcorn is provided!

**3.7.2 Further reading**

3.8 Session 8: Sustainable tourism – potential and problems (Gai Jorayev)

3.8.1 Synopsis

The Asian region has an enormous diversity of living cultures and heritage sites, which has a major appeal to tourists. This offers considerable potential for developing economies and local communities. However, tourism is recognised as an agent of social and cultural change, especially for indigenous communities. In many areas, tourism has grown so rapidly that issues associated with the incorporation of cultural and heritage experiences into tourist itineraries have not been adequately addressed. Issues such as authenticity versus commodification, the devaluing of cultures, the detrimental impacts on local communities, and potentially damaging impact on fragile heritage resources all need to be debated.

This session will reflect on some of these issues and explore how communities have faced and overcome these challenges. Can society as a whole can strike a balance between the need for economic development and conservation of historic sites? Models and case studies will be discussed to illustrate the issues, and to evaluate management tools.

3.8.2 Key reading


3.8.3 Further reading

Chheang, V. 2010. Tourism and Local Community Development in Siem Reap, Ritsumeikan Journal of Asia Pacific Studies 27. Available at:


### 3.9 Session 9: Maritime heritage in Asia (Tim Williams, Zhiming Chen & Zhehao Zhao)

#### 3.9.1 Synopsis

The huge coastline, and complex maritime heritage and traditions of the Asian region, provide enormous challenges and opportunities. The maritime Silk Routes, for example, were crucial to the development of South and South-east Asia and maritime exploitation was a major factor in the development East Asia.

A rich area for research, maritime heritage is increasingly under threat from climate change (especially sea level change and episodes of extreme weather), and continued development (especially the continued use of ports). How should we approach the management of this resource in Asia? What is the balance between documentation and conservation, especially when the latter can be very expensive? How can it be integrated with other concerns, such as environmental protection and sustainable development?

This session explores some of the opportunities - including coastal towns and harbours, wrecks, material culture, and intangible traditions – and the complexities of interpreting and presenting this material. It will explore the complexity of managing coastal and marine heritage, including the constant battle between maritime archaeologists and commercial salvage operators. In Southeast Asia archaeological information is being lost on a massive scale through looting and salvage operations. Is co-operation between the two groups essential to prevent more
irreparable damage? Or can regional governments take a lead role in preventing destruction?

3.9.2 Key Reading


3.9.3 Further reading


3.10 Session 10: Archaeology and Conflict: destruction and reconstruction in post-war Beirut (Dominic Perring)

3.10.1 Synopsis
This case study looks to the experience of post-war reconstruction in Beirut to explore ways in which the historic environment provides a setting for both conflict and reconciliation. Although now overshadowed by more recent wars in Iraq and Syria, the Lebanon was utterly devastated by civil war and foreign invasion. Archaeological sites were damaged and destroyed, and Beirut’s historic town centre was left in ruin. During the post-war reconstruction of Beirut arguments over differing visions of Lebanese history and cultural identity fuelled further conflict, but work on the archaeological sites also contributed to the rebuilding exercise. Dominic Perring lead the largest archaeological team engaged in the reconstruction effort in Beirut from 1993-2006, and worked closely with NGOs, government agencies, and other actors involved in post-conflict work in Lebanon. He has also worked in the Palestinian Occupied Territories and, very briefly, in Syria. Whilst the lecture will focus closely on the lessons that can be learnt from post-war Beirut, the intention is to use this to then inform a wider discussion of archaeology and conflict in the Middle East.

3.10.2 Key Reading:


3.10.3 General reading on archaeology and conflict in the Middle East


3.10.4 Beirut as a case study


3.10.5 Further reading

ICCROM 2010, ‘First Aid to Cultural Heritage in Times of Conflict’ (Course Information document with an on-line bibliography  


3.11 Session 11: Post-colonial heritage and nationalism: ASI and archaeological heritage management in India (Robert Harding)

3.11.1 Synopsis

The lecture will look at Alexander Cunningham and the founding of the Archaeological Survey of India. It will focus on the 19th century as a time of discovery rather than management, with examples of large-scale destruction of major sites. It will then look at the move to conservation by Viceroy Curzon and his ASI Director-General John Marshall. It will show the context of Indian developments within British debates and the question of imperial responsibilities. Finally, it will discuss the twentieth century - archaeology and nationalism; the significance of World Heritage listing; the role of the ASI as a major landowner; and the significance of local engagement.

3.11.2 Key reading


Curzon, Indian Archaeology (1899-1905), available in the British Library.


Feilden, B. M. 1993. Is conservation of cultural heritage relevant to South Asia? South Asian Studies, 9: 1-10


Lahiri, N. 1998. Coming to Grips with the Indian Past: John Marshall's Early Years as Lord Curzon's Director-General of Archaeology in India-Part I. *South Asian Studies*, **14**: 1-23

Lahiri, N. 2000. Coming to Grips with India's Past and her 'Living Present': John Marshall's Early Years (1902-06) - Part II. *South Asian Studies*, **16**: 89-107


Neogi, T. 2011. Special article: the concept of community archaeology and heritage management in India. *Chitrolekha international magazine on art and design*, **1**: 30 -33

Neogi, T. 2011. The Concept of Community Archaeology and Heritage Management in India. *Chitrolekha International Magazine on Art and Design*, **1**: 30-33


3.11.3 Useful Websites


Young INTACH: [http://www.youngintach.org/](http://www.youngintach.org/)
The Mehrauli Zone as an example of INTACH’s approach to heritage is at: http://architexturez.net/doc/az-cf-21192

3.12 Session 12 Cultural Memory, Sense of Place and Managing Intangible Heritage in Asia (Lisheng Zhang)

3.12.1 Synopsis:
There is a global interest in everyday culture and ways of living, which help to underpin our sense of place. Most cultures have practices with a rich array of meaning and significance. This is increasingly reflected in our thinking on cultural heritage management. In 2003, UNESCO adopted a convention specifically to protect intangible heritage, including oral traditions and expressions (including language); performing arts (such as traditional music, dance, and theatre); social practices, rituals, and festive events; knowledge and practices concerning nature and the universe; and traditional craftsmanship. Since this convention was adopted, scholars and preservationists have struggled with how to best approach intangible heritage. As with any concept or idea, tools are needed to help us interpret, document, and present these cultural diversities. This session explores these issues in the context of Asia.

3.12.2 Key Reading:


**3.13 Poster presentation and reception (5.00-8.00pm) Room 609**

Informal presentation of student posters to an invited audience.

For details: see Assignment One (section 2.4.1) and please check Moodle for updated arrangement.

**4 Online resources**

Moodle: The handbook and all module information will be uploaded to Moodle.

**5 Additional information & resources**

**5.1 Libraries**

In addition to the Library of the Institute of Archaeology, other libraries within UCL with holdings of particular relevance to this module are the Anthropology and Bartlett libraries. In addition, The British Library, located nearby at St Pancras, has
extensive collections. To apply for a readers’ ticket see http://www.bl.uk/help/how-to-get-a-reader-pass

Please note that the bibliographies have been heavily weighted towards English language texts. Additional readings can be recommended for those students interested in pursuing the foreign language literature on the subject.

5.2 Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on Moodle under Student Administration.

5.3 Health and Safety

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually, and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of your degree.
APPENDIX: POLICIES AND PROCEDURES 2019-20 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to modules. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual:

http://www.ucl.ac.uk/srs/academic-regulations;
http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS

ATTENDANCE: A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Students are normally required to attend at least 70% of classes.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted.

The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10-percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing (SSW) to make special arrangements. Please see the IoA website for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/
RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Module Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: http://www.ucl.ac.uk/current-students/guidelines/plagiarism

RESOURCES
MOODLE: Please ensure you are signed up to the module on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk).