

ARCL0189: CRITICAL HERITAGE RESEARCH SKILLS

2023-24, Term 2

MA module
15 credits

Co-ordinator: Dr Nadia Bartolini
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Working Days: Monday, Tuesday, Wednesday

Room 202 (Rachel King's office)
Drop-in office hours: Tuesday 14.30-15.30



Filming at Orford Ness. Source: Lara Band, 2017

IMPORTANT INFORMATION REGARDING ASSESSMENTS:

The **coursework coversheet** is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under “Policies, Forms and Guidelines”.

Please enter **your five-digit candidate code on the coversheet and in the subject line** when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

Please refer to: <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>
<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>
<https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>
<https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>
for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work, the use of text generation software (AI) and academic misconduct.

1. MODULE OVERVIEW

Module Description

This module provides an overview of the key sources, methodologies, and practical frameworks used in qualitative research in heritage studies. Topics include formulating research questions and designing research while considering positionality and ethics. The course investigates a variety of qualitative research methods that are aimed at answering research questions from a heritage perspective. Throughout, the emphasis is on linking conceptual frameworks with practice across global and situational contexts, and equipping students to think critically about their own research. Students will learn to engage with the methods underpinning current research, and to develop and justify their methodological decisions. The course will provide opportunities to develop professional skills like presenting cutting-edge research, extracting key messages, evaluating evidence, managing qualitative data, and writing research proposals.

Module Aims

This module aims to:

- Engage students with different kinds of source material (textual, visual, material, spoken, and spatial), their contributions, demands, and limitations
- Provide conceptual and practical ability in qualitative research methods in heritage studies
- Develop critical faculties to assess (in debate and in writing) inter-disciplinary research, focusing on theory, practice, and quality of evidence
- Introduce students to major ethical debates in heritage studies
- Examine the ways in which evidentiary sources and their treatments vary across global and situational contexts
- Equip students to design research projects that are methodologically rigorous and ethically sound

Learning Outcomes

On successful completion of the module students should be able to:

- Recognise and critically engage with primary and secondary sources
- Describe and compare various qualitative research methods
- Critically reflect and analyse data
- Critically assess how heritage research is planned, evidenced and conducted
- Create presentations for non-academic audiences (from the PowerPoint assignment)
- Design research proposals (from the project proposal assignment)

Methods of Assessment

This module is assessed by means of two pieces of assessed work, a PowerPoint presentation (to be marked as a PowerPoint printout) of 1,000 words which contributes 25% of the final grade, and a research grant application of 2,000 words which contributes 75% to the final grade for the module.

Communications

- **Moodle is the main hub** for this course.
- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for these.
- Please post any general queries relating to module content, assessments and administration in Moodle Q&A forum. Posts in the forum can be anonymised and will be checked regularly.
- For personal queries, please contact the co-ordinator by email.

Week-by-week summary

Week	Date	Topic
1	9 Jan 2024	Lecture: What is heritage research and how do we encounter it? *please see activity due by Wk 5 on Moodle
	10 Jan 2024	Seminar: Task - bring a piece of research data to discuss
2	16 Jan 2024	Lecture: What is heritage? Defining an interdisciplinary research subject Case study/Praxis: Thinking through archives and databases
	17 Jan 2024	Seminar: Please choose one of the readings in the Syllabus to discuss
3	23 Jan 2024	Lecture: Heritage networks and assemblages Praxis: Applying Actor-Network Theory and interviewing part 1
	24 Jan 2024	Seminar: Please choose one of the readings in the Syllabus to discuss
4	30 Jan 2024	Guest Lecture: The roles and relevance of heritage in evidence-based policy Praxis: Evidencing research through case studies
	31 Jan 2024	Seminar: Presenting research and writing abstracts
5	6 Feb 2024	Lecture: Ethnographic inquiry in heritage Praxis: Observation as method
	7 Feb 2024	Seminar: Evaluating abstracts and Q&A on Assignment 1
6	READING WEEK	
7	20 Feb 2024	Lecture: Creative research methods in heritage research Praxis: Photo elicitation and interviewing part 2
	21 Feb 2024	Seminar: Film as method
8	27 Feb 2024	Lecture: Critical urban heritage
	28 Feb 2024	Praxis: Site visit and participant observation at the London Mithraeum
9	5 Mar 2024	Lecture: Heritage discourse Praxis: Critical discourse analysis of short video
	6 Mar 2024	Seminar: Discussing your results from the site visit
10	12 Mar 2024	Lecture: Designing heritage research Praxis: Grant writing workshop with practice grants
	13 Mar 2024	Seminar: Discussion and evaluation of the practice grants and Q&A on Assignment 2
11	19 Mar 2024	Lecture: Investigating heritage landscapes Praxis: Data analysis – finding themes in a more-than-human landscape
	20 Mar 2024	Seminar: Ethics and IoA process to conduct research with human participants

Weekly Module Plan

The module is taught through lectures and seminar discussions. Lectures will take place on Tuesdays from 4-6pm in **IoA Room 612**. Students will be required to undertake set readings, complete any pre-class activities, and take part in group discussions and activities. These will be mentioned in class and posted on Moodle. Seminars will be used for small group discussions. These are held on Wednesdays during one-hour blocks (except for Week 8) in **IoA room B13**: 10-11:00, 11-12:00, 12-13:00, 13-14:00.

Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)
60 hours	Self-guided session preparation (reading, listening, note-taking, online and/or offline activities), about 6 hours a week
70 hours	Reading for, and writing, your assessments

2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, 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 in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

For more details see the 'Assessment' section on Moodle. The coursework coversheet is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under "Policies, Forms and Guidelines".

Please make sure you enter your five-digit candidate code on the coversheet and in the subject line when you upload your work in Moodle.

Please use your five-digit candidate code as the name of the file you submit.

The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 13: Information on assessment). The [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment.

Please note that **late submission, exceeding the maximum word count and academic misconduct (unacknowledged use of text generation software and plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. Please do consult:

- <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment> with sections 13.7–13.8: coursework submission, 13.10: word count, 13.12–14: academic integrity
- <https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity> for UCL's guidance on academic integrity
- <https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI> for UCL's guidance on how to acknowledge the use of text generation software.

Please note that the use of software to generate research is not allowed for marked assessments for this module and will be penalised; the use of software for language and writing review and improvement is permitted, and the software and the way it has been used must be indicated in the relevant boxes on the coursework coversheet. UCL defines language and writing review as checking "areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation".

Assessment 1 (PowerPoint presentation, 25% of final mark)

Due 22 February 2024, returned by 22 March 2024

This is designed to simulate a situation in which you are responsible for translating **one** piece of research (selected from the list below) into a presentation to an agency for a professional, but not necessarily academic, audience. Your aim is to use a piece of heritage research to convince an audience at a heritage agency (staffed by people with a wide range of expertise) that heritage research can address **one** of the Sustainable Development Goals (SDG, <https://sdgs.un.org/goals>). You will do this through a PowerPoint presentation of a **maximum of 10 slides** (with the first slide being a Cover Page) **and a limit of 1,000 words of text** (excluding text on slides).

Your presentation should address the following points: the central research question or issue in the article you choose to present, the methods used (including the advantages and limitations of these), what information or perspectives are lacking from the article that you think are important, the major heritage themes that the research addresses and in what ways these relate to the SDG, potential for future research or policy changes that the article highlights.

You will be assessed on criteria listed on the marking rubric available on Moodle. Importantly, this will include clarity of your presentation. International agencies and heritage organisations include people from a wide range of backgrounds and specialties, and your presentation must be understandable to someone with little to no prior knowledge of the topic you are discussing. Be clear and avoid jargon. This is an opportunity for you to communicate visually as well as through writing, so think carefully about how you design your slides.

You will submit your PowerPoint as a **pdf file**, with the text narrating your PowerPoint in the 'Notes' box for each slide. In other words, the written part of this assessment (and the maximum word count) is the 'script' that you would be reading from alongside your PowerPoint if you were making a pitch in real life. The slides as well as the Notes text can refer to published work (e.g. Smith, 2000; English Heritage, 2014). If you include citations or other quotes, please make sure to use appropriate punctuation marks according to the [Harvard referencing style](#).

Choose **one** of the following works to focus on in your presentation:

Barakat, S. (2021). 'Necessary conditions for integrated approaches to the post-conflict recovery of cultural heritage in the Arab World', *International Journal of Heritage Studies*, 27(5), pp.433-448. <https://doi.org/10.1080/13527258.2020.1799061>

DeSilvey, C. (2017). *Curated decay: Heritage beyond saving*. Minneapolis, Minnesota: University of Minnesota Press. **Chapter 4: Orderly Decay**. AVAILABLE ONLINE.

Kiddey, R. (2018). 'From the ground up: Cultural heritage practices as tools for empowerment in the Homeless Heritage project', *International Journal of Heritage Studies*, 24(7), pp.694-708. <https://doi.org/10.1080/13527258.2016.1274669>

Lafrenz Samuels, K. (2016). 'The cadence of climate: Heritage proxies and social change', *Journal of Social Archaeology*, 16(2), pp.142-163. <https://doi.org/10.1177%2F1469605316639804>

Mataga, J. (2019). 'Unsettled spirits, performance and aesthetics of power: The public life of liberation heritage in Zimbabwe', *International Journal of Heritage Studies*, 25(3), pp.277-297. <https://doi.org/10.1080/13527258.2018.1493699>

Morgan, J. and Macdonald, S. (2020). 'De-growing museum collections for new heritage futures', *International Journal of Heritage Studies*, 26(1), pp.56-70. <https://doi.org/10.1080/13527258.2018.1530289>

Assessment 2 (Research grant application, 75% of final mark)

Due 19 April 2024, returned by 19 May 2024

This is designed to simulate a proposal to a social science funding body for the purposes of securing a grant either for academic or industry research. Your proposal will be assessed based on your ability to identify and state a research question, and to design a well-reasoned, coherent, and relevant programme of data collection and analysis to address this question.

Your proposal must stay **below a £10,000 limit**, which you will account for in a budget, and your project has a maximum duration of two years. Your proposal will include the following sections and has a **word limit of 2,000 words (excluding the bibliography)**:

- Title of research
- Research abstract (**maximum 150 words**)

- Starting date and end date
- Proposed research programme and plan of action. This should include: context, research question and research objectives of the proposed study; the methodology used (including how you will gather and analyse data); a realistic timeline of the activities that will take place and an explanation of how these will contribute to the achievement of the research objectives
- An indication of how your project takes into account EDI (equality, diversity & inclusion) principles. See UKRI and UCL EDI information at:
 - <https://www.ukri.org/about-us/policies-standards-and-data/good-research-resource-hub/guidance-for-equality-diversity-and-inclusion/>
 - <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-diversity-inclusion-think-differently-do-differently>
- Ethical considerations, including identifying vulnerable participants or special conditions that you will need to fulfil
- Budget
- Bibliography

Your application may be for a project related to your proposed dissertation research (if so, please note that you *cannot* re-use text from this assessment in your dissertation). You will have an opportunity to discuss your project and ask questions during Weeks 10 and 11. You should also feel free to discuss the assessment with the module coordinator in advance.

3. RESOURCES AND PREPARATION FOR CLASS

Preparation for class

You are expected to read the Essential Readings each week. Completing the readings is essential for your effective participation in the activities and discussions, and it will greatly enhance your understanding of the material covered. This handbook covers essential and recommended readings; you will find further readings in the Online Reading List which is accessible through the Moodle page of the module, or directly here: <https://rl.talis.com/3/ucl/lists/D735EA56-86F9-E523-55E6-0B6531EC38DE.html?lang=en>

In some cases, you will be asked to pick **one** reading from a list and come prepared to discuss this for seminars. Please make an effort to do the readings to ensure that face to face discussions have a shared reference point as well as enable you to benefit from discussions.

Recommended basic texts and online resources

The following are general resources that you may find useful to refer to throughout the module:

- Harrison, R., DeSilvey, C., Holtorf, C., Macdonald, S., Bartolini, N., Breithoff, E., Fredheim, H., May, S., Morgan, J., Penrose, S., Lyons, A. (2020). *Heritage futures: comparative approaches to natural and cultural heritage practices*. London: UCL Press.
- Harrison, R. (2012). *Heritage: critical approaches*. London: Routledge.
- Lafrenz Samuels, K. and Rico, T. (eds) (2015). *Heritage keywords: rhetoric and redescription in cultural heritage*. Boulder, Colorado: University Press of Colorado.
- Logan, W., Nic Craith, M. and Kockel, U. (eds) (2015). *A companion to heritage*. New York: John Wiley & Sons.
- Mason, J. (2018). *Qualitative researching*. London: Sage.
- Meskell, L. (ed.) (2015). *Global heritage: a reader*. Malden, M.A: Wiley-Blackwell.
- Seale, C. (ed.) (2018). *Researching society and culture*. Los Angeles, California: Sage.
- Sørensen, M.L.S. and Carman, J. (eds) (2009). *Heritage studies: methods and approaches*. Abingdon: Routledge.
- Smith, L. (2006). *Uses of heritage*. London: Routledge.

- Waterton, E. and Watson, S. (eds) (2015). *The Palgrave handbook of contemporary heritage research*. London: Palgrave Macmillan.

4. SYLLABUS

Week 1. Introduction and lecture: What is heritage research and how do we encounter it?

In this first session I will introduce the course, its aims and our expectations and we'll discuss the assessments. Together, we will examine the sorts of questions heritage research can address, the data heritage practitioners work with, and the ethical imperatives that this introduces. For the first seminar, please bring a piece of research data that you like and be prepared to discuss it.

*Task due by Week 5: What is heritage for you? Take a picture of something that you think is heritage in the neighbourhood or room/flat in which you currently live (it can be indoors or outdoors). Upload your jpg image to the link posted in Week 1 on Moodle.

Appadurai, A. (2001). 'Grassroots globalization and the research imagination', in Appadurai, A. (ed.), *Globalization*. Durham: Duke University Press, pp.1-21.

Recommended Reading:

Smith, L.T. (2012). *Decolonizing methodologies: research and indigenous peoples*. Second edition. London: Zed Books. **Chapters 2 and 3.**

See further reading in the Online Reading List.

Week 2. What is heritage? Defining an interdisciplinary research subject

The first step in research is defining the subject of study, but heritage (as you have observed by now) resists clear-cut or stable definitions. This week we will take an historical approach to understand the ways that heritage has been conceptualized and studied, and where we are today. We will then look at archives and how these contribute to storing and transmitting knowledge about heritage. In class, you will explore UNESCO's archival database. For the seminar, please select one of the readings below and come prepared to discuss it.

Essential Reading:

Waterton, E. and Watson, S. (2015). 'Heritage as a focus of research: past, present and new directions', in Waterton, E. and Watson, S. (eds) *The Palgrave handbook of contemporary heritage research*. London: Palgrave Macmillan, pp.1-17.

Seminar Reading – choose one of the following to discuss:

de Leeuw, S. 'Alice through the looking glass: Emotion, personal connection, and reading colonial archives along the grain.' *Journal of Historical Geography* 38(3), pp.273–281. <https://doi-org.libproxy.ucl.ac.uk/10.1016/j.jhg.2012.02.003>

Gorman-Murray, A., and McKinnon, S. (2018). "'Does it matter?'" Relocating fragments of queer heritage in post-earthquake Christchurch'. In: Grahn, W., and Wilson, R.J. (eds) *Gender and heritage: Performance, place and politics*. Abingdon, Oxon: Routledge. **Chapter 15.**

Lau, P.L.K., and Chow, O.P.Y. (2023) 'Theatre heritage in pre-WWII Hong Kong: a postcolonial reading.' *International Journal of Heritage Studies* 29(11), pp. 1141–1157.
<https://doi.org/10.1080/13527258.2023.2243450>

Woodham, A., King, L., Gloyn, L., Crewe, V., and Blair, F. (2017). 'We are what we keep: The "family archive", identity and public/private heritage.' *Heritage & Society*, 10(3), pp. 203-220.
<https://doi.org/10.1080/2159032X.2018.1554405>

Recommended Readings:

Gidley, B. (2018). 'Doing historical and documentary research', in Seale, C. (ed.) *Researching society and culture*. Los Angeles: Sage. **Chapter 16**.

See further readings in the Online Reading List.

Week 3. Heritage networks and assemblages

Building on previous sessions, we examine different ways of approaching the networks of influence, expertise, and funding that shape our understanding of the ways that heritage is mobilised. We will discuss assemblages and Actor-Network Theory. For praxis, we will investigate how we can apply theory into practice when examining 'glocal' influences in heritage food networks at Borough Market through interviewing techniques. For this week's seminar, please choose one of the seminar readings, and come prepared to discuss it.

Essential Reading:

Harrison, R. (2013). *Heritage: critical approaches*. London and New York: Routledge, **pp.31-37**.

Seminar Reading – choose one of the following to discuss:

Edensor, T. (2023). 'Heritage assemblages, maintenance and futures: Stories of entanglement on Hampstead Heath, London.' *Journal of Historical Geography* 79: 1–12. <https://doi-org.libproxy.ucl.ac.uk/10.1016/j.jhg.2022.12.001>

Giliberto, F. and Labadi, S. (2022). 'Harnessing cultural heritage for sustainable development: An analysis of three internationally funded projects in MENA Countries', in *International Journal of Heritage Studies*, 28(2), pp.133-146. <https://doi.org/10.1080/13527258.2021.1950026>

Macdonald, S. (2009). 'Reassembling Nuremberg, reassembling heritage', *Journal of Cultural Economy*, 2(1-2), pp.117-134. <https://doi-org.libproxy.ucl.ac.uk/10.1080/17530350903064121>

Mackenzie, S., Brodie, N., Yates, D. and Tsirogiannis, C. (2019). *Trafficking cultures: new directions in researching the global market in illicit antiquities*. London: Routledge, **Chapter 2**.

Wang, J. (2019). 'Relational heritage sovereignty: Authorization, territorialization, and the making of the Silk Roads', *Territory, Politics, Government*, 7(2), pp.200-216.
<https://doi.org/10.1080/21622671.2017.1323004>

Recommended Reading:

Stig Sørensen, M.L (2008). 'Between the lines and in the margins: Interviewing people about attitudes to heritage and identity', in Stig Sørensen, M.L. and Carman, J. (eds) *Heritage studies: methods and approaches*. Abingdon and New York: Routledge, pp.164-177. **Chapter 9**.

See further resources on assemblage and actor-network theory in the Online Reading List.

Week 4. Guest lecture: The roles and relevance of heritage in evidence-based policy

In this class, we are joined by Dr Hana Morel who will explore what 'policy' means and the mechanisms used to help influence and shape it. She will examine what makes evidence compelling enough to drive policy change, and some of the opportunities and challenges in translating that evidence for policy-influencers and makers. The theme will focus on heritage and climate change, and the ways in which the international heritage sector has tried to address existing gaps in knowledge and research in relation to heritage. Praxis will involve examining some of the case studies from Part 2 of the Recommended Reading, and how to link them to key messages. In the seminar, you will practice writing an abstract from a PowerPoint presentation. This will help you develop critical writing skills by summarising key messages.

Essential Reading:

Cairney, P., & Oliver, K. (2020). 'How should academics engage in policymaking to achieve impact?', *Political Studies Review*, 18(2), pp.228–244. <https://doi.org/10.1177/1478929918807714>

Recommended Reading (some of the case studies in Part II of this reading will be used for Praxis):

Morel H., Megarry W., Potts A., Hosagrahar J., Roberts D.C., Arkan Y., Brondizio E., Cassar M., Flato G., Forgesson S., Jigyasu R., Masson-Delmotte V., Oumarou Ibrahim H., Pörtner H.-O., Sengupta S., Sherpa P.-D., Veillon R. (2022). *Global Research and Action Agenda on Culture, Heritage and Climate Change*. Charenton-le-Pont & Paris, France: ICOMOS & ICSM CHC, **PART II, pp.13-54**.

URL: <https://openarchive.icomos.org/id/eprint/2716/>

***If you haven't done so already, please upload your Week 1 activity in the link posted on Moodle!

Week 5. Ethnographic inquiry in heritage

How do we understand heritage as part of peoples' lived experiences? This week we'll engage in ethnographic inquiry to understand practices in everyday life. We will also consider issues around the researcher's role in the production of data. Praxis will involve viewing a video where you will be asked to conduct ethnographic observations. The seminar will continue with practicing writing and evaluating your abstracts, and we will outline some top tips to write an effective abstract. You will also be able to ask any questions you might have on Assignment 1.

Essential Reading:

Andrews, C. (2009). 'Heritage ethnography as a specialized craft: Grasping maritime heritage in Bermuda', in Sørensen, M.L.S. and Carman, J. (eds) *Heritage studies: methods and approaches*. Abingdon and New York: Routledge, pp.140-163. **Chapter 8**.

Recommended Reading:

Mason, J. (2018). *Qualitative researching*. London: Sage. **Chapter 6: Observing and Participating**.

See further readings in the Online Reading List.

Week 6. Reading week

Week 7. Creative research methods in heritage research

This week, we will explore creative thinking in research design. We will discuss creative research methods, and, through various examples, highlight ways to engage creatively with participants, materials and senses when conducting heritage research. In doing so, we will also explore visual approaches to research design and analysis. Praxis will involve analysing the compilation of your images from the activity started in Week 1. For the seminar, we will watch a short film and reflect on what it means to use film as a research method (link to be added to the Moodle page).

Essential Reading:

Kara, H. (2015). *Creative research methods in the social sciences: a practical guide*. Bristol: Policy Press. Please read the section 'Creative research methods' in the Introduction **Chapter 1, pp.5-10**.

Rose, G. (2023). *Visual methodologies: an introduction to researching with visual materials*. Fifth edition. London: SAGE. Please read section 2.1.1 'Culture and representation' in **Chapter 2, pp.16-23**.

Recommended Reading:

Harper, D. (2002). 'Talking about pictures: a case for photo elicitation.' *Visual Studies* 17(1), pp. 13–26. <https://doi-org.libproxy.ucl.ac.uk/10.1080/14725860220137345>

See further readings in the Online Reading List.

Week 8. Critical urban heritage

This session will focus on the urban environment and examine some of the ways to interrogate heritage in the city. We will explore tangible and intangible aspects, and consider how focus groups as a method can be useful. A case study of my research in Rome will examine theories and metaphors, and how mixing qualitative methods can help us understand the challenges and opportunities of incorporating immovable tangible heritage. The case study will help you with praxis this week as the seminars will be replaced with a site visit to the London Mithraeum. There, you will hear from MOLA representative(s) involved in designing and curating the site, provide a reflexive account of your observations and respond to questions that will be discussed during the seminar next week.

Essential Reading:

Bartolini, N. (2014). 'Critical urban heritage: from palimpsest to brecciation.' *International Journal of Heritage Studies* 20(5), pp. 519–533.
<https://doi-org.libproxy.ucl.ac.uk/10.1080/13527258.2013.794855>

For the site visit, please consult the **Information Sheet** that will be available on Moodle which provides directions and outlines your tasks, and explore the London Mithraeum website:
<https://www.londonmithraeum.com/>

Recommended Reading:

Papen, U. (2019). 'Participant observation and field notes'. In: Tusting, K. (ed) *The Routledge handbook of linguistic ethnography*. Abingdon, Routledge. **Chapter 11**. Read the section titled 'Field notes', pp.146-147.

Week 9. Heritage discourse

Despite disagreement about the definition of heritage, there is a broad consensus that it is worthwhile to understand heritage as a discourse, or as an assemblage of discourses. We consider what it means to approach heritage-as-discourse, the different forms of discourse analysis available to us, and what this widespread methodology can illuminate or obscure. In Praxis, we will watch a short video with a transcript and examine it through discourse analysis (the video and transcript will be provided on Moodle). This week's seminar will discuss your responses to last week's site visit.

Essential Reading:

Wu, Z. and S. Hou (2015). 'Heritage and discourse', in Waterton, E. and Watson, S. (eds) *The Palgrave handbook of contemporary heritage research*. London: Palgrave Macmillan, pp.37–51. **Part 1, Chapter 2**.

Recommended Reading:

Waterton, E., Smith, L., and Campbell, G. (2006). 'The utility of discourse analysis to heritage studies: the Burra Charter and social inclusion.' *International Journal of Heritage Studies*, 12(4), pp.339-355.
<https://doi.org/10.1080/13527250600727000>

See further resources on discourse analysis in the Online Reading List.

Week 10. Designing heritage research

We spend this week laying the foundations for the grant application that you will be submitting. In learning to assess the viability and value of research projects, we will consider how to organise your thoughts to design research which includes how to envision 'doing' the research from start to finish. We will also explore the role that funding and research institutions play in shaping the professional make-up of our field. During Praxis, you will work in groups to evaluate the two sample grant applications according to the criteria, and determine whether you would award funding. The seminar session will be used to discuss how you evaluated the sample grant applications, and how you might proceed with your own grant application for Assignment 2.

Essential Reading:

Please read the two sample grant applications and the marking criteria that will be made available on Moodle.

Recommended Reading:

UKRI (the main body dispensing publicly-funded research grants in the UK) maintain an up-to-date public-facing dashboard disclosing data about who receives research funding and how this addresses gaps in researcher diversity and inclusivity:
<https://public.tableau.com/app/profile/uk.research.and.innovation.ukri/viz/EDIfundingdata2021/Awardrate>

Mohan-Ram, V. (2000). 'Abstract killers: How not to kill a grant application, part two', *Science*. Available at: <https://www.sciencemag.org/careers/2000/01/abstract-killers-how-not-kill-grant-application-part-two>

Mason, J. (2018). *Qualitative researching*. London: Sage. **Chapter 2: Choosing methods and planning your approach.**

Week 11. Investigating heritage landscapes

Following the turn away from preservationism and toward dynamism in heritage studies, the prevailing view of landscapes has become one of complexity, synergy between nature and culture, and constant change. With these understandings in mind, researching heritage landscapes demands methods that consider sensory and embodied experiences. This week, we consider how the current view of landscapes has emerged and examine case studies that take different approaches. Praxis will explore finding themes within different qualitative data collections (which will be uploaded to Moodle). The seminar will focus on ethics and discuss the IoA's application process to conduct research with human participants (this will be helpful for your dissertation and ethical considerations for Assignment 2).

Essential Reading:

Bender, B. (2006). 'Place and landscape', in Tilley, C., Keane, W., Küchler, S., Rowlands, M. and Spyer, P. (eds) *Handbook of material culture*. London: Sage. **Chapter 19.**

For Praxis, please read the two data collections that will be made available on Moodle.

For the seminar, please consult the IoA's webpage on applying for ethical clearance when doing research with human participants: <https://www.ucl.ac.uk/archaeology/research/ethics/applying-ethical-clearance-human-participant-research>

Recommended Reading:

Mason, J. (2018). *Qualitative researching*. London: Sage. **Chapter 8: Making sense of qualitative data.**

See further readings in the Online Reading List.