



Potential changes in light of the COVID-19 pandemic

Please note that information in the handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on <https://www.ucl.ac.uk/students/>.

ARCL0189: CRITICAL HERITAGE RESEARCH SKILLS

2021-22, Term 2

MA module
15 credits

Co-ordinator: Dr Rachel King
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Room 202
In-person office hours: Wednesdays 14.00-15.00
Online office hours: Tuesdays 13.30-14.30

Please refer to the IoA Student Handbook and IoA Study Skills Guide:

<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook>

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide>

for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission.

1. MODULE OVERVIEW

Module description

This module provides an overview of the key sources, methodologies, and practical frameworks used in qualitative research in the fields of heritage studies. Topics include ethnography in theory and practice, research ethics, visual and object-based methodologies, archival science, participant observation, audience research, internet ethnography and digital methodologies, spatial methodologies, and research design. Throughout, the emphasis is on linking theory with practice across a variety of 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, as well as to develop and defend their own methodological decisions. The course will provide opportunities to develop professional skills like presenting cutting-edge research, managing qualitative data, and writing research proposals.

Module Aims

This module aims to:

1. Engage students with different kinds of source material (textual, visual, material, spoken, and spatial), their contributions, demands, and limitations.
2. Provide conceptual and practical ability in current qualitative research methods in heritage studies.
3. Develop critical faculties to assess (in debate and in writing) inter-disciplinary research, focusing on theory, practice, and quality of evidence.
4. Introduce students to major ethical debates in heritage studies.
5. Examine the ways in which evidentiary sources and their treatments vary across global and situational contexts.
6. 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:

1. Critical engagement with primary and secondary sources.
2. Reference skills, especially pertaining to diverse sources and their relevant institutions.
3. Hands-on learning skills.
4. Observation and critical reflection.
5. Writing presentations for non-academic audiences (from the PowerPoint assignment).
6. Designing and writing 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 1,500 words or 10 slides which contributes 25% of the final grade, and a research grant application of 3,000 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 the MS Teams Module forum**. The forum will be checked regularly.

- For personal queries, please contact the co-ordinator by email.

Week-by-week summary

Sessions focused on key concepts are designated (C), sessions focused on methods are designated (M).

Date	Pre-recorded lecture	Seminar
Session 1 (C) 12 Jan 2022	What is heritage research and how do we encounter it?	Ethics and data in heritage studies
Session 2 (C) 19 Jan 2022	What is heritage? Defining a research subject	Writing histories of heritage
Session 3 (M) 26 Jan 2022	Archives and databases	Working with and backtracking through archives
Session 4 (C) 2 Feb 2022	Mobilising heritage	Understanding heritage institutions + formative work for Assessment 1
Session 5 (M) 9 Feb 2022	Global heritage networks	Network analysis
Session 6 14-18 Feb 2022	READING WEEK	
Session 7 (M) 23 Feb 2022	Heritage discourse	Discourse analysis
Session 8 (C) 2 Mar 2022	Designing heritage research	Grant writing workshop
Session 9 (C) 9 Mar 2022	Anthropological approaches to heritage	Working with human subjects
Session 10 (M) 16 Mar 2022	Ethnography as genre and method	Gathering ethnographic and observational data
Session 11 (M) 23 Mar 2022	Landscape approaches to heritage	Gathering landscape data

Weekly Module Plan

The module is taught through pre-recorded lectures and seminar discussions. Students will be required to undertake set readings and viewings, complete pre-class activities, and take part in group discussions and activities. These will be posted on Moodle.

Classroom time will be used for small group seminar discussions. These are held on Wednesdays during the following one-hour blocks: 9.00-10.00, 10.00-11.00, 11.00-12.00, and 12.00-13.00. You will be assigned to your seminar group, and can email the module co-ordinator to request a change to this where necessary. Pre-recorded lectures and other materials will be available the preceding Friday at the latest.

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 (face-to-face lectures, seminars, tutorials, discussion-board sessions)
60 hours	Self-guided session preparation (reading, processing pre-recorded material, other 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 [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 12: Information on assessment). The [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment. For **penalties for late submission** see [UCL guidance on penalties \(Academic Manual Chapter 4 Section 3.12\)](#).

Assessment 1: PowerPoint presentation, 25% of final mark **Due 24 February 2022, returned by 24 March 2022**

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 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>). Your presentation will consist of a PowerPoint with c. 10 slides and no more than 1,500 words.

Your presentation should address the following points: the central research question or issue in the article you choose, the methods used (including the advantages and disadvantages 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 why 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. Development agencies include people from a broad 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 **print-out**, with the text narrating your PowerPoint in the 'Notes' box for each slide. In other words, the written part of this assessment is the 'script' that you would be reading from alongside your PowerPoint if you were making a pitch in real life. You do not have to include references (apart from identifying the piece of research you selected) and you do not have to write the style of an academic essay; this is an opportunity to practice presenting heritage for a mixed audience of experts and non-experts. Again, the goal is to be clear and convincing, and you can do this however you see fit.

Choose **one** of the following works to present:

Barakat, S. (2020). Necessary conditions for integrated approaches to the post-conflict recovery of cultural heritage in the Arab World. *International Journal of Heritage Studies*.
<https://doi.org/10.1080/13527258.2020.1799061>. ONLINE

DeSilvey, C. (2017). *Curated Decay: Heritage beyond Saving*, **chapter 4**. Minneapolis: University of Minnesota Press. INST ARCH AG DES & 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*.
<https://doi.org/10.1080/13527258.2016.1274669>. ONLINE

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

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

Morgan, J. and Macdonald, S. (2020). De-growing museum collections for new heritage futures. *International Journal of Heritage Studies* 26(1): 56-70. ONLINE

Assessment 2: Grant application, 75% of final mark

Due 22 April 2022, returned by 20 May 2022

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 should respond to the following question:

How can heritage support one or more of the UN's Sustainable Development Goals
(<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)?

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 3,000 words in total:

1. Title of research.

2. Research abstract. *No more than 150 words.*
3. Starting date and end date.
4. Proposed research programme and plan of action. This should include: context 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 how these will contribute to the achievement of the research objectives.
5. Ethical considerations, including identifying vulnerable participants or special conditions that you will need to fulfil.
6. Budget.
7. 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 our Week 8 seminar, at least one dedicated Q&A session, and via email with module staff. There will also be an FAQ document about this assessment posted to Moodle.

3. RESOURCES AND PREPARATION FOR CLASS

Preparation for class

In preparation for classroom sessions I ask that you read the essential readings in detail, and come prepared to discuss them. I will try to keep these readings to a minimum so this is typically 1 academic text plus 1 or 2 resources such as websites, videos, or other public-facing media. In some cases you will be asked to read one essential reading and pick one more from a list of readings or other resources and come prepared to discuss this. I ask that you make an effort to do both of these tasks to ensure that class discussion has a shared reference point as well as a range of case studies related to that reference point.

Optional further readings are also available, and I am happy to provide guidance on specific themes of interest. Equally, if you come across resources that are likely to be of value to the class, please share them through Teams or Moodle.

Statement on the reading list

Heritage studies are studies of power and value, asking what is at stake when ideas about the past are mobilised for various ends. For this reason, doing heritage research demands looking in multiple directions at once: paying attention to the power dynamics structuring our work, the histories of those power dynamics and how they have shaped our discipline, and the impacts our work has in the world and on our collaborators. In this module, we will address these facets of doing self-conscious, reflective heritage research as well as the practicalities of data collection. These readings offer an introductory orientation to the challenges posed by the module's subject matter and an opportunity for reflecting on our positions as heritage scholars and professionals.

Appadurai, A. (2001). Grassroots globalization and the research imagination. In A. Appadurai (ed.), *Globalization*. Durham: Duke University Press, 1-21. SCIENCE LIBRARY ANTHROPOLOGY D 11 APP & ONLINE

Ndoro, W. and Wijesuriya, G. (2015). Heritage management and conservation: From colonization to globalization. In L. Meskell (ed) *Global Heritage: A Reader*. INST ARCH AG MES & ONLINE

Recommended basic texts and online resources

The following are general resources that students may find useful to refer to throughout the module. They are not required reading, which will be designated for each week's lectures and seminars.

Harrison, R., et al. (2020). *Heritage Futures: Comparative Approaches to Natural and Cultural Heritage Practices*. London: UCL Press. ONLINE

Lafrenz Samuels, K. and Rico, T. (eds) (2015). *Heritage Keywords: Rhetoric and Redescription in Cultural Heritage*. University Press of Colorado: Boulder, CO. INST ARCH AG LAF & ONLINE

Meskeil, L. (ed) (2015). *Global Heritage: A Reader*. Malden, M.A: Wiley-Blackwell. INST ARCH AG MES & ONLINE

Waterton, E. and Watson, S. (eds) (2015). *The Palgrave Handbook of Contemporary Heritage Research*. London: Palgrave Macmillan. IOE LIBRARY NON-EDUCATION LEVEL 3 F3.075 WAT & ONLINE

4. SYLLABUS

Week 1. Concept: 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 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.

Essential Reading:

Smith, L.T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. Second edition. London: Zed Books, **Chapters 2 & 3**. ONLINE

Recommended Reading:

Appadurai, A. (2001). Grassroots globalization and the research imagination. In A. Appadurai (ed.), *Globalization*. Durham: Duke University Press, 1-21. SCIENCE LIBRARY ANTHROPOLOGY D 11 APP & ONLINE

Week 2. Concept: What is heritage? Defining a 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 a historical approach to understanding the ways in which heritage has been conceptualized and studied. Beginning with UNESCO's humanist visions of global heritage and the imperialist projects this facilitated, we will examine how the uses of heritage through the twentieth century have led to the rapid proliferation of research approaches and terminologies.

Essential Reading:

Meskeil, L. (2018). *A Future in Ruins*. New York: Oxford University Press, **Chapter 2**. INST ARCH AG MES & ONLINE

Recommended Reading:

Smith, L. (2006). *Uses of Heritage*. London: Routledge. ONLINE

Week 3. Method: Archives and databases

Building on last week's session, we consider the role of archives in storing and transmitting knowledge about heritage – including how we contribute to archives in the course of our work. You will have the opportunity to work with archival materials and databases in class.

Essential Reading:

Zeitlyn, D. (2012). Anthropology in and of the archives: Possible futures and contingent pasts. Archives as anthropological surrogates. *Annual Review of Anthropology* 41: 461-480. ONLINE

Further Reading:

Interview with Arike Oke, Managing Director of the Black Cultural Archives on 'The Wonder House' Podcast, <https://thewonderhouse.co.uk/arike-oke>. Relevant section is from 16:44-21:00. ONLINE

Geismar, H. & W. Mohns (2011). Social relationships and digital relationships: Rethinking the database at the Vanuatu Cultural Centre. *Journal of the Royal Anthropological Institute* 17(S1): S133-S155. ONLINE

Week 4. Concept: Mobilising heritage

If heritage is shaped through its use then how do we study who uses it, especially when use relates to institutional contexts like museums or global agencies? This week we ask, why do major global, national, and private-sector agencies exist and where does their authority come from? How does this authority make itself felt at different scales? How do these processes render institutions available for analysis? Understanding these global histories lays the foundation for the next two sessions in which we discuss how to approach these (often large and intimidating) entities in our research.

Essential Reading:

Long, C. & S. Labadi (2010). Introduction. In *Heritage and Globalisation*, eds. S. Labadi & C. Long. London: Routledge, **Chapter 1**. INST ARCH AG LAB & ONLINE

Recommended Reading:

Coombe, R.J. (2013). Managing cultural heritage as neoliberal governmentality. In *Heritage Regimes and the State*, eds. R.F. Bendix, A. Eggert, & A. Peselman, second edition, pp. 375-388. Gottingen: Universitätsverlag Gottingen. ONLINE & PDF ON MOODLE

Lafrenz Samuels, K. (2018). *Mobilizing Heritage: Anthropological Approaches and Transnational Prospects*. Gainesville: University Press of Florida, **Chapter 4**. ONLINE

Week 5. Method: Global heritage networks (Rachel King)

Building on the previous session, we examine different ways of approaching the networks of influence, expertise, and funding that shape our understanding and use of heritage. For this seminar, please do the Essential Reading *and* choose one of the seminar readings, and come prepared to discuss these.

Essential Reading:

Harrison, R. (2013). *Heritage: Critical Approaches*. Routledge, London and New York, **p. 31-36**. INST ARCH AG HAR & ONLINE

Seminar Reading – choose one of the following to discuss:

De Cesari, C. (2020). Heritage beyond the nation-state? Nongovernmental organisations, changing cultural policies, and the discourse of heritage as development. *Current Anthropology* <https://doi.org/10.1086/707208>, NB: This is a discussion article that contains a full-length research paper plus a number of responses. If you do are not able to read the full discussion then please focus on p. 30-44. ONLINE

Kersel, M.M. & C. Luke (2015). Civil societies? Heritage diplomacy and neo-imperialism. In *Global Heritage: A Reader*, ed. L. Meskell. Oxford: Wiley Blackwell. ONLINE

Liuzza, C. & L. Meskell (2021). Power, persuasion, and preservation: Exacting times in the World Heritage Committee. *Territory, Politics, Governance* <https://doi.org/10.1080/21622671.2021.1924851>. ONLINE

Mackenzie, S., N. Brodie, D. Yates & C. Tsirogiannis (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*. <https://doi.org/10.1080/21622671.2017.1323004> ONLINE

Week 6. Reading week

Week 7. Method: 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. Following on from Week 5, 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.

Essential Reading:

Wu, Z. & S. Hou (2015). Heritage and Discourse, in Waterton, E. and Watson, S. (eds) *The Palgrave Handbook of Contemporary Heritage Research*. London: Palgrave Macmillan, 37–51. IOE LIBRARY NON-EDUCATION LEVEL 3 F3.075 WAT & ONLINE

Seminar Reading – choose one of the following to discuss:

Akagawa, N. (2014). *Heritage Conservation and Japan's Cultural Diplomacy: Heritage, National Identity, and National Interest*. London: Routledge, **Chapter 7**. ONLINE

Bonacchi, C., M. Altaweel & M. Krzyzanska (2018). The heritage of Brexit: Roles of the past in the construction of political identities through social media. *Journal of Social Archaeology* <https://doi.org/10.1177%2F1469605318759713>. ONLINE

Mualam, N. & R. Alterman (2018). Looking into the “black box” of heritage protection: Analysis of conservation area disputes in London through the eyes of planning inspectors. *International Journal of Heritage Studies* <https://doi.org/10.1080/13527258.2017.1399284>. ONLINE

Nyamnjoh, F.B. (2016). *#RhodesMustFall: Nibbling at Resilient Colonialism in South Africa*. Bamenda: Langaa Research & Publishing, **Chapter 4**. ONLINE

Rico, T. (2015). Heritage at risk: The authority and autonomy of a dominant preservation framework. In *Heritage Keywords: Rhetoric and Redescription in Cultural Heritage*, eds. K. Lafrenz Samuels & T. Rico. University Press of Colorado: Boulder, CO, **Chapter 9**. INST ARCH AG LAF & ONLINE

Week 8. Concept: Designing heritage research

We spend this week laying the foundations for the grant proposal that you will be submitting. In learning to assess the viability and value of research projects, we will also consider the role that funding and research institutions play in shaping the professional make-up of our field. For this week's seminar, you will be asked to read two sample grant proposals and the criteria for awarding funds to these. We will then discuss whether the applications meet these criteria, and how you might proceed with your own grant applications in view of this.

Essential Reading:

Sample grant applications and marking criteria 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 receive 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>.

Smith, L.T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. Second edition. London: Zed Books, **Chapter 8**. ONLINE

Week 9. Concept: Anthropological approaches to heritage

How do we understand heritage as part of peoples' lived experiences? Anthropological approaches offer insights but cannot be undertaken without a thorough understanding of the history of anthropology as a discipline and its methodologies, as well as serious attention to the researcher's position with respect to their subjects and data. This week introduces anthropological approaches to heritage – their histories, potentials, limitations, and the demands they place on researchers and research subjects.

Essential Reading:

Lafrenz Samuels, K. (2018). *Mobilizing Heritage: Anthropological Approaches and Transnational Prospects*. Gainesville: University Press of Florida, **Chapter 2**. ONLINE

Recommended Reading:

Smith, L.T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. Second edition. London: Zed Books, **Chapter 7**. ONLINE

Week 10. Method: Ethnography as genre and method

Ethnographic methods are frequently used but often poorly defined in heritage studies. This is partly because ethnography is not just one thing, but can take on multiple strategies and styles of presenting data. Reading and understanding the information from heritage ethnographies are often as challenging as producing new ethnographies, and with that in mind this week we will discuss in-depth how to do both. Your essential reading represents a foundational text in ethnographic 'thick description', while your seminar readings offer an opportunity to consider how these concepts work on the ground.

Essential Reading:

Geertz, C. (1973). Thick description: Toward an Interpretive theory of culture. In *The Interpretation of Cultures: Selected Essays*, ed. C. Geertz. New York: Basic Books. 3–30.

Seminar Reading – choose one of the following to discuss:

Andrews, C. (2009). Heritage ethnography as a specialized craft: Grasping maritime heritage in Bermuda. In *Heritage Studies: Methods and Approaches*, eds. M.L.S. Sørensen & J. Carman. London: Routledge, **Chapter 8**. ONLINE

Asif, H. & T. Rico (2017). The Buddha remains: Heritage transactions in Taxila, Pakistan. In *The Making of Islamic Heritage*, ed. T. Rico. London: Palgrave Macmillan, **Chapter 7**. INST ARCH AG RIC AND ONLINE.

Gordillo, G. (2014). *Rubble: The Afterlife of Destruction*. Durham, NC: Duke University Press, **Chapter 8**. ONLINE

Le Devehat, M. (2020). The local perception of the memory of communism in a dictator's hometown; the case of Gjirokastra. *International Journal of Heritage Studies* <https://doi.org/10.1080/13527258.2019.1693413>. ONLINE

Zetterström-Sharp, J. (2017). 'I cover myself in the blood of Jesus': Born Again heritage making in Sierra Leone. *Journal of the Royal Anthropological Institute* <https://doi.org/10.1111/1467-9655.12647>. ONLINE

Week 11. Method: Landscape approaches to heritage

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 derive from environmental science, geography, anthropology, and archaeology. This week, we consider how the current view of landscapes has emerged and examine case studies that take different approaches to studying these properties.

Essential Reading:

Bender, B. (2006). Place and landscape. In *Handbook of Material Culture*, eds. C. Tilley, W. Keane, S. Küchler, M. Rowlands & P. Spyer. London: Sage, **Chapter 19**. INST ARCH AH TIL AND ONLINE.

Seminar Reading – choose one of the following to discuss:

Fujikane, C. (2016). Mapping wonder in the Māui Mo'olelo on the Mo'o'āina: Growing Aloha 'Āina through Indigenous and settler affinity activism. *Marvels & Tales* <https://doi.org/10.13110/marvelstales.30.1.0045>. ONLINE

Heathcote, J., H. Fluck & M. Wiggins (2017). Predicting and adapting to climate change: Challenges for the historic environment. *The Historic Environment: Policy and Practice* <https://doi.org/10.1080/17567505.2017.1317071>. ONLINE

King, R. and L. Nic Eoin (2014). Before the flood: King, R. and Nic Eoin, L. 2014. Before the flood: Loss of place, mnemonics, and 'resources' ahead of the Metolong Dam, Lesotho. *Journal of Social Archaeology* <https://doi.org/10.1177%2F1469605314522897>. ONLINE

Kormos, C.F, Badman, T., Jaeger, T., Bertzky, B., van Merm, R., Osipova, E., Shi, Y., and Larsen, P.B. (2017). *World Heritage, Wilderness, and Large Landscapes and Seascapes*. Gland, Switzerland: IUCN, **Chapters 1 & 2**. Available at: <https://portals.iucn.org/library/sites/library/files/documents/2017-028.pdf>.