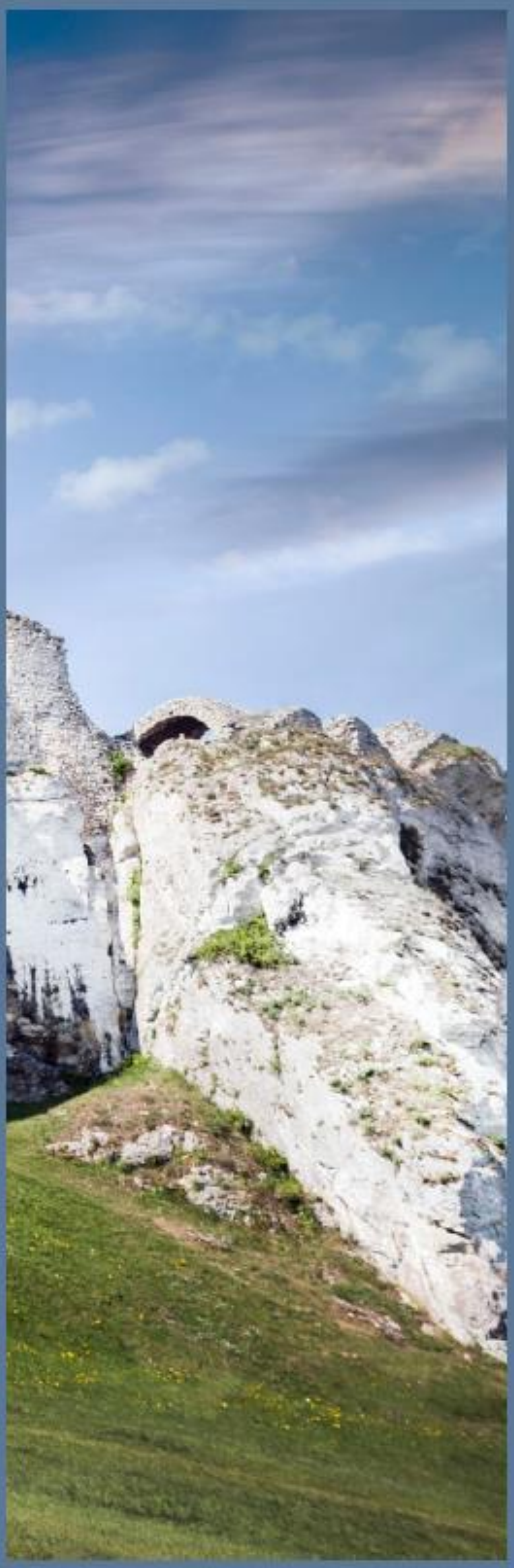
COURSE ON INTEGRATED PROTECTION, MANAGEMENT AND USE OF CULTURAL HERITAGE



Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage

Erasmus+

Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage

Project UNINET: University Network for Cultural Heritage – Integrated Protection, Management and Use

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Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary Teaching Module:

Contemporary Use of Cultural Heritage

1. General characteristics of the Course on Integrated Protection, Management and Use of Cultural Heritage

Overview

Traditional approach to preservation of heritage has been focused on only one issue - how to keep the historical object from the technical point of view. It neglected the other two elements - socially useful utilization of heritage and modern management of historical objects. However, in a market economy, protection of cultural heritage requires not only resolving conservation (technical) problems but also many utilitarian problems (functional, financial, ownership, etc.). Therefore modern teaching programme in field of contemporary use, management and protection of heritage has to take into account both the conservation and non-conservation determinants (utilitarian, financial, social, cultural, etc.).

For a very long time the cultural heritage was perceived as a series of monuments offering physical evidence of the past. Only fairly recently has the international community begun to appreciate the importance of socially useful use of cultural heritage. Contemporary use of heritage requires a holistic approach and taking into consideration many integrated fields of study, not only i.a. architecture, archaeology, tourism but also management, environmental protection, social and economic needs.

Cultural heritage represents a big potential for economic growth, generating value and thereby directly benefiting citizens. Therefore it is necessary to educate specialists who will be able to find a better balance between preservation of cultural heritage and sustainable socio-economic development of the regions.

All the universities interested in broadening their educational offer will have various possibilities of using the Course on Integrated Protection, Management and Use of Cultural Heritage in accordance to the individual needs of particular university:

- ✓ the entire Course on Integrated Protection, Management and Use of Cultural Heritage can be introduced into existent curriculum
- ✓ the Course on Integrated Protection, Management and Use of Cultural Heritage can be introduced into existent curriculum and can be offered as intensive course
- ✓ individual Modules or subjects of the Course can be introduced into existent curriculum as obligatory, elective or facultative study subjects.

The general objectives of Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage

Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage is the teaching programme enabling educating specialists able to apply up-to-date approach to issues of use and re-use of heritage, while respecting its historical value. Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage combines issues of various but related fields of study, i.a., architecture, archaeology, tourism but also management, environmental protection, social and economic needs.

The general objectives of Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage:

In field of Architecture:

- ✓ Ability to analyse the local context in its tangible and intangible dimension.
- ✓ Gaining knowledge on innovative uses for the revitalization of heritage places.
- ✓ Gaining knowledge on the cultural and architectural heritage.
- ✓ Gaining awareness on the environmental implications of a project in heritage contexts.

- ✓ Ability to define proper function for heritage site.

In field or Archaeology:

- ✓ Ability to analyse the use of historical and archaeological context.
- ✓ Gaining the knowledge on the archaeological use based on the historical analysis.
- ✓ Knowledge about re-use of archaeological sites.
- ✓ Knowledge of exemplary case studies and use at local level.
- ✓ Knowledge of the educational use of heritage sites, with particular focus on archaeological heritage
- ✓ Acquiring the necessary skills to analyse, synthesise and assess strategies for the educational use of archaeological heritage sites, with a focus on political education, its role in shaping identity.
- ✓ Ability to understand the potential economic development and management of an archaeological sites.
- ✓ Knowledge of the main basis of the cultural heritage of the regions to identify and support the archaeological evidence with the involvement of private and public institutions to better manage the site and attract investment in field archaeology

In field of Cultural Landscape:

- ✓ The connection between theoretical concept and practice will be studied to support the student's receptiveness for new ways to use and plan for future cultural landscapes.
- ✓ Understanding of the interconnection between different types of landscapes, multifunctionality of landscape and its importance for place identity.

- ✓ Developing the students' ability to produce and convey landscape analyses defining challenges as well as opportunities through professional argumentation.
- ✓ Knowledge about national and international research and practice in dynamic and innovative planning.
- ✓ Understanding of the importance of participatory methods and stakeholder engagement for long-term sustainable landscape planning.
- ✓ Developing the students' skills to produce strategic landscape development plans that strengthen place based social, cultural, economic and environmental aspects.

Initial requirements in terms of knowledge, skills and other competences

The Course on Integrated Protection, Management and Use of Cultural Heritage and Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage is primarily geared towards first- to second-year graduate students, as well as towards professionals in field of cultural heritage willing to expand their knowledge and skills.

Candidates taking up the Interdisciplinary Teaching Module: Contemporary Use of Cultural Heritage must have the following knowledge and skills:

In field of Architecture:

- ✓ Basic knowledge of cultural heritage
- ✓ Knowledge of terminology in the field of architecture
- ✓ Ability to research, map and analyze a case study.
- ✓ Knowledge of theory of conservation.

In field of Archaeology:

- ✓ Knowledge of Medieval History, archaeology and historical architecture. Basic knowledge of valorisation of cultural Heritage.
- ✓ Knowledge of terminology in afore-mentioned fields.

- ✓ Ability to analyse the potential of cultural sites or environments
- ✓ Understanding the meaning of using cultural heritage
- ✓ Basic knowledge of the use of archaeology for education
- ✓ Basic knowledge of strategies to communicate heritage and its values
- ✓ Basic analysis of the territorial cultural heritage and its main economic resource
- ✓ Understanding of the meaning of the economic exploitation of cultural heritage.

In field of Cultural Landscape:

- ✓ Basic knowledge of landscape architecture, urban planning, spatial planning and garden history.
- ✓ Knowledge and understanding of the natural and cultural elements of cultural landscape, heritage conservation and protection.
- ✓ Adequate skills in design, visualisation and data/project management software.
- ✓ Basic skills and experience in using and reflecting on relevant landscape analysis methods.
- ✓ Basic knowledge of analysing spatial data through the use of digital tools, layout maps and photographic material.

2. Learning outcomes

The curriculum for the Module Contemporary Use of Cultural Heritage guarantees the acquisition of the following knowledge, skills and social competences:

In field of Architecture:

<u>Knowledge:</u>

- ✓ knowledge of architectural monument value assessment
- ✓ knowledge of the different uses of heritage sites and of the actors involved in the process and of the related common issues.

Skills:

- ✓ critical approach to the use of heritage sites in their architectural and urban dimension
- ✓ ability to perform research and writing on a chosen case study

Social competences:

- ✓ awareness of the need to respect, protect and valorize the local cultural identity and understands the role of the architect/conservator/urban designer in this process
- ✓ awareness of the environmental impacts of a bad management of the heritage sites and tourism and is able to design specific sustainable solutions

In field of Archaeology:

Knowledge:

- ✓ knowledge of historical and archaeological monument value assessment
- ✓ knowledge of technologies and resources for best practices in use
- ✓ knowledge on the development of his/her own use strategy applied to the exercise of a case study
- ✓ use of scientific results of a research for public use - light archaeology, public history & archaeology and new functions of historic architectures
- ✓ knowledge to employ archaeological heritage as a source in education
- ✓ knowledge of the key elements and objectives of archaeological heritage as a tool with the purpose of shaping identity , and tool in political education to enable democratic and inclusive participation in heritage
- ✓ knowledge of the key concept to manage and develop the economic aspect of an archaeological site

Skills:

- ✓ ability to organise a description of archaeological site and its use
- ✓ ability to develop proposals for the use of archaeological and historic sites

- ✓ ability to propose a re-use for archaeological and architectural sites
- ✓ Students will be able to take a critical approach in assessment and analysis
- ✓ ability to create a management project for the development of economic resource to maintain and increase a cultural heritage in its context

Social competences:

- ✓ awareness for the need to respect, protect and valorise the local cultural identity and to understand the role of history and archaeology in its use, as well communicating to the public about the necessity of its valorisation
- ✓ ability to propose a community archaeology and architectures project to involve society (institutions, stakeholders, schools, local economic operators at large level etc.)
- ✓ skills on cultural heritage and the labour market, skills training

In field of Cultural Landscape:

Knowledge:

- ✓ knowledge and understanding of the culture historical, ecological and geological dimensions of the landscape. Further understanding on the coherence between natural, historical, human and territorial and the importance this for sustainable landscape use.
- ✓ knowledge and understanding of landscape analysis as an argumentative tool in planning. They will practice describing and critically analysing a place from an historical and a future perspective
- ✓ knowledge about the multifunctionality of landscape and its importance for place identity for planning for long-term social sustainability.
- ✓ knowledge about participation and stakeholder engagement as an integrated tool for transdisciplinary planning.
- ✓ knowledge about international research and practice in dynamic and innovative planning. An understanding and knowledge of the European Landscape Convention and its relevance for local and regional planning.

Skills:

- ✓ skills and experience developing the skill to produce a creative analytical concept for re-use and visionary plans for regeneration.
- ✓ textual and oral presentation skills and techniques in order to convey spatial information, concepts and plans.
- ✓ skills in identifying, characterizing and evaluating actual landscape challenges and opportunities for strategic planning.
- ✓ skills for visualising innovative use and re-use.
- ✓ ability to design participatory engagement procedures as a tool for assessing cultural landscapes and as an essential component of the proposed plan.

Social competences:

- ✓ ability to work with development planning in complex landscape situations. This knowledge includes tools for landscape assessments, stakeholder involvement and strategic planning as described in the European Landscape Convention
- ✓ skills in communication with actor groups and evaluating in information from interviews and other sources.

3. Curriculum

Model programme of the Module Modern Management of Cultural Heritage consist of 3 subjects:

I. Innovative uses for the revitalisation of heritage places for sustainable development,

II. Theoretical basis for the use of archaeological sites,

III. Contemporary use of cultural landscape.

Model programme of the Module Contemporary Use of Cultural Heritage

Module CONTEMPORARY USE OF CULTURAL HERITAGE	Number of teaching hours					ECTS
	Total	Lectures	Exercises	Design	Laboratory	
I. Innovative uses for the revitalisation of heritage places for sustainable development	**175**	**75**	**-**	**100**	**-**	**10**
II. Theoretical basis for the use of archaeological sites	**175**	**75**	**100**	**-**	**-**	**10**
III. Contemporary use of cultural landscape	**180**	**90**	**45**	**-**	**45**	**10**
Total	**530**	**240**	**145**	**100**	**45**	**30**

Curriculum for the Module Contemporary Use of Cultural Heritage combines the traditional teaching model (classes within the course one or two days per week) with a block teaching model. Teaching of the selected subject within Module Contemporary Use of Cultural Heritage will have the following structure:

- ✓ one or two weeks' advance reading using an online learning environment that can be accessed through a web browser and traditional literature sources. This part can be accomplished at a distance
- ✓ one or two weeks' intensive classroom teaching - a taught phase where all students have direct contact with the teacher
- ✓ up to four weeks post-course phase - the student individually completes the work that will be assessed by the teacher. The work is submitted via the online learning environment. This part can be done in the student's home location.

Description of the credits system

Credits system of the assessment of learning progress corresponding to the ECTS (European Credit Transfer System) standard. It is a system student-cantered and based on student workload, which is required for the achievement of the objectives of the curriculum set out as learning outcomes and acquired competences. ECTS credits reflect the expected workload of average student needed to learn and pass particular subject, in relation to the total quantity of work necessary to complete a full Module. The workload includes both the student's work during classes organised by the University, as well as his/her own work. Number of credits for particular subjects is given in the Model programme of the Module Contemporary Use of Cultural Heritage (page 9) and in syllabi for the Module Contemporary Use of Cultural Heritage (pages 12-29). Passing all kinds of classes in frames of the particular subject and passing the examination means obtaining credits assigned to the subject. Number of ECTS credits outlined in curriculum for the Module Contemporary Use of Cultural Heritage equals 30.

Condition for crediting a Module is to obtain credits for all subjects provided in the plan of study.

Proof that at least half of the curriculum is implemented in the form of classes requiring direct participation of academic teachers

- Number of ECTS credits - **30**
- Number of hours per each ECTS credit - **25**
- Number of hours conducted during the course - **775**
- Number of hours implemented as didactic classes requiring the direct participation of academic teachers - **530 which equals 68,4 %**

Summary indicators characterising the curriculum:

Total number of ECTS credits, that student has to obtain at the classes requiring the direct participation of academic teachers	**21**
Total number of ECTS credits, that student has to obtain at the practical classes	**12**

Practical classes are over **57 %** of the classes specified in the curriculum (standard of education requires minimum **50 %)**

4. Syllabi for the Module Contemporary Use of Cultural Heritage

The Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary teaching module: Contemporary Use of Cultural Heritage

Innovative uses for the revitalisation of heritage places for sustainable development

Syllabus

Code of the course:	U_CH-ARCHIT
Form of classes and number of hours:	180
Lectures	75
Design	100
Number of ECTS credits:	10
Method of assessment:	Lectures – exam Exercises – assessment
Language of instruction:	English

The purpose and objective of the course	
O1	Ability to analyse the local context in its tangible and intangible dimension.
O2	Gaining knowledge on the cultural and architectural heritage.
O3	Gaining knowledge on innovative uses for the revitalization of heritage places.
O4	Gaining awareness on the environmental implications of a project in heritage contexts.
O5	Ability to define proper function for heritage site

Initial requirements in terms of knowledge, skills and other competences	
1	Basic knowledge of cultural heritage
2	Knowledge of terminology in the field of architecture
3	Ability to research, map and analyse a case study
4	Knowledge of theory of conservation

Learning outcomes	
	Knowledge:
LO 1	Student has basic knowledge of architectural monument value assessment

LO 2	Student has basic knowledge of the different uses of heritage sites and of the actors involved in the process and of the related common issues
	Skills:
LO 3	Student is able to develop a critical approach to the use of heritage sites in their architectural and urban dimension.
LO 4	Student is able to perform research and writing on a chosen case study
	Competences:
LO 5	Student is aware of the need to respect, protect and valorise the local cultural identity and understands the role of the architect/conservator/urban designer in this process.
LO 6	Student is aware of the environmental impacts of a bad management of the heritage sites and tourism and is able to design specific sustainable solutions

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	**Definition of the conceptual scope and terminology** - Introduction - Definition of cultural identity, cultural diversity, intercultural dialogue - UNESCO Convention on the Protection of Cultural and Natural Heritage - UNESCO Universal Declaration on Cultural Diversity - UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage - UNESCO Recommendation on the Historic Urban Landscape
L2	**Understanding and enhancing heritage places** - Analysis of public and private spaces - Analysis of the prevailing fluxes and existing socio-economic dynamics - Determination of main issues and challenges - Mapping of the cultural assets and expressions
L3	**Issues related to the use of architectural heritage and public historic spaces** - Preservation and communication of the places' cultural identity - Heritage places for residents and tourists - Negative effects of tourism in historic centers - Design elements for the sustainable development through intercultural dialogue
L4	**Best practices of innovative uses of heritage** - The Florentine case study: regulation, issues and challenges at the metropolitan dimension, city and historical city center scale - Florence: heritage and travel history, actual dynamics and issues - Innovative uses of heritage architectures and public spaces for the development of sustainable tourism dynamics - The Auditorium al Duomo, a place for culture and encounters - The system of minor squares as an opportunity for the environmental comfort of the historic city center - The Piazzetta dei Tre Re

Form of classes – design	
Curriculum contents	
D1	Research and documentation of a case study
D2	Critical analysis of the selected case study and production of a research booklet

Didactic methods	
1	Multimedia presentations, including theoretical content
2	Presentations and evaluation of the research booklet

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	**175**
Participation in lectures	75
Participation in design classes	100
Student's own work, including:	**75**
Preparation to exam	25
Preparation to design classes	50
Total time of student work	**250**
Summary number of ECTS credits for the course:	**10**
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	4

Basic literature	
1	Best Best Practice Handbook on Contemporary Use of Cultural Heritage and Best Best Practice Handbook on Contemporary Use of Cultural Heritage – case studies developed within UNINET project http://uninet.pollub.pl/outputs/
2	Ang, S. (2016) Intercultural Dialogue through Design (iDiDe): A Model of Intercultural Collaboration and Student Engagement in *Collaboration and Student Engagement in Design Education*. IGI-Global. Pp 230-256 DOI: 10.4018/978-1-5225-0726-0.ch011
3	Cerreta, M., Daldanise, G., Sposito, S. (2018) Culture-led regeneration for urban spaces: Monitoring complex values networks in action. *Urbani Izziv, 29*, 9-28. https://www.jstor.org/stable/26516359
4	Council of Europe Ministers of Foreign Affairs. 2008. *White Paper on Intercultural Dialogue*. https://www.coe.int/t/dg4/intercultural/
5	Fondazione Romualdo Del Bianco (2019) *World Heritage for Building Peace*, Life Beyond Tourism Edizioni, Firenze
6	UNESCO (2013) *New life for historic cities, the historic urban landscape approach explained*, UNESCO, Paris
7	UNESCO (2016) *Culture Urban Future - Global Report Culture for Sustainable Urban Development*, UNESCO, Paris https://en.unesco.org/creativity/publication/culture-urban-future

Additional literature	
1	Blagojevic, M. 2019. Il progetto delle piazze minori: opportunità e desiderata in *Piazze minori nel centro storico di Firenze – Atti del convegno internazionale* a cura di Capestro A. Firenze: Didapress. Pp. 233 – 242
2	Capestro, A. 2019. *Piazze minori nel centro storico di Firenze – Atti del convegno internazionale.* Firenze: Didapress
3	Carmona, C. 2019. Toward Intercultural Architectural Practices Able to Map Cultural Diversity in *Apeiron. Estudios de filosofia*, 10 – April 2019, 91-104
4	Francini, C. 2019. Verso un progetto delle Piazze minori del Centro Storico di Firenze in *Piazze minori nel centro storico di Firenze – Atti del convegno internazionale* a cura di Capestro A. Firenze: Didapress. Pp. 290 – 295
5	ICOMOS (1999) *International Cultural Tourism Charter - Managing Tourism at Places of Heritage Significance*, ICOMOS, Paris
6	Lupoli, N. (2010) *Patrimoni identitari e dialogo interculturale*. Milano: Franco Angeli.
7	UNESCO (1972) *World Heritage Convention*
8	UNESCO (2003) *Convention on Intangible Heritage*
9	UNESCO (2005) *Declaration on Cultural Diversity*

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2, O5	L1, L2	1, 2	A1, A2
LO 2	O2, O3, O4	L1, L3, L4, D1, D2	1, 2	A1, A2
LO 3	O1, O2, O3, O4	L1, L2, L3, L4, D1, D2	1, 2	A1, A2
LO 4	O1, O2, O3, O4, O5	L1, L3, L3, D1, D2	1, 2	A1, A2
LO 5	O1	L1, L2, L3, L4, D1, D2	1, 2	A1, A2
LO 6	O3, 04	L2, L3, L4, D1, D2	1, 2	A1, A2

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Exercise elaboration	60%
A2	Oral examination	60%

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The Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary teaching module: Contemporary Use of Cultural Heritage

Theoretical basis for the use of archaeological sites

Syllabus

Code of the course:	U_CH-ARCHAEO
Form of classes and number of hours:	175
Lecture	75
Exercises	100
Number of ECTS credits:	10
Method of assessment:	Lectures – exam, exercises - written assessment
Language of instruction:	English

The purpose and objective of the course	
O1	Ability to analyse the use of historical and archaeological context.
O2	Based on the historical analysis the students will obtain the basic knowledge of the archaeological use. Gaining the knowledge on the archaeological use based on the historical analysis
O3	Knowledge about re -use of archaeological sites.
O4	Knowledge of exemplary case studies and use at local level
O5	Knowledge of the educational use of heritage sites, with particular focus on archaeological heritage.
O6	The students will acquire the necessary skills to analyse, synthesise and assess strategies for the educational use of archaeological heritage sites, with a focus on political education, its role in shaping identity.
O7	Ability to understand the potential economic development and management of an archaeological sites
O8	Knowledge of the main basis of the cultural heritage of the regions to identify and support the archaeological evidence with the involvement of private and public institutions to better manage the site and attract investment in field archaeology

Initial requirements in terms of knowledge, skills and other competences	
1	Knowledge of Medieval History, archaeology and historical architecture. Basic knowledge of valorisation of cultural Heritage
2	Knowledge of terminology in afore-mentioned fields

3	Ability to analyse the potential of cultural sites or environments
4	Understanding the meaning of using cultural heritage
5	Basic knowledge of the use of archaeology for education
6	Basic knowledge of strategies to communicate heritage and its values
7	Basic analysis of the territorial cultural heritage and its main economic resource
8	Understanding of the meaning of the economic exploitation of cultural heritage

Learning outcomes	
	Knowledge:
LO 1	Has basic knowledge of historical and archaeological monument value assessment
LO 2	Has basic knowledge of technologies and resources for best practices in use
LO3	Development of his/her own use strategy applied to the exercise of a case study
LO4	Use of scientific results of a research for public use - light archaeology, public history & archaeology and new functions of historic architectures
LO 5	Students will acquire knowledge to employ archaeological heritage as a source in education
LO 6	Students will learn the key elements and objectives of archaeological heritage as a tool with the purpose of shaping identity , and tool in political education to enable democratic and inclusive participation in heritage
LO 7	Students will learn the key concept to manage and develop the economic aspect of an archaeological site
	Skills:
LO 8	Ability to organise a description of archaeological site and its use
LO 9	Developing proposals for the use of archaeological and historic sites
LO10	Ability to propose a re-use for archaeological and architectural sites
LO 11	Students will be able to take a critical approach in assessment and analysis
LO 12	Students will be able to create a management project for the development of economic resource to maintain and increase a cultural heritage in its context
	Social competences:
LO 13	Awareness for the need to respect, protect and valorise the local cultural identity and to understand the role of history and archaeology in its use, as well communicating to the public about the necessity of its valorisation
LO 14	Propose a community archaeology and architectures project to involve society (institutions, stakeholders, schools, local economic operators at large level etc.)
LO 15	Cultural heritage and the labour market, skills training

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	Introduction - definition of the conceptual scope and terminology
L2	Forms of historical, archaeological and architectural sites use
L3	Survey and representation methodology

L4	Use of the historical, archaeological and architectural monument in its tangible and intangible aspects and main causes of decay
L5	Proposal of participatory activities in the various phases of the archaeological and architectural project
L6	Best practice case study and introduction to the case studies
L 7	Use of archaeological sites in education: political education, awareness-raising tool for heritage shaping of identity
L 8	Methods to critically analyse and assess scientific findings of archaeology to visitors/audiences, (local) communities
L 9	Use of an archaeological site for the economic development of a community
L 10	Methods for the economic management of an archaeological site
Form of classes – exercise	
Curriculum contents	
E1	Development of a personal study and use strategies
E2	Elaboration of the studies and conservation projects of selected sites
E3	Strategies to develop holistic and democratic interpretation of sites based on archaeology
E4	Strategies to involve communities in archaeology (community archaeology)
E5	Strategies to involve private and public investors in archaeology and in cultural heritage
E6	Elaboration of the studies and project in the management of cultural heritage: example of successful and unsuccessful cases

Didactic methods	
1	Lectures: Multimedia presentations, including theoretical content, and case studies
2	Student presentations and evaluation of case studies with their representation and description, excursions
3	Object-based exercises on case study
4	Individual work and group work
5	Exercises in the analysis of new hypothetical cases in various contexts

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	**175**
Participation in lectures	75
Participation in exercises	100
Student's own work, including:	**90**
Preparation to exam	40
Preparation to exercises	50
Total time of student work	**265**
Summary number of ECTS credits for the course:	**10**
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	4

Basic literature	
1	Best Best Practice Handbook on Contemporary Use of Cultural Heritage and Best Best Practice Handbook on Contemporary Use of Cultural Heritage – case studies developed within UNINET project http://uninet.pollub.pl/outputs/
2	Anico, Marta, and Elsa Peralta (eds.). 2009. *Heritage and Identity: Engagement and Demission in the Contemporary World*. Museum Meetings. London: Routledge/Taylor & Francis Group.
3	Assessorato alla cultura, belle arti, musei, Soprintendenza ai beni archeologici per la Toscana, and Museo 'Firenze com'era' (eds.) 1996. *Alle origini di Firenze: Dalla preistoria alla città romana*. Firenze. I Musei del Comune. Cataloghi di Mostre. Firenze: Polistampa.
4	Boccella, Nicola and Salerno, Irene. 2002. 'Beni culturali e mercato del lavoro. La formazione delle competenze'. In *Rivista di Scienze del Turismo* 2, pp. 5-49.
5	Bowitz, Einar and Ibenholt, Karin. 2009. 'Economic Impacts of Cultural Heritage – Research and Perspectives'. *In Journal of Cultural Heritage* 10 (1), pp. 1-8.
6	Carman, John. 2002. *Archaeology and Heritage: An Introduction*. London; New York: Continuum.
7	Jameson, John H., and Sergiu Musteata (eds.). 2019. *Transforming Heritage Practice in the 21st Century. Contributions from Community Archaeology.* Cham /Switzerland SPRINGER
8	Jameson, John H, and Sherene Baugher. 2008. *Past Meets Present: Archaeologists Partnering with Museum Curators, Teachers, and Community Groups*. New York: Springer.
9	Licciardi, Guido and Amirtahmasebi, Rana. 2012. *The Economics of Uniqueness. Investing in Historic City Cores and Cultural Heritage Assets for Sustainable Development,* Washington WBP.
10	Murzin-Kupysz, Monika. 2014. 'The Socio-economic Impact of Built Heritage Projects Conducted by Private Investors'. In *Journal of Cultural Heritage* 14 (2), pp. 156-162.
11	Salvestrini, Francesco, Pietro Domenico Giovannoni, and Giuseppina Carla Romby (eds.). 2017. *Firenze e i suoi luoghi di culto: Dalle origini a oggi*. Le città e le chiese 4. Ospedaletto (Pisa): Pacini editore.
12	Smith, Laurajane, and Emma Waterton. 2009. *Heritage, Communities and Archaeology*. Duckworth Debates in Archaeology. London: Duckworth.
13	Van Dyke, Ruth M., and Reinhard Bernbeck, (eds.) 2015. *Subjects and Narratives in Archaeology*. Boulder: University Press of Colorado.
14	Vannini, Guido (ed.). 2011. *Archeologia pubblica in Toscana: un progetto e una proposta: workshop, 12 luglio 2010, Aula magna (Università di Firenze)*. Strumenti per la didattica e la ricerca 115. Firenze: Firenze University Press.
Additional literature	
1	Bianca, Concetta, and Francesco Salvestrini (eds.) 2017. *L'acqua nemica: Fiumi, inondazioni e città storiche dall'antichità al contemporaneo: Atti del convegno di studio a cinquant'anni dall'alluvione di Firenze (1966-2016): Firenze, 29-30 Gennaio 2015*. Prima edizione. Biblioteca del centro per il Collegamento degli Studi Medievali e Umanistico in Umbria 37. Spoleto: Fondazione Centro italiano di studi sull'alto Medioevo.
2	Cantini, Federico, and Francesco Salvestrini (eds.). 2010. *Vico Wallari-San Genesio: Ricerca storica e indagini archeologiche su una comunità del medio Valdarno inferiore fra alto e pieno medioevo: Giornata di studio, San Miniato, 1 dicembre 2007*. Biblioteca 3. Firenze: Firenze University Press.

3	Faulkner, Neil. 2000. 'Archaeology from Below'. *Public Archaeology* 1 (1), pp. 21 – 33.
4	Maccabruni, Loredana, Carla Zarrilli, and Archivio di Stato di Firenze (eds.) 2016. *Arno: Fonte di prosperità, fonte di distruzione: Storia del fiume e del territorio nelle carte d'archivio: Mostra per Il 50o anniversario dell'alluvione di Firenze (1966-2016)*. Firenze: Edizioni Polistampa.
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Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2	L1, L2	1	A1
LO 2	O2, O3	L2, L3, L4	1, 2	A1
LO 3	O1	L5, L6, E1	2	A1, A2
LO 4	O1, O3, O4	L4, L6	1	A1, A2
LO 5	O5, O6	L1, L7, L8, E1, E2	1, 2, 3, 4	A1, A2
LO 6	O5, O6	L7, L8, L2, E3, E4	1, 2, 3, 4	A1, A2
LO 7	O7	L9, L10, E5, E6	1, 3, 6	A1, A2
LO 8	O3, O4	L5, E2	1, 2	A2
LO 9	O1	L5, L6, E1	1,2	A1, A2
LO 10	O1, O3	L3, L4, E2	1,2	A1, A2
LO 11	O3, O5, O6	L5, L6, L8, E3, E4	2, 3, 4	A1, A2
LO 12	O7, O8	L9, L10, E6	1, 2, 3, 5, 6	A1, A2
LO 13	O2, O3, O4	L4, L6	1	A2
LO 14	O1, O3, O4	L5, L6, E1, E2	1,2	A1, A2
LO 15	O7, O8	L9, L10, E5	2, 4, 5	A1

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Exercise elaboration	50%
A2	Written methodological report on the case study	70%

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The Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary teaching module Contemporary Use of Cultural Heritage

Contemporary use of cultural landscape

Syllabus

Code of the course:	U_CH-CULT_LAND
Form of classes and number of hours:	180
Lecture	80
Exercises	50
Laboratory	50
Number of ECTS credits:	10 ECTS
Method of assessment:	lectures – exam, exercises, laboratory activity - assessment of documentation and workshop groups activity, assessment of group work activity
Language of instruction:	English

The purpose and objective of the course	
O1	The connection between theoretical concept and practice will be studied to support the student's receptiveness for new ways to use and plan for future cultural landscapes.
O2	Understanding of the interconnection between different types of landscapes, multifunctionality of landscape and its importance for place identity.
O3	Developing the students' ability to produce and convey landscape analyses defining challenges as well as opportunities through professional argumentation.
O4	Knowledge about national and international research and practice in dynamic and innovative planning
O5	Understanding of the importance of participatory methods and stakeholder engagement for long-term sustainable landscape planning.
O6	Developing the students' skills to produce strategic landscape development plans that strengthen place based social, cultural, economic and environmental aspects.

Initial requirements in terms of knowledge, skills and other competences	
1	Basic knowledge of landscape architecture, urban planning, spatial planning and garden history.

2	Knowledge and understanding of the natural and cultural elements of cultural landscape, heritage conservation and protection.
3	Adequate skills in design, visualisation and data/project management software.
4	Basic skills and experience in using and reflecting on relevant landscape analysis methods.
5	Basic knowledge of analysing spatial data through the use of digital tools, layout maps and photographic material.

Learning outcomes	
	Knowledge:
LO 1	Student knows and understands the culture historical, ecological and geological dimensions of the landscape. Student further understands the coherence between natural, historical, human and territorial and the importance this for sustainable landscape use.
LO 2	Student demonstrates knowledge and understanding of landscape analysis as an argumentative tool in planning. They will practice describing and critically analysing a place from an historical and a future perspective.
LO 3	Student knows the multifunctionality of landscape and its importance for place identity for planning for long-term social sustainability.
LO 4	Student has knowledge about participation and stakeholder engagement as an integrated tool for transdisciplinary planning.
LO 5	Student has knowledge about international research and practice in dynamic and innovative planning. An understanding and knowledge of the European Landscape Convention and its relevance for local and regional planning.
	Skills:
LO 6	Student has skills and experience developing the skill to produce a creative analytical concept for re-use and visionary plans for regeneration.
LO 7	Student has textual and oral presentation skills and techniques in order to convey spatial information, concepts and plans.
LO 8	Student has skills in identifying, characterising and evaluating actual landscape challenges and opportunities for strategic planning.
LO 9	Student has skills for visualising innovative use and re-use.
LO 10	Student is able to design participatory engagement procedures as a tool for assessing cultural landscapes and as an essential component of the proposed plan
	Competences:
LO 11	Student is able to work with development planning in complex landscape situations. This knowledge includes tools for landscape assessments, stakeholder involvement and strategic planning as described in the European Landscape Convention.
LO 12	Student has skills in communication with actor groups and evaluating in information from interviews and other sources.

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	INTRODUCTION to the Use of Cultural Landscape: the coherence between natural, historical, geological, ecological, human, tangible and intangible heritage. By looking at the coherence between mentioned factors, this class will discuss how knowledge of historic perspectives can be used planning. This class will touch on the importance of historic analysis for future sustainable landscape use and planning
L2	REGULATIONS AND CONVENTIONS regarding the Use of Cultural Landscape: General political framework and strategies for landscape in planning and management – goals, challenges and instruments. This lecture will take the SDGs, European Landscape Convention (ELC), Urban Agenda for the EU into account and their relevance for local and regional planning.
L3	AN ALL LANDSCAPES APPROACH for the Use of Cultural Landscape: Given the ELC approach that does not make a distinction between urban, peri-urban, rural and natural parts of the landscape, this class will discuss interconnection between different cultural landscape. This will include intangible/tangible aspects as well as regional and urban planning for integrated approaches.
L4	SAFEGUARDING HERITAGE for the Use of Cultural Landscape: Understanding that people's surroundings are expressions of the diversity of their shared cultural and natural heritage, and a foundation of their identity, is key when planning sustainably. This class touches on landscape identity, sense of place, authenticity, and cultural ecosystem services (CES).
L5	NATURAL CHALLENGES regarding the Use of Cultural Landscape: General landscape related issues and challenges concerning planning of such as natural challenges such as climate change, hazards, loss of biodiversity, food security.
L6	ANTROPOLOGIC CHALLENGES regarding the Use of Cultural Landscape: anthropologic challenges such as lack of placemaking, mass tourism, and conservation as potential development hindrance.
L7	RESOURCE ANALYSIS for Use of Cultural Landscape: this class will make use of landscape resource analysis for strategies, opportunities, and design approaches to enhance values. It will also touch on EU initiatives and local projects.
L8	INNOVATIVE Use of Cultural Landscape: learning from cultural landscapes. Good practices that show innovative use will be presented.
L9	Use FOR ALL of Cultural Landscapes: This class will explore that heritage (based on L4) how heritage can be safeguarded while developed. Planning for multifunctional landscapes includes both sustainable tourism destination planning as well as use of organic and inclusive Placemaking approaches. This will take CES into account.
L10	CITIZEN ENGAGEMENT for Use of Cultural Landscape: stakeholders' identification and engagement, capacity building, bottom-up approaches, etc. All actions taken to define, implement and monitor landscape policies should be preceded and accompanied by procedures for participation by members of the public and other relevant stakeholders, with the aim of enabling them to play an

	active role in formulating, implementing and monitoring landscape quality objectives.
L11	PARTICIPATION TOOLS for Use of Cultural Landscapes: Tools for mobilisation and participation in landscape planning. tools such as digital tools, communication tools, sociotope mapping, educational tools, promotion tools, etc.
L12	REGIONAL DEVELOPMENT STRATEGIES for SUSTAINABLE Use of Cultural Landscapes: This class is especially directed to tailored regeneration plans and re-use in rural areas. The tools taught allow a holistic, sustainable and participatory approaches.
Form of classes – exercise	
Curriculum contents	
E1	Reoccurring exercise: encouraging students to understand and critically analyse topics from past lectures through discussions between groups of students moderated by teacher.
E2	Provide an innovative example of a good practice of use of cultural landscape by following the 'UNINET-Good Practice Certificate' form. Students will show ability to critically theorize on challenges, resources and opportunities for innovative use of cultural landscapes. Good practices could be uploaded in a folder on the UNINET portal: "Knowledge-exchange and educational portal on Cultural Heritage". Regeneration examples and implementations are presented and discussed and analysed critically in order to acquire tools and methods for the design of rural landscape.
E3	Stakeholder engagement exercise, based on the H2020 project RURITGE's tool *My Rural Toolkit*: e.g. Walking Maps[1] is a participatory workshop organised around walking shedding light on the interaction between participants, and their embodied and mental reality, and the environment. Walking is here used both as a tool to facilitate an interactive approach to the surrounding, expanding beyond generalised description, and as a metaphor calling for discursive and narrative reflection on the shared questions. Participants are invited to take a walk around the chosen area and collect some materials, objects that caught their eye on the way. They are asked open questions at key intervals. The answers are recorded in relation to location and collected objects. Once the group has completed the walk, they display an exhibition containing the objects, participants' responses and the trace of their trail.
Form of classes – laboratory	
Curriculum contents	
LAB	During the laboratory, students will work in groups to provide a development proposal for a cultural landscape. The case study will be set within a municipal context and will be chosen by the students themselves. With a basic knowledge on conservation and management from the first two modules, and the theoretical lessons given through the course supporting the following design and planning phase, students will define regeneration strategies of cultural landscapes. The design

[1] This section is based on the RURITAGE Manual Walking Maps Tool

	objectives consider the landscape planning inputs, both for the preservation and management of local identity of rural landscapes, and for new interventions aimed at their revitalization in the perspective of multifunctional cultural landscapes, with the aim to favour social, cultural, economic and environmental functions. In order to offer opportunities and possibilities of knowledge and experience exchange among the students, the design workshop is held in small groups of two or three students, who also present their work to the class and undergo collective reviews of their design experiences. Expected knowledge and skills: the student is able to synthesize his/her knowledge and develops skills for the definition of planning and landscape development for long-term sustainable use. *The LAB will be directly connected with class: 12*

Didactic methods	
1	Interactive lectures with multimedia presentations and activities.
2	Hands-on workshops and seminar discussions on literature, videos and documents.
3	Case studies and good practices.
4	Laboratory with group work where students will apply theoretical knowledge to an actual case study are.

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	**180**
Participation in lectures	80
Participation in exercises and laboratory	100
Student's own work, including:	**80**
Preparation to exam	40
Preparation to exercises	40
Total time of student work	**260**
Summary number of ECTS credits for the course:	**10**
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	3

Basic literature	
1	Best Best Practice Handbook on Contemporary Use of Cultural Heritage and Best Best Practice Handbook on Contemporary Use of Cultural Heritage – case studies developed within UNINET project http://uninet.pollub.pl/outputs/
2	Council of Europe. (2000). European Landscape Convention. Florence Available at: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001 6802f80c6
3	Paul Selman 2006, 'Planning at the landscape scale', Routledge
4	H2020 RURITAGE project deliverables https://www.ruritage.eu/

Additional literature	
1	Ståhle, A. (2006) Sociotope mapping - exploring public open space and its multiple use values in urban and landscape planning practice. Nordic journal of architectural research Volume 19, No 4.
2	Alan A. Lew (2017) Tourism planning and place making: place-making or placemaking?, Tourism Geographies, 19:3, 448-466, DOI: 10.1080/14616688.2017.1282007
3	Miller, D., Fry, G., Quine, C P., and Morrice, J. (2016). Managing and Planning Landscape Change: The Role of Visualisation Tools for Public Participation (1st. ed.). Springer Publishing Company, Incorporated.

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2	L1, L3-4, L7, E1 LAB	1, 2, 4	A2, A3
LO 2	O1, O2	L1 – 4, L8, E1	1, 2	A1, A2
LO 3	O2, O3	L1-L3, L9, E1	1, 2	A2
LO 4	O2, O5	L3-L4, L10-L11, E3	1, 2	A2
LO 5	O3, O4, O6	L2, L12, E1, LAB	1, 2, 3	A1, A2, A3
LO 6	O3, O6	L6-7, L10-L11, LAB	1, 3, 4	A1, A3
LO 7	O3, O6	E1, E2, LAB	1, 3, 4	A1, A3
LO 8	O3, O4, O6	L5-7, E2, LAB	1, 2, 3, 4	A1, A2 A3
LO 9	O3	L5-8, E2, LAB	1, 2, 4	A1, A2, A3
LO 10	O2, O5, O6	L8-L10, E3, LAB	1, 2, 3, 4	A2, A3
LO 11	O1-O6	L1-12, E1-3, LAB	1, 2, 3,4	A1, A3
LO 12	O3, O6	L7, L10-11, E3, LAB	1, 2, 4	A3

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	70%
A2	Written examination of exercises contents	60%
A3	Laboratory work: Group assessment	60%

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Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary Teaching Module:

Contemporary Use of Cultural Heritage

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