

COURSE ON INTEGRATED PROTECTION,
MANAGEMENT AND USE OF CULTURAL HERITAGE



Interdisciplinary Teaching Module: Sustainable Protection of Cultural Heritage



Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary Teaching Module: Modern Management of Cultural Heritage



**Project UNINET: University Network for
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Management and Use**

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Course on Integrated Protection, Management and Use of Cultural Heritage

Interdisciplinary Teaching Module: Sustainable Protection of Cultural Heritage

I. 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.).

Now, in a rapidly changing world, issue of heritage protection and use is one of the most important problems of modern countries and societies. Cultural heritage represents big potential for economic growth, generating value and thereby directly benefiting citizens. Finding better balance between preservation of cultural heritage and sustainable socio-economic development of regions is necessary.

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: Sustainable Protection of Cultural Heritage

Interdisciplinary Teaching Module: Sustainable Protection of Cultural Heritage is the teaching programme enabling educating specialists able to apply modern, attractive forms of protection of heritage, while preserving its historical value. Interdisciplinary Teaching Module: Sustainable Protection of Cultural Heritage combines issues of various but related fields of study, inter alia civil engineering, architecture, archaeology, but also management, environmental protection, social and economic needs.

The general objectives of Interdisciplinary Teaching Module: Sustainable Protection of Cultural Heritage:

In field of Architecture:

- ✓ Acquiring knowledge regarding the protection of architectural heritage, including evolution conservation theory and practice
- ✓ Acquiring knowledge regarding broad selection of doctrinal texts presenting contemporary theoretical assumptions of conservation and protection of architectural heritage
- ✓ Acquiring skill to collect data (technical, historic, symbolic) in order to assess values of architectural monuments and elaborate strategies of their protection
- ✓ Acquiring skill on preparation of architectural monuments documentation and guidelines for their protection

- ✓ Preparing students to analysing the architectural monuments based on their typologies, categories and functions to determine the proper form of their protection

In field of Archaeology:

- ✓ Gaining knowledge on the archaeological protection and historical analysis
- ✓ Acquiring knowledge about conservation, communication and enhancement of an archaeological site
- ✓ Acquiring knowledge of exemplary case studies and protection solutions at the European level
- ✓ Acquiring ability to analyse historical and archaeological contexts
- ✓ Acquiring skills to analyse and assess protection strategies of archaeological heritage

In field of Cultural Landscape:

- ✓ Acquiring knowledge about cultural heritage and special attributes of cultural landscapes, evolution of theory and key concepts
- ✓ Acquiring knowledge of international treaties on the protection of the cultural landscape and the use of doctrinal texts in relation to specific case studies and institutional frameworks
- ✓ Acquiring knowledge about the World Heritage List, the Universal Outstanding Value and evaluation criteria
- ✓ Acquiring skills of cultural landscape analysis based on typologies, categories and thematics to determine the value of landscape and its protection possibilities
- ✓ Acquiring skills to prepare conservation documentation and protection guidelines for the cultural landscape

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: Sustainable Protection 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: Sustainable Protection of Cultural Heritage must have the following knowledge and skills:

In field of Architecture:

- ✓ Basic knowledge regarding history of architecture, terminology in the field of architectural forms and details
- ✓ Ability to analyse the architectural monuments and sites (different periods), especially technical and architectural aspect
- ✓ Ability to conduct the basic surveys - site observation and documentation, archives, theoretical literature and institutional and legal documents
- ✓ Basic knowledge of threats to architectural monuments and sites
- ✓ Basic design skills, both digital and analogue.

In field of Archaeology:

- ✓ Basic knowledge of history of archaeology and principles in archaeological methods
- ✓ Knowledge of Medieval History
- ✓ Basic knowledge of construction, building materials, and archaeology
- ✓ Knowledge of terminology in the field of history and archaeology
- ✓ Ability to analyse the archaeological objects and historical contexts to develop valorisation projects.

In field of Cultural Landscape:

- ✓ Basic knowledge of the history of art and architecture, landscape architecture, urban planning, spatial planning, geography and landscape design

- ✓ Abilities in analysing main characteristics of landscape contexts, historic landscape analysis and garden styles
- ✓ Ability to relate a specific spatial example to a relative theoretical and legal framework
- ✓ Capacity to handle short research combining site observation and documentation, archives, theoretical literature and institutional and legal documents
- ✓ Basic design skills, both digital and analogue.

2. Learning outcomes

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

In field of Architecture:

Knowledge:

- ✓ knowledge of the rules and principles of the architectural heritage protection, knowledge of the international theoretical concepts and principles, knowledge of the contemporary heritage protection doctrine
- ✓ knowledge on architectural monument value assessment, pressures and threats to architectural monuments, abilities to use them
- ✓ knowledge regarding technical, architectural and conservation aspects of the process of protection of architectural heritage
- ✓ knowledge of the critical approach to the protection of architectural heritage

Skills:

- ✓ ability to define the goals and forms for architectural monument protection; conduct an architectural survey and documentation
- ✓ ability to collect the information necessary to prepare the protection concept and plan

- ✓ ability to conduct critical analysis of the protection strategies/plans of architectural heritage
- ✓ ability to select the proper technical solution necessary to conserve and protect the architectural monument

Social competences:

- ✓ awareness of the need to respect, protect and valorise different typological groups of architectural heritage
- ✓ understanding of the reasons for respecting and protecting the authenticity and integrity of architectural monuments and sites
- ✓ awareness of the importance of architectural heritage research and the need to protect the architectural heritage in different forms – legal protection, protected areas, spatial development plans

In field of Archaeology:

Knowledge:

- ✓ knowledge of the historical and archaeological sites value assessment
- ✓ knowledge of the modern methods of conservation and enhancement
- ✓ knowledge of the different threats to an archaeological site and the key concepts to different protection strategies
- ✓ ability to formulate the rules to assess protection strategies

Skills:

- ✓ ability to develop own conservation strategy applied to the exercise case study
- ✓ ability to use the selection of scientific results of a research for public use (light archaeology, public history & archaeology)
- ✓ ability to evaluate environmental and man-made threats to an archaeological site

- ✓ ability to evaluate methods to protect a site effectively based on the characteristic features of archaeological sites
- ✓ ability to perform proposals for the conservation studies for selected archaeological objects
- ✓ ability to propose a conservation and communication project for an archeologic site
- ✓ ability to elaborate a description of archaeological site and its valorisation

Social competences:

- ✓ awareness of the need to respect, protect and valorise the local cultural identity and understanding of the role of history and archaeology in its protection, as well as in transfer of information to the public about the necessity of heritage protection
- ✓ ability to propose a community archaeology project to involve society (institutions, stakeholders, schools, etc.)
- ✓ better understanding of the vulnerabilities of archaeological heritage and the significance of protection measures

In field of Cultural Landscape:

Knowledge:

- ✓ ability to define and list key theoretical concepts and principles for dealing with the protection of cultural landscape at an international level from a historical and contemporary perspective
- ✓ knowledge about the development of international conservation doctrine in the field of area protection, gardens and cultural landscape
- ✓ ability to identify WHC typologies, themes and main features for the protection of cultural landscape
- ✓ knowledge of the rules for the preparation of conservation documentation for cultural landscapes, ability to formulate the criteria for landscape assessment, and setting out guidelines for the protection of cultural landscape

Skills:

- ✓ ability to recognise the stages of entering cultural landscapes on the World Heritage List
- ✓ ability to formulate queries in order to obtain information necessary to determine the value of the cultural landscape
- ✓ ability to perform basic landscape research and analysis for the needs of documentation of cultural landscapes
- ✓ ability to make a preliminary assessment of the landscape resource of the area and propose an appropriate protection model

Social competences:

- ✓ ability to recognise and communicate the challenges and opportunities entailed in cultural landscape protection
- ✓ awareness of the positive (and negative) effects of cultural landscape protection
- ✓ awareness of the importance of landscape research and the need to protect cultural landscape in projects of protected areas, spatial development plans and the participation of the local community in undertaken activities

3. Curriculum

Model programme of the Module Sustainable Protection of Cultural Heritage consist of 3 subjects:

- I. Sustainable protection of architectural heritage,
- II. Sustainable protection of archaeological heritage,
- III. Sustainable protection of cultural landscape

Model programme of the Module Sustainable Protection of Cultural Heritage

Module SUSTAINABLE PROTECTION OF CULTURAL HERITAGE	Number of teaching hours				ECTS
	Total	Lectures	Exercises	Design	
I. Sustainable protection of architectural heritage	180	70	110		10
II. Sustainable protection of archaeological heritage	180	70		110	10
III. Sustainable protection of cultural landscape	185	60	125		10
Total	545	215	235	110	30

Curriculum for the Module Sustainable Protection 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 Sustainable Protection 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-centered 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 Sustainable Protection of Cultural Heritage (page 9) and in syllabi for the Module Sustainable Protection of Cultural Heritage (pages 12-28). 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 Sustainable Protection 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 - **770**
- Number of hours implemented as didactic classes requiring the direct participation of academic teachers - **545 which equals 70,8 %**

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	20
Total number of ECTS credits, that student has to obtain at the practical classes	13

Practical classes are **63,3 %** of classes specified in the curriculum (standard of education requires minimum **50 %**)

4. Syllabi for the Module Sustainable Protection of Cultural Heritage

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

Interdisciplinary teaching module: Sustainable Protection of Cultural Heritage

Syllabus

Sustainable Protection of Architectural Heritage

Code of the course:	P_CH-ARCHIT
Form of classes and number of hours:	180
Lectures	70
Exercises	110
Number of ECTS credits:	10 ECTS
Method of assessment:	Lectures – exam Exercises – assessment
Language of instruction:	English

The purpose and objective of the course	
O1	Students will obtain the knowledge regarding the protection of architectural heritage, including evolution conservation theory and practice.
O2	Students will acquire the knowledge regarding broad selection of doctrinal texts presenting contemporary theoretical assumptions of conservation and protection of architectural heritage.
O3	Students will acquire the skills to collect data (technical, historic, symbolic) in order to assess values of architectural monuments and elaborate strategies of their protection.
O4	Students will acquire skills on preparation of architectural monuments documentation and guidelines for their protection. Presentation of best practices - case studies.
O5	Students are prepared to analyse the architectural monuments based on their typologies, categories and functions to determine the proper form of their protection. Presentation of best practices - case studies.

Initial requirements in terms of knowledge, skills and other competences	
1	Basic knowledge regarding history of architecture, terminology in the field of architectural forms and details.
2	Ability to analyse the architectural monuments and sites (different periods), especially technical and architectural aspect.
3	Ability to conduct the basic surveys - site observation and documentation, archives,

	theoretical literature and institutional and legal documents.
4	Basic knowledge of threats to architectural monuments and sites.
5	Basic design skills, both digital and analogue.

Learning outcomes	
	Knowledge:
LO 1	Student learned the rules and principles of the architectural heritage protection, knows international theoretical concepts and principles, is familiar with contemporary heritage protection doctrine.
LO 2	Student has knowledge on architectural monument value assessment, pressures and threats to architectural monuments, abilities to use them.
LO 3	Student has knowledge regarding technical, architectural and conservation aspects of the process of protection of architectural heritage.
LO 4	Student knows critical approach to the protection of architectural heritage.
	Skills:
LO 5	Student is able to define the goals and forms for architectural monument protection; conduct an architectural survey and documentation.
LO 6	Student knows how to collect the information necessary to prepare the protection concept and plan.
LO 7	Student is able to conduct critical analysis of the protection strategies/plans of architectural heritage
LO 8	Student knows how to select the proper technical solution necessary to conserve and protect the architectural monument.
	Competences:
LO 9	Student is aware of the need to respect, protect and valorize different typological groups of architectural heritage.
LO 10	Student understands the reasons for respect and protect the authenticity and integrity for architectural monuments and sites.
LO 11	Student is aware of the importance of architectural heritage research and the need to protect the architectural heritage in different forms – legal protection, protected areas, spatial development plans.

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	Basic elements of protection process; technical evaluation, surveys, documentation, forms of conservation interventions, designing, monitoring. .
L2	Rules of architectural protection process: authenticity, integrity, stratigraphy, new interventions, values assessment.
L3	Theoretical assumptions of conservation and protection process; conservation, restoration, rebuilding, reconstruction, anastylosis, restitution, adaptation, modernization. Planning and preparation of conservation works.
L4	The principles of conservation work in doctrinal guidelines for the protection of architectural heritage.
Form of classes – exercise	

Curriculum contents	
E1	Presentation and critical analysis of an architectural monuments/sites as the subject the protection (best practice - case studies).
E2	Values assessment of selected types of architectural heritage (value attributes) - (different case studies)
E3	Identification of key factors important for preparation the protection process – damages, threats, repair, conservation, restauration, rebuilding..
E4	Elaboration of the conservation/protection plan for selected architectural monuments/sites.

Didactic methods	
1	Lectures with Power Point presentations
2	Critical analysis of the selected case studies (plans of conservation works)
3	Workshops and debates regarding conditions and requirements of conservation/protection works for selected architectural monuments and sites
4	Study visits to selected architectural monuments and sites (field exercises)
5	Elaboration of conservation/protection plans for architectural monuments (individually chosen by students)

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	180
Participation in lectures	70
Participation in exercises	110
Student's own work, including:	75
Preparation to exam	30
Preparation to exercises	45
Total time of student work	255
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	Petzet, Michael (ed.), <i>International Charters for Conservation and Restoration</i> , Monuments & Sites, ICOMOS Germany, München, 2004
2	Forsyth, Michael (ed.), <i>Understanding Historic building Conservation</i> , Blackwell Publishing, Oxford, 2007
3	Szmygin, Boguslaw (ed.) <i>Doctrinal texts, International Standards in Cultural Heritage Protection</i> , Lublin University of Technology and ICOMOS ISC Theory and Philosophy of Conservation and Restauration, ICOMOS Poland, Lublin, 2018
4	Jokilehto, Jukka, <i>A History of Architectural Conservation</i> , Butterworth-Heinemann, Oxford, 2002

5	Larsen, Knut Einar, (ed.), <i>Nara Conference on Authenticity</i> , UNESCO World Heritage Centre, Paris, 1995
6	Feilden, Bernard, <i>Conservation of Historic Buildings</i> , London, 1994
Additional literature	
1	Price, Nicholas Stanley, (ed.) <i>Historical and Philosophical Issues in the Conservation of Cultural Heritage</i> , The Getty Conservation institute, Los Angeles, 1996
2	Schmidt, Leo, <i>Architectural Conservation. An Introduction</i> , Westkreuz-Verlag, Cottbus, 2008
3	<i>Conservation Principles. Policies and Guidance for the Sustainable Management of the Historic Environment</i> , English Heritage, London, 2008
4	Lowenthal, David, <i>Past is a Foreign Country</i> , Cambridge, 1985.
5	<i>Heritage Values Assessment Systems- The Problems and the Current State of Research</i> , Lublin University of Technology, Lublin, 2015

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2	L1, L2, E1, E2	1, 2	A1
LO 2	O1, O2, O3	L2, E2	1, 2	A1, A2
LO 3	O3, O5	L3, L4, E1	1, 2, 4	A1,
LO 4	O1, O2	L1, E1, E2, E3	1, 2,3, 4	A1,A2
LO 5	O3, O4	L1, L4, E3	1, 2,	A1,
LO 6	O3	L1, L4, E3	1, 2, 3, 5	A1, A2
LO 7	O4, O5	L2, E2	1, 2, 5	A2
LO 8	O3, O4, O5	L3, L4, E3	1, 2, 4, 5	A1, A2
LO 9	O1, O2	L1, L4, E2	1, 2, 3, 5	A1, A2
LO 10	O1, O5	L3, E3	1, 2, 4	A1, A2
LO 11	O3, O4	L3, E2	1, 2,	A1

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	60%
A2	Participation at Exercises and written examination of exercises contents	60%

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

Interdisciplinary teaching module: Sustainable Protection of Cultural Heritage

Syllabus

Sustainable protection of Archaeological Heritage

Code of the course:	PCH-ARCHAEO
Form of classes and number of hours	185
Lecture	80
Design	105
Number of ECTS credits:	10
Method of assessment:	lectures – examination, design - assessment
Language of instruction:	English

The purpose and objective of the course

O1	Gaining knowledge on the archaeological protection and historical analysis
O2	Acquiring knowledge about conservation, communication and enhancement of an archaeological site
O3	Acquiring knowledge of exemplary case studies and protection solutions at the European level
O4	Acquiring ability to analyse historical and archaeological contexts
O5	Acquiring skills to analyse and assess protection strategies of archaeological heritage

Initial requirements in terms of knowledge, skills and other competences

1	Basic knowledge of history of archaeology and principles in archaeological methods.
2	Knowledge of Medieval History.
3	Basic knowledge of construction, building materials, and archaeology.
4	Knowledge of terminology in the field of history and archaeology
5	Ability to analyse the archaeological objects and historical contexts to develop valorisation projects
6	Understanding of the meaning of recovering or restoration project

Learning outcomes

	Knowledge:
LO 1	Student has the knowledge of historical and archaeological sites value assessment
LO 2	Student has the knowledge of modern methods of conservation and enhancement
LO 3	Student knows the different threats to an archaeological site and the key concepts to different protection strategies
LO 4	Student formulates rules to assess protection strategies

	Skills:
LO 5	Student is able to develop his/her own conservation strategy applied to the exercise case study
LO 6	Student knows how to use the selection of scientific results of a research for public use (light archaeology, public history & archaeology)
LO 7	Student is able to evaluate environmental and man-made threats to an archaeological site
LO 8	Student is able to evaluate methods to protect a site effectively based on the characteristic features of archaeological sites
LO 9	Student is able to perform proposals for the conservation studies for selected archaeological objects
LO 10	Student is able to propose a conservation and communication project for an archeologic site
LO 11	Student is able to elaborate a description of archaeological site and its valorisation
	Social skills:
LO 12	Student is aware of the need to respect, protect and valorise the local cultural identity and understands the role of history and archaeology in its protection, as well as in transfer of information to the public about the necessity of its protection
LO 13	Student can propose a community archaeology project to involve society (institutions, stakeholders, schools, etc.)
LO 14	Student better understands the vulnerabilities of archaeological heritage and the significance of protection measures

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	Introduction - definition of the conceptual scope and terminology
L2	Theoretical basics of preventive, remedial and informative conservation.
L3	Forms of historical and archaeological sites protection
L4	Survey and representation methodology
L5	Protection of the historical and archaeological sites in their tangible and intangible aspects and main causes of decay
L6	Agents of deterioration and types of damage, preventive measures to protect archaeological site; assessment of risks to a site
L7	Remedial conservation measures
L8	Proposal of participatory activities in the various phases of the archaeological project
L9	Best practice case study and introduction to case studies
Form of classes – design	
Curriculum contents	
D1	Analysis of the selected archaeological site – identification of potential agents of deterioration / threats to a site; elaboration of preventive measures
D2	Identification of remedial conservation measures to protect archaeological site.
D3	Development of a personal study and conservation strategy
D4	Elaboration of the study and conservation project of the selected site

Didactic methods	
1	Frontal lessons, multimedia presentations, including theoretical content
2	Presentations and evaluation of case studies with their representation and description
3	Projects elaborated for archaeological sites (individually chosen by the students)
4	Excursion to an archaeological site

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	180
Participation in lectures	70
Participation in design classes	110
Student's own work, including:	75
Preparation for examination	30
Preparation design classes	45
Total time of student work	255
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	Appelbaum, Barbara. 2007. <i>Conservation, treatment, methodology</i> . Oxford: Elsevier.
2	International Council on Monuments and Sites, Tamara Anson Cartwright, and Véronique Vergès-Belmin, eds. 2010. <i>Illustrated glossary on Stone deterioration patterns: German translation of the English-French edition of 2008 = Illustriertes Glossar der Verwitterungsformen von Naturstein</i> . 1. Aufl., Engl.-German version. Monuments and Sites 15. Paris: ICOMOS [u.a.].
3	Muñoz Viñas, Salvador. 2005. <i>Contemporary theory of conservation</i> . Oxford ; Burlington, MA: Elsevier Butterworth-Heinemann.
4	Renfrew, Colin, and Paul G. Bahn. 2016. <i>Archaeology: Theories, methods, and practice</i> . Seventh edition revised & Updated. London: Thames & Hudson.
5	Stanley-Price, Nicholas, Mansfield Kirby Talley, and Alessandra Melucco Vaccaro, eds. 1996. <i>Historical and philosophical issues in the conservation of cultural heritage</i> . Readings in Conservation. Los Angeles: Getty Conservation Institute.
6	Weyer, Angela, ed. 2015. <i>EwaGlos: European illustrated glossary of conservation terms for wall paintings and architectural surfaces ; English definitions with translations into Bulgarian, Croatian, French, German, Hungarian, Italian, Polish, Romanian, Spanish and Turkish</i> . Schriften des Hornemann Instituts 17. Petersberg: Imhof.
7	SZMYGIN, Boguslaw (2002) <i>A variety of conservation principles and methods - The basis of contemporary heritage preservation</i> . In: Estrategias relativas al patrimonio cultural mundial. La salvaguarda en un mundo globalizado. Principios, practicas y perspectivas. 13th ICOMOS General Assembly and Scientific Symposium. Actas. Comité Nacional

	Español del ICOMOS, Madrid, pp. 196-198. [Book Section] http://openarchive.icomos.org
8	SZMYGIN, Boguslaw (2018) <i>Doctrinal texts, International Standards in Cultural Heritage Protection / 2018 edition /</i> , Lublin University of Technology and ICOMOS ISC Theory and Philosophy of Conservation and Restauration, ICOMOS Polska, ISBN 978-83-7947-341-0
9	TOMASZEWSKI, Andrzej (2002) <i>Environmental preventive conservation</i> . In: Estrategias relativas al patrimonio cultural mundial. La salvaguarda en un mundo globalizado. Principios, practicas y perspectivas. 13th ICOMOS General Assembly and Scientific Symposium. Actas. Comité Nacional Español del ICOMOS, Madrid, pp. 264-266. [Book Section] http://openarchive.icomos.org
10	G. VANNINI, <i>For a conservation of the archaeological documentation</i> , in 'Animos labor nutrit', <i>Studia oferowane Profesorowi Andrzejowi Buko w siedemdziesiątą rocznicę urodzin</i> , Pod redakcją T. Nowakiewicza, M. Trzecieckiego, D. Błaszcyka, Warszawa, IAEPAN 2018, pp. 53-58
Additional literature - Conservation and archaeology	
1	Agnew, Neville, and Janet Bridgland, eds. 2006. <i>Of the past, for the future: Integrating archaeology and conservation: Proceedings of the conservation theme at the 5th World Archaeological Congress, Washington, D.C., 22-26 June 2003</i> . Proceedings. Los Angeles, Calif: Getty Conservation Institute.
2	Ashurst, John, ed. 2007. <i>Conservation of ruins</i> . 1. ed. Butterworth-Heinemann Series in Conservation and Museology. Amsterdam: Butterworth-Heinemann, Elsevier.
3	De la Torre, Marta, Getty Conservation Institute, and J. Paul Getty Museum, eds. 1997. <i>The conservation of archaeological sites in the Mediterranean region: An International conference organized by the Getty Conservation Institute and the J. Paul Getty Museum, 6-12 May 1995</i> . Los Angeles: Getty Conservation Institute.
4	Demas, Martha. 2012. "'Site unseen": The case for reburial of archaeological sites'. In <i>Archaeological sites: Conservation and management</i> , edited by Sharon Sullivan and Richard Mackay, 436–57. Readings in Conservation. Los Angeles: The Getty Conservation Institute.
5	Frankel, David. 2012. 'The excavator: Creator or destroyer?' In <i>Archaeological sites: Conservation and management</i> , edited by Sharon Sullivan and Richard Mackay, 258–60. Readings in Conservation. Los Angeles: The Getty Conservation Institute.
6	Historic England. 2016. <i>Preserving archaeological remains. Appendix 5 – Materials for use in the reburial of sites</i> .
7	Pedeli, Corrado, and Stefano Pulga. 2013. <i>Conservation practices on archaeological excavations. Principles and methods</i> . Los Angeles: The Getty Conservation Institute.
8	Price, Nicolas Stanley. 2012. 'Excavation and conservation'. In <i>Archaeological sites: Conservation and management</i> , edited by Sharon Sullivan and Richard Mackay, 377–83. Readings in Conservation. Los Angeles: The Getty Conservation Institute.
9	UNESCO, <i>Building Critical Awareness of Cultural Mapping – a workshop facilitation guide</i> , UNESCO, Paris, 2009
10	UNESCO, <i>New life for historic cities, the historic urban landscape approach explained</i> , UNESCO, Paris, 2013
11	Pedeli, Corrado, and Stefano Pulga. 2013. <i>Conservation practices on archaeological</i>

	excavations. <i>Principles and methods</i> . Los Angeles: The Getty Conservation Institute.
12	F. FABBRIZZI, <i>Around the walls. Four projects for Jerusalem</i> , Firenze, DIDAPRESS 2017
13	P. DRAP et alii, <i>Surveying medieval archaeology: a new form for Harris paradigm linking photogrammetry and temporal relations</i> , in <i>Atti The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences</i> , Volume XLII-2/W3, 2017(3D Virtual Reconstruction and Visualization of Complex Architectures, 1–3 March 2017, Nafplio, Greece), pp. 267-274
14	P. RUSCHI, G. VANNINI, <i>The Fortified Crusader-Ayyubid Settlements in the Petra Valley: A Study for a Project of Restoration</i> , in <i>Studies in the History and Archaeology of Jordan (Copenhagen, June 1998)</i> , VII, Copenhagen 2001, pp. 695-705
15	R. FRANCOVICH - R. HODGES, <i>Villa to village. The Transformation of the Roman Countryside in Italy, c. 400-1000</i> , Duckworth, London 2003
16	<i>Public archaeology in Europe</i> , “Postclassical archaeologies”, 2/2012, pp. 269-360
	Additional literature - Remedial conservation
1	Daniels, Chris. 2015. <i>Stone restoration handbook: A practical guide to the conservation and repair of stone and masonry</i> . New York: Crowood.
2	Feilden, Bernard. 2003. <i>Conservation of historic buildings</i> . 3rd ed. London and others: Routledge.
3	Siegesmund, Siegfried, and Rolf Snethlage, eds. 2014. <i>Stone in architecture: Properties, Durability</i> . Fifth Edition. New York: Springer.
	Additional literature - Preventive conservation and shelters
1	Guichen, Gaël de. 2013. ‘Preventive conservation: A mere fad or far-reaching change?’ In <i>Historical perspectives on preventive conservation</i> , edited by Sarah Staniforth, 15–18. Readings in Conservation. Los Angeles: The Getty Conservation Institute.
2	Agnew, Neville. 2012. ‘Methodology, conservation criteria and performance evaluation for archaeological site shelters’. In <i>Archaeological sites: Conservation and management</i> , edited by Sharon Sullivan and Richard Mackay, 458–70. Readings in Conservation. Los Angeles: The Getty Conservation Institute.
3	Aslan, Zaki, Sarah Court, Jeanne Marie Teutonico, and Jane Thompson, eds. 2018. <i>Protective shelters for archaeological sites. Proceedings of a Symposium Herculaneum, Italy, 23–27 September 2013</i> . London: The British School at Rome.
	Additional literature - Risk assessment and mitigation
1	Canadian Conservation Institute. 2016. <i>The ABC Method. A risk management approach to the preservation of cultural heritage</i> . http://epe.lac-bac.gc.ca/100/201/301/weekly_acquisitions_list-ef/2017/17-14/publications.gc.ca/collections/collection_2017/pch/CH44-157-2016-eng.pdf .
2	Stovel, Herb. 1998. <i>Risk preparedness: A management manual for World Cultural Heritage</i> . Rome: ICCROM.
3	Waller, Robert E. 2013. ‘Risk management applied to preventive conservation’. In <i>Historical perspectives on preventive conservation</i> , edited by Sarah Staniforth, 317–27. Readings in Conservation. Los Angeles: The Getty Conservation Institute.

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2, O3	L1, L2, L3, L4, L5, L6, L7	1, 2, 3, 4	A1, A2
LO 2	O1, O2, O3, O5	L1, L2, L3, L4, L5, L7, L8, L9	1, 2, 3, 4	A1, A2
LO 3	O1, O2, O3, O5	L5, L6, L7, L8, L9	1, 2	A1, A2
LO 4	O2, O4, O5	L7, L8, L9	1, 2, 3, 4	A1, A2
LO 5	O2, O3, O4, O5	L7, L8, L9, D1, D2, D3, D4	2, 3, 4	A2
LO 6	O4, O5	D1, D2, D3, D4	2, 3, 4	A2
LO 7	O4	D1	2, 3, 4	A2
LO 8	O5	L7, L8, L9, D1, D2	1, 2, 4	A1, A2
LO 9	O4, O5	D3, D4	3, 4	A2
LO 10	O4, O5	D4	3, 4	A2
LO 11	O4, O5	D1, D2, D3, D4	3, 4	A2
LO 12	O1, O2, O3, O4, O5	L1, L2, L3, L4, L5, L6, L7, L8, L9	1, 2, 3, 4	A1, A2
LO 13	O1, O2, O3, O4, O5	L1, L2, L3, L4, L5, L6, L7, L8, L9	1, 2, 3, 4	A1, A2
LO 14	O1, O2, O3, O4, O5	L1, L2, L3, L4, L5, L6, L7, L8, L9	1, 2, 3, 4	A1, A2

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Examination	60%
A2	Written methodological report on the case study	60%

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Institution:	Fondazione Flaminia

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

Interdisciplinary teaching module: Sustainable Protection of Cultural Heritage

Sustainable Protection of Cultural Landscapes

Syllabus

Code of the course:	P_CH-CULT_LAND
Form of classes and number of hours:	185
Lecture	60
Exercises	125
Number of ECTS credits:	10
Method of assessment:	lectures – exam, exercises - assessment
Language of instruction:	English

The purpose and objective of the course	
O1	Acquiring knowledge about cultural heritage and special attributes of cultural landscapes, evolution of theory and key concepts.
O2	Acquiring knowledge of international treaties on the protection of the cultural landscape and the use of doctrinal texts in relation to specific case studies and institutional frameworks.
O3	Acquiring knowledge about the World Heritage List, the Universal Outstanding Value and evaluation criteria
O4	Acquiring skills of cultural landscape analysis based on typologies, categories and thematics to determine the value of landscape and its protection possibilities
O5	Acquiring skills to prepare conservation documentation and protection guidelines for the cultural landscape

Initial requirements in terms of knowledge, skills and other competences	
1	Basic knowledge of the history of art and architecture, landscape architecture, urban planning, spatial planning, geography and landscape design.
2	Abilities in analysing main characteristics of landscape contexts, historic landscape analysis and garden styles.
3	Ability to relate a specific spatial example to a relative theoretical and legal framework.
4	Capacity to handle short research combining site observation and documentation, archives, theoretical literature and institutional and legal documents.
5	Basic design skills, both digital and analogue.

Learning outcomes	
	Knowledge:
LO 1	Student defines and lists key theoretical concepts and principles for dealing with the protection of cultural landscape at an international level from a historical and contemporary perspective.
LO 2	Student has knowledge about the development of international conservation doctrine in the field of area protection, gardens and cultural landscape.
LO 3	Student identifies WHC typologies, themes and main features for the protection of cultural landscape.
LO 4	Student knows the rules for the preparation of conservation documentation for cultural landscapes, formulates criteria for landscape assessment, sets out guidelines for the protection of cultural landscape.
	Skills:
LO 5	Student recognizes the stages of entering cultural landscapes on the World Heritage List.
LO 6	Student can formulate queries in order to obtain information necessary to determine the value of the cultural landscape
LO 7	Student is able to perform basic landscape research and analysis for the needs of documentation of cultural landscapes
LO 8	Student is able to make a preliminary assessment of the landscape resource of the area and propose an appropriate protection model
	Social competences:
LO 9	Student can recognize and communicate the challenges and opportunities entailed in cultural landscape protection.
LO 10	Student is aware of positive (and negative) effects of cultural landscape protection.
LO 11	Student is aware of the importance of landscape research and the need to protect cultural landscape in projects of protected areas, spatial development plans and the participation of the local community in undertaken activities.

Programme content	
Form of classes – lectures	
Curriculum contents	
L1	From Monuments to People: Mapping out the evolution of the field of cultural heritage and the development of cultural landscapes as a new challenging concept: Values, Definitions and Concepts.
L2	Cultural Heritage and Cultural Landscapes in the light of the Global Sustainable Development Goals: Balancing Conservation and Change; The Need for A Strategic Approach.
L3	International treaties on cultural landscape protection
L4	Cultural landscape in the World Heritage List
L5	World Heritage Cultural Landscape typologies
L6	Theoretical foundations of cultural landscape protection- possible forms of protection for different types and categories of cultural landscapes

L7	Rules for the selection of analysis and evaluation of the cultural landscape for the needs of conservation landscape documentation
L8	The principles of conservation work - guidelines for the protection of cultural landscapes
Form of classes – exercise	
Curriculum contents	
E1	Introductory discussion on participants understanding of the notions of culture, heritage and the cultural landscapes by reference to specific historical and contemporary examples.
E2	Recognition of cultural attributes of a given cultural landscape using maps as a tool to understand cultural landscapes: practical workshops.
E3	Classicists Vs Romanticists, Specialists Vs Public et.al.: readings seminar and debate during which participants will be asked to support opposing concepts and ideas about cultural landscapes and their protection.
E4	Culture as the semantic field formed by the interaction of meanings produced by the 'author', the 'reader' and the 'object itself': discussion seminar with reference to examples (heritage assets) selected by participants.
E5	Preservation vs Change in the Light of the Global SDG's: discussion seminar with reference to specific examples and institutional documents selected and presented by the participants.
E6	Strategy vs Tactics: workshop with teamwork where participants will be asked to represent different stakeholders and points of view.
E7	Analysis of selected cultural landscapes - determination of values and main threats
E8	Selection of additional case studies in the field of cultural landscape due to specific features
E9	Preparation of a scheme of simple initial documentation for the study of various types of cultural landscapes
E10	Determination of the value of the cultural landscape and preparation of conservation documentation together with conservation guidelines aimed at preserving and displaying the value of the historical cultural landscape in the scale of various areas

Didactic methods	
1	Lectures with multimedia presentations.
2	Examples through a selection of case studies and doctrinal texts, and conservation documentation and studies (abstracts provided).
3	Hands on workshops and debates.

Student Workload	
Form of activity	Average number of hours for implementation of activity
Contact hours with lectures, including:	185
Participation in lectures	60
Participation in exercises	125
Student's own work, including:	75

Preparation to exam	35
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)	5

Basic literature	
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1	Blare, S. & Truscott, M. (1979), <i>The Interpretation of ordinary landscapes: geographical essays</i> , New York, Oxford University Press.
2	Brown J., Mitchell N., Beresford M., 2005. The Protected Landscape Approach - Linking Nature, Culture and Community, IUCN. PDF online.
3	CECCARELLI, Paolo, ROSSLER, Mechtild (eds), Cultural Landscapes: The Challenges of Conservation, World Heritage Papers 7 (2003): UNESCO World Heritage Center, Paris. https://whc.unesco.org/documents/publi_wh_papers_07_en.pdf
4	Mitchell N., Rossler M., Tricaud P. (ed.), World Heritage Cultural Landscapes. A Handbook for Conservation and Management, World Heritage Papers 26 (2009): UNESCO World Heritage Center, Paris. PDF online. https://whc.unesco.org/documents/publi_wh_papers_26_en.pdf
5	Palubska, K., 2016, Possibilities of value assessment and identification of cultural landscape in Poland', Heritage value assessment systems – the problems and the current state of research, Politechnika Lubelska, ICOMOS-Poland, Lublin-Warsaw, pp. 183-204. PDF online.
6	Sauer, C. O., (1925), "The Morphology of Landscape". University of California Publications in: <i>Geography</i> 2 (2): pp. 19-53.
7	UNESCO World Heritage Centre, IUCN (eds.), (2001), <i>Vision and reality. The World Heritage Convention in action</i> , World Conservation Number 2 2001, The IUCN Bulletin
8	UNESCO World Heritage Centre (2017). Operational Guidelines for the Implementation of the World Heritage Convention. WHC.17/01, 12 July 2017. Available at: https://whc.unesco.org/en/guidelines/
9	Von Droste, B., Plachter, H., Rössler, M. (eds.), (1995), <i>Cultural Landscapes of Universal Value: Components of a Global Strategy</i> , Jena: Fischer Verlag

Additional literature	
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1	Blare, S. & Truscott, M. (1988), "Cultural landscapes: their scope and their recognition", Paper presented at the Australian ICOMOS Seminar on Cultural Landscapes, Historic Environment, v.7 no.2. 1989: p 3-8, Lanyon Homestead, ACT
2	Denevan, W. & Mathewson, K., (eds.), (2009), <i>Carl Sauer on Culture and Landscape: Readings and Commentaries</i> , Baton Rouge, LA: Louisiana State University Press
3	EC Directorate-General for Research and Innovation, (2015), <i>Getting cultural heritage to work for Europe Report of the Horizon 2020 Expert Group on Cultural Heritage</i>
4	EPRS – European Parliamentary Research Service (2018). Cultural heritage in EU policies. http://www.europarl.europa.eu/RegData/etudes/BRIE/2018/621876/EPRS_BRI(2018)621876_EN.pdf

5	Munárriz, Luis Álvarez (2011), "The Cultural Landscape Concept", in: AIBR Revista de Antropología Iberoamericana, vol. 6, n. 1, pp. 57-80
6	Pressouyre, L., (1996), The World Heritage Convention, twenty years later, Paris, UNESCO Publishing
7	Stovel H. (2007). Effective use of authenticity and integrity as world heritage qualifying conditions. City & Time 2 (3): 3. Available at: http://www.ceci-br.org/novo/revista/docs2007/CT-2007-71.pdf
8	Taylor, K. and Lennon J. (2011). Cultural landscapes: a bridge between culture and nature? International Journal of Heritage Studies, 17:6, 537-554, DOI: 10.1080/13527258.2011.618246. Available at: https://www.tandfonline.com/doi/abs/10.1080/13527258.2011.618246
9	UNESCO World Heritage Center (2015). Global Strategy for a representative, balanced and credible World Heritage List: Report on the Follow-up to Resolution. WHC-15/20.GA/9 Paris, 5 October 2015. Available at: https://whc.unesco.org/archive/2015/whc15-20ga-9-en.pdf

Learning outcomes matrix				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1	L1, L2, E1, E3, E4	1, 2	A1
LO 2	O2	L1, L3, L1, E3, E5	1, 2	A1
LO 3	O3, O4	L4, L5, E7, E8	1, 2, 3	A1, A2
LO 4	O3, O4	L6, L7, L8, E2, E7, E8, E9, E10	1, 2, 3	A1, A2
LO 5	O2, O3	L3, L4, L5, L6, E7	1, 2	A1
LO 6	O4	L7, L8, E7, E8	1, 2, 3	A2
LO 7	O4, O5	L7, E2, E7, E8, E9	1, 2, 3	A2
LO 8	O5	L6, L7, L8, E7, E9, E10	1, 2, 3	A2
LO 9	O2, O4	L1, L2, E1, E3, E4, E5, E6	1, 2, 3	A1, A2
LO 10	O2	L1, L2, L3, E3, E6	1, 2, 3	A1, A2
LO 11	O4,O5	L7, L8, E6, E9, E10	1, 2, 3	A1, A2

Assessment methods and criteria		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	60%
A2	Participation at Exercises and written assessment of exercises contents	60%

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

**Interdisciplinary Teaching Module:
Modern Management of Cultural Heritage**

**Developed within project UNINET: University Network for Cultural
Heritage – Integrated Protection, Management and Use**

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