

**University of California, Merced**  
**School of Social Sciences, Humanities and Arts**

**Spring 2021**

HS 001 Introduction to World Heritage  
(4.0 Credit Hours)

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**Instructor:** Nicola Lercari

**Instructor Email:** nlercari@ucmerced.edu

**Instructor Office Hours:** by appointment on Zoom

**Lecture Location and Time:** TR 10:30-11:45 am on Zoom (Meeting ID: 857 1186 5870; find recurring link and passcode on CatCourses)

**COVID-19** Many of us are trying to balance caring for children/loved ones with work/school responsibilities, so please be flexible and supportive of each other and your instructor.

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**Course Description**

Culture and heritage establish strong and long-lasting connections between people, their societies, and the world. These links are necessary to understand our sense of belonging, our identity, and tradition. In this course, students will examine cultural heritage across the world as a multifaceted site of local and global discourses, and as a transnational asset, we all are responsible for in the present and for the future. Embracing interdisciplinary theories and knowledge from Anthropology, Architecture, Critical Heritage, Ecology, Ethnology, Geography, and Management, students will probe into the various components that define and conceptualize heritage as a cultural and political concept. Drawing from numerous examples from various cultures, nations, and contexts worldwide, students will develop an understanding of heritage in both a theoretical and operational fashion, including basic concepts in critical heritage studies and heritage preservation and management. Students will also engage with other relevant topics in international relations, human rights, economics, the environment, and globalization

**I. Course Goals and Outcomes:**

**Course Goals:** In this remote only course, students will engage in theoretical discussions to explain the concept of heritage as a cultural process and examine the origins of the 'authorized heritage discourse' and the 'heritage industry.' Special emphasis will be given to analyzing the relationship between conflict, war, and memories and how they shape what we understand as cultural heritage. In the second part of the semester, students will focus on unpacking various cultural heritage perspectives, including the western perspective propounded by international organizations and some selected non-western approaches. Finally, in the last part of the course, students will analyze specific

local and global case studies related to past and present societies and cultures to understand the differences in contexts and milieux of heritage worldwide.

**Learning Outcomes and Topics:** By analyzing the contemporary discourse on heritage, students will develop awareness and appreciation of cultural heritage within a globalized world related to identity, diversity, social memory, nation-building, and the excluded 'other.'

**After completing this course, students will be able to:**

1. Develop an informed understanding of contemporary cultural, social, and political issues through mastering ethical and responsible practices within the field of heritage studies **(WH PLO 1)**.
2. Dialogue with heritage-related disciplines to develop basic understanding of how the humanities and social sciences contribute to heritage studies **(WH PLO 3)**.
3. Explain and understand the role that local/global awareness, diversity and identity, sustainability, ethics, leadership and community play in the definition, protection, and management of heritage **(WH PLO 4)**.
4. Analyze national and international case studies focusing on societies and cultures of the past as well as of the present and explain their relationship with local and global challenges in heritage studies **(WH PLO 5)**.

**To support student success coherently across Heritage Studies coursework, the above CLOs help students to reach the World Heritage Minor Program Learning Outcomes (WH PLOs)**

## **II. Format, Procedures, and Workload:**

The course structure is as follows: (2) one-hour and fifteen-minute virtual lecture on Zoom and (1) one-hour asynchronous discussion session on CatCourses each week.

**Format:** UC Merced's Learning Management System (<https://catcourses.ucmerced.edu/>), videos, slide shows, Web, readings.

## **III. Course Requirements**

**Attendance and Participation in online lecture and discussion section are required.** This course is a small classroom environment with interactive learning opportunities. Therefore, it is very important that you virtually attend lecture and are prepared to engage with online activities and your peers. Because attendance and participation are fundamental to learning, unexcused absences exceeding two will negatively impact your final grade.

1. Attend virtual lab prepared to participate.
2. Complete all assigned readings before the deadline.
3. Engage in online activities and discussion (CatCourses).
4. Make at least one virtual visit to the professor's Zoom office hours. Do not be shy.

5. Turn in completed assignments on time.
6. Your professor will respond to course-related emails or CatCourses inquiries within 24 hrs. (weekdays) or 48 hrs. (weekends). I will also be available to schedule office hours on Zoom.

#### **IV. Exams and Quizzes:**

There will be two online multiple-choice midterms (including short essays) and a final exam. The final exam comprises a final individual presentation and a term paper. Participation will be assessed through engagement in course topics, online discussion on CatCourses, and virtual in-class presentations on Zoom. Additionally, five quizzes will test proficiency in reading material.

#### **V. Grading Procedures:**

1. Attendance	5%
2. Participation	
a. Discussion Section	15%
3. Pop Quizzes (5 quizzes – 1% each)	5%
4. Mid-term Exam 1	20%
5. Mid-term Exam 2	20%
6. Final Exam	
a. Individual presentation	5%
b. Term paper	30%

**Grades will be determined by the quality and completeness of the work submitted.**

#### **Grading Scale:**

Individual assignments and examination sheets will clarify expectations and include rubrics. Students can find and download evaluation sheets for this course connecting to CatCourses.

#### **Pass/No Pass Grading Options**

The University has extended the Emergency Course Continuity policy adopted in Spring 2020. This policy means that students can opt for a variety of grading options for many classes. Please check with your major or potential major as to whether specific courses can be taken for other than a Letter Grade. Checking with your advisor is also suggested. For additional COVID-19 grade modality options, e.g., P/NP additional options, see:

<https://registrar.ucmerced.edu/policies/grades/updates-grading-options>

Similarly the campus has put together a one-stop site featuring student resources <https://success.ucmerced.edu/> that can be helpful given these complex circumstances.

## **VI. Academic Integrity:**

Academic integrity is the foundation of an academic community. Academic integrity applies to research as well as undergraduate and graduate coursework. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy.

Any work submitted by a student in this course for academic credit will be the student's own work. Use of any outside resources, including the assigned readings, must be cited according to Chicago Style citation guidelines. Students are encouraged to study together and discuss information and concepts covered in lecture and lab, however: this permissible cooperation should never involve one student possessing a copy of all or part of work done by someone else. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment and will be reported to the dean of the School offering the course as well as to Office of Student Life/Judicial Affairs via a Faculty Report Form for Academic Misconduct. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action. During in-class or take-home examinations and quizzes, students must do their own work. Talking or discussion is not permitted during the examinations or quizzes, nor is comparing papers, copying from others, or collaborating in any way. Any collaborative behavior during the examinations will result in failure of the exam and may lead to failure of the course and University disciplinary action.

Please find more information regarding Student Conduct and Academic Honesty Policy at <http://studentconduct.ucmerced.edu/>

## **VII. Accessibility Statement:**

The University of California, Merced is committed to creating learning environments that are accessible to all. If you anticipate or experience physical or academic barriers based on a disability, please feel welcome to contact me privately so we can discuss options. In addition, please contact Student Accessibility Services (SAS) at (209) 228-6996 or [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu) as soon as possible to explore reasonable accommodations. All accommodations must have prior approval from Student Accessibility Services on the basis of appropriate documentation.

If you anticipate or experience barriers due to pregnancy, temporary medical condition, or injury, please feel welcome to contact me so we can discuss options. You are encouraged to contact the Dean of Students for support and resources at (209) 228-3633 or <https://studentaffairs.ucmerced.edu/dean-students>.

## VIII. Respect for Diversity

I consider it part of my responsibility as instructor to address all of the students' learning needs in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin, among other personal characteristics.

I also believe that the diversity of student experiences and perspectives is essential to deepening knowledge in a course.

Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

## IX. Academic Calendar

Spring Instruction Begins	Tuesday, January 19, 2021
Martin Luther King Holiday	Monday, January 18, 2021
Last Day to Add/Drop	Monday, February 9, 2021
Presidents Day Holiday	Monday, February 15, 2021
Mid-Semester Grades Due	Tuesday, March 16, 2021 (at noon)
Spring Recess	Monday, March 22 - Thursday, March 25, 2021
Cesar Chavez Holiday	Friday, March 26, 2021
Course Withdraw Deadline	Tuesday, April 6, 2021
Spring Instruction Ends	Friday, May 7, 2021
Final Grades Due	Tuesday, May 18, 2021 (at noon)

**Petition Information:** If a student misses the deadline for any of the above, he/she may submit a Petition of Academic Policy for Dean's review. In order to complete the Petition process, the student may ask his/her instructor for a statement of support to attach to the Petition of Academic Policy. This statement should include:

- Confirmation of attendance,
- The start and/or end dates of course participation, and
- Any other information regarding the student's situation.

Please see <http://registrar.ucmerced.edu/policies/petition-academic-policy> or <http://registrar.ucmerced.edu/faculty> for more information regarding the Petition of Academic Policy process.

## X. Remote Learning Etiquette

### CatCourses

- Add your profile picture (look up tutorial online).
- When participating in online discussion, be respectful of diversity and each other.
- Your professor or TA will respond to course related CatCourses inquiries within

24 hrs. (weekdays) or 48 hrs. (weekends). Please be patient and flexible if sometimes it takes longer.

**Zoom**

- Add your profile picture (look up tutorial online).
- When attending a synchronous/live Zoom meeting, turn on your cameras.
- Mute your mic when you are not contributing.
- Look at the camera to make eye contact if you are talking.
- If the class/lab is to be recorded, you will be informed at each session's start.

**Online Assignments, Quizzes, and Exams**

- UC Merced Academic Integrity Policy applies to all online learning activities.

**XI. Reading List:**

Assigned readings for this course are quite difficult. They require a lot of commitment and a good understanding of heritage topics. This is why you are expected to complete the assigned readings before each lecture or lab and bring your materials to class for discussion. You will also be provided with freely accessible online discussions (on CatCourses) to share comments, ideas, and reflections with your classmates, professor, and TA.

All of the readings for this course are freely available online via UCM Library or CatCourses. Off-campus access to UCM Library requires a VPN connection. Please find more information on remote access to UCM Library at <http://it.ucmerced.edu/vpn/>

[Find a complete reading list on CatCourses \(https://catcourses.ucmerced.edu/\)](https://catcourses.ucmerced.edu/).

You will also be provided with an online discussion platform on CatCourses in which you can share comments, ideas, and reflections with your peers and professor.

**XII. Tentative Weekly Schedule**

Wk.	Weekly Topic	Learning Outcomes	Required Readings/ Lab Assignments
1 Jan. 19	<b>Lecture</b> – Introduction and Course Logistics	Understand the interdisciplinary structure of the course: brief introduction to the concept of heritage	
1 Jan. 21	<b>Lecture</b> – Introduction to World Heritage	Become familiar with World Heritage, reflect on the concepts of authenticity and value of heritage and understand the multiple	Find assignments on CatCourses

		definitions of heritage they propose	
<b>2</b> Jan. 26	<b>Lecture</b> – Authorized Heritage Discourse 1	Learn about the global authorizing institutions of heritage, reflect on the different types of Heritage, and critically reflect on the history of World Heritage and its nomination process	Find assignments on CatCourses
<b>2</b> Jan. 28	<b>Lecture</b> – Authorized Heritage Discourse 2	Learn about the global authorizing institutions of heritage, reflect on the different types of Heritage, and critically reflect on the history of World Heritage and its nomination process	Find assignments on CatCourses
<b>3</b> Feb. 2	<b>Lecture</b> – At-Risk Global Heritage	Understand the diverse risk types affecting heritage worldwide. Develop an informed opinion on the unintentional and intentional destruction of heritage	Find assignments on CatCourses
<b>3</b> Feb. 4	<b>Lecture</b> – The practices of heritage preservation, conservation, and Cultural Resources Management (CRM)	Become familiar with fundamental heritage practices used by professionals around the world to protect our heritage, reflect on their methods, principles, and effects	Find assignments on CatCourses
<b>4</b> Feb. 9	<b>Lecture</b> – Heritage Preservation in the U.S. – the Federal and Tribal systems 1	Understand the three-pronged system of heritage preservation in the U.S., analyze federal and tribal laws, standards, and best practices	Find assignments on CatCourses
<b>4</b> Feb. 11	<b>Lecture</b> – Heritage Preservation in the U.S. – the Federal and Tribal systems 2	Understand the three-pronged system of heritage preservation in the U.S., analyze federal and tribal laws, standards, and best practices	Find assignments on CatCourses
<b>5</b> Feb. 16	<b>Lecture</b> – Heritage Preservation in the U.S. – the State system (CA) 1	Understand the three-pronged system of heritage preservation in the U.S., analyze California state laws, standards, and best practices	Find assignments on CatCourses
<b>5</b> Feb. 18	<b>Lecture</b> – Heritage Preservation in the U.S. – the State system (CA) 2	Understand the three-pronged system of heritage preservation in the U.S., analyze California state laws, standards, and best practices	Find assignments on CatCourses
<b>6</b> Feb. 23	<b>Lecture</b> – Heritage Preservation in the U.S.	Become familiar with heritage preservation local policies; discuss	Find assignments on CatCourses

	– local systems	the importance of a community-based participatory approach	
<b>6</b> Feb. 25	<b>Lecture</b> – Beyond Natural and Cultural Heritage	Become familiar with the concept of Anthropocene; discuss alternative types of heritage and their future	Find assignments on CatCourses
<b>7</b> Mar. 2	<b>Lecture</b> – Cultural Heritage, Intangible Heritage and Intellectual Property	Discuss the concept of intellectual property in relation to intangible heritage and UNESCO conventions	Find assignments on CatCourses
<b>7</b> Mar. 4	<b>Lecture</b> – Indigenous Heritage	Reflect on the rights of indigenous people in relation to the World Heritage Convention	Find assignments on CatCourses
<b>8</b> Mar. 9	<b>Lecture</b> – Heritage and Cosmopolitanism	Discuss a cosmopolitan perspective to global heritage, archaeology, conservation, post-conflict restoration and indigenous rights. Reflect on how the heritage practice is affected by a cosmopolitan perspective	Find assignments on CatCourses
<b>8</b> Mar. 11	<b>MIDTERM EXAM 1</b>	<b>Midterm Exam will be available on CatCourses (no Scantron needed).</b>	<b>Study Guide available on CatCourses to review readings and course materials</b>
<b>9</b> Mar. 16	<b>Lecture</b> – Natural Heritage, Global Warming, and Climate Change	Reflect on the effects of a changing climate on heritage; discuss mitigation and identify potential solutions	Find assignments on CatCourses
<b>9</b> Mar. 18	<b>Lecture</b> – Heritage and Tourism	Reflect on the role of travel and tourism in the heritage industry; discuss their effects on global and local communities	Find assignments on CatCourses
<b>10</b> Mar. 23	<b>Spring Break</b>	<b>No Class Held</b>	<b>Enjoy the break!</b>
<b>10</b> Mar. 24	<b>Spring Break</b>	<b>No Class Held</b>	<b>Enjoy the break!</b>
<b>11</b> Mar. 30	<b>Lecture</b> – Museums as Global Heritage	Become familiar with basic concepts in Museum Studies; analyze the different functions of museums and their role/contribution in/to the Heritage Discourse	Find assignments on CatCourses
<b>11</b> Apr. 1	<b>Lecture</b> – Heritage in the Digital Age	Understand how digital technologies contribute to re-define the concepts of Heritage in the 21 <sup>st</sup> century and analyze differences in several state-	Find assignments on CatCourses

		of-the-art examples	
<b>12</b> Apr. 6	<b>Lecture</b> – Heritage of Mexico 1 (City genesis: The Zapotec state at Monte Alban)	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>12</b> Apr. 8	<b>Lecture</b> – Heritage of Mexico 2 – West Mexico	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>13</b> Apr. 13	<b>Lecture</b> – Heritage of Mexico 3 – The Ancient Maya	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>13</b> Apr. 15	<b>Lecture</b> – Term Paper Topic discussion and Guidelines	<b>Submit your term paper's topic and receive feedback;</b> become familiar with citing sources and using management tools (e.g. RefWorks)	<a href="#">Find resources here</a> - <b>Term Paper due on May 9 at 8:00 PM</b>
<b>14</b> Apr. 20	<b>MIDTERM EXAM 2</b>	<b>Midterm Exam will be available on CatCourses</b> (no Scantron needed).	<b>Study Guide available on CatCourses to review readings and course materials</b>
<b>14</b> Apr. 22	<b>Lecture</b> – Heritage of Mexico 4 (Ancient Maya architecture: the Classic city of Palenque)	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>15</b> Apr. 27	<b>Lecture</b> – Heritage of Mexico 5 (Post-colonial challenges for mayanist archaeologists)	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>15</b> Apr. 29	<b>Lecture</b> – Heritage of Central America (Copan)	Discuss and analyze a case study focusing on the cultural heritage of Mexico	Find assignments on CatCourses
<b>16</b> May 4	<b>Final Presentations</b>	<b>Student presentations:</b> present your case study and receive feedback from your instructor and classmates	<b>Final Presentations due on May 4 at 8:00 PM</b>
<b>16</b> May 6	<b>Final Presentations and course wrap up</b>	<b>Student presentations:</b> present your case study and receive feedback from your instructor and classmates	<b>Term Paper due on May 9 at 8:00 PM</b>