



SCHOOL OF GLOBAL STUDIES

SA2234 The Global Politics of Heritage, 15 credits

Kulturarvets globala politik, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Global Studies on 2017-09-25 and was last revised on 2019-08-09 by School of Global Studies to be valid from 2020-01-20, spring semester of 2020.

Field of education: Social Sciences 100%

Department: School of Global Studies

Position in the educational system

The course is an elective course in the second cycle.

The course can be part of the following programme: 1) Master's Programme in Global Studies (S2GLS)

Main field of studies

Global Studies

Specialization

A1F, Second cycle, has second-cycle course/s as entry requirements

Entry requirements

A completed core course of 15 higher education credits in the second cycle within the field of global studies. Alternatively a completed undergraduate degree in the humanities or social sciences, or the equivalent competence.

Language requirements: English 6/English B from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS, or alternatively a bachelor's degree from an education held in English.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- explain the emergence of heritage as a global discourse;
- differentiate between the functions of heritage, including the ways in which heritage affects group identities, shapes economic practices, and structures global ideologies of value;

Competence and skills

- demonstrate competence in the analysis and critique of heritage;
- demonstrate skills for researching and evaluating heritage potential;

Judgement and approach

- reflect critically on the main theoretical approaches to the study of heritage;
- articulate an independent perspective on the possibilities and pitfalls of heritage production at multiple scales.

The course is sustainability-related, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria.

Course content

An extraordinarily diverse array of places, practices, and objects fall under the rubric 'heritage' today: the Galapagos Islands, Belgian beer culture, Cambodia's killing fields, nuclear waste, and vintage cars, to give a few examples. In this course, we examine how heritage catalyzes the global circulation and connection of people, money, objects, and ideas. Seemingly about the past, heritage has emerged as a powerful global phenomenon that fundamentally reconfigures the way we think about the world and our place in it. Designating, memorializing, and maintaining heritage is central to the operations of governance, whether through influential global institutions like UNESCO, private funding organizations like the Global Heritage Fund and the Nature Conservancy, or grassroots advocacy groups. Heritage has become a socio-political and economic tool for communities, businesses, and governments, yet it also has enormous emotional power, deeply engaging senses of belonging, continuity, and identity. In this course we investigate how heritage is used for exclusion and domination, social justice and reconciliation, and imagining alternative and sustainable futures.

The course consists of four thematic units:

1. *The rise of heritage*

The global history and political economy of heritage, including the rise of world heritage as a manifestation of international ideologies of human rights, global political cooperation, and grassroots social activism.

2. *Scholarly approaches to heritage*

Analytical models and critiques of heritage, including discursive frameworks for the production and management of heritage, ideas and practices concerning culture as a vehicle for economic development, models of history, time, and temporality, and ideologies of rights, reparation, and restoration.

3. *Forms and materiality of heritage*

The range of material and immaterial forms through which wanted and unwanted heritage is transmitted, experienced, managed, and reconfigured.

4. *Heritage struggles*

A series of case studies that describe specific social movements, conflicts, and economic ramifications of the production of heritage, and raise questions about the uses and consequences of designating and maintaining natural and cultural heritage.

Form of teaching

Learning activities in the course include lectures, mandatory seminars and group work.

Language of instruction: English

Assessment

Student work is evaluated through three components: 1) individually written thematic papers, 2) a group project, consisting of both an oral presentation and written paper, and 3) a take-home examination.

The number of examination occasions can for resource reasons be limited to a minimum of 5 occasions for each examination component.

If a student, who has failed the same examined element on two occasions, wishes to change examiner before the next examination session, such a request is to be submitted to the department in writing and granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, though at most two years after the course has ceased/been changed. The same applies to work experience and VFU, although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). In order to obtain the grade Pass for the whole course, the student has to receive Pass on all three assignments. In order to obtain the grade Pass with Distinction for the whole course, the student has in addition to receive Pass with Distinction on at least two of the three assignments.

Course evaluation

The course coordinator is responsible for systematically and regularly collecting the students' views of the course, and for making sure that the results of the evaluations in different forms are taken into consideration when developing the course. The results and possible changes to the course will be shared with the students who participated in the evaluation and the next class to take the course.