HERITAGE MANAGEMENT: THEORY, METHOD & PRACTICE IN ATHENS, GREECE

Course ID: HIS 489
May 31-June 27, 2026
Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)
School of Record: Culver Stockton College

This program does not provide meals. Athens is a major tourist destination with plenty of affordable restaurants. Grocery stores are plentiful, and students may elect to cook for themselves at the accommodations.

DIRECTORS:
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PROGRAM DESCRIPTION

In an era of unprecedented change, the imperative to effectively manage our collective heritage has never been greater. The Heritage Management Field School is designed to address this need by equipping participants with essential skills to navigate the complexities of heritage management in a rapidly evolving environment. This intensive program offers a unique opportunity for students, enthusiasts & professionals to deepen their understanding of heritage management, explore innovative approaches, and engage with the challenges and opportunities facing heritage sites around the world.

Our shared heritage, encompassing archaeological sites, cultural landscapes, and intangible traditions, is a vital part of our human identity and history. Yet, it is increasingly threatened by factors such as climate change, urbanization, technological changes, and shifting social values. In this context, the role of heritage management becomes crucial as preserving the human past will enrich and inform the human future. Effective management practices are essential to preserving these invaluable assets for future generations, ensuring that they remain accessible, relevant, and resilient.

The Heritage Management Field School is tailored to address these challenges through a curriculum that combines theoretical knowledge with practical training and skills. Participants will delve into the relationships between heritage, identity, and community, as well as the role of

governments, international organizations and economic forces in preserving and displaying cultural heritage. The program is designed to foster a holistic understanding of heritage management, integrating interdisciplinary perspectives and hands-on experiences to prepare attendees for real-world scenarios.

Throughout the field school, participants will participate in interactive workshops, explore case studies, and conduct visits to operating heritage sites. These experiences are designed to provide practical insights and foster collaborative learning. By working closely with experts and peers, attendees will develop a nuanced understanding of the challenges and opportunities inherent in heritage management.

The Heritage Management Field School is more than just an educational program - it is a call to action for those passionate about preserving our shared legacy. By acquiring the skills and knowledge necessary to address contemporary challenges, participants will be empowered to make a meaningful impact in the field of heritage management. Whether you are a seasoned professional seeking to update your skills or a newcomer eager to enter the field, this summer school offers a valuable platform for growth, learning, and leadership in safeguarding our common heritage.

IMPORTANT DISCLAIMER

The Anthropocene Research Center was established to support field training in a range of sciences at sites within the U.S. & across the world. Traveling and conducting field work involves risk. Students interested in participating in any ARC program must weigh the potential risk against the value of education provided by the program of their choosing.

Risk is inherent in everything we do, and the ARC takes risks seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the ARC continually monitors conditions at the program's site and so we can provide an experience that is as safe as possible.

The ARC does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancelation due to pandemics. If you wish to purchase an insurance policy that covers such contingencies, explore Cancel for Any Reason (CFAR) plans. Insuremytrip.com, Squaremouth.com or Travelguard.com are possible websites where students may explore different insurance policies.

Students should be aware that conditions in the field are different than those experienced at home, dorms or college towns. Students will be exposed to the elements, live in rustic accommodation, and expect to engage in daily physical activity.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, and/or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to modification.

All students must consult medical professionals to ensure they are fit to participate in an ARC field program. ARC is not qualified to provide medical advice. For all other concerns, please consult with ARC staff members or program director(s) – as appropriate.

COURSE OBJECTIVES

By the end of the program, students will develop an in-depth, interdisciplinary understanding of heritage management across cultural, community, national and international levels. Through

lectures, case studies, site visits and workshops, students will develop skills of analysis, interpretation, and critical evaluation of tangible and intangible facets of heritage. This field school is not only designed to impart theoretical knowledge but also to offer hands-on experience in managing the multifaceted and evolving field of heritage. The main purpose of this program is to enable participants to develop competencies and strategies for the preservation, management, and sustainable use of cultural heritage in various contexts and at multiple scales.

LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector or international heritage organizations. To that end, we are following the UNESCO Competences Framework for Cultural Heritage Management (https://unesdoc.unesco.org/ark:/48223/pf0000379275). At the end of the field school, students will get a Certificate of Completion, where each skill will be ranked at one of three levels:

- ✓ **Basic**: Can perform the skill/task with some supervision.
- ✓ **Competent**: Can perform the skill/task without any supervision.
- ✓ **Advanced**: Can perform the skill/task and teach others how to do it.

Students will be trained in the following skills:

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Skill	Skill Definition
Compliance - UNESCO Designation	Understand the criteria through which sites may be candidates for UNESCO designation
Monitoring	Monitor site and identify danger to cultural or natural heritage
Field Project Management	Understand the logistics, time management, product and HR needs of field projects
Heritage education & interpretation	Basic understanding of heritage education and interpretation of the heritage sites (site interpretation and basic communication techniques)
Applying laws and regulations	Understanding relevant national and regional standards
Heritage policies & ethics	Understanding relevant policies, guidelines and the obligations of the State Party under intranational conventions
Community, rights and knowledge	Understanding principles and practice for working with local communities and traditional knowledge/ understanding principles and practices of participation
Impact Heritage Management	Understanding basic techniques in the assessment of social, cultural and environmental impacts of heritage management
Sustainable Development basics	Understanding sustainable development principles and guidelines
Sustainable Development theory	Understanding the theory of sustainable development (the Sustainable Development Goals and sustainability issues related to inter alia climate change, environmental preservation, socio-economic development, tourism and poverty alleviation).
Sustainable Development management	Understanding organizational policies and procedures for sustainable heritage management.
Risk management	Understanding the emergency response protocols and techniques
Site management -- Logistics	Understanding the principles of facility management
Site management - visitors	Understanding the principles of visitor management

COURSE SCHEDULE

Week 1: Personal & Community Heritage Management

Focus: Understanding the relationship between individuals, communities, and their heritage.
Goal: Explore how individuals and communities identify, manage, and preserve their cultural heritage, considering the role of memory, identity, and local narratives.

Mon-Tus: *Introduction to Heritage Concepts*
- Lecture: What is heritage? Tangible vs. intangible heritage   - Lecture: The role of personal and collective memory in shaping heritage   - Case Studies: Heritage and identity: Why do individuals care about heritage?
Wed-Thr: *Community-Based Heritage Management*
- Lecture: Local heritage - Community-driven efforts in preservation   - Case Studies: Inclusive Heritage Discourse: Role of Local Communities in Heritage Management   - Group project: How local traditions and cultural practices are preserved
Fri 5: *Fieldwork/Practical Session*
- Visit to Monastery of Kaisariani   - Exercise: Assessing the Condition of the Site   - Designing an Interpretation Plan for a Heritage Site (taking the local perspective as the focus)
Sat: Day off
Sun: Day off

Week 2: National & Governmental Heritage Management

Focus: Exploring how national governments handle heritage through policy, law, and institutions.
Goal: Understand the role of the state in protecting and managing heritage, as well as the complexities of national narratives.

Mon-Tus: *Heritage and National Identity*
- Lecture: The creation of national narratives through heritage   - Lecture: State intervention in heritage preservation: Why do governments get involved?   - Group exercise: Contested heritage: Monuments, memorials, and national symbols   - Visit to the National Archaeological Museum in Athens
Wed-Thr: *National Heritage Laws and Policies*
- Lecture: Key heritage legislation and the role of government institutions (e.g., preservation laws, national registers, ministries, heritage boards)   - Case studies: Funding and incentives for heritage preservation (examples from different countries)   - Group discussion: Heritage legislation and its implementation - issues and challenges
Fri 5: *Case Study Discussion & Practical Policy Exercise*
- Group discussion: Comparative analysis of national heritage policies (e.g., UK, Greece, USA)   - Drafting a mock national heritage policy focusing on a particular issue (e.g., heritage tourism, disaster management)
Sat: Site visit
Acropolis Museum and the Theatre of Dionysus
Sun: Day off

Week 3: International Heritage Frameworks

Focus: The international dimension of heritage management, including global and regional frameworks and organizations like UNESCO, ICOMOS, Council of Europe.
Goal: Gain insight into how international bodies shape heritage management, focusing on global and regional cooperation and challenges.

Mon-Tus: *International Heritage Governance*

o Lecture: Introduction to international heritage frameworks (e.g., UNESCO World Heritage Convention)
o Lecture: Key international organizations and treaties involved in heritage management
o Group Project: Introduction to the Groups' weekly Project - *Nomination of a World Heritage Site* (Research and prepare a nomination dossier for a site)

Wed-Thr: *World Heritage Sites & Global Recognition*
o Lecture: Criteria for UNESCO World Heritage designation – Outstanding Universal Value
o Case Studies: Benefits and challenges of being a World Heritage Site
o Group project: World Heritage Sites – Site Management Plan

Fri 5: *Simulation Exercise: Nomination of a World Heritage Site*
o Presentations and peer review of proposed heritage sites (Groups' weekly Project

Sat: Site visit
o Visit to the site of Kerameikos

Sun: Day off

Week 4: Heritage in Crisis – Conflict, Climate Change, and Disaster Management

Focus: Managing heritage in the face of modern challenges such as conflict, climate change, and natural disasters.
Goal: Understand the risks to heritage and how management strategies evolve to protect heritage under threat.

Mon-Tus: *Heritage and Conflict*
o International legal frameworks protecting heritage in conflict (e.g., The Hague Convention)
o Case Studies: Post-conflict recovery and heritage rebuilding
o Group Activity: Crafting Digital Narratives for Heritage Sites in post-conflict zone (e.g. *Developing a Social Media Campaign for a Heritage Site's preservation or reconstruction*)

Wed-Thr: *Heritage and Climate Change/Disaster Management*
o Lecture: The impact of climate change on heritage (e.g., rising sea levels, desertification)
o Visit and Group activity: Identifying Risks to Heritage Sites – Church of Panagia Kapnikarea
o Introduction to the Group Project: Developing a Disaster Risk Management Plan

Fri 5: Final Project (to be submitted individually (or in group) in 2 weeks following the end of the program
o Individual (or Group) Project: Developing a Comprehensive Heritage Site Management Plan – Proposals and Feedback Sessions
o Mentorship: Individual Consultations with Program Instructors
o Farewell Dinner

Sat: Departing Day

*Course structure may be subject to change upon directors' discretion

TYPICAL WORKDAY

Time	Activity
8:30 am	Start of the session
10:30 am-10:45	Coffee break
10:45 am-12:00 pm	Second part of the session
12:00-1.00 pm	Lunch break
1:00-2.30 pm	Third part of the session
2:30-2:45 pm	Afternoon break
2:45-4:30 pm	Fourth part of the session

* *Schedule will vary on the days when visits to the sites are planned*

ACADEMIC GRADING MATRIX

Students will be graded based on their work as follows:

- Attendance—20 points (1 per day)
- Participation—20 points (1 per day)
- Engagement and attitude—20 points (1 per day)
- Final Project—40 points

SKILLS MATRIX LEVELS

The school instructors will evaluate the level each student achieved on the list of skills provided above. Each skill will be graded on one of the following three levels:

Basic: Can perform the skill/task with some supervision.
Competent: Can perform the skill/task without any supervision.
Advanced: Can perform the skill/task and teach others how to do it.

ATTENDANCE POLICY

The required attendance for the successful completion of the field school is 85% of the course hours. Absences for medical or other serious personal reasons will be excused, and students who miss hours for these reasons will be given an opportunity to catch up on the field school study plan through additional readings, homework, or tutorials with program staff members.

PREREQUISITES

None. There are no prerequisites for this field school, which makes it accessible to all interested students and heritage professionals. This interdisciplinary program is designed to integrate knowledge from various aspects of heritage studies and management, allowing students from diverse backgrounds to find valuable insights and applications. Whether you come from an archaeological, architectural, legal or social science background, the program offers opportunities to enrich your understanding and skills across complex heritage management practices.

PROGRAM ETIQUETTE

No smoking or vaping is permitted in the lecturing room. Cell phone use is not allowed during lectures. Students are expected to attend lectures and site visits on time. Students are invited to respect local culture and customs.

EQUIPMENT LIST

Students should come equipped with:

- **Laptop**
- **Notebook and pen**
- **Sturdy shoes** (for site visits)
- **Wide-brim hat** (for sun)
- **Sunglasses**
- **Backpack**
- **A converter to EU-type electricity wall plug**
- **All medication** needed for the 4-week period

TRAVEL & MEETING POINT/TIME

We suggest you hold purchasing your airline ticket until six (6) weeks prior to the departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancellation of a program. The ARC typically takes a close look at local conditions 6-7 weeks prior to the beginning of the program and makes a Go/No Go decision by then. Such a time frame still allows for the purchase of deeply discounted airline tickets while protecting students from potential loss of airline ticket costs if ARC is forced to cancel a program.

Students will be met on the first day of the program at the arrival area of Athens airport. We will meet by the City of Athens info point (Fig 1), at 5:00pm on Sunday. From that meeting point, staff will take students to the program's accommodation.
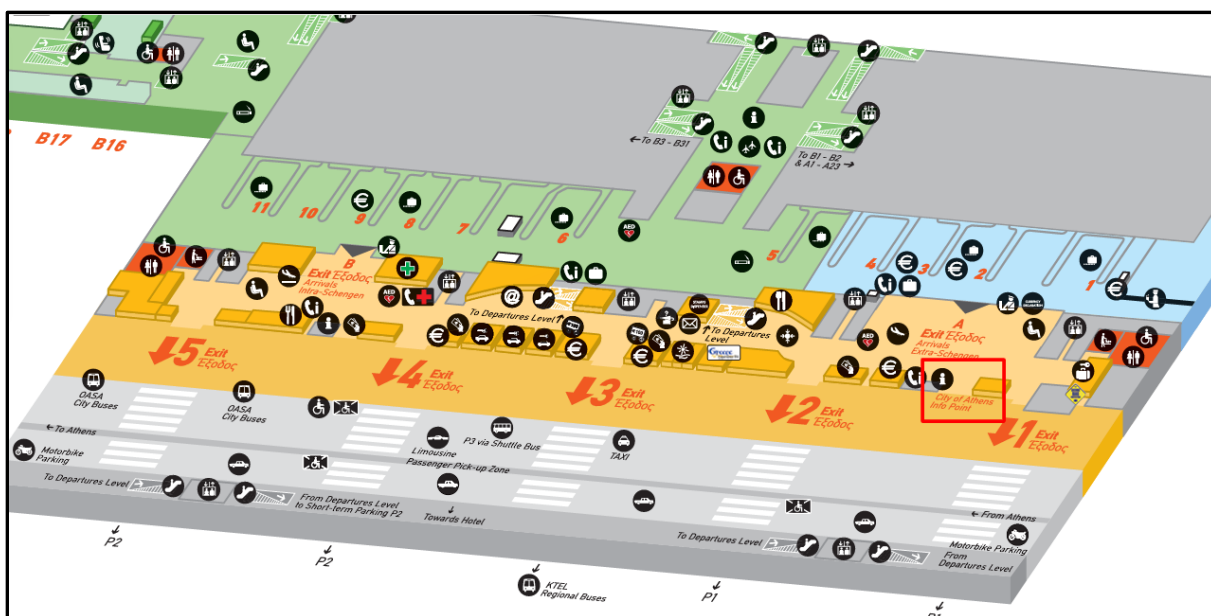
Figure 1: Meeting point at Athen International Airport arrival area, by City of Athens information point

VISA REQUIREMENTS

Greece is a party to the Schengen Agreement, covering all EU member states. U.S. citizens may enter Greece without a visa for stays of up to 90 days for tourism or business purposes.

Citizens of other countries are asked to check the Greek Embassy website page at their home country for specific visa requirements.

MEALS & ACCOMMODATION

Students will be housed in shared apartments, two to a room. Apartments will have A/C, showers and a shared kitchen.

This program does not provide meals for students. Athens is a major tourist destination and there are restaurants and street food stalls for every budget. Grocery stores are plentiful, and students can cook for themselves at the apartments.

PRACTICAL INFORMATION

International dialing code: Greece's international phone code is +30

Money/Banks/Credit Cards: Greece's currency is the euro (€). All major credit cards are widely accepted in Greece, though some establishments do not accept American Express and Diners. However, even though credit and debit cards are widely accepted in Greece, cash payments still make up most transactions.

Measure units: degree Celsius (ºC), meter (m.), gram (gr.), liter (l)

ACADEMIC CREDITS & TRANSCRIPT (ARC text – do not change)

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Culver-Stockton College. C-SC has authorized the National Student Clearinghouse to provide enrollment and

degree verification (at https://tsorder.studentclearinghouse.org/school/select). Upon completion of a program, students will get an email from C-SC with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the C-SC office of the registrar at registrar@culver.edu.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Ahmad, Y. (2006) 'The Scope and Definitions of Heritage: From Tangible to Intangible', *International Journal of Heritage Studies,* 12(3), pp. 292–300.

Bauer, A. A. (2015) 'Cultural Property – Building Communities of Stewardship beyond Nationalism and Internationalism', in: Samuels, K. L. and T. Rico (eds) *Heritage Keywords: Rhetoric and Redescription in Cultural Heritage.* Colorado: University Press of Colorado, pp. 81-94.

Berger, S., Dicks, B. and Fontaine, M. (2020) 'Community: a useful concept in heritage studies?', International Journal of Heritage Studies, 26(4), pp. 325-351.

Kyriakidis, E. (2020), *A Community Empowerment Approach to Heritage Management – From Values Assessment to Local Engagement,* Routledge.

Meskell, L. (2002) 'The Intersections of Identity and Politics in Archaeology', *Annual Review of Anthropology,* 31, pp. 279-301.

Schofield, J. (2014) 'Heritage expertise and the everyday: citizens and authority in the 21st century', in: J. Schofield (ed.) *Who needs experts? Counter-mapping cultural heritage.* Farnham: Ashgate, pp. 1-13.

Week 2:

Kohl, P. L. (1998) 'Nationalism and Archaeology: On the Constructions of Nations and the Reconstructions of the Remote Past', *Annual Review of Anthropology*, 27, pp. 223-246.

Labadi, S. (2007) 'Representations of the nation and cultural diversity in discourses on World Heritage', *Journal of Social Archaeology*, 7(2), pp. 147-170.

Lixinski, L. (2011) 'Selecting Heritage: The Interplay of Art, Politics and Identity', *The European Journal of International Law,* 22(1), pp. 81-100.

Lowenthal, D. (1998) 'Fabricating Heritage', *History and Memory,* 10(1), pp. 5-24.

Macdonald, S. (2003) 'Museum, national, postnational and transnational identities', *Museum and Society,* 1(1), pp. 1-16.

Week 3:

Askew, M. (2010) 'The magic list of global status. UNESCO, World Heritage and the agendas of state', in: Labadi, S. and C. Logan (eds) *Heritage and Globalization.* London: Routledge, pp. 19-44.

Blake, J. (2000) 'On Defining the Cultural Heritage', *The International and Comparative Law Quarterly,* 49(1), pp. 61-85.

Brumann, C. (2014) 'Shifting tides of world-making in the UNESCO World Heritage Convention: cosmopolitanism colliding', *Ethnic and Racial Studies,* 37(12), pp. 2176-2192.

De La Torre, M. (2013) 'Values and Heritage Conservation', *Heritage & Society,* 6(2), pp. 155-166.

Jokilehto, J. (2006b) 'World Heritage: Defining the Outstanding Universal Value', *City & Time,* 2(2), pp. 1-10.

Week 4:

Boylan, P. J. (2002) 'The Concept of Cultural Protection in Times of Armed Conflict: From the Crusades to the New Millennium', in: Brodie, N. and W. K. Tubb (eds) *Illicit Antiquities: The Theft of Culture and the Extinction of Archaeology*. New York: Routledge, pp. 43-108.

Labadi, S. and Gould, P. (2015) 'Sustainable development: Heritage, community, economics', in: L. Meskell (ed.) *Global Heritage: A reader.* Oxford: Wiley- Blackwell, pp. 196–216.

Lennon, J.J. and Foley, M. (1999) 'Interpretation of the unimaginable: the US Holocaust Memorial Museum, Washington, DC, and "dark tourism"', Journal of Travel Research, 38(1), pp. 46-50.

Jigyasu, R. (2005). Towards Developing Methodology for Integrated Risk Management of Cultural Heritage Sites and their Settings, ICOMOS

Naddar, N. (2003) 'Planning for urban heritage places: Reconciling conservation, tourism, and sustainable development', *Journal of Planning Literature,* 17(4), pp. 467-479.

RECOMMENDED READINGS

O'Keefe, P.J. and Prott, L.V. (2011) Cultural heritage conventions and other instruments: A compendium with commentaries. Crickadarn, UK: Institute of Art and Law.

O'Keefe, R. (2006) The Protection of Cultural Property in Armed Conflict. New York: Cambridge University Press.

Anderson, B. (1983) *Imagined Communities. Reflections on the Origins and Spread of Nationalism*. London: Verso.

Pickard, R. ed. (2001) *Management of Historic Centres. London and New York: SPON PRESS*.