**COURSE SCENARIO**

**PART 1. COURSE DESCRIPTION**

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| **SUBJECT/TOPIC** | UNESCO WORLD HERITAGE. A TRIP THROUGH MANKIND’S SHARED INHERITANCE |
| **MODE (online, face-to-face, blended)** | *Blended: the sessions will be face-to-face with some activities and materials that students will have to use online through a VLE platform.* |
| **LEVEL (master, bachelor)** | *Permanent Education (specially designed for senior students)* |
| **PREREQUISITES (courses to be taken before, if applicable)** | *None* |
| **SUMMARY / ANNOTATION OF THE CONTENT** | *Through a virtual journey through the UNESCO World Heritage List, participants will explore the UNESCO HERITAGE LIST ’s origins, evolution, objectives, and results in the fight to preserve our shared heritage. We will deal not only with the 1972 Convention on Cultural and Natural Heritage but also with the 2001 and 2003 Conventions on Intangible Heritage and Underwater Heritage, as heritage is a live notion constantly adapted, deconstructed, and redefined.*  *Contents and activities are specially designed to enable participants to critically assess the functions and objectives of the UNESCO list and question old and modern decisions regarding Western-centred visions, the inclusion of diversity, multiculturality or pros and cons of introducing a cultural element under the protection of a heritage list.* |
| **THE AIMS OF THE COURSE** | 1. *To understand the concept of heritage and the values that preserving humankind’s heritage bring about.* 2. *To understand the reasons and the historical context of the foundation of the UNESCO* 3. *To critically understand the 1972 Convention, especially its advances and shortcomings, from our modern perspective.* 4. *To learn the criteria employed to classify UNESCO heritage sites.* 5. *To learn the process a site or heritage element must follow to be accepted in the list.* 6. *To compare and reflect upon the different strategies employed to be admitted to the list.* 7. *To learn how the heritage List is maintained and the elements listed are preserved and safeguarded.* 8. *To understand the reasons behind the actual conservation of heritage resources.* 9. *To introduce the concept of intangible heritage* 10. *To introduce the concept of underwater heritage and to compare it with the other two types of heritage.* 11. *To critically evaluate the role of UNESCO in the conservation, preservation and safeguarding of heritage.* |
| **LEARNING OUTCOMES** | *Students are able to define the concepts of heritage, intangible heritage and underwater heritage. Students are able to elicit specific information about heritage resources on UNESCO website.*  *Students are able to explain the rationale behind the different UNESCO conventions, namely 1972, 2001 and 2003. Students are able to classify heritage resources under UNESCO criteria. Students are able to advise on strategies for UNESCO’s selection submission process.*  *Students are able to determine the limitations, constraints and controls that UNESCO imposes on listed resources. Students are able to critically select a heritage resource for its preservation.* |
| **STUDY AND ASSESSMENT METHODS** | *Continuous Assessment based on the completion of the proposed activities and active participation.* |
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