**COURSE SCENARIO**

***UNESCO World Heritage: A Trip Through Mankind’s Shared Inheritance***

**CLASS 14**

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| TOPIC | The 2001 Convention: The Underwater Heritage. | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | This lesson addresses one of the most singular types of heritage, the underwater elements. This type of heritage and its conservation is not only special for its placement, but also for the selection criteria and the jurisdiction laws that apply. Nevertheless, as the lesson highlights, the seas and oceans are inexhaustible sources of heritage. At the end of the lesson, ethical questions are raised about the discovery and exploitation of underwater treasures and resources. | |
| KEY WORDS | Underwater heritage, archaeology, shipwreck, | |
| SUGGESTED TOOLS | Interactive lecture  Power-point presentation  Inductive learning  Videos of underwater heritage resources  “La Fortuna” TV series  Gaming | |
|  | Discussion | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | Students must encourage to watch the TV series, “La Fortuna” by Alejandro Amenabar before the lesson.  In the game, it is important that the students make their own choices. For the game to be successful, the lecturer should create an atmosphere of adventure and discovery, so the students get into their roles. The game is based upon the real story of the discoverer of the Titanic shipwreck, Robert Ballart. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | The students are given this quote and are asked to imagine what kind of heritage could be found in the oceans:  “How inappropriate to call this planet Earth, when it is quite clear Ocean”, Arthur C. Clarke |
| STEP 2 | The lecturer defines the concept of Underwater heritage from the 2001 Convention and shows the students different examples of underwater heritage elements. Students are asked to comment about the relevance of these elements for humanity or for a specific culture. See Work Card 27. |
| STEP 3 | The lecturer opens a debate over the necessity of safeguarding this type of heritage. At the end of the debate, the lecturer must ask the students if they would preserve the remains on site or if they would move them to a museum or conservation centre. |
| STEP 4 | The lecturer explains the principles of the convention, the criteria for selection and the limits of states’ jurisdiction upon underwater element. Then, students must reflect upon possible threats and dangers. The lecturer must raise the question of technology advances, from two perspectives: as means for the protection of underwater heritage and as means of potential exploitation. |
| STEP 5 | The lecturer presents the Case Study of “La Mercedes” shipwreck and the judicial fight between the explorers and the Spanish government. |
| STEP 6 | Students play the game “The Raiders of the Lost Underwater Ark.” Each student becomes a tomb raider of underwater treasures. They must make different choices that will lead them to discover one of the biggest underwater treasures of the century. The game will make them reflect upon the choices and the value of underwater discoveries. See Work Card 28. |

**ADDITIONAL MATERIAL 1 WORK CARD (“The USA Withdrawal”)**

**WORK CARDS**

**UNESCO WORLD HERITAGE: A TRIP THROUGH MANKIND’S SHARED INHERITANCE**

**WORK CARD 14: “The USA Withdrawal”**

1. **Read the following news and discuss the impact of the USA’s withdrawal from UNESCO with your partners.**

**Revamped, less political, UNESCO sets sights on tricky U.S. return**

By [John Irish](https://www.reuters.com/journalists/john-irish) 4 Min Read

PARIS (Reuters) - Four years after the United States quit UNESCO, the United Nations’ cultural agency, over accusations of anti-Israel bias, diplomats say the Paris-based body has managed to put its house in order, potentially easing the way for Washington’s return.

FILE PHOTO: The UNESCO logo is seen during the opening of the 39th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at their headquarters in Paris, France, October 30, 2017. REUTERS/Philippe Wojazer/File Photo

The agency, founded in the ashes of World War Two to protect the common cultural inheritance of humanity, was thrown into turmoil after the United States, which provided a fifth of its funding, pulled out.

It underscored the skepticism expressed by Republican President Donald Trump about the need for the United States to remain engaged in multilateral bodies and set the tone for a review and exit of several international accords and organizations.

But that could be about to change. While no direct contact has taken place with the incoming administration, diplomats say Democratic President-elect Joe Biden is open to a return, although congressional issues may slow that down.

“The U.S. withdrawal was tough, but it enabled it (UNESCO) to go back to basics,” said a European diplomat. “That meant trying to depoliticize it, especially with regard to the Israeli-Palestinian issue, which took precedence over everything.”

UNESCO - the United Nations Educational, Scientific and Cultural Organization - is best known for designating and protecting archaeological and heritage sites, from the Galapagos Islands to the tombs of Timbuktu.

Most of its activities are uncontroversial, but when it came to, say, resolutions about how religious sites should be run in Jerusalem, every word was studied for accusations of bias.

According to diplomats, those tensions have calmed with resolutions now passing more easily after direct mediation between UNESCO and the two parties, even though Israel also pulled out of the organization.

“UNESCO made very good improvements in terms of appeasing some of the political tensions and polarizations. It’s better managed and better managed financially,” Henok Teferra Shawl, Ethiopia’s envoy to the body, told Reuters.

He added that its director-general, Audrey Azoulay, was last week endorsed by a majority of the 58 Executive Board member states ahead of next year’s election, opening the door to her re-election - in stark contrast to a bitter campaign in 2017.

FINANCIAL HOLE

The body has had to fill a gaping financial hole. The United States left with $542 million in arrears. By 2017, UNESCO’s budget of about $300 million was half of its 2012 budget, meaning it was forced to freeze hiring, cut programs and fill gaps with voluntary contributions.

UNESCO says the budget from member states is now $534.6 million, with a further $189 million coming from extra voluntary budgetary contributions.

A U.S. return, done through a letter informing the body, would also mean that Washington would repay its arrears at some stage.

Biden has a history with the organization. He went to UNESCO when he was vice president and his wife, Jill, has been involved in past teaching programs.

But things may prove complicated given a U.S. law that forbids the United States from funding U.N. bodies that have admitted Palestine as a full member, although a waiver can be sought.

“Biden has said that he wants to renew with multilateralism, so UNESCO should be one of those which benefits from that, but the Palestinian issue may complicate the speed of that return,” said a U.S. official who asked not to be identified.

Reporting by John Irish; editing by Jonathan Oatis

<https://www.reuters.com/article/us-unesco-usa-idUSKBN28E33Z>