Syllabus for Unit 1
Michaelmas term 2015

Interpretation: history and theory of archaeology

<table>
<thead>
<tr>
<th>Start date</th>
<th>7 October 2015</th>
<th>End date</th>
<th>16 December 2015</th>
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<tbody>
<tr>
<td>Day</td>
<td>Wednesday</td>
<td>Time</td>
<td>7.15 – 9.15pm</td>
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<tr>
<td>Venue</td>
<td>Madingley Hall, Madingley, Cambridge, CB23 8AQ</td>
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<td>Tutors</td>
<td>Dr Gilly Carr, Dr Nicholas James, Dr Pamela Smith</td>
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<tr>
<td>No of meetings</td>
<td>11 evening classes plus 1 fieldtrip (date tbc)</td>
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Aims
The first aim of this unit is to introduce students to the history of archaeological thought. The development of the discipline, from the time of the antiquarians up to the present day will be discussed in depth. Students will also see how differing schools of thought change the way in which the past is interpreted. The final aim is for students to learn how to assess critically the theories of other archaeologists.

Content
Solid theoretical grounding is essential to creating robust interpretations of archaeological materials. In this unit we shall explore the development of approaches to the interpretation of material culture, tracing the history and expansion of archaeology to help capture the feeling of discovery and debate that characterises the field. In the first part of the unit students will become familiar with the rise of the field as a distinct discipline and the pioneering work of early archaeologists such as V. Gordon Childe.

We shall then consider how the perspective of the researcher influences archaeological interpretations and the emergence of theory in archaeology. We shall explore various pathways that archaeologists have used to frame archaeological interpretation including approaches derived from philosophy, anthropology, sociology and natural science. The contributions of key figures from abroad such as Lewis Binford will be introduced along with important British archaeologists such as Ian Hodder. Students will be encouraged to engage in the various perspectives through active discussion, a verbal presentation and written work.

Presentation of the unit
The unit will be presented through lectures and seminar-style teaching. There will also be a fieldtrip in and around Cambridge and its museums.
Provisional weekly lecture list
NJ = Nicholas James   GC = Gilly Carr   PS = Pamela Smith

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<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>07/10/2015</td>
<td>Introduction and Antiquarianism (GC)</td>
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<td>Lecture 2</td>
<td>14/10/2015</td>
<td>Deep time and the 19th century (GC)</td>
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<tr>
<td>Lecture 3</td>
<td>21/10/2015</td>
<td>Archaeology as history, 1870-1960 (NJ)</td>
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<td>Lecture 4</td>
<td>28/10/2015</td>
<td>Marxism and neo-evolutionism (NJ)</td>
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<tr>
<td>Lecture 5</td>
<td>04/11/2015</td>
<td>The history of archaeology (studying 20th century archaeologists) (PS)</td>
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<tr>
<td>Lecture 6</td>
<td>11/11/2015</td>
<td>The New Archaeology (NJ)</td>
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<td>Lecture 7</td>
<td>18/11/2015</td>
<td>Archaeological Science (GC)</td>
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<td>Lecture 8</td>
<td>25/11/2015</td>
<td>Post-processualism (NJ)</td>
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<td>Lecture 9</td>
<td>02/12/2015</td>
<td>Gender and archaeology (PS)</td>
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<td>Lecture 10</td>
<td>09/12/2015</td>
<td>Heritage and community archaeology (GC)</td>
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<tr>
<td>Lecture 11</td>
<td>16/12/2015</td>
<td>Conclusions and tutors’ presentations (GC &amp; NJ)</td>
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<tr>
<td>Fieldtrip (Saturday)</td>
<td>TBC</td>
<td>Fieldtrip in and around Cambridge and its museums (NJ)</td>
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Outcomes
As a result of the unit, within the constraints of the time available, students should be able to:

1. demonstrate familiarity with important figures in the development of archaeology, their primary ideas and the complex terminology often used in theoretical debates;
2. express well-reasoned arguments of important theoretical issues and begin to express their own approaches to interpretation;
3. critically evaluate archaeological interpretations expressed in professional publications and museums.

Student assignments
As this is an element of a Diploma course (equivalent at least to second-year undergraduate standard), this unit requires commitment to reading and pre-class preparation. Coursework will be in the form of two equally weighted essays (50/50) to a total of 3,000 – 4,000 words overall. Each essay should be c. 1500-2000 words on one of the topics given below – alternatively, suggest one in writing for tutor approval at least a month before the assignment is due.

1. What was the 'Radiocarbon Revolution', why was it so revolutionary and what was its impact on archaeology?
2. Bearing in mind its historical development, should archaeology be considered more of a science or an arts discipline?
3. What was New Archaeology, and what did it offer the discipline?
4. Despite its importance, gender and feminist archaeology still tends to be sidelined within the discipline. Do you agree with this statement? Why might this be? Should it be so?
5. What is ‘heritage’ and why is it important?
6. Please write an essay on the contribution to archaeology of one of the following:
   - William Stukeley and antiquarianism
- Lewis Binford and New Archaeology
- Gordon Childe and Marxist materialism
- Janet Spector and feminist archaeology
- Ian Hodder and post-processualism

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Non-assessed work – weekly learning log

Students are strongly encouraged to keep a weekly ‘learning log’. Experience and student feedback has shown the importance of this work in cementing students’ understanding of the often complex issues within archaeological theory. It also forms a useful source of information, not only for coursework, but also for further courses in archaeology. This log takes the form of a questionnaire set by the tutors of one question from each lecture; thus, you will have a total of 11 questions to answer in total. You are advised to write 1-2 paragraphs per question, and to answer each question at the end of each lecture while the information is fresh in your mind. Each question will relate to the main theme of each lecture.

1. What are the distinctive features of an archaeological approach to the past versus an antiquarian one?
2. Why were evolutionary theories adopted by scholars of the prehistoric past in the 19th century?
3. Cultural history: what does diffusionism mean?
4. How are Marxist approaches relevant to archaeological theory?
5. Why is it important to learn about archaeology through its theorists?
6. In your opinion, which were the three most important contributions of the New Archaeology to archaeological theory?
7. In what way can archaeology call itself a science?
8. Does post-processualism represent a distinct agenda?
9. Briefly: what is the difference between feminist and gender archaeology and how have they contributed to archaeology?
10. What is ‘community archaeology’?
11. What is archaeological theory?

All students are expected to upload their assignments into the VLE. Any assignments not suitable for uploading into the VLE will be clearly identified.

Closing date for the submission of assignments: Monday 11 January 2016 by 12.00 (noon) UTC/GMT*.
*Co-ordinated Universal Time/Greenwich Mean Time
Reading and resource list

In addition to articles distributed in class, Diploma students are invited to use the Haddon Library (Division of Archaeology, Downing Street). The Haddon Library houses the University’s archaeological and anthropological collections which includes most of the journals and volumes on this list. Diploma students may also apply to the Librarian for borrowing rights from the Haddon. Many of the volumes on this list are used for other courses and may be on 'Restricted Access' that can only be read at the Library. If you have any trouble gaining access to reading material please do not hesitate to contact the tutors.

Please note that you are not expected to read all of the texts on this list.

* denotes recommended reading

General texts


Reading List for Lectures

Week 1 Introduction and Antiquarianism (GC)


Week 2 Deep time and the 19th Century (GC)


Week 3 Archaeology as History, 1870-1960 (NJ)


Week 4 Marxism and Neo-evolutionism (NJ)


Childe, V.G. 1936 Man Makes Himself London: Watts [or later editions]


Week 5 The History of Archaeology. Studying twentieth-century archaeologists (PJS)

Please look at the History of Archaeology Research on blog http://harngroup.wordpress.com/
The information on this site reviews recent historical work.

Two books which are good introductions to the use of oral history as an historical tool are:


And these two additional books are easy introductory histories which use our history:


All books are on reserve at the Haddon Library in the Division of Archaeology on the Downing Site.

Week 6 New Archaeology (NJ)


5


Trigger, Bruce G 1989 A history of archaeological thought Chapter 8 Cambridge: Cambridge University Press

**Week 7 Archaeological Science (GC)**


**Week 8 Post-processualism (NJ)**

Bender, Barbara, Sue Hamilton & Christopher Tilley 1997 'Leskernick: stone worlds; alternative narratives; nested landscapes'. *Proceedings of the Prehistoric Society* 63: 147-78


Tilley, Christopher 1995 'Rocks as resources: landscapes and power' *Cornish Archaeology* 34: 5-57


**Week 9 Gender and Archaeology (PJS)**


Smith, P.J. 2000. ‘Dorothy Garrod as the First Woman Professor at Cambridge University.’ Antiquity 74 (283): 131-6. OR http://www2.arch.cam.ac.uk/%7Epjs1011/Pams.html


The 2007 Personal Histories film is also a good introduction to gender and women in archaeology. Watch it on iTunesU or on http://sms.cam.ac.uk/media/1080389

**Week 10 Heritage and Community Archaeology (GC)**

See relevant entries in:

Carman, John 2002 Archaeology & heritage: an introduction London: Continuum [summaries at end of each chapter]


7
Conflict archaeology: case studies from 20th-century Europe

Start date 13 January 2016   End date 16 March 2016
Day Wednesday   Time 7.15 – 9.15pm
Venue Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutor Dr Gilly Carr   No of meetings 10 evening classes plus 1 plus fieldtrip (date tbc) and a workshop (20 February 2-16)

Aims

- To introduce students to the concept of Conflict Archaeology.
- To familiarise students with a wide range of case studies from the archaeology of twentieth-century conflict.
- To enable students to work with and evaluate the various resources employed by archaeologists who work with twentieth-century material

Content

This unit will start with an introduction to Conflict Archaeology, which is a rapidly developing sub-discipline within the traditional field of archaeology that has emerged in the last few years. It is characterised by an interdisciplinary archaeological and anthropological approach and, typically, investigates 20th-century conflict. Importantly, it involves an interpretation which considers the experience of living through conflict, and how this shapes the archaeological record in specific ways. As such, this unit will explore many aspects of this period which lie on the edge of living memory. Topics will include war memorials and memorialisation, trench art, excavation of the trenches, the archaeology of military occupation, POW archaeology, and the archaeology, commemoration and memorialisation of internment and concentration camps.

Presentation of the unit

This course will be taught using PowerPoint-illustrated lectures and seminars and a fieldtrip. Students will be invited to discuss relevant case studies and experiences from their own families where relevant. The Institute’s Virtual Learning Environment (VLE) will also be available for the students’ use as an aid to their learning.

Provisional weekly lecture list

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<tbody>
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<td>Lecture 1</td>
<td>13/01/2016</td>
<td>What is Conflict Archaeology? An introduction to the subject. (GC)</td>
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Outcomes
As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate an understanding of the main concepts and key case studies of Conflict Archaeology.
- critically analyse and evaluate a range of relevant sources used by practitioners in this field.
- critically analyse and evaluate a range of case studies within the field.
- synthesise relevant literature to develop ideas which are articulated in written work

Student assignments
As this is an element of a Diploma course (equivalent at least to second-year undergraduate standard), it requires a strong commitment to reading and pre-class preparation.

Below is a series of assignments. Students may choose any TWO assignments, of 1,500-2000 words EACH (3,000-4,000 words in total), at least ONE of which must be an essay from the list in Section A. The other assignment can be chosen from the list of projects in Section B.

It is also possible for students to take on their own small research project of 3,000-4,000 words as their sole assignment for this unit. Students should consult the tutor about this option and agree in writing on a theme and title with the tutor. The tutor will give guidance about structure for this longer assignment.

Section A: Essay titles

Please note that the use of case studies is vital in essays. Use around three per essay.

1) Outline the key concepts of Conflict Archaeology, and explain why the field is important.
2) Evaluate the resources used by the practitioner of Conflict Archaeology. How reliable are they?
3) Why is material culture important to the archaeologist of 20th-century conflict? Answer with reference to case studies.
4) Evaluate the importance of the excavation of WWI trenches and battlefields in...
the development of the concept of Conflict Archaeology.

5) Compare and contrast the differences and similarities between archaeological approaches to PoW, internment and concentration camps.

Section B: Project Assignments

1. **Artefact assignment**

   Take any 3 items of ‘trench art’*, provide an illustration, a description, context, interpretation(s), and any further relevant information. Discuss their role as ‘memory objects’ and the importance of each item to the practitioner of Conflict Archaeology. You are expected to make reference to the wider literature in this field.

   * **NB your source of items can be published works, items in museums, objects you have seen for sale on Ebay, or family objects / heirlooms.**

2. **Museum exhibition**

   You are responsible for putting together a museum exhibition on a case study in the field of the archaeology of twentieth century conflict. Please provide information on the background history of the case study, the rationale for the exhibition (what angle will you take?), text for 4 to 5 panels, your choice of items for display for each section of the exhibition, and any notes about the mode of display. Further information will be provided in the VLE.

3. **Museum review**

   Write a review of any twentieth century conflict-related museum exhibition in Europe. You may choose to write about an exhibition at the Imperial War Museum, London, which we will visit on our field trip. Consider issues relating to the senses (lighting, sound, touch, use of objects, the way they are displayed), the use of space (is there any significance to the way exhibits are ordered or cases are designed and spaced?), the way the time period is evoked (by what methods?), the way emotions are triggered, etc. How successful do you consider the exhibition to be? Why? Why not? Be critical: what doesn’t work? What can be improved? Consider interviewing the curator or designing a questionnaire which you can use on other visitors to get quantitative and qualitative data.

4. **War Memorials project**

   Using the war memorials in a location of your choice, either in the UK or abroad, and at the level of a single village or landscape, **analyse and interpret** (i.e. do not just describe) their form, choice of location, date of erection, change in use (where relevant), importance in the landscape today, their use in commemoration, and other issues of interest to the practitioner of Conflict Archaeology. Please use the methodology of the ‘memorialscape’ outlined in Carr (2012) where appropriate, and be critical in your use of its application.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Closing date for the submission of assignments: Monday 4 April 2016 by 12.00 (noon) BST* (11.00 UTC).

*British Summer Time
Reading and resource list

Please note that the University Library is the key place to look for these readings, although the Haddon library has some of the more heritage-themed ones. Some of the journal papers are available as e-journals. Sections of some of the books may be available through googlebooks.

Key readings

- Journal of Conflict Archaeology (the key journal in the field. The index can be seen on http://www.ingentaconnect.com/content/maney/jca). As this journal is not available at the University Library or at the Haddon, please email the course tutor to ask for copies of individual papers.

These two edited collections of papers on modern conflict archaeology are available as free downloads. Make good use of them!


http://eprints.brighton.ac.uk/4476/1/Re-mapping_the_Field.pdf


General


Conflict landscapes, dark tourism & dark heritage


WWI Archaeology


Trench Art and the material culture of war


**Occupation Archaeology**


**Internment archaeology (including prison camp, POW & concentration camp archaeology)**


Geoarchaeology 22, 729-46.


Memorials


Useful journals
- Journal of Conflict Archaeology
- International Journal of Historical Archaeology
- Journal of Contemporary History
- International Journal of Heritage Studies
- British Archaeology
- Antiquity
Museums and heritage

Start date  13 April 2016
End date    29 June 2016
Day         Wednesday
Time        7.15 – 9.15pm
Venue       Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutor       Calum Robertson
No of meetings 12 meetings and a fieldtrip

Aims

Heritage is about the past in the present – what survives, what is valued, and what is selected to be preserved. The unit aims to introduce students to recent heritage debates regarding heritage ‘actors’, institutions, and policies, through which to explore specific issues such as illicit antiquities, heritage ‘publics’, conservation and preservation, value, interpretation, commodification, the destruction and reconstruction of heritage, ‘dark heritage’, intangible heritage and the ownership of the past.

Content

The focus of the unit relates to the context in which heritage is 'managed', most often seen in the specific contexts of museums, conservation organisations and historic visitor attractions. The presentation of the past is a contested domain, with many layers of meaning, use and understanding.

This unit will introduce students to the key concepts, themes and debates in heritage management today. It will begin by providing an historical overview of the development of the notion ‘heritage’ and the management of said heritage. It will explore how meaning, value and authenticity are ascribed to heritage and look at the role of experts, stakeholders and legislation in heritage conservation.

It will also trace the history of museums and analyse the role that they play in contemporary society. Taking examples from former colonies, fascist states, communist states, democracies and super-national federations, this unit will ask: how does heritage management perpetuate the political status quo or spur political change? In one lecture focusing on states emerging from war, the following questions will be posed: Why is heritage frequently targeted in war? How is heritage protected in war? Is reconstruction always a benevolent process or can it be considered a continuation of war by other means? A further lecture will focus on how ‘heritage that hurts’ or ‘unwanted pasts’ are remembered or conversely forgotten. Contemporary concerns about preserving intangible heritage, commodification, and debates about repatriation will also be highlighted.

Presentation of the unit

The unit will be presented through lectures and class discussions, including one Saturday full-day fieldtrip. The fieldtrip will visit a number of heritage sites in London, comparing different types of interpretation and presentation.
All students will be expected to access the online Virtual Learning Environment and to submit assignments by uploading them to the VLE.

### Provisional weekly lecture list

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<td>13/04/2015</td>
<td>What is Heritage? A brief introduction</td>
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<td>Lecture 2</td>
<td>20/04/2015</td>
<td>Heritage Values</td>
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<tr>
<td>Lecture 3</td>
<td>27/04/2015</td>
<td>Authenticity and Commodification of the Past</td>
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<td>Lecture 4</td>
<td>04/05/2015</td>
<td>Preservation, Policies and Procedures</td>
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<td>Lecture 5</td>
<td>11/05/2015</td>
<td>Heritage, Communities and the ‘Public’</td>
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<tr>
<td>Lecture 6</td>
<td>18/05/2015</td>
<td>Museums and Collecting</td>
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<tr>
<td>Fieldtrip</td>
<td>21/05/2015</td>
<td>London – Denis Severs House and Sir John Soane Museum</td>
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<td>Lecture 7</td>
<td>25/05/2015</td>
<td>Intangible Heritage</td>
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<td>Lecture 8</td>
<td>01/06/2015</td>
<td>Illicit Antiquities</td>
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<td>Lecture 9</td>
<td>08/06/2015</td>
<td>Nationalism, War, Destruction and Reconstruction</td>
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<td>Lecture 10</td>
<td>15/06/2015</td>
<td>Dark heritage and Memorialisation</td>
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<td>Repatriation</td>
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<td>Lecture 12</td>
<td>29/06/2015</td>
<td>The Tourist-Historic City</td>
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### Outcomes

Students will be challenged to practise and improve upon several important academic skills during the unit. Critical practices for any student include the ability to assimilate and analyse theories and critiques of heritage management practice; to integrate information from lectures and various readings; and to communicate understanding of the materials in class discussions and in essays.

**As a result of the unit, within the constraints of the time available, students should be able to:**

- evaluate the role of heritage and museums within society and the forms in which heritage is managed;
- analyse the varied ways in which heritage is presented to the public, and the impact of this presentation;
- demonstrate and assess the merits and relevance of different approaches to heritage management.

### Student assignments

As this is part of a Diploma course (equivalent to second-year undergraduate standard) it will require a strong commitment to reading and pre-class preparation.

Students should come to class prepared, ready to ask questions, and think about the answers. Classroom discussion is one of the best means of understanding difficult material and students are encouraged to listen to their peers and draw on them as resources to help work through the material.

Students are expected to submit their assignments online and feedback on assignments is delivered online. Any assignments not suitable for uploading into the VLE will be clearly identified.
Essay guidelines
Students are required to complete TWO assignments weighted 50/50. Students can choose to either write two essays OR one essay and one project from the list below. Each assignment should be between 1500 – 2000 words, totalling approximately 4000 words for both assignments.

Essay Topics (associated readings are provided in the course bibliography)

1. What makes Stonehenge so difficult to manage?
This essay asks for you to think about the practical problems and challenges of managing a large and iconic archaeological heritage site. Think about the roles and claims of stakeholders, such as archaeologists, the general public, tourists, UNESCO, New Agers and Druids. Also consider practical management issues such as conservation of the ancient site, the need to attract tourists, ways of displaying the site to the public, and the use of the site for further archaeological research.

2. What is the role, function and purpose of the National Trust? Does it fulfil its purpose?
This essay asks you to outline and evaluate the role of the National Trust in managing British heritage sites. Consider its role as a conservation and preservation body but also evaluate its commitment to displaying and presenting the past to the public. How does it balance the need to conserve the past with the necessity of attracting visitors? Pick at least one National Trust site to illustrate your case study.

3. How do cabinets of curiosity differ from today’s notion of the ‘museum’?
This essay asks you to evaluate the differences between cabinets of curiosities and modern museums. Discuss the differences between methods of collecting and displaying objects. Consider the aims and purposes of cabinets of curiosities and how these aims differ in modern museums.

4. What is ‘Dark’ heritage and what are the challenges of managing ‘Dark’ sites? Choose up to three case studies to illustrate your argument.
In this essay, you are asked to discuss the concept of ‘Dark’ heritage which has stemmed from ‘Dark’ tourism studies. You can outline theories of ‘Dark’ heritage and evaluate the usefulness of the term. Using case studies, discuss the challenges of managing ‘Dark’ sites, such as how to deal with the display of death, the use of emotion and competing claims on the heritage from stakeholders. Consider whether the site displays heritage from a ‘perpetrator’ or ‘victim’ perspective and what difference this makes.

5. How can Intangible Heritage be managed? Use up to three case studies to illustrate your argument.
In this essay, discuss the idea of Intangible Heritage. You can outline the international policies and conventions that protect it and evaluate the effectiveness of such policies. Discuss the challenges of ‘conserving’ the intangible and assess how the intangible can be regulated and accessed.

6. Does heritage have to be ‘authentic’? Discuss using case studies.
This essay asks you to evaluate the concept of ‘authenticity’ in heritage studies. It asks you to discuss the ‘heritage debates’ covered in lecture 3. You can evaluate the issues of authenticity using case studies of the John Soane Museum and the Denis Severs House visited on our fieldtrip.

Project Topics (Further guidance for these will be given on the VLE nearer the time)

1. Exhibition Evaluation
Write a review of a museum exhibition or gallery of your choice. You may choose to write about an exhibition in Cambridge at the MAA, the Cambridge City Museum or the Fitzwilliam, or one of the museums we visit on our London fieldtrip. Consider issues such as the purpose and genre of the
museum, what the exhibition is trying to achieve, and who the intended audience is. You can also use pamphlets, guidebooks, advertisements, the museum website and interviews with the curators (if you can secure them) to discover this. Review the methods of display, such as the use of text, lighting, sound, touch, use of objects, images, the use of space, the use of emotions etc. How successful do you consider the exhibition to be? What works? What can be improved? Does the exhibition meet its aims?

2. Archaeological Heritage Site Project
Evaluate an archaeological heritage site with regard to how it displays and explains the ancient past to visitors. You may choose a site which has few visible features such as ‘landscape archaeology’ sites like Flag Fen in Peterborough, Grimes Graves in Thetford or Sutton Hoo in Suffolk, or you may choose to evaluate archaeological sites with visible features such as ruins, castles, standing stones or other ancient places. Assess the effectiveness of how your site communicates technical ideas about archaeology and the distant past to the public. Does the site make archaeological information accessible to the general public? How does it do this? Assess the use of exhibitions, recreations, live performances, models, photography, walking tours of the site or audio-visual media. If your site does not make use of these: why not? Discuss the specific challenges of communicating ‘archaeological’ heritage to the public in comparison to modern heritage using your case study. Again, consider the aims and purposes of the site, the intended audience, the way in which the site is funded, and whether the site is still an ‘active’ archaeological site or purely a visitor attraction.

3. Cambridge as Tourist-Historic City
Assess the effectiveness of Cambridge as a tourist-historic city. Examine how Cambridge brands itself as a ‘historic city’, paying attention to the way in which heritage and historical sites are used to promote its image to tourists. Evaluate how Cambridge sells its heritage to visitors and tourists using leaflets, advertisements and bus / walking tours. Is the branding of Cambridge as a ‘historic city’ successful? Consider the benefits and drawbacks to the designation of Cambridge as ‘historic’.

If students wish to create their own titles, these must be agreed in writing with the tutor first.

Closing date for the submission of assignments: Wednesday 20 July 2016 by 12.00 (noon) BST* (11.00 UTC).
*British Summer Time

Reading and resource list

**** Please note that students are not expected to read all of the texts on this list. A long list is given because of competition for books and in case a variety is needed for essays. The tutor will highlight those pieces that are most relevant to class discussion during the course ****

In addition to articles distributed in class, Diploma students are invited to use the Haddon Library (Division of Archaeology, Downing Street). The Haddon Library houses the University’s archaeological and anthropological collections which includes most of the journals and volumes on this list. Diploma students may also apply to the Librarian for borrowing rights from the Haddon. Many of the volumes on this list are used for other courses and may be on ‘Restricted Access’ that can only be read at the Library. If you have any trouble gaining access to reading materials please do not hesitate to contact the tutor.

Key Texts:
Lecture 1 What is Heritage? A brief introduction

Lecture 2 Heritage Values

Lecture 3 Authenticity and Commodification


Lecture 4 Preservation, Policies and Procedures
Websites: UNESCO, English Heritage, ICCROM, ICOMOS, National Trust

Lecture 5 Museums and Collecting

Lecture 6 Heritage, Communities and the ‘Public'

Lecture 7 Intangible Heritage


**Lecture 8 Illicit Antiquities**


**Lecture 9 Nationalism, War, Destruction and Reconstruction**


**Lecture 10 Dark heritage and Memorialisation**


**Lecture 11 Repatriation: Class led discussion**


**Lecture 12 The Tourist-Historic City**


## TIMETABLE

### Michaelmas 2015: Interpretation: history and theory of archaeology

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<th>Lecture</th>
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<td>07/10/2015</td>
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### Lent 2016: Conflict archaeology: case studies from 20th-century Europe

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### Easter 2016: Museums and heritage

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Assignment submission dates are normally 3 weeks after the final teaching session of term.

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk