

SYLLABUS

Course information					
Code:	Not applicable	Course:	Cultural Heritage Conservation		
Coordinating area / program:	International Programs		Mode:	Classroom teaching	
Credits:	3	Contact hours:	48	Autonomous study hours:	32

Contact hours					
Sum:	48	Theory:	46	Practice:	0
		Laboratory:	0	Evaluation hours:	2

Course pre-requisites		
Code	Course	Career
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email		Contact site
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Instructors
Miguel Angel Landa Sierra

Course overview
<p>This course demonstrates to students the importance of cultural heritage in our contemporary world. They will study procedures and policies designed to conserve culturally significant buildings and landscapes. Topics addressed by the course include: heritage site registration and cataloguing, UNESCO Heritage Conservation Charters, and principal restoration and conservation techniques. In Cusco, once the capital of the Inca Empire, a number of conservation projects remain ongoing. Students will visit archaeological and historical sites, in order to see for themselves how such theoretical knowledge is applied in practice.</p>

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
Students comprehend and analyze the value cultural heritage for the humankind and discuss history, norms and methods of its restoration and conservation in the Peruvian context.	1.	Students name and explain the basic concepts of cultural heritage theory and norms related to it, in the context of universal and Peruvian history.
	2.	Students review the general definition of cultural heritage and the role of heritage protection organizations.
	3.	Students analyze general and specific concepts and methods of architectural conservation and restoration.
	4.	Students follow and discuss one conservation and restoration project in the historic center of Cusco and one example from their home country, applying critical analysis.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1	Basic Concepts and History of Restoration and Conservation.				
Specific result:	1					
1	1	1	AP	Introduction to the course.	The instructor discusses the course summary with the class. Students introduce themselves and share their personal expectations for the term. Students' assignments for the term are defined, including presentations and papers.	Ppt presentation with the summary of the course contents. A game with the word "metacognition".
1	1	1	AP	Conservation and restoration universal criteria.	Students identify the main universal conservation and restoration concepts and criteria.	Ppt presentation.

1	1	1	AP	UNESCO and Peruvian norms.	Students review the general legal framework established by the UNESCO and by Peruvian regulations, against historical background.	Ppt presentation.
	1	2	AA	Cultural heritage: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
2	2	1	AP	History of world architecture: Overview. Antiquity and Middle Ages.	Students review the history of world architecture and recognize the main monuments remaining today, starting with the Antiquity and the Middle Ages.	Ppt presentation.
2	2	1	AP	History of world architecture: Renaissance.	Students recognize the main traits of Renaissance architecture.	A student's ppt presentation.
2	2	1	AP	History of world architecture: Baroque.	Students review the main characteristics of Baroque architecture.	A student's ppt presentation.
	2	2	AA	World history: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
3	3	1	AP	History of world architecture: Neoclassicism.	Students describe the main traits of Neoclassical architecture.	A student's ppt presentation.
3	3	1	AP	History of world architecture: XX Century. Ethical and economic aspects of restoration and conservation.	Students review main traits of modern architecture and discuss the ethic purposes of preserving ancient remains contrasted with economic arguments.	A student's ppt presentation.
3	3	1	AP	History of Peruvian architecture: Prehispanic cultures. Field trip to Museo Inka.	Students summarize the history of Prehispanic architecture in Peru.	Field trip. Museo Inka display.
	3	2	AA	Cultural heritage and world history general concepts sum up.	Students compile reviewed information.	PDF Files. Reading summaries.
4	4	1	AP	History of Peruvian architecture: Viceroyal Period.	Students review the main traits of the Viceroyal period architecture in Peru.	A student's ppt presentation.
4	4	1	AP	History of Peruvian architecture: Republican Period.	Students discuss the main traits of Republican architecture in Peru.	A student's ppt presentation.
4	4	1	AP	TEST 1.	Students take a test on the topics covered in the first unit.	Evaluation.
	4	2	AA	Peruvian architecture: reading.	Students share their summaries of the reading assignment given by the professor.	PDF Files. Reading summaries.
Basic and supplemental mandatory reading:					[1], [2]	
Unit	2	Conservation and Restoration Norms and Institutions.				
Specific result:		2				
5	5	1	AP	Norms: UNESCO.	Students analyze the 10 universal criteria established by the UNESCO to identify natural and cultural heritage.	Real time UNESCO webpage research in class.
5	5	1	AP	Norms: Peruvian National Cultural Heritage Declaration.	Students review the Peruvian regulations meant to protect cultural heritage.	Ppt presentation.
5	5	1	AP	Norms: UNESCO World Heritage List.	Students identify World Heritage sites listed by UNESCO in Peru and in their home countries.	Real time UNESCO webpage research in class.
	5	2	AA	UNESCO and cultural heritage: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor are reviewed.
6	6	1	AP	Institutions: UNESCO.	Students discuss the United Nations Education, Science and Culture Organization and its responsibility in the field of cultural heritage preservation.	Ppt presentation.
6	6	1	AP	Institutions: ICOMOS - ICCOM – ICCROM.	Students analyze the role of ICOMOS - ICCOM – ICCROM as international consultants.	Interview with a local ICOMOS member invited to class.
6	6	1	AP	Institutions: Peruvian Ministry of Culture.	Students understand the role of the Ministry Culture of Peru as the main cultural heritage protector.	Ppt presentation.

	6	2	AA	Peruvian cultural institutions: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
7	7	1	AP	Institutions: Cusco Office of the Ministry of Culture.	Students analyze the regional importance of the local office of the Ministry of Culture.	Ppt presentation.
7	7	1	AP	Institutions: Ministry of Economy.	Students discuss the national budget for conservation and restoration of cultural heritage.	Ppt presentation.
7	7	1	AP	Institutions: Municipal governments.	Students review the role of municipal governments in the protection of cultural heritage.	Interview with representatives of a local Municipality invited to class.
	7	2	AA	UNESCO and Peruvian cultural institutions general concepts sum up.	Students share their summaries of the reading assignment given by the professor and organize their digital files to be reviewed.	PDF readings given by professor.
	8	2	AA	Pre-exam review.	Students review course materials and notes for the exam.	PDF readings, students' notes and course materials.
8	8	1	AP	Institutions: the Qhapaq Ñan Project.	Students discuss the Qhapaq Ñan Technical Secretaries in the six Andean countries.	Ppt presentation.
8	8	1	AP	Mid-term review.	All information covered in class is reviewed and organized before the exam.	Ppt presentations and class notes are compiled.
8	8	1	AP	MID-TERM EXAM	Students take one hour written exam.	Evaluation.
Basic and supplemental mandatory reading:					[1], [3]	
Unit	3	Concepts, Norms and Methods of Architectural Conservation and Restoration.				
Specific result:		3				
9	9	1	AP	Athens Charter. 1931.	Students analyze the 1931 Athens Charter content for conservation and restoration.	A student's ppt presentation and videos.
9	9	1	AP	Venice Charter. 1964.	Students discuss the content of the 1964 Venice conservation and restoration Charter.	A student's ppt presentation and videos.
9	9	1	AP	Machupicchu Charter. Historic cities. 1977.	Students review the content of the 1977 Machupicchu Charter on the conservation and restoration historic cities.	A student's ppt presentation and videos.
	9	2	AA	UNESCO Conventions: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
10	10	1	AP	Washington Charter on historic towns and urban areas. 1987.	Students read and understand the content of the 1987 Washington Charter on the conservation and restoration of historic towns and urban areas.	A student's ppt presentation and videos.
10	10	1	AP	Zimbabwe Charter for architectural heritage. 1987.	Students analyze the content of the 1987 Zimbabwe Charter on architectural heritage conservation and restoration.	A student's ppt presentation and videos.
10	10	1	AP	Laussane Charter. Archaeological remains management. 1990.	Students review the main points of the 1990 Laussane Charter on archaeological remains management.	A student's ppt presentation and video.
	10	2	AA	UNESCO Conventions: general concepts. Additional contents.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
11	11	1	AP	Nara document of authenticity. 1994.	Students discuss the basic ideas of authenticity in the 1994 Nara document.	A student's ppt presentation and video.
11	11	1	AP	Architectural heritage conservation and restoration: examples.	Students name and describe examples of conservation and restoration of ancient edifices in Peru and around world.	Workshop / discussion: a conservation and restoration project example in Cusco. The Cathedral.

11	11	1	AP	Archaeological heritage conservation and restoration: examples.	Students review examples of archaeological research related to conservation and restoration processes in Peru and around the world.	Workshop / discussion: a conservation and restoration project example in Cusco. Archaeological remains in the Saqsaywaman park.
	11	2	AA	Restoration and conservation: general concepts.	Students compile reviewed information.	PDF Files. Readings summaries.
12	12	1	AP	Movable cultural heritage conservation and restoration.	Students discuss examples related to conservation and restoration of paintings on canvas, sculptures, furniture pieces and metal objects.	Workshop / discussion: a conservation and restoration project example in Cusco. A colonial church.
12	12	1	AP	Intangible heritage conservation.	Students analyze examples of the conservation of traditions and cultural traits as intangible heritage.	Ppt presentation.
12	12	1	AP	PRACTICE 2.	Students take a test on the topics covered after the mid-term exam.	Evaluation.
	12	2	AA	Movable and intangible heritage conservation: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
Basic and supplemental mandatory reading:					[3], [4]	
Unit	4	14	Conservation and Restoration Project: case study.			
Specific result:		4				
13	13	1	AP	First case selection. Local options.	Students and professor select a local restoration and conservation project in progress to be followed and analyzed.	Workshop / discussion in class.
13	13	1	AP	Conservation and restoration concepts applied in the selected project.	Students recognize and discuss the conservation and restoration concepts, learned from previous classes, used in the selected project.	Visit to the selected project.
13	13	1	AP	Participants' roles.	Students identify the roles of all private and public agents that participate in the selected conservation and restoration project.	Visit to the selected project.
	13	2	AA	Cultural heritage recovery projects: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
14	14	1	AP	Technical procedures sequence .	Students identify and describe the technical procedures used in the restoration and conservation process.	Visiting the chosen project.
14	14	1	AP	Financial resources.	Students analyze the financial resources and the expenses of the selected project.	Ppt presentation. Group discussion in class.
14	14	1	AP	Hypothetical sustainability.	Students discuss the sustainability conditions for the future development of the project.	Ppt presentation. Group discussion in class.
	14	2	AA	Technical and financial resources for cultural heritage conservation: general concepts.	Students share their summaries of the reading assignment given by the professor.	PDF readings given by professor.
15	15	2	AP	Second case selection. Students' home countries.	Based on the previous analysis, students choose restoration and conservation projects from their own home countries.	Students' brief presentations in class showing the projects they have chosen.
15	15	1	AP	Historical background of the selected projects.	Students prepare a summary of the historical background of the projects of their choice.	Students' ppt presentations. Class discussion.
	15	2	AA	Conservation projects: concepts and methods.	Students make a list of the conservation and restoration concepts and methods used in their selected projects.	Students' ppt presentations.
	16	2	AA	All concepts shared during the semester are reviewed.	All information covered in class is reviewed and organized before the exam.	Students' notes, readings and other course materials.

16	16	1	AP	Observations and final conclusions.	Applying all information covered in the course, each student makes his/her own observations and conclusions related to the selected project.	Class discussion.
16	16	1	AP	Wrap-up.	Students revise and organize all the information covered in class for the final exam.	Ppt presentations and class notes are compiled.
16	16	1	AP	FINAL EXAM	Students take one hour written exam.	Evaluation.
Basic and supplemental mandatory reading:					[3], [5]	

AA: autonomous learning

AP: contact learning

Methodology

Students' active participation will be required during all classes. The course will be adapted to students' suggestions in order to meet their individual expectations. Besides the usual readings and slide presentations, other teaching strategies will be applied to make classes dynamic: field trips, videos and students' independent work.

Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	70%
2	Mid-term exam	15%
3	Final exam	15%

Continuous assessment (*)

Type of evaluation	Percentages	Weighted description per type of evaluation			Week	Make-up evaluation
		Nº	Description	%		
Type 1: Participation in class	25%	1	Participation in class	100%	15	
		TOTAL 100%				
		Comments:				
Type 2: Ppt presentations	25%	1	Ppt presentations	100%	7 & 15	
		TOTAL 100%				
		Comments:				
Type 3: Practices	25%	1	Practice 1	50%	4	
		2	Practice 2	50%		
		TOTAL 100%				
		Comments:				
Type 4: Written report	25%	1	Written report	100%	15	
		TOTAL 100%				
		Comments:				

(*) Continuous assessment includes independent study activities.

General guidelines

- Students who arrive more than 10 minutes late will be counted as absent.
- No food is allowed in class.

Course specific rules

- Attendance to all classes is expected.
- The term planning will be set the first day of classes with direct students' participation; during the term this planning will be followed strictly.

Attendance policy

Total percentage of permitted absences in language courses:	20%
Total percentage of permitted absences in other courses:	30%

Basic and supplemental mandatory reading

Basic mandatory reading:

- UNESCO WORLD HERITAGE CENTER. 2016. *Operational Guidelines for the Implementation of the World Heritage Convention*.

UNESCO.

2. RIVERA BLANCO, Javier. 2008. *De varia restauratione: teoría e historia de la restauración arquitectónica*. Abada Editores.

Supplemental mandatory reading:

3. INSTITUTO NACIONAL DE CULTURA. 2007. *Documentos Fundamentales para el Patrimonio Cultural. Textos internacionales para su recuperación, repatriación, conservación, protección y difusión*. Lima, Perú. 1ª Edición.

4. ALFARO, Crayla et al. 2014. *El Urbanismo Inka del Cusco. Nuevas Aportaciones. Arqueología y Arquitectura en la Capital del Tawantinsuyu*. Cusco – Washington - Tarragona.

5. PHILIPPOT, Paul. 1996. Restoration from the Perspective of the Humanities. In: Price, Nicholas et al. (comp.) *Historical and Philosophical Issues in the Conservation of Cultural Heritage*. Los Angeles: The Getty Conservation Institute. Pp. 216-229.

Supplemental optional reading

1. HISTORIC ENGLAND. 2008. *Conservation Principles, Policies and Guidance for the Sustainable Management of the Historic Environment*. English Heritage.

2. GUAMAN POMA DE AYALA, Felipe. 2009. *The Drawings of the Indian Chronicler. New Chronicle and Good Government*. Cusco: Editorial Piki.

3. BALLART, Josep & JUAN, Jordi. 2001. *Gestión del Patrimonio Cultural*. Barcelona: Ariel.

4. BAUER, Brian. 2004. *Ancient Cuzco: Heartland of the Inka*. University of Texas Press.

Approved by:

Validated by:

Office of Curriculum Development

Date:

Date: