

COURSE ON INTEGRATED PROTECTION,  
MANAGEMENT AND USE OF CULTURAL HERITAGE



# Interdisciplinary Teaching Module: Modern Management of Cultural Heritage



# **Course on Integrated Protection, Management and Use of Cultural Heritage**

## **Interdisciplinary Teaching Module: Modern Management of Cultural Heritage**



**Project UNINET: University Network for  
Cultural Heritage – Integrated Protection,  
Management and Use**

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# **Course on Integrated Protection, Management and Use of Cultural Heritage**

## **Interdisciplinary Teaching Module: Modern Management of Cultural Heritage**

### **I. General characteristics of the Course on Integrated Protection, Management and Use of Cultural Heritage**

#### **Overview**

Traditional approach to preservation of heritage has been focused on only one issue - how to keep the historical object from the technical point of view. It neglected the other two elements - socially useful utilization of heritage and modern management of historical objects. However, in a market economy, protection of cultural heritage requires not only resolving conservation (technical) problems but also many utilitarian problems (functional, financial, ownership, etc.). Therefore modern teaching programme in field of contemporary use, management and protection of heritage has to take into account both the conservation and non-conservation determinants (utilitarian, financial, social, cultural, etc.).

Modern management of historic object, apart from conservation and technical problems, has to include, amongst others, organisational, financial, legal, functional and promotional issues. Heritage protection is most often associated with a number of restrictions, orders and prohibitions, inter alia limiting the possibility of modernisation of the monument, limiting the owner's right to use the historic object, forcing owner to incur additional costs and limiting possibility of the use of historic site.

Cultural heritage represents a big potential for economic growth, generating value and thereby directly benefiting citizens. Therefore it is necessary to educate specialists who will be able to find a better balance between preservation of cultural heritage and sustainable socio-economic development of the regions.

All the universities interested in broadening their educational offer will have various possibilities of using the Course on Integrated Protection, Management and Use of Cultural Heritage in accordance to the individual needs of particular university:

- ✓ the entire Course on Integrated Protection, Management and Use of Cultural Heritage can be introduced into existent curriculum
- ✓ the Course on Integrated Protection, Management and Use of Cultural Heritage can be introduced into existent curriculum and can be offered as intensive course
- ✓ individual Modules or subjects of the Course can be introduced into existent curriculum as obligatory, elective or facultative study subjects.

### **The general objectives of Interdisciplinary Teaching Module: Modern Management of Cultural Heritage**

Interdisciplinary Teaching Module: Modern Management of Cultural Heritage is the teaching programme enabling educating specialists able to apply modern, attractive forms of management of heritage, while respecting its historical value. Interdisciplinary Teaching Module: Modern Management of Cultural Heritage combines issues of various but related fields of study, i.a. management, architecture, archaeology, but also, environmental protection, social and economic needs.

The general objectives of Interdisciplinary Teaching Module: Modern Management of Cultural Heritage:

In field of Architecture:

- ✓ Gaining the knowledge on the management of architectural heritage, especially on organizational, legal, economic aspects.
- ✓ Acquiring the knowledge regarding collaboration with stakeholders involved in protection and management of architectural monuments and sites.
- ✓ Acquiring the skills to collect data, analyse, synthesize and assess them to elaborate strategies for architectural heritage sites.

- ✓ Acquiring skills on preparation of monitoring process (monitoring indicators) for architectural monuments and sites.
- ✓ Preparation to collecting the data important for architectural monuments, analysing threats and abilities, and elaborating the management plan for architectural monuments.

In field or Archaeology:

- ✓ Obtaining the knowledge for the management of World Heritage sites, with particular focus on archaeological heritage.
- ✓ Acquiring the necessary skills to analyse, synthesise and assess strategies for the management of World Heritage sites.
- ✓ Acquiring basic knowledge in field of stratigraphic excavation, evaluation and management of archaeological sites.
- ✓ Acquiring skills on archaeological site analysis.

In field of Cultural Landscape:

- ✓ Acquiring basic knowledge about strategic management of cultural landscapes: SWOT analysis, assessment, planning, stakeholders' participation procedures design, assessment, planning, implementation and monitoring.
- ✓ Ability to apprehend comprehensive interdisciplinary and multiple relative frameworks, procedures, methods and tools with an emphasis on non-cultural aspects: economic, legal, social, marketing.
- ✓ Acquiring basic knowledge on how to evaluate cultural ecosystems and how to assess landscapes for sustainable management.
- ✓ Demonstrating basic skills for conducting landscape character assessment.
- ✓ Acquire the skill to operate innovative holistic tools allowing the documentation, analysis, spatial allocation and visualisation of relative cultural, ecological, economic and social data (GIS open source platform).

## **Initial requirements in terms of knowledge, skills and other competences**

The Course on Integrated Protection, Management and Use of Cultural Heritage and Interdisciplinary Teaching Module: Modern Management of Cultural Heritage is primarily geared towards first- to second-year graduate students, as well as towards professionals in field of cultural heritage willing to expand their knowledge and skills.

Candidates taking up the Interdisciplinary Teaching Module: Modern Management of Cultural Heritage must have the following knowledge and skills:

In field of Architecture:

- ✓ Basic knowledge regarding protection of architectural heritage – rules and methods of protection.
- ✓ Basic knowledge regarding analysis of architectural monument – architectural and technical aspects, value assessment. of heritage management strategies and potential threats to heritage sites.
- ✓ Knowledge of theoretical foundations of heritage protection (doctrinal texts presenting principles of protection and management of heritage).
- ✓ Basic knowledge of threats to architectural monuments and sites.
- ✓ Basic knowledge of legal, financial, organizational aspects of heritage protection.

In field of Archaeology:

- ✓ Basic knowledge of the UNESCO World Heritage Convention and the conditions required for a site to be nominated as World Heritage.
- ✓ Basic knowledge of heritage management strategies and potential threats to heritage sites.
- ✓ Knowledge of principles of archaeology and site management, with particular emphasis on the skills of analyzing the archaeological documentation and the comparison with other late antique portual cities.
- ✓ Basic knowledge of analysis, digital drawing, database achievement, and geographical information systems for the reconstruction of the history of the sites, from materials evidences.

In field of Cultural Landscape:

- ✓ Knowledge of the natural and cultural elements of cultural landscape, heritage conservation and protection.
- ✓ Basic knowledge of landscape architecture, urban planning, spatial planning and garden history.
- ✓ Abilities in analysing main characteristics of landscape contexts.
- ✓ Adequate skills in design, visualisation and data/project management software.

## 2. Learning outcomes

The curriculum for the Module Modern Management of Cultural Heritage guarantees the acquisition of the following knowledge, skills and social competences:

In field of Architecture:

### Knowledge:

- ✓ knowledge of architectural monument value assessment, pressures and threats to architectural monuments, abilities to use them
- ✓ knowledge of the rules and principles of the management processes of the architectural monuments and sites
- ✓ knowledge of the contemporary management doctrine
- ✓ knowledge of the process of management of cultural heritage and of the actors and issues involved in it.
- ✓ knowledge of the critical approach to the management of cultural heritage especially in its architectural dimension.

### Skills:

- ✓ ability to define the goals and means for architectural monument management
- ✓ ability to understand and give his/her critical opinion on the management strategies/plans of architectural heritage

- ✓ ability to collect the information necessary to prepare the management plan/system
- ✓ ability to collaborate with the stakeholders

Social competences:

- ✓ understanding the reasons for implementing management plans for architectural monuments and sites
- ✓ awareness of the need to respect, protect and valorize the local cultural identity and understands the role of the architect in this process
- ✓ awareness of the need to collaborate with stakeholders involved in the process of protection and management of architectural heritage

In field of Archaeology:

Knowledge:

- ✓ understanding of the different pressures and threats to cultural World Heritage sites, in particular archaeological sites
- ✓ knowledge of the key concepts and principles for dealing with archaeological settlements (the base of the modern doctrine of management)
- ✓ knowledge of the rules for the analysis of the archaeological settlements

Skills:

- ✓ ability to evaluate management strategies at cultural World Heritage sites
- ✓ ability to assess threats to and mitigation strategies for cultural World Heritage sites
- ✓ ability to define the aims to renovate and to preserve the value of archaeological settlements
- ✓ ability to carry out tests and queries in order to obtain information necessary to determine the value of monumental site
- ✓ ability to select the scope of renovation and conservation works necessary to preserve the value of archaeological settlements

- ✓ ability to carry out the queries in order to obtain information necessary to determine the value of the portual settlement

Social competences:

- ✓ understanding the reasons for implementing comprehensive management plans at World Heritage sites
- ✓ ability to critically assess management strategies, both as part of a team and individually
- ✓ understanding the necessity to protect heritage site and the importance of carrying out the specified scope of restoration works (resulting from the conservation doctrine)

In field of Cultural Landscape:

Knowledge:

- ✓ knowledge of the key concepts for cultural landscape, heritage, management and monitoring of cultural landscapes
- ✓ knowledge of the rules for preparing documentation regarding management plans, plans of action and operational plans for selected types of cultural landscapes
- ✓ describing the social and cultural processes that lead to something being defined as a specific cultural landscape
- ✓ knowledge of how different professional fields and stakeholders understand cultural landscapes and their management

Skills:

- ✓ ability to formulate the strategic objectives and tactical aims of cultural landscape management, using the specialized language of protection studies
- ✓ ability to perform basic research and analysis for the attributes, contents and needs of cultural landscapes' operational plans, and to conduct a preliminary assessment identifying the adequate impact factors and indicators

- ✓ ability to implement the notion of cultural ecosystem services as planning outcomes within cultural landscapes management
- ✓ ability to design participatory engagement procedures as a tool for assessing cultural landscapes and as an essential component of the proposed plan

Social competences:

- ✓ awareness of the importance of landscape research, active protection and implementation of cultural landscape management activities and the impact of monitoring on projects for the protection of protected areas, spatial development plans and the participation of experts and the local community in the activities undertaken
- ✓ ability to analyse and motivate the need for management activities for a specific landscape

### **3. Curriculum**

Model programme of the Module Modern Management of Cultural Heritage consist of 3 subjects:

- I. Management of architectural heritage,
- II. Management of archaeological heritage,
- III. Management of cultural landscape.

**Model programme of the Module Modern Management of Cultural Heritage**

Module MODERN MANAGEMENT OF CULTURAL HERITAGE	Number of teaching hours			ECTS
	Total	Lectures	Exercises	
I. Management of architectural heritage	180	75	105	10
II. Management of archaeological heritage	180	75	105	10
III. Management of cultural landscape	180	75	105	10
<b>Total</b>	<b>540</b>	<b>225</b>	<b>315</b>	<b>30</b>

Curriculum for the Module Modern Management of Cultural Heritage combines the traditional teaching model (classes within the course one or two days per week) with a block teaching model. Teaching of the selected subject within Module Modern Management of Cultural Heritage will have the following structure:

- ✓ one or two weeks' advance reading using an online learning environment that can be accessed through a web browser and traditional literature sources. This part can be accomplished at a distance
- ✓ one or two weeks' intensive classroom teaching - a taught phase where all students have direct contact with the teacher
- ✓ up to four weeks post-course phase - the student individually completes the work that will be assessed by the teacher. The work is submitted via the online learning environment. This part can be done in the student's home location.

### **Description of the credits system**

Credits system of the assessment of learning progress corresponding to the ECTS (European Credit Transfer System) standard. It is a system student-centered and based on student workload, which is required for the achievement of the objectives of the curriculum set out as learning outcomes and acquired competences. ECTS credits reflect the expected workload of average student needed to learn and pass particular subject, in relation to the total quantity of work necessary to complete a full Module. The workload includes both the student's work during classes organised by the University, as well as his/her own work. Number of credits for particular subjects is given in the Model programme of the Module Modern Management of Cultural Heritage (page 9) and in syllabi for the Module Modern Management of Cultural Heritage (pages 12-29). Passing all kinds of classes in frames of the particular subject and passing the examination means obtaining credits assigned to the subject. Number of ECTS credits outlined in curriculum for the Module Modern Management of Cultural Heritage equals 30.

Condition for crediting a Module is to obtain credits for all subjects provided in the plan of study.

Proof that at least half of the curriculum is implemented in the form of classes requiring direct participation of academic teachers

- Number of ECTS credits - **30**
- Number of hours per each ECTS credit - **25**
- Number of hours conducted during the course - **770**
- Number of hours implemented as didactic classes requiring the direct participation of academic teachers - **540 which equals 70,1 %**

Summary indicators characterising the curriculum:

Total number of ECTS credits, that student has to obtain at the classes requiring the direct participation of academic teachers	<b>21</b>
Total number of ECTS credits, that student has to obtain at the practical classes	<b>12</b>

Practical classes are over **58 %** of the classes specified in the curriculum (standard of education requires minimum **50 %**)

#### 4. Syllabi for the Module Modern Management of Cultural Heritage

### The Course on Integrated Protection, Management and Use of Cultural Heritage

#### Interdisciplinary teaching module: Modern Management of Cultural Heritage

#### Modern Management of Architectural Heritage

#### Syllabus

<b>Code of the course:</b>	M_CH-ARCHIT
<b>Form of classes and number of hours in semester:</b>	180
Lectures	75
Exercises	105
<b>Number of ECTS credits:</b>	10
<b>Method of assessment:</b>	Lectures – exam Exercises – assessment
<b>Language of instruction:</b>	English

<b>The purpose and objective of the course</b>	
<b>O1</b>	Students will obtain knowledge regarding the management of architectural heritage, especially on organizational, legal, economic aspects.
<b>O2</b>	Students will acquire the knowledge regarding collaboration with stakeholders involved in protection and management of architectural monuments and sites.
<b>O3</b>	Students will acquire the skills to collect data, analyze, synthesize and assess them to elaborate strategies for architectural heritage sites.
<b>O4</b>	Students will acquire skills on preparation of monitoring process (monitoring indicators) for architectural monuments and sites. Presentation of best practices - case studies.
<b>O5</b>	Students are prepared to collect the data important for architectural monuments, analyze threats and abilities, and elaborate the management plan for architectural monuments. Presentation of best practices - case studies.

<b>Initial requirements in terms of knowledge, skills and other competences</b>	
<b>I</b>	Basic knowledge regarding protection of architectural heritage – rules and methods of protection.

2	Basic knowledge regarding analysis of architectural monument – architectural and technical aspects, value assessment. of heritage management strategies and potential threats to heritage sites.
3	Knowledge of theoretical foundations of heritage protection /doctrinal texts presenting principles of protection and management of heritage/.
4	Basic knowledge of threats to architectural monuments and sites.
5	Basic knowledge of legal, financial, organizational aspects of heritage protection.

<b>Learning outcomes</b>	
	<b>Knowledge:</b>
LO 1	Student has the knowledge on architectural monument value assessment, pressures and threats to architectural monuments, abilities to use them.
LO 2	Student learned the rules and principles of the management processes of the architectural monuments and sites. Students know the contemporary management doctrine.
LO3	Student has the knowledge of the process of management of cultural heritage and of the actors and issues involved in it.
LO4	Student knows critical approach to the management of cultural heritage especially in its architectural dimension.
	<b>Skills:</b>
LO 5	Student is able to define the goals and means for architectural monument management.
LO 6	Student is able to understand and give his/her critical opinion on the management strategies/plans of architectural heritage
LO 7	Student knows how to collect information necessary to prepare the management plan/system.
LO 8	Student knows how to identify and collaborate with the stakeholders /using tests and questioners/
	<b>Competences:</b>
LO 9	Student understands the reasons for implementing management plans for architectural monuments and sites.
LO 10	Student is aware of the need to respect, protect and valorise the local cultural identity and understands the role of the architect in this process.
LO 11	Student is aware of the need to collaborate with stakeholders involved in the process of protection and management of architectural heritage.

<b>Programme content</b>	
<b>Form of classes – lectures</b>	
<b>Curriculum contents</b>	
L1	Basic elements of management system: legal framework, organizational form, financial sources, economic analysis.
L2	Elements of management plans: architectural heritage values assessment, forms of protection, technical evaluation, protection boundaries, buffer zones, sustainable use, stakeholders, monitoring system.

<b>L3</b>	Theoretical assumptions and practical aspect of management plan preparation. Process of management plan elaboration.
<b>L4</b>	Monitoring process – Heritage Impact Assessment, threats analysis, monitoring indicators.
<b>Form of classes – exercise</b>	
<b>Curriculum contents</b>	
<b>E1</b>	Presentation and critical analysis of an architectural monument/site as the subject of the management (different case studies).
<b>E2</b>	Identification of key factors important for preparation of the management strategy for selected architectural monuments/sites (different case studies).
<b>E3</b>	Collaboration with the stakeholders (mediation strategies).
<b>E4</b>	Elaboration of the Management Plans for selected architectural monuments/sites.

<b>Didactic methods</b>	
<b>1</b>	Lectures, both with Power Point presentations and e-learning
<b>2</b>	Critical analysis of the selected case studies (management plans)
<b>3</b>	Workshops and debates regarding management conditions and requirements of selected architectural monuments and sites
<b>4</b>	Study visits to selected architectural monuments and sites (field exercises)
<b>5</b>	Elaboration of management plans for selected monuments (individually chosen by students)

<b>Student Workload</b>	
Form of activity	Average number of hours for implementation of activity
<b>Contact hours with lectures, including:</b>	<b>180</b>
Participation in lectures	75
Participation in exercises	105
<b>Student's own work, including:</b>	<b>75</b>
Preparation to exam	25
Preparation to exercises	50
<b>Total time of student work</b>	<b>255</b>
<b>Summary number of ECTS credits for the course:</b>	<b>10</b>
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	4

<b>Basic literature</b>	
<b>1</b>	Wijesuriya, Gemini, Thompson Jeremi, Young Christopher, <i>Managing cultural World Heritage</i> , UNESCO World Heritage Centre, Paris, 2013.
<b>2</b>	Feilden, Bernard M., Jukka Jokilehto. <i>Management guidelines for World Cultural heritage sites</i> , ICCROM, Rome, 1998.

3	Avrami, Erica C. (ed.), <i>Values in heritage management: Emerging approaches and research directions</i> , The Getty Conservation Institute, Los Angeles, 2019.
4	Szmygin Bogusław, Fortuna-Marek Anna, Siwek Andrzej, <i>Paper Mill in Duszniki Zdrój – Value Assessment and Management Plan</i> , Lublin University of Technology, Duszniki Zdrój - Lublin, 2018
5	Ringbeck, Birgitta. <i>Management plans for World Heritage sites. A practical guide</i> , German Commission for UNESCO, Bonn, 2008.
6	Szmygin, Bogusław, (ed.) <i>Management of UNESCO World Heritage Properties in Poland – Selected Issues</i> , ICOMOS Poland, Warsaw, 2015
<b>Additional literature</b>	
1	Murzyn-Kupisz Monika, <i>Current trends in the management of cultural heritage</i> , “Culture Management”, no.4, 2001.
2	<i>World Heritage for Building Peace, Life Beyond Tourism</i> Edizioni, Fondazione Romualdo Del Bianco, Firenze, 2019
3	ICOMOS <i>International Cultural Tourism Charter - Managing Tourism at Places of Heritage Significance</i> , ICOMOS, Paris, 1999.
4	Pedersen, A. (ed). <i>Managing tourism at World Heritage sites. A practical manual for World Heritage site managers</i> . World Heritage Manuals, UNESCO World Heritage Centre, Paris, 2002. <a href="#">h</a>
5	Szmygin Bogusław, Fortuna-Marek Anna, Siwek Andrzej, <i>Assessing the Values of Heritage in SV System – the Method and Examples of Use</i> , Lublin University of Technology, Lublin, 2018

<b>Learning outcomes matrix</b>				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2	L1, L2, E1, E2	1, 2	A1
LO 2	O1	L1, L3, E1, E2	1, 2	A1
LO 3	O1, O2	L2, L4, E4	1, 2,3	A1,A2
LO 4	O3, O4	L1, L3, E1, E4	1, 2,4	A1,A2
LO 5	O4, O5	L4, E2, E4	1, 2, 3	A1,
LO 6	O2, O4	L2, L4, E2, E3	1, 2, 3,4	A1, A2
LO 7	O3	L2, E1, E2	1, 2, 5	A2
LO 8	O2	L3, E3	1, 2, 4	A1
LO 9	O1, O4	L3, L4, E3	1, 2, 3	A2
LO 10	O4, O5	L4, E3	1, 2, 3	A1, A2
LO 11	O2	L4, E2,E3	1, 2, 5,4	A1

<b>Assessment methods and criteria</b>		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	60%

A2	Participation at Exercises and written examination of exercises contents	60%
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<b>Institution:</b>	Fondazione Romualdo Del Bianco

## The Course on Integrated Protection, Management and Use of Cultural Heritage

### Interdisciplinary teaching module: Modern Management of Cultural Heritage

#### Modern Management of Archaeological Heritage

#### Syllabus

<b>Code of the course:</b>	M_CH-ARCHAEO
<b>Form of classes and number of hours in semester:</b>	180
Lecture	75
Exercises	105
<b>Number of ECTS credits:</b>	10 ECTS
<b>Method of assessment:</b>	Lectures – exam, exercises - assessment
<b>Language of instruction:</b>	English

<b>The purpose and objective of the course</b>	
<b>O1</b>	The students will obtain the basic knowledge for the management of World Heritage sites, with particular focus on archaeological heritage.
<b>O2</b>	The students will acquire the necessary skills to analyse, synthesise and assess strategies for the management of World Heritage sites.
<b>O3</b>	Acquiring basic knowledge in field of stratigraphic excavation, evaluation and management of archeological sites. Case studies: Florence archaeological sites as like Saint Reparata or Baptistery underground, where Roman villa was; Classis archeological sites in Ravenna.
<b>O4</b>	Acquiring skills on archaeological site analysis, with special attention to Opera del Duomo activities between restoration and management; and with particular emphasis on late antique portual settlements determining the value of the relationship between historical research and the public archaeology.

<b>Initial requirements in terms of knowledge, skills and other competences</b>	
<b>1</b>	Basic knowledge of the UNESCO World Heritage Convention and the conditions required for a site to be nominated as World Heritage.
<b>2</b>	Basic knowledge of heritage management strategies and potential threats to heritage sites.
<b>3</b>	Knowledge of principles of archaeology and site management, with particular emphasis on the skills of analyzing the archaeological documentation and the comparison with other late antique portual cities

<b>4</b>	Basic knowledge of analysis, digital drawing, database achievement, and geographical information systems for the reconstruction of the history of the sites, from materials evidences
<b>5</b>	Historical Excursus, saint Reparata site, refurbishment of the church Saint Reparata archaeological site and touristic development open yard building Knowledge of principles of archaeology and site management of the Opera del Duomo activities since 12th century
<b>6</b>	Museum activities, and renovation of the historical documentation. Coordination site for the touristic use. Web site database achievement, and geographical information systems for the reconstruction of the history of the sites.

<b>Learning outcomes</b>	
	Knowledge:
<b>LO 1</b>	Students will acquire an understanding of the different pressures and threats to cultural World Heritage sites, in particular archaeological sites.
<b>LO 2</b>	Students will learn the key elements, principles and processes of management in the context of World Heritage sites, especially regarding archaeological sites.
<b>LO3</b>	Defines and lists the key concepts and principles for dealing with archaeological settlements (the base of the modern doctrine of management)
<b>LO4</b>	Formulates rules for the analysis of the archaeological settlements
	Skills:
<b>LO 5</b>	The students will evaluate management strategies at cultural World Heritage sites.
<b>LO 6</b>	They will be able to assess threats to and mitigation strategies for cultural World Heritage sites.
<b>LO 7</b>	Defining the Aims to renovate and to preserve the value of Archaeological settlements: Examples of Stonemasons "schools" and examples of Forest necessary to wood production.
<b>LO 8</b>	Carrying out Tests and Queries in order to obtain information necessary to determine the value of monumental site
<b>LO9</b>	Selects the scope of renovation and conservation works necessary to preserve the value of archaeological settlements
<b>LO10</b>	Carries out the queries in order to obtain information necessary to determine the value of the portual settlement
	Competences:
<b>LO 11</b>	The students will understand the reasons for implementing comprehensive management plans at World Heritage sites.
<b>LO 12</b>	The students will learn to critically assess management strategies, both as part of a team and individually.
<b>LO 13</b>	Arts production Schools (as the Italian "Bottega") necessary to maintain open the stone quarry activities guaranteeing a financially sustainable project. Stone quarries and Clay Production are specialized and finalized in the Restoration of the Opera itself.

<b>LO 14</b>	Understands the necessity to protect heritage site and the importance of carrying out the specified scope of restoration works (resulting from the conservation doctrine)
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<b>Programme content</b>	
<b>Form of classes – lectures</b>	
<b>Curriculum contents</b>	
<b>L1</b>	Elements of management: institutional and legal frameworks, boundaries and buffer zones, monitoring, management systems, and sustainable use.
<b>L2</b>	Management processes, including the planning and implementation of actions and their evaluation. Results of management: Outcomes, outputs and adjustment.
<b>L3</b>	Theoretical basics of protection and conservation of monuments (assumptions of the modern conservation doctrine)
<b>L4</b>	The knowledge deriving from the artisan activity, the practice that economizes and creates specific skills with specialized tools, and which led to the restoration and conclusion of the Santa Maria del Fiore construction site in the late nineteenth century. (Competition for the facade that is part of the opera museum). Theoretical basics of protection and conservation of monuments
<b>Form of classes – exercise</b>	
<b>Curriculum contents</b>	
<b>E1</b>	Analysis of an archaeological site as case study – identification of mediation strategies to convey the values of the site
<b>E2</b>	Identification of key elements to sustainably protect and manage the archaeological site (case study)
<b>E3</b>	Analysis of the selected archaeological site - determining the value of Opera and its building site and portual settlements valorisation, the main threats
<b>E4</b>	Evaluation and management of archaeological parks of Classis project aimed at preservation and growth of public sense of history and cultural identity also from a tourism and popular point of view, example of the museum display of Santa Reparata and the museum of the Opera

<b>Didactic methods</b>	
<b>1</b>	Lectures, both with multimedia presentations and e-learning
<b>2</b>	Examples through a selection of case studies and doctrinal texts, and conservation documentation and studies (abstracts provided)
<b>3</b>	Hands on workshops and debates - Group and individual work
<b>4</b>	Projects elaborated for archaeological sites (individually chosen by the students)
<b>5</b>	Object-based practical field exercises
<b>6</b>	Excursions

<b>Student Workload</b>	
Form of activity	Average number of hours for implementation of activity
<b>Contact hours with lectures, including:</b>	<b>180</b>
Participation in lectures	75
Participation in exercises	105
<b>Student's own work, including:</b>	<b>80</b>
Preparation to exam	25
Preparation to exercises	50
<b>Total time of student work</b>	<b>255</b>
<b>Summary number of ECTS credits for the course:</b>	<b>10 ECTS</b>
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	4

<b>Basic literature</b>	
1	Brown J., Mitchell N., Beresford M., 2005. The Protected Landscape Approach - Linking Nature, Culture and Community, IUCN. PDF online.
2	Adorni C., Origini e nascita della città. Storia e sviluppo di Livorno e del suo territorio prima del 1576. Progetto e nascita della città medicea, [Livorno] 1991.
3	Angiolini F., L'arsenale di Pisa fra politica ed economia: continuità e mutamenti (secoli XV-XVI), in Arsenali e città nell'Occidente europeo, a cura di E. Concina, Roma 1987, pp. 69-82.
4	Grohmann A., Credito ed economia urbana nel Basso Medioevo, in Credito e sviluppo economico in Italia dal Medio Evo all'età contemporanea, Atti del Primo Convegno Nazionale della Società degli Storici dell'Economia, Verona, 4-6 giugno 1987, Verona 1988, pp. 23-66 - Grossi P., Le abbazie benedettine
5	Il monitoraggio delle grandi fabbriche storiche - 60 anni di monitoraggio della cupola del Brunelleschi - Atti del Convegno (Firenze, Centro Arte e Cultura, 19-20 gennaio 2012) Firenze, Mandragora, 2012
6	<i>The Florence Duomo Project. Liturgy, Architecture and urbanism in the Cathedral and the Streets of Medieval Florence</i> , ed. F. Toker, London-Turnhout, H. Miller 2009
7	N. Christie (ed.), <i>Urbes Extinctae. Archaeologies of Abandoned Classical Towns</i> , Ashgate Publishing book, 2012.
8	E. Cirelli, <i>Ravenna: rise and decline of a Late Antique capital</i> , in D. Sami, G. Speed (eds), <i>Debating urbanism, within and beyond the walls: 300-700</i> , Leicester, 2010, pp. 239-363.
9	S. Key (ed.) <i>Rome, Portus and the Mediterranean</i> , British School at Rome: Rome, 2013.
10	G. Sassatelli, F. Corbara (eds.) <i>Classis. Ravenna, Museo della città e del territorio</i> , Skira: Milano, 2019.

11	Avrami, Erica C., and Getty Conservation Institute, eds. <i>Values in heritage management: Emerging approaches and research directions</i> . Los Angeles, California: The Getty Conservation Institute, 2019.
12	Feilden, Bernard M., and Jukka Jokilehto. <i>Management guidelines for World Cultural heritage sites</i> . 2nd ed. Rome: ICCROM, 1998.
13	Ringbeck, Birgitta. <i>Management plans for World Heritage sites: A practical guide</i> . Bonn: German Comm. for UNESCO, 2008.
14	Wijesuriya, G, J Thompson, and Chr. Young. <i>Managing cultural World Heritage</i> . Paris: UNESCO World Heritage Centre, 2013. <a href="http://whc.unesco.org/document/125839">http://whc.unesco.org/document/125839</a> .
<b>Additional literature</b>	
1	La cattedrale e la città - Saggi sul Duomo di Firenze A cura di Timothy Verdon e Annalisa Innocenti Firenze, Edifir, 2001
2	Città, architetture, maestranze tra tarda antichità ed età moderna Di Vittorio Franchetti Pardo
3	Gli Anni della Cupola <a href="http://www.operaduomo.fi">archivio.operaduomo.fi</a> . \cupola a cura di Margaret Haines
4	Salvestrini F., <i>Disciplina caritatis. Il monachesimo vallombrosano tra medioevo e prima età moderna</i> , Roma 2008.
5	F. Toker, <a href="#">Scavi del complesso altomedievale di Santa Reparata sotto il Duomo di Firenze</a> , "Archeologia Medievale", Vol. 2, (1975), pp. 161 sgg
6	<i>Il bel San Giovanni e Santa Maria del Fiore</i> , a cura di D. Cardini, Firenze, Le Lettere 1996
7	G. Rocchi et alii, <a href="#">S. Maria del Fiore: rilievi, documenti, indagini strumentali, interpretazione</a> , Milano, Hoepli 1988
8	E. Cirelli, <i>Applicazioni Gis all'archeologia urbana: il caso di Ravenna</i> , in "Archeologia e Calcolatori" 27 (2016), pp. 209-226.
9	E.W. Harris, <i>Principles of Archaeological Stratigraphy</i> , London: Academic Press, 1979.
10	A. Scianna, B. Villa, GIS APPLICATIONS IN ARCHAEOLOGY, in 'Archeologia e Calcolatori'. 22, 2011, pp. 337-363.
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12	Arnstein, Sherry R. 'A ladder of citizen participation', <i>JAI</i> , 35, no. 4 (July 1969): 216-224.
13	Cleere, Henry. 'Management plans for archaeological sites: A World Heritage template'. <i>Conservation and management of archaeological sites</i> 12, no. 1 (March 2010): 4-12.
14	D'Eramo, Marco. 'UNESCOCIDE', <i>New Left Review</i> , 88 (2014).
15	Egloff, B. (2019) <i>Archaeological heritage conservation and management</i> . Oxford: Archaeopress Publishing Ltd.

16	Pedersen, A. (2002) (ed). <i>Managing tourism at World Heritage sites: A practical manual for World Heritage site managers</i> . World Heritage Manuals. UNESCO World Heritage Centre. <a href="https://whc.unesco.org/en/documents/3181">https://whc.unesco.org/en/documents/3181</a> .
17	Sullivan, Sharon, and Richard Mackay, eds. <i>Archaeological sites: Conservation and management</i> . Readings in Conservation. Los Angeles: Getty Conservation Institute, 2012.
18	Teutonico, Jeanne Marie, Gaetano Palumbo, Getty Conservation Institute, and Loyola Marymount University (2002) ( eds.) <i>Management planning for archaeological sites: An international workshop organized by the Getty Conservation Institute and Loyola Marymount University, 19-22 May 2000, Corinth, Greece</i> . proceedings / the Getty Conservation Institute. Los Angeles: Getty Conservation Institute.
19	Tilden, Freeman, and R. Bruce Craig (2007). <i>Interpreting Our Heritage</i> . 4th ed., expanded and updated. Chapel Hill: University of North Carolina Press.

### Learning outcomes matrix

Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1	L1, L2, E1, E3, E4	1, 2	A1
LO 2	O2	L1, E3, E4	1, 2	A1
LO 3	O3, O4	L3, L4	1, 2	A1
LO 4	O3, O4	L1, L2, L3, E1, E2	1, 2	A1
LO 5	O2, O3	L2, L3, L4, E3, E4	1, 2, 3, 6	A1, A2
LO 6	O4	L4, E1, E2	1, 2, 3	A2
LO 7	O4	L4, E2	1, 2, 3, 6	A2
LO 8	O3, O4	L3, E1, E2	1, 2, 3	A2
LO 9	O2	L1, L2, E1, E2, E3	1, 2, 3	A1, A2
LO 10	O2, O4	L1, L2, L3, E4	1, 2, 3	A1, A2
LO 11	O1, O2	L1, L2, L3	1, 2, 4	A1
LO 12	O2, O4	L1, L2, L3, E1, E2	1, 2, 4	A1
LO 13	O3	L2, L4, E4	1, 2, 4, 6	A1
LO 14	O1, O2	L1, L2, L3, L4	1, 2, 4	A1

### Assessment methods and criteria

Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	70%
A2	Participation at Exercises and written examination of exercises contents	60%

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## The Course on Integrated Protection, Management and Use of Cultural Heritage

### Interdisciplinary teaching module Modern Management of Cultural Heritage

#### Modern Management of Cultural Landscape

#### Syllabus

<b>Code of the course:</b>	M_CH-CULT_LAND
<b>Form of classes and number of hours in semester:</b>	180
Lecture	75
Exercises	105
<b>Number of ECTS credits:</b>	10 ECTS
<b>Method of assessment:</b>	lectures – exam, exercises - assessment
<b>Language of instruction:</b>	English

<b>The purpose and objective of the course</b>	
<b>O1</b>	Acquiring basic knowledge about strategic management of cultural landscapes: SWOT analysis, assessment, planning, stakeholders' participation procedures design, assessment, planning, implementation and monitoring.
<b>O2</b>	Be able to apprehend comprehensive interdisciplinary and multiple relative frameworks, procedures, methods and tools with an emphasis on non-cultural aspects: economic, legal, social, marketing.
<b>O3</b>	Acquiring basic knowledge on how to evaluate cultural ecosystems and how to assess landscapes for sustainable management.
<b>O4</b>	Demonstrate basic skills for conducting landscape character assessment.
<b>O5</b>	Acquire the skill to operate innovative holistic tools allowing the documentation, analysis, spatial allocation and visualisation of relative cultural, ecological, economic and social data (GIS open source platform).

<b>Initial requirements in terms of knowledge, skills and other competences</b>	
<b>1</b>	Knowledge of the natural and cultural elements of cultural landscape, heritage conservation and protection.
<b>2</b>	Basic knowledge of landscape architecture, urban planning, spatial planning and garden history.
<b>3</b>	Abilities in analysing main characteristics of landscape contexts.

<b>4</b>	Adequate skills in design, visualisation and data/project management software.
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<b>Learning outcomes</b>	
	Knowledge:
<b>LO 1</b>	Student defines and lists key concepts for cultural landscape, heritage, management and monitoring of cultural landscapes.
<b>LO 2</b>	Student knows the rules for preparing documentation regarding management plans, plans of action and operational plans for selected types of cultural landscapes.
<b>LO 3</b>	Student describes the social and cultural processes that lead to something being defined as a specific cultural landscape.
<b>LO 4</b>	Student discusses how different professional fields and stakeholders understand cultural landscapes and their management.
	Skills:
<b>LO 5</b>	Student is able to formulate the strategic objectives and tactical aims of cultural landscape management, using the specialized language of protection studies.
<b>LO 6</b>	Student is able to perform basic research and analysis for the attributes, contents and needs of cultural landscapes' operational plans, and to conduct a preliminary assessment identifying the adequate impact factors and indicators.
<b>LO 7</b>	Student is able to implement the notion of cultural ecosystem services as planning outcomes within cultural landscapes management.
<b>LO 8</b>	Student is able to design participatory engagement procedures as a tool for assessing cultural landscapes and as an essential component of the proposed plan.
	Competences:
<b>LO 9</b>	Student is aware of the importance of landscape research, active protection and implementation of cultural landscape management activities and the impact of monitoring on projects for the protection of protected areas, spatial development plans and the participation of experts and the local community in the activities undertaken.
<b>LO 10</b>	Student is able to analyse and motivate the need for management activities for a specific landscape.

<b>Programme content</b>	
<b>Form of classes – lectures</b>	
<b>Curriculum contents</b>	
<b>L1</b>	From Strategy to Tactics: Sustainable Management of Cultural Landscapes – Introduction to key concepts and rules with reference to the WH Lists.
<b>L2</b>	Holistic Tools for documentation, processing and visualization of cultural landscapes: the need for spatial thinking (GIS mapping) – part 1
<b>L3</b>	Holistic Tools for documentation, processing and visualization of cultural landscapes: the need for spatial thinking (GIS mapping) – part 2
<b>L4</b>	Information on various levels of management plans and methodologies for implementing cultural landscape management plans.

<b>L5</b>	Preliminary action before starting to prepare a management plan: defining the management objectives, subject and object of management (features and values), institutional, legal, economic and social framework on selected examples.
<b>L6</b>	Guidelines for the preparation of action plans and their implementation; participation of experts, sectors involved and society. Objectives and methodology for implementing operational plans for the management plan, on selected examples.
<b>L7</b>	The impact of monitoring on the implementation of the management plan, plans of action and operational plans, the proper selection of tools and control indicators of the cultural landscape on selected examples.
<b>L8</b>	Introduction to cultural landscapes assessment for management.
<b>L9</b>	Landscape assessment approaches in global, local and policy contexts.
<b>L10</b>	Cultural Ecosystem Services (CES) provided in/by cultural landscapes: theory and methods.
<b>L11</b>	Tools and techniques for Cultural Landscape assessment: stakeholder engagement.
<b>L12</b>	Tools and techniques for Cultural Landscape assessment: digital tools and methods.
<b>Form of classes – exercise</b>	
<b>Curriculum contents</b>	
<b>E1</b>	Workshop on recognizing strategic and tactical views of specific cultural landscapes presented. Combination of group and individual work, role-playing collective activities. SWOT analysis work.
<b>E2</b>	Workshop on GIS mapping applies on a specific cultural landscape. Combination of group and individual work in two phases (first mapping of single parameters, then collective mapping attempts of parameters' combinations). Discussion on how mapping allows to visualize different relative data in order to recognize what a SWOT analysis demonstrates diagrammatically in physical space. Recognition of mapping both as an analysis and as a policy design and evaluation tool.
<b>E3</b>	Gathering basic information about the area covered by the management plan: the subject and object of management (features and values), institutional, legal, economic and social framework and defining the main goals of managing the selected cultural landscape (work in groups of 2-3 students).
<b>E4</b>	Comparison of feelings or problems, protective values and the desired capacity of the territory - detection of existing conflicts. Based on these decisive elements, the development of an operational plan focused on the selected plans of action (protection, research, tourism, education, promotion, etc.) in the short, medium and long term (each person in the group develops a different program, workshop discussion).
<b>E5</b>	SWOT analysis of the selected thematic program indicated for the management plan (each person in the group develops a different program, workshop discussion).
<b>E6</b>	Group exercise connected to Cultural Ecosystem services.
<b>E7</b>	Group exercise connected to Landscape Character Assessment.

<b>E8</b>	Individual exercise to analyse and motivate the need for conducting a landscape assessment.
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<b>Didactic methods</b>	
<b>1</b>	Interactive lectures with multimedia presentations and activities.
<b>2</b>	Hands-on workshops and seminar discussions on literature, videos and documents.
<b>3</b>	Case studies and good practices.

<b>Student Workload</b>	
Form of activity	Average number of hours for implementation of activity
<b>Contact hours with lectures, including:</b>	<b>180h</b>
Participation in lectures	75
Participation in exercises and design (mapping)	105
<b>Student's own work, including:</b>	<b>80h</b>
Preparation to exam	30
Preparation to exercises	50
<b>Total time of student work</b>	<b>260h</b>
<b>Summary number of ECTS credits for the course:</b>	<b>10 ECTS</b>
Number of ECTS credits in frames of practical classes (exercises, laboratory classes, design classes)	4

<b>Basic literature</b>	
<b>1</b>	Mitchell N., Rossler M., Tricaud P. (ed.), World Heritage Cultural Landscapes. A Handbook for Conservation and Management, World Heritage Papers 26 (2009): UNESCO World Heritage Center, Paris. PDF online
<b>2</b>	Monitoring World Heritage. World Heritage Papers No. 10. (2004): UNESCO World Heritage Center, Paris. PDF online
<b>3</b>	The Caribbean Capacity Building Programme (CCBP), Module 4: Management of Cultural Landscapes, drafted by Isabel Rigol. PDF online.
<b>4</b>	Fairclough, G., I. Sarlöv Herlin, C. Swanwick, editors. (2018) Routledge Handbook of Landscape Character Assessment. Current Approaches to Characterisation and Assessment, 1st Edition. London: Routledge
<b>5</b>	Fairclough, G., I. Sarlöv Herlin, C. Swanwick, editors. (2018) Routledge Handbook of Landscape Character Assessment. Current Approaches to Characterisation and Assessment, 1st Edition. London: Routledge
<b>6</b>	Kizos, T., et al. (2018) "Responding to Landscape Change: Stakeholder Participation and Social Capital in Five European Landscapes". In: Land 2018, 7, 14.
<b>7</b>	Tengberg, A., et al. (2012) "Cultural ecosystem services provided by landscapes: Assessment of heritage values and identity". In: Ecosystem Services, vol 2 Dec 2012

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8	Corten, J.-P., et al. (2014), <i>Heritage as an Asset for Inner-City Development: an urban manager's guide book</i> , Rotterdam: NAI Publishers.
<b>Additional literature</b>	
1	Dümcke, C., Gnedovsky, M., 2013. <i>The Social and Economic Value of Cultural Heritage: literature review</i> ; EENC Paper, Berlin, Moscow.
2	ESSnet Culture, (2012). <i>European Statistical System Network for Culture. Final Report</i> <a href="http://ec.europa.eu/culture/our-policy-development/documents/ess-net-report-oct2012.pdf">http://ec.europa.eu/culture/our-policy-development/documents/ess-net-report-oct2012.pdf</a>
3	<i>Cultural Landscape Management. Guidelines for identifying, assessing and managing cultural landscapes in the Australian Alps</i> . PDF online
4	Fowler P.J., <i>World Cultural Heritage Landscapes 1992-2002</i> . World Heritage Paper No. 6 (2003): UNESCO World Heritage Centre, Paris. PDF online
5	<i>Landscape Character Assessment: Guidance for England and Scotland (2002)</i> Available at: <a href="https://www.gov.uk/guidance/landscape-and-seascape-character-assessments">https://www.gov.uk/guidance/landscape-and-seascape-character-assessments</a>
6	Morrison, R., A. Barker & J. Handley (2018) "Systems, habitats or places: evaluating the potential role of landscape character assessment in perationalizing the ecosystem approach". <i>Landscape Research</i> , 43:7, 1000-1012. <a href="https://www.tandfonline-com.ezproxy.ub.gu.se/doi/full/10.1080/01426397.2017.1415314">https://www.tandfonline-com.ezproxy.ub.gu.se/doi/full/10.1080/01426397.2017.1415314</a>
7	Council of Europe. (2000). <i>European Landscape Convention</i> . Florence Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f80c6">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f80c6</a>
8	Taylor, K., J Lennon, editors (2012) <i>Managing Cultural Landscapes. Key Issues in Cultural Heritage</i> . London: Routledge
9	Fairclough, Gr. (2001). "Cultural landscape, computers and characterisation: GIS-based Historic Landscape Characterisation as a tool for archaeological resource management in England", in: Burenhult, G. and J. Arvidsson (eds.) <i>Archaeological Informatics: Pushing The Envelope. CAA2001. Computer Applications and Quantitative Methods in Archaeology. Proceedings of the 29th Conference, Gotland, April 2001 (BAR International Series 1016)</i> . Archaeopress, Oxford, pp. 277-294.

<b>Learning outcomes matrix</b>				
Learning outcome	Course objectives	Curriculum contents	Didactic methods	Assessment methods
LO 1	O1, O2	L1, L4, L7, E1, E2, E3	1, 3	A1, A2
LO 2	O1,	L1, L4, L5, L6, E1, E3, E4, E5	1, 2, 3	A1, A2
LO 3	O3	L8, E8	1, 2, 3	A2
LO 4	O3	L9, E1, E8	1, 2, 3	A2
LO 5	O1, O3	L1, L5, E1, E3	1, 3	A1, A2
LO 6	O2, O3	L2, L3, L6, L7, E2, E3, E4, E5, E7	1, 2, 3	A1, A2

LO 7	O3, O4, O5	L10, L11, L12, E6	1, 2	A1, A2
LO 8	O4, O5	L12	1, 2, 3	A1, A2
LO 9	O1, O2	L5, L6, E4, E5	1, 2, 3	A1, A2
LO 10	O3	E8	2, 3	A2

<b>Assessment methods and criteria</b>		
Assessment method symbol	Assessment method description	Pass threshold
A1	Final Exam	70%
A2	Exercises and Workshop Group Activities and Seminars: Participation and Evaluation	60%

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**Course on Integrated Protection, Management and Use  
of Cultural Heritage**

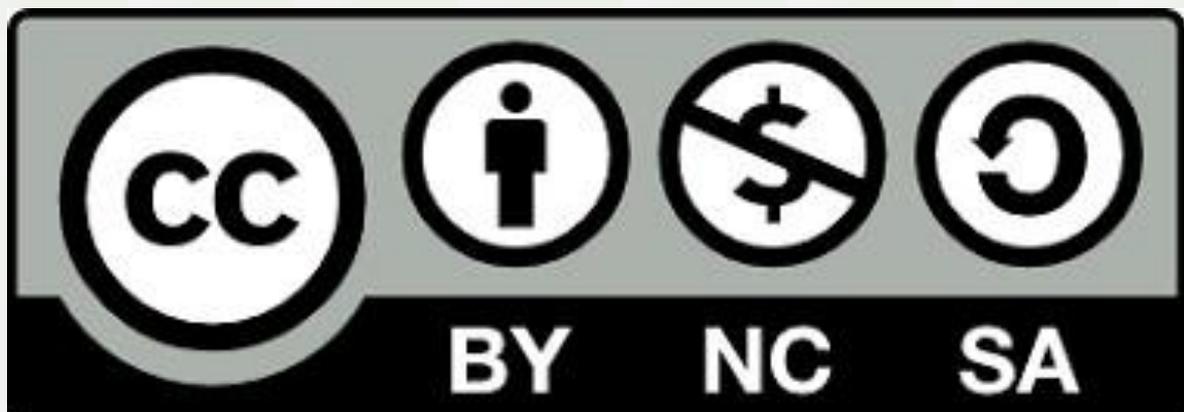
**Interdisciplinary Teaching Module:  
Modern Management of Cultural Heritage**

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