

Cultural Heritage

Module title: Cultural Heritage			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 9	TBC	5	12 weeks
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
MA in Irish Regional History		1	2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	14%		
Workplace	N/A		
Online	24%		
Other (Identify)	62% Self-directed learning		
Entry requirements (statement of knowledge, skill and competence)			
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.			
Maximum number of learners per instance of the module	20		
Average (over the duration of the module) of the contact hours⁵ per week	1.5		
Pre-requisite module title(s) (if any)	N/A		
Co-requisite module title(s) (if any)	N/A		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Library holdings for cultural heritage including e-journals and e-books [currently available] IT facilities E-learning sources (Moodle) and access to primary sources, e.g. Irish Newspaper Archive [currently available] Lecture theatre/seminar room [currently available]			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			

⁵ Effort while in contact with staff

Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer/Facilitator		Minimum Level 10 Qualification within the discipline of History Extensive research experience and awareness of research methods and thesis writing techniques.				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
18	1:8					30	77			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module will explore an awareness of regional cultural heritage and the importance of heritage in Ireland. The main goal is to enable learners to understand the concept of cultural heritage and to apply this knowledge to current and possible future projects. Learners will examine the tangible and intangible or non-physical aspects of regional culture. Natural heritage, such as the UNESCO cultural heritage sites of Ireland and those on the tentative list, will be discussed.</p> <p>This module will also examine the processes of remembering the past by taking a case study approach to assess the ways in which heritage has been used politically, at regional, local and community level and by interest groups. Issues surrounding cultural heritage such as protection, repatriation, destruction and cultural property law will be analysed. A critical and theoretical appraisal of the uses of digital media by cultural heritage institutions will be undertaken to include the relationship between material and digital objects in collections; the implications of digital technology and the possibilities for virtual cultural heritage (e.g. the Beyond 2022 Project that aims to create an open access virtual reconstruction of the Public Record Office manuscripts destroyed in 1922), and this will be explored at the regional level (e.g. Waterford's King of the Vikings virtual reality adventure). Different understandings of the past will be interrogated and analysed. The module will enable learners</p>
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	to progress into the workplace (in, for example, heritage offices of county councils, museums, libraries, schools, civil buildings, media and marketing) to create and critically assess cultural heritage projects.
Module Aims and Objectives	This module aims to enable learners to engage in profound and multifaceted discussion and analysis about cultural heritage from both a theoretical and practical perspective.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Define cultural heritage and describe tangible and intangible cultural heritage, and draw on scholarly literature and case studies. (MIPLOs 1-3, 5-8) 2. Identify and analyse important regional cultural heritage sites to gain a greater understanding of the nature of remembrance. (MIPLOs 1, 2, 4, 5) 3. Recognise complexity and diversity in cultural heritage. (MIPLOs 1, 2, 4, 5) 4. Possess a critical and theoretical knowledge of the uses of digital media by cultural heritage institutions. (MIPLOs 1-4, 6-8) 5. Identify tangible cultural heritage sites and analyse details/aspects of the sites and consider the role of protagonists and collaborators in the construction of cultural heritage. (MIPLOs 1-3, 5)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTs. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module syllabus to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.
Module Content, Organisation and Structure	Tangible and intangible or non-physical aspects of regional culture will be among the concepts tackled from a regional historical standpoint, along with natural heritage. Case studies will be used (which will be posted to Moodle prior to the lecture/seminar) to examine the processes of remembering the past through cultural heritage and to assess the ways that heritage has been used politically, socially, and economically by public interest groups, regional, local and community groups. Specific case studies would include topics such as: <ol style="list-style-type: none"> a) The role of the county cultural heritage officer; b) Immovable heritage e.g. monuments and/or castles; c) Moveable heritage, e.g. books, documents, artworks and so on; non-physical aspects of culture such as social customs pertaining to a specific period in history. This can include: social values and traditions, customs and practices, aesthetic and spiritual beliefs, artistic expression, language and other aspects of human activity - found in folklore, oral history, language, sport, music for example. Students will consider socioeconomic, political, ethnic, religious and philosophical values of a particular group of people at a given moment in history.

	<p>Case studies are also useful for exploring issues in cultural heritage such as destruction, e.g. demolition of number 25 Dublin Street, Carlow (a building on one of the oldest streets in Carlow town); or the protection of Duckett’s Grove in Co. Carlow which was taken under care of Carlow County Council in 2005, students will analyse benefits and disadvantages. In using local case studies it may be possible to enhance the experience with short field trips.</p> <p>The major topics of this module will include:</p> <p>Defining cultural heritage based on current scholarship. Exploring people’s experience and understanding of their personal, national, regional and local pasts. Interrogating and analysing different understandings of the past. An analysis and debate of the issues surrounding cultural heritage such as protection, repatriation, destruction and cultural property law. The use of new media in the service of cultural heritage. The relationship between material and digital objects in cultural heritage collections.</p> <p>Upon completion of the module and the assignments the learner should have met all the module learning outcomes.</p>
<p>Module Teaching and Learning (including formative assessment) Strategy</p>	<p>As stated in the previous section case studies will be used weekly to investigate a specific cultural heritage project with a particular focus on the south-eastern region of Ireland. The first half-hour will be instructor led to provide some extra knowledge on the topic and on sources available for a study and research. Sources for the southeast and midlands have been relatively untapped and learners will be encouraged to research in repositories such as the Delany Archives and county library local studies departments to facilitate the exploration of potentially unique work.</p> <p>The next hour will be discursive and will involve individual and groupwork, learner opinion and interaction.</p> <p>On one or two evenings where there is daylight, the learning will move from the classroom into the field where specific cultural heritage sites will be analysed, e.g. Dublin Street, Carlow Castle, The Croppy Grave.</p> <p>Through discussion and debate the ability to provide formative feedback and to gain an understanding of the theory around the topic will be absorbed by learners. With the small group numbers it will be possible to ensure all are drawn into the conversation and debate. This links well with the Carlow College Teaching and Learning Strategy that advocates for a significant amount of class time to be devoted to peer and group work, in-class document critiques, learner-led discussions and debates.</p> <p>Learners will also be asked to separate into groups to take particular sides in analysing cultural heritage places or objects and this will allow further opportunity for formative feedback.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>The Virtual Learning Environment (Moodle) will be used to inform learners on the topics being covered in weekly lectures/seminars. Relevant reading or viewing materials will be uploaded.</p>

Specifications for Module Staffing Requirements	<p>Staff-Learner ratio is typical of other MA programmes by other institutions with a maximum of 20 learners.</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area(s). The programme has identified a complement of staff who are available, qualified and capable of providing the programme in the context of their existing commitments.</p>
Module Summative Assessment Strategy	<p>Continuous Assessment: Groupwork project, 1000 words (20%) and 5 minute in-class Presentation 10%. Total 30%.</p> <p>Project/Essay (4,000 words or equivalent) 70% Learners will explore a cultural heritage site in their locality and analyse it based on the themes explored in lectures/seminars. This will facilitate sourcing primary evidence from local repositories.</p> <p>This will meet all the learning outcomes of the module and the Carlow College Teaching and Learning Strategy.</p>
Sample Assessment Materials	<p>Continuous Assessment: Define a tangible or intangible cultural heritage project and analyse why it should be considered worthy of future preservation. Outline a regional cultural heritage site or place and analyse the issues that surround it in terms of preservation or repatriation or destruction (or all three).</p> <p>Project/Essay: Using secondary sources and primary evidence from local repositories explore a cultural heritage site in your locality and analyse it based on the themes explored in lectures/seminars. You must:</p> <ul style="list-style-type: none"> • Identify a cultural heritage site or object. Describe its history and heritage using primary source evidence. • Explain who manages the site/object and assess the pros and cons. • Explain why it is of importance to cultural heritage and specifically to its regional cultural heritage. • Identify any issues surrounding the site or object. • Identify how it can be promoted to encourage visitors/viewers. • Design a poster or social media message to encourage visitors or viewers.
Reading Lists and Other Information Resources	<p>Essential Reading: Cameron, Fiona and Sarah Kenderdine, <i>Theorizing Digital Cultural Heritage, A Critical Discourse</i> (Massachusetts: MIT, 2007).</p> <p>de Groot, Jerome, <i>Consuming History, Historians and heritage in contemporary popular culture</i> (London and New York: Routledge, 2009).</p> <p>Ireland, Tracy and John Schofield, <i>The Ethics of Cultural Heritage</i> (New York: Springer Media, 2015).</p> <p>Kalay, Yehunda E., Thomas Kvan and Janice Affleck, <i>New Heritage, New Media and Cultural Heritage</i> (London and New York: Routledge, 2008).</p>

	<p>Rountree, Kathryn, 'Tara, The M3, and the Celtic Tiger: Contesting Cultural Heritage, Identity and a Sacred Landscape in Ireland', <i>Journal of Anthropological Research</i>, 68:4 (Winter, 2012), 519-544.</p> <p>Recommended Reading: Buttimer, Neil, Colin Byrne and Helen Guerin, <i>The Heritage of Ireland: Natural, Man-Made and Cultural Heritage</i> (Cork: Collins Press, 2001).</p> <p>Cohen, Daniel J. and Roy Rosenzweig, <i>Digital History, A Guide to Gathering, Preserving and Presenting the Past on the Web</i> (Philadelphia: University of Pennsylvania Press, 2006).</p> <p>Gray, Ann and Erin Bell, <i>History on Television</i> (London and New York: Routledge, 2013).</p> <p>Online/digital resources: Slaby, Alexandra, 'Whither Cultural Policy in Post Celtic Tiger Ireland', <i>The Canadian Journal of Irish Studies</i>, 37:1/2 (2011), 76-97.</p> <p>Viewing: Cultural heritage websites Cultural heritage promotional material such as brochures.</p>
Module Physical Resource Requirements	Lecture Hall or seminar room, IT Resources, internet access and DVD player.