**Theme:**

Heritage policy is an area of State activity that aims to protect, promote and regulate identity through a variety of public institutions, including: libraries, archives, museums, galleries, heritage sites, as well as other measures and forms of protections and promotions that aim to sustain both built and intangible heritage. Heritage policies not only concern elements of protection, they are also linked to a vast array of activities from cultural tourism, regional development, to cultural diplomacy.

Fundamentally, heritage policy is about identity and about the creation of a shared or common repertoire of public memories. In this course, the focus is the heritage processes associated to the production of a memory of global migrations in Australia. This course will focus on the activities and efforts developed over the years to memorialize the global migrations in Australian context. Student will approach this theme through 3 sub-themes or windows: the heritage process, contested heritage, and the ethics of heritage.

**Learning objectives:**

After following this class, students will be able to:

A - Understand the different elements related to the heritage process, including: identification/production, preservation, communication and valuation;

B - Identify common controversies surrounding heritage practices in Australia and Canada;

C - Engage with the ethical dimensions of heritage and memories;

D - Understand the culture and basic elements related to the administration of heritage and heritage institutions;

E - Recognize important players, actors and historical moments that serve as material for the production of heritage and collective memories in Australia.
F- Understand the importance of heritage and cultural institutions in conveying narratives and memories of migrations in Australia.

G – Develop a critical position and perspective on the production of memories on migrations in Australia.

**Structure and pedagogical approach:**

This course focuses on conveying the importance of the immediate environment as material for understanding the heritage process at play in Australia. Students use their site visits and conference with local actors as the main material for their learning. These site visits and conferences constitute 70% of class activities and aim to provide resources for learning on built and intangible heritage. Lectures will account for 30% of the class. Some sessions are developed to teach theoretical material in formal sessions. Other sessions will be organized prior to each fieldtrip.

**Evaluations:**

Journaling (40%) to be handed on the last day of the class. Journaling activities should cover every site visits and included analytical and reflexive sections. Further information will be provided during pre-departure meetings.

Group presentation 1- Collecting Victorian Heritage (10%) (due date: TBD)
Group presentation 2- Memories of migrations (15%) (due date: TBD)
Group presentation 3- A national narrative (15%) (due date: TBD)
Individual presentation and interview: the time and space of Australian heritage (20%) (day before departure).

**Required readings:**

Required readings are organized and presented below in the course schedule. All readings are available at the library and on databases. Required readings are indicated weekly.
COURSE SCHEDULE

Pre-departure: Introduction

Two pre-departure meetings at U Ottawa.

Readings:


Week 1- The Heritage Process

Activities:

Day 1 - arrival
Day 3- Meeting with Melbourne Heritage Group, a militant association that aims to change the city’s approach to heritage preservation. Visit of the St-Kilda Road esplanade – categorized as endangered national heritage.
Day 4- Meeting with the mediation staff from the Immigration Museum in Melbourne. Meeting with Amanda Coles (Deakin University)
Day 6 – Leaving for Adelaide.

Readings:


1 This course schedule is subject to changes.


**Week 2 - Contested Heritage**

**Activities:**

Day 6- Arrival in Adelaide  
Day 7- Welcome session at UNISA. Visit of the university museums and libraries. Opening conference by Dean S. Boyle. Meeting with local students. Australian BBQ.  
Day 8- Visit and note-taking on the Brighton to Glenelg heritage path (public transport needed)  
Day 9- Evaluation followed by lecture UNISA.  
Day 10- Day trip to Victor Harbor. Visit SA heritage sites: Encounter Bay, Granite Island, the Bluff. Stop at Noarlunga. (Sponsored by UNISA).  
Day 11- Conferences at UNISA  
Day 12- Site visits at Handorf, Cleland Park and Adelaide Hills. Activity on the representation and preservation of European migration heritage in SA.

**Readings:**


**Week 3 – The ethics of Heritage**

Day 13- Meeting with Heritage SA. Conference at Adelaide Uni.
Day 14 – Visit and assessment of Port Adelaide heritage site.
Day 15 – Gawler, and German heritage sites of the Barossa.
Day 16 – Library of South Australia. Workshop on memories of Canada in SA.
Day 17 – Memories of Canada in SA (part II) Followed by meetings at Migration Museum and Centre for Democracy.
Day 18 – Visit of Kaurna sites in Gawla with Aaron Danicek.
Day 19 – Visit of Port Vincent heritage sites with Aaron Danicek.
Day 20 – Integration activity and conclusion.
Day 21- End of the course.

**Readings:**


