

SAA Activity Submission Form

World Heritage in Danger-- Nancy Gonlin

The archaeological record is a non-renewable resource that is under threat from many different sources. This exercise will raise awareness of the urgency of protecting the past and highlight the need to approach sites from a sustainable perspective.

What are the intended educational outcomes of this activity—what does it enable students to do or to know?

To enhance awareness and knowledge of the world's endangered past;

To become familiar with the role that UNESCO plays in saving the archaeological record.

What kinds of courses is this activity appropriate for?

Lower-level undergraduate

Upper-level undergraduate

Graduate

For how many students is this activity designed? If one uses the UNESCO list of endangered sites, there are currently only 27 archaeological/cultural sites listed, as of June 22, 2015. If the professor wants each student to investigate a different site, then the number of students will be limited by the number of sites. I have successfully used this exercise in larger classes, however, since different students have different views on the same sites.

How long does the activity typically take? 1 hour online

What (if any) additional materials are required? Students will need access to the internet.



Chan Chan, Peru
Source: UNESCO website

World Heritage

in Danger!

ONLINE

Discussion



Tomb of Askia, Mali
Source: UNESCO website

DUE

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OBJECTIVE: To enhance awareness and knowledge of the world's endangered past

I. Introduction

The archaeological record is a non-renewable resource. While some sites are well preserved, many others are in severe danger of being lost forever. Some of these threatened sites belong to the World Heritage List from the United Nations Educational Scientific and Cultural Organization (UNESCO). As of September 2013, this list “includes 981 properties forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value” (<http://whc.unesco.org/en/list/>).

Archaeological sites such as Cahokia in the USA, Tikal in Guatemala, Mahabalipuram in India, the Great Pyramids of Egypt and numerous others hold UNESCO's World Heritage designation. (Natural formations are also on the list, such as the Grand Canyon in the USA, the Great Barrier Reef of Australia, and Sichuan Giant Panda Sanctuaries of China, but we'll focus our attention on the archaeological sites for this exercise.)

II. Directions

A. Review the material in your textbook that focuses on the future of the past and the sustainability of the archaeological record.

B. Choose one of the archaeological sites on the “List of World Heritage in Danger” from UNESCO. Make sure your choice is an archaeological site and not a natural site.

C. DISCUSSION COMMENTARY (up to 15 points): Answer the following questions as thoroughly as you can in your commentary. Be sure to cite evidence/references where necessary. Label your responses according to the number of the question.

Provide the following information in your post in your own words:

1. Basic Information: Name of the site, geographical location, environment, age of remains, cultural affiliation of remains, description of the major remains at the site.

2. Photo: Provide a photo of the site. You can download photos from the UNESCO website and include it in your post. Be sure to provide credit.

3. Significance of Site: why this site has the World Heritage designation.

4. Threats to the Site: why this site is on the endangered sites list.

5. Solutions to threats: As a citizen of the world, what are your ideas as to how to protect this site from disappearing from the archaeological record? What can be done?

D. REPLIES (up to 10 points): After you have posted your commentary, read at least half of your peers’ commentaries. Respond in a thoughtful professional manner to at least two of them.