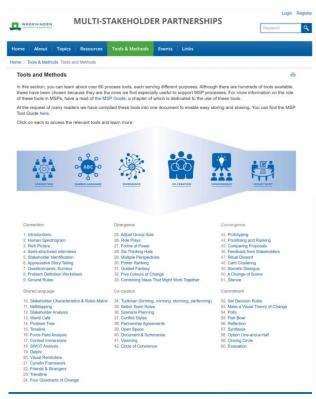# PROPEACE LEARNING LAB

How to optimize and valorize a study stay on Cultural Heritage involving teachers, students and actors?

I. MULTI-PARTY PARTNERSHIP MANAGEMENT TOOLS AND METHODS

Managing multi-stakeholder partnerships, like ProPeace, is a delicate exercise. It is a question of promoting and optimizing meetings with actors who have an international and interdisciplinary dimension, who come from different universes (academic and professional world). ProPeace meetings also have an educational and didactic dimension since the students participated.

Our partner at the University of Wageningen supported the Learning Lab because he participated in the development of the practical advice guide on multi-stakeholder partnerships, within the framework of the Center for Development and Innovation of this university. The tool was presented to ProPeace partners, and the tool was used to conduct field workshops. Propeace was a kind of full-scale test of this guide.

A digital resource on the metholody of multiple partnerships is available to all participants at the following address:

http://www.mspguide.org/tools-and-methods

Restitution work is underway which will improve the existing system. ProPeace was the unique opportunity to live an experience of participative development in vivo.

The stake was threefold.

Launch a theoretical reflection on the epistemological and geopolitical issues of Cultural Heritage.

Organize and conduct workshops on social and urban problems related to the management of over-tourism phenomena and on the discovery of cultural heritage professions.

Create digital platforms for educational and intellectual resources.

This Learing Lab made it possible to supervise the large deliverables that we are committed to producing within the framework of the ProPeace project.

II. DIGITAL PLATFORMS REALIZED AND RESOURCES PROVIDED
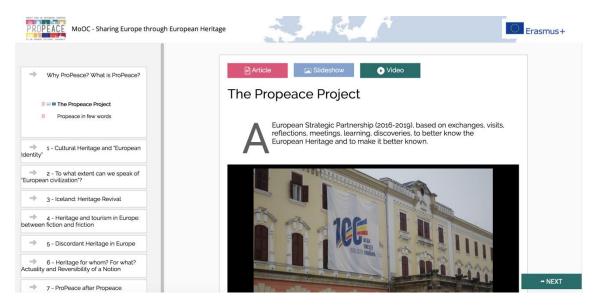
MOOC *SHARING EUROPE TROUGH CULTURAL HERITAGE*

This MOOC is the main digital platform that offers resources designed within the framework of the FAB LAB: around 150 hours of lessons broadcast.

It must be available on the Net.

http://mooc.propeace.eu/

We plan to finance a SEO to ensure the widest distribution. It is a remarkable showcase of the ProPeace project.

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The main theme of this course is: A new thinking of #European Heritage to better #share the Culture and the Values of Europe. This MoOC is a path to #explore the unity and the diversity of European Culture.

To whom it is addressed?

Integrating video, lectures, virtual presentations, articles and a GUIDE-LIGNE, its proposes to sensitize teachers, students and cultural mediators to the challenges of cultural Europe. The ambition: create a dynamic community involved in researching, learning and transmitting European cultural heritage

WHAT ARE YOU GOING TO DISCOVER AND LEARN?

- the cultural origins of Europe
- the geopolitical dimension of cultural heritage
- the tourist issues of cultural Europe
- innovative reflections and solutions for a dynamic approach of the European higher education to Heritage and Culture

PROPEACE WEBSITE

A website dedicated to the activities of the ProPeace project has been created, linked to a multimedia company.
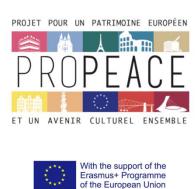
PROPEACE.UE

This site is a showcase and a mirror of ProPeace activities and it is also a guarantee of the sustainable development of this project. A scalable site, we have funded its hosting for at least the next two years.

We are thinking about how it could evolve, both in terms of content and sharing.

ETHNO-DIGITAL DISCOVERY OF THE LE CORBUSIER HOUSING UNIT (FIRMINY-VERT)

The Cultural Heritage Department of Jean Monnet University regularly organizes courses, workshops and seminars in the school of the Le Corbusier Housing Unit, located a few kilometers from Saint-Etienne. This Unit is classified as a Historic Monument. It is located within the perimeter that was listed as a UNESCO World Heritage List (2017) and classified as an emblematic site of the Auvergne-Rhône-Alpes region. Within the framework of ProPeace, and with the students of the master HCP in particular, a workshop was implemented to:

– reconstruct the history of this place symbolizing architectural renewal in Europe after the Second World War

– conduct an ethnological survey on the life and perception of the inhabitants of this Unit

– create a virtual tour of a place known worldwide.

4

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This ethno-digital achievement was made possible thanks to our partner at ProPeace: Laval University (Quebec) and its LEEM laboratory, directed by Professor Turgeon, holder of the Canada Research Chair in Ethnological Heritage. It allows you to discover from the inside a building that belongs fully to the heritage of Europe. This visit will be open to as many people as possible thanks to our website.

http://aschiinipii.info/visites/UNITE_D_HABITATION_LE_CORBUSIER/INDEX.html

WORLD CAFÉS

World Cafés have been designed with the students. A detailed report can be found in the EACEA application (Action 06)

EUROPEAN CAFÉ

Building skills in Heritage Management (I)

Understanding socio-economic impact of cultural heritage

June 14, 2017

EUROPEAN CAFÉ

Building skills in Heritage Management (II)
How to conceive and evaluate a consumption model for cultural heritage

June 15, 2018

EUROPEAN CAFÉ

Building skills in Heritage Management (III)
Valuing European cultural heritage sites. Economic methods
June 14, 2019

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RESEARCH PAPERS

Memories produced by the students were put into circulation, like this one:

'Peripheral identities or
mainstream futures?'

Three case studies on new heritage practises in
the periphery of Amsterdam

By Jorien Posthouwer

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LEXICON

A lexicon in 18 languages was produced which mixed the skills of teachers and students.

It can be found in the EACEA application.

It is posted on the Propeace.ue site

A *Lexicon* to better understanding Cultural Heritage

Terminology research test conducted by students

(2017-2019)

Recommendations to the Students

"The first assignment for every single student is to select ONE term of your own choice, relevant for your thinking about cultural heritage, and write your own definition of it in about 100-150 words. It is a good idea to select a term that you have been working with in your previous assignments at university. No bibliography is required. You may write in your own language, if you wish, but please also provide a text in English.

Please send your definition before you depart for Spain. Please don't forget to sign you text with your name and university.

Below you will find samples of the definitions that have been supplied so far. Please feel free to redefine some term, if you are not happy with the way it is defined below. You may also elaborate on some of the shorter definitions and make them more complete.

In Santiago (March 2019) you have had a chance to discuss your definitions with your fellow students and hand in a refined version."

The idea behind the work on the lexicon is to discuss and define terms that were thought to be of relevance for our ProPeace project. The students are asked to come up with ideas for terms that they feel to be of interest and importance for their respective studies on cultural heritage. Everyone is free to take their discussion and thinking in different directions as long as they are shown to be relevant for our central theme about cultural heritage in the context of Europe. The following points and problems/questions are presented as central for the process:

1

VIRTUAL ENCYCLOPEDIA OF THE EUROPEAN HERITAGE

The FAB LAB supervised the work of creation of the Virtual Encyclopedia of European Heritage:

– definitional work

– editorial procedures

– documentary research

– design

– writing

– validation and rewriting protocol.

The Encylopédie is accessible on: PROPEACE.UE

It is both collaborative and scalable. The ProPeace team is committed to bringing it to life and strengthening it after the official end of the project.

The link of the Encyclopedia

http://www.propeace.eu/wiki/

Robert Belot

Jean Monnet University (France)

Coordonator of the ProPeace Project

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III. FIELD WORK AND MEETING OF ACTORS

The ProPeace Project was not an exercise in pure theory. In its very nature, it was conceived as a harmonious confrontation of the points of view and of the various actors and sectors of the heritage phenomenon.

Excursions and Field visits were carried out. Exchanges with stakeholders (politicians, specialists, private institutions, historians, etc.) have been implemented. The FAB LAB was carried out pragmatically. He was even a source of advice in municipal projects under development.

This is what happened in our Wageningen meeting. And that is why we have chosen to highlight it in this reporting. We thus offer a fluoroscopy of a field experiment carried out in our FAB LAB.

Here is the example of the week spent in Wageningen (organized by our partner Wageningen Environmental Research, the Netherlands) as part of the Propeace Project (16 – 20 January 2017).

1. Learning outcomes

During an intensive programme of a week the ProPEACE network gathered in Wageningen, the Netherlands, to exchange lectures, discuss its contents, and participate and actively contribute to site visits. By means of an introductory lecture and a shared lunch the ProPEACE network became acquainted with the Wageningen UR chair group Cultural Geography.

The methodology of the learning lab consists of a combination of theoretical lectures, guest lectures and active field visits: this resulted in an oscillating discussion on theory, epistemology, policies, practices, innovations and activism. This was deemed a necessary step towards more mutual understanding and more focus.

Each day a combination was made of an excursion and various lectures. Each lecture lasted approximately 20 minutes, followed up by a plenary discussion of 20 minutes. During the excursions, the site holders were given the opportunity to pose questions or address

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PROPEACE

ET UN AVENIR CULTUREL ENSEMBLE

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dilemmas to the ProPEACE network. They have bee   n asked to prepare such issues in advance. This resulted in very lively discussions, in which practical matters and theoretical reflections could cross–fertilize. As a result, several heritage initiatives became part of the ProPEACE network on an informal basis.

During the site visits the following issues (among others) were discussed:

- ✓ Heritage in the making; heritage in the periphery, local heritage activism

- ✓ Heritage and nature management

- ✓ Uncomfortable and contested heritage of black pages in history

- ✓ Heritage as a primary bottom up private initiative

- ✓ Heritage tourism management, balancing the public and private interests

During the lectures the following issues (among others) were discussed:

- ✓ Epistemic relations of heritage and culture

- ✓ Heritage inclusivity and heritage exclusivity

- ✓ Heritage diplomacy

- ✓ Heritage and Brexit

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PROPEACE

ET UN AVENIR CULTUREL ENSEMBLE

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✓ What makes a tourist good or bad?

In between a few guest lectures were given on heritage innovations in Amsterdam and on digital heritage.

The overall learning outcomes can be specified as follows:

✓ Shared understanding of the concept of European Heritage, although there remained much to discuss;

✓ Intensive exchange of views how heritage and culture should be conceived, leading to a better understanding, based on various theoretical considerations;

✓ Discussions on the reasons why heritage is created by some in society increased the mutual understanding of the interplay of politics and civil society;

✓ Examples from practice learned how European heritage is a matter of strategy and organisation

✓ Views from outside Europe were extremely useful for achieving a higher level of reflexivity on European culture and its heritage.

A fundamental description of the learning outcomes has been provided by Rakefet Sela–Sheffy (see below).

2. Methodological implications of the learning outcomes

Below some implications will be discussed regarding the methodology to study and teach cultural heritage issues. These are based on the notion that cultural heritage almost unexclusively seems to be wrapped in ideologies that complicate the academic process of observing and understanding. The positivist tradition that is so widely spread among cultural heritage academic community is not well equipped to look behind the ideologies. Useful alternatives can be found in post–structuralist methodologies.

Epistemic considerations

✓ Cultural heritage objects should be understood as social constructs that are under permanent construction

- ✓ Being social constructs they are subdue to plural objectivation processes, embedded in cultural practices

- ✓ Objectivation is the result of signification: meanings attributed to cultural heritage objects by different groups

- ✓ Meaning of heritage is strongly connected with the construction of identities and the acquisition of prestige

- ✓ The method of studying and teaching cultural heritage should depart from this epistemic point of departure

- ✓ Methodological innovations are needed that acknowledge this highly contextual and pluralist nature of cultural heritage in order to:

  - ▪ Provide academic reflections on the role of politics that inevitable changes the cultural dynamics cultural heritage is embedded in

  - ▪ Provide academic reflections on the actual and potential role cultural heritage can play in coping with cultural pluralism in society

Methodological innovations

Methodological innovations are necessary to improve our understanding of cultural heritage in society, such as:

- ✓ Diachronic analyses that address heritage signification as a co-evolutionary process suspended in different cultural practices, that can be studied with discourse analysis and cultural evolutionary theories

- ✓ Deconstruction of cultural heritage ideologies deployed by formal institutions, to reveal innate contradictions and ambiguities of commodification

- ✓ Deconstruction of cultural heritage tourism, to reveal the mechanisms that lead to subjectivation of the "cultural heritage mass tourist"

- ✓ Field work that reveals the full complexity of cultural claims on cultural heritage

- ✓ Inclusion of "citizens science" in the study of cultural heritage practices./

Personal feedback by Rakefet Sela-Sheffy, from Tel Aviv University, Head, Unit of Culture Research, Identity and Environmental Action Laboratory

26.1.2017

Dear Roel and all,

I wish to thank you again, Roel, for so ingeniously organizing and coordinating this intensive five-day workshop in Wageningen. It has been an exciting experience of learning and exchanging thoughts about heritage initiatives, and a perfect opening learning lab for our project partnership.

I found that the program was well balanced between sessions of partners' presentations and discussions, and field visits. A preliminary meeting as it was, the diversity of topics introduced by the different partners provided a good point of departure for fine-tuning the focal questions and tasks of our joint project, a process which obviously should be further elaborated. Naturally, the topics presented by the partners, representing their ongoing research interests, not always directly coincided with problematics that emerged from the field cases (though in some cases the mutual relevance was very clear, especially regarding the Amsterdam heritage-tourism problem, which was also addressed by specific presentations). However, although we had to meet a tight schedule, the time dedicated to presentations + discussions was flexible enough to allow necessary adjustments – including slots for reflecting on the field cases. As we have all agreed, we could have benefited from longer presentations and more time for discussion during the sessions. Yet the time dedicated to the excursions was precious, and should not have been reduced.

The field excursions were very rich and inspiring for me. We have been introduced to a variety of cases of local heritage activism, from urban to rural heritage, human made vs. natural heritage, heritage of historical events vs. canonical cultural assets – and the complex interplay between all these. Within this tight time frame, we were given a glimpse of the intense social energies invested in and stirred by heritage today, in one specific (small) geo-cultural region in Europe. All these individual cases raise a range of important issues

13

for consideration in the ProPeace project, regarding the tension and interplay between the global and the local (national), and cross-European cultural assets. This includes issues such as: Uses and balances of heritage policy at the service of tourism development, and the conflict between it and the protection of local community life (Amsterdam, Lunteren); Nationally-based motivations for commemorating a cross-European event such as WWII (The Liberty Road, Lunteren); Centralized top-down vs. local bottom-up enterprises (Oostenbeek), or public vs. privately owned projects (The Hoge Veluwe national park): Activists' goals and dilemmas, their action methods, as well as the question of mobilizing larger local communities (Oostenbeek); Or the institutionalization and expansion of local initiatives to gain inter-European dimensions, and beyond (The Liberty Road). As I understood it, the focal perspective in all of these cases was that of activists' and policy implementing bodies' goals and dilemmas. What I would have liked to learn more about is the relevant local communities' responses to the different projects in their immediate life zones, in terms of their shared or contested identities, aspirations and concerns.

Also, meeting, as briefly as it was, with scholars and graduate students of Wageningen University, mainly of the Chair groups Cultural Geography, Landscape Architecture and Spatial Planning, was most inspiring for me. I wish we have had more time to get acquainted with their works and talk with them.

This was a very rich and inspiring learning lab. Many thanks to Roel and Marion, to the Alterra Center at Wageningen, to Aurélie, Robet and Jaqueline, and to all the participants in this meeting. I look very much forward to further discussing these issues in the next meeting and to finding common grounds for developing this research network further.

Best regards, Rakefet

Proceedings and impressions of discussions

1. The European spirit in the XIXth century: Robert Belot, Jean Monnet University

This lecture showed how the creation of Europe was the result of intellectual philosophical legacies, even from outside Europe. The idea of Europe was clearly discussed.

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PROPEACE

ET UN AVENIR CULTUREL ENSEMBLE

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2. Who profits from legacy? Itamar Even-Zohar, Tel Aviv University

This lecture provided the substance for discussing the reasons why heritage exists, even in prehistoric times. Heritage was put in a cultural perspective.

Project output – Lexicon (prepared by Anna Solovyeva).

Discussing the idea of unified concepts and entrees, or allowing different cultural perspectives in the Lexicon.

Excursion: The WW2 heritage of the village of Renkum and Wageningen

Discussing European Heritage Liberation Route and bottom up heritage Oosterbeek in the Airborne museum (Jeroen van Wieringen).

Discussion: what historic figures remain unmentioned and why?

Four estates (Dirk van Uitert and Rob Aben)

Discussion: can the estates areas profit from if part of European Heritage? Is it only of local value? The European Heritage trademark should not stop all development, because it can lead to degradation.

Tuesday 17 January Excursion to Amsterdam

Scheepsvaart museum: discussing the way private actors and the government cooperate here.

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PROPEACE

ET UN AVENIR CULTUREL ENSEMBLE

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During lunch in De Waag: guest lecture by Karin Westerink, about managing mass tourism in Amsterdam. The inhabitants of the inner-city plea for one tourist and one commuter on one inhabitant as the mix that they could manage. Discussion: the strategies to keep the nuisance of tourists within certain limits. One strategy was to turn anonymous tourists into "friends of Amsterdam" and give some small privileges in return for responsible behaviour.

Oude kerk as a place for the local community, focusing on art exhibitions.

Museum Ons' Lieve Heer op Solder https://www.opsolder.nl/en

Wednesday 18 January Lumen 2

3. Amsterdam, the city with 10 million tourists: Jacqueline Bayon, University St-Etienne.

Discussion: How to divert tourist from the main tourist attractions? It is hard because tourists are generally not interested in these

places and it is also more difficult to reach them. You should start informing tourists already in the airport. The Old Church is a place with a quite area for tourists in a busy city.

4. Community response to heritage projects. Rakefet Sela-Sheffy

Discussion: Problems of double belongings (new immigrants) and Israeli citizenships? Integration is good, they can vote. The olive oil tradition from the presentation is not different from other traditions. Conflict are often between newly arrived and old habitants. The olive oil is used to look for more understanding? No, people are usually in confrontation. Comments on the internet are very personal and people dispute each other (identity contest). Online discussions are becoming more important, but much anger is coming out. Also, some comments are written by professionals. Online information is not the same as in interviews or questionnaires. It can be biased: only people with much time and interest react. However, the number of comments is enormous and can give a good impression.

5. The modern life of the Middle Ages and the Icelandic identity, Anna Solovyeva

Discussion: Itamar: Icelandic nationalism is designed for creating tourism. The Icelandic scientists have "normalized" the Icelandic sagas in a language, which is not authentic, but designed to be different from the Scandinavian languages. Even the presence of Vikings in Iceland is contested. Roel: different time layers starting from first settlement of Iceland. The settlers came probably from many places, many Celtic women slaves (Ireland) and Norwegian male aristocrats.

6. Scottish-Polish historic links: Krzysztof Jan Chuchra, EWHT

Who owns/interprets heritage, how can heritage become instrumental?

Discussion: Robert: in '43 proposal for a chair of European humanism. Solidarity between nations during the war. Movie recommended *To be or not to be* from Ernest Lubitsch. Polish effort was instrumental, but not always visible. Rakefet: the historic events did not become heritage, but was forgotten. Heritage is often used by regimes to build support. It can be used to build bridges instead.

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ET UN AVENIR CULTUREL ENSEMBLE

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Lunch with Chair groups Cultural Geography, Landscape Architecture and Spatial Planning.

Discussion on (1) hunting practices. Much of the environmental knowledge is derived from hunters in NL. Hunting concerns mostlyt wild boar and deer. (2) Checkpoints in Israel. Translator can interfere with the answers. (3) Explanation of the ProPeace project was given. ProPeace is very divers, difficult to get focus.

Guest lecture by Marco Streefkerk on Digital Heritage Netherlands (www.den.nl)

Discussion: Dutch digitalized newspapers already exist from the 18th century. (National Library of the Netherlands). Europeana: website with digitised objects.

Short excursion to the village of Lunteren and its Wall of Mussert. Restaurant de Goudsberg, Rene van Heiningen (NIOD). Author of the wall of Mussaert. Mr. Wijnand Alderman of Ede Municipality.

Discussion: Robert: interesting addition to "difficult" heritage. Attention to the black pages is necessary. Mr. Mussaert is different from Seis-Inquart. He not a collaborator, but an "ideological collaborator". During the war the wall of Mussaert had no significance. Musseart himself was always considered a loser. In France, the first exhibition on collaboration took place in 2016, but it was not critical. Danger of instrumentalisation of history. How do people interpret the place? Warning or nostalgia? Need to secure the historical message. You learn more from mistakes.

Kristof: do no rush the process, give people time to speak their minds and listen. Reality can be twisted (for example the flyer in the campaign for Brexit). House of Hitler: discussion is on-going: particular difficult for Austria.

Joost Roosendaal, RU: guilty heritage inventory in Gelderland. Newspapers highlighted it, but there were not many comments. The Jewish paper also found it important to preserve. It was a process of rethinking how to deal with these memories. The Germans have been the first to start the "Malmal" (monument for a black page), for example Nurnberg. The second WW is still very alive in the Netherlands. Roel: local foundation to take leadership and each year unfold a black page in this place. Wijnand: should be a national monument, so that Lunteren is not associated as a collaborator town. Jan van 't hof: considering to take responsibility for this issue and speed it up. Shared communication moment soon. Distinction between a monument and a memorial; does this help the discussion? In the communication, this should be considered well. Possibly place of remembrance. Itamar: City of Ferrol in Galicia had the statue of Franco: only 4 years ago removed, but businesses around the square complained of less tourists. Can people really learn from a "Malmal"? Ferr: Dark pages are not for tourists but to conserve history.

Thursday 19 January Gaia 2

Work on the Encyclopedia prepared by Troy van Tran

Discussion: Canada has lots of experience and was asked to manage the process.

Stage One: Listing the Terms

- nation
- ethnic group
- heritage
- senses
- emotion
- memory
- pastness
- place-making
- belonging
- preservation
- restoration
- reconstruction
- authentic
- value
- vernacular architecture
- nature
- objects
- narrative
- image
- landscape
- museum
- mobility
- materiality
- cultural sustainability
- civic engagement and societal development
- national and/or group identity
- cultural memory
- message and media performance
- oral tradition and folklore
- beliefs
- rethinking and re-contextualizing heritage
- power
- elite
- education and knowledge
- continuity

Ambition is have a site like Wikipedia and each partner (1 per year) and students (2 per year) will write articles to have a total of 100 articles to start off. A list of items have been proposed already.

Roel: Will we write from different angles? Be convincing and use empirical evidence?

Discussion on definition:

Itamar: Heritage is different from culture. It contains items that are canonised.

Kristof: Heritage is cultural glue, not exclusive, but bringing together

Itamar: culture cannot persist without canons. Heritage is one type of canon.

Rakefet: Patina principle: things at home that survive ling enough it say something about you. It will make you more important. Groups with "patina" have more respect than groups without and you consider yourself better.

The description of the item is not the most important, but the value that is given.

Krystof: need to focus? Rather have it transnational, European aspect.

Krystof: anyone can contribute? Revision is not decided yet. Cannot be done by one partner only.

Itamar: preparatory work needed to see what was done by others. It should have distinctive features.

Itamar has written many entries, in Wikipedia in the last years. Good to have students write articles, they need technical guidelines, but also agencies involved and processes. Write what is distinguishing and what is connected

Action/Decision: First list of items need to be decided on and which author. Students can choose, but it needs to be coordinated. The list can be expanded. Not just describe the item, but also agencies involved and processes. Write what is distinguishing and what is connected. A short deadline must be set (End of February) to be able to discuss the articles in Edinburgh. Create writing workshops in Edinburgh to harmonise articles.

National Park the Veluwe https://www.hogeveluwe.nl/en and excursion in Jachtslot

Presentation bij Baron Mr. Van Voorst tot Voorst

Tour in Jachthuis Sint Hubertus and short visit to Kroller-Muller

7. Roel During European Heritage Pluralism, discussing pluralist mechanisms in heritage in the making of Heavy Metal groups, groups of gamers and football fanclubs.

Friday 20 January Lumen 2

8. Lecture by Jorien Posthouwer on heritage from below and in the periphery of Amsterdam.

Discussion: Not to focus solely on heritage, but look at the context and especially the rhetoric of Heritage.

9. Lecture by Troy van Tran: *Quels patrimoines pour les expositions universelles?*

Discussion: Rhetoric is about food, but the objective is marketing. Not really heritage, but a new fashion that can become heritage. Place to learn new marketing and new installations. Almost no distinction

between trademark and heritage. Used as argument for and against modernisation. Robert: Coca Cola is heritage, because it is iconic for USA. Krystof: people travel to taste local food, Matty Matheson programme to promote Canadian food. https://munchies.vice.com/en/show/keep-it-canada

10. Lecture by Lucretia Lopez: Santiago de Compostela: A World Heritage City.

Discussion: Robert: measure link increase of visitors and new corporations, also before 2005. Effect of TripAdvisor on traveller's choice? Aurelie: Bad and good tourists: spending tourists are not always respectful. What is a good tourist? Roel: European heritage should not enforce the same sites as UNESCO, but support other places. Robert: write the new manifest: with title "zero touristic growth".

Edinburgh preparation

Objectives:

- ✓ Encyclopaedia
- ✓ Lexicon,
- ✓ Students topics discussion
- ✓ Workshops between students and partners.

Additional workshop: What is European heritage? This is the output of the partnership.

Meta-approach (use, meaning, connections of heritage) Output that can form policy, needs to be relevant outside the partnership. How European Heritage is challenging local heritage. How local heritage sees European Heritage. Connections between nations, can European Heritage play a role? Raise awareness. Movement "Cultural Heritage across Europe". Discuss the focus of this network and can have an added value towards other networks. Krystof: the structure of the Wageningen meeting is effective, combine discussion with excursions.

Begin the week with instructing the students, see cultural heritage as a concept to unite people, look at European concepts. Then the partnership and students work separately. End of the week come

together. Site visit involving whiskey. Rakefet: methodology goes hand-in-hand with a perspective. It does not stand alone. For an encyclopedia interviews are not relevant. Roel: Ask the student to tell a story (video) on what they find European Heritage is and later have them interview each other. Itamar: careful for political consequences. Krystof to propose a programme.

Roel During, Project Propeace manager

Alterra – Foundation DLO / Stichting Dienst Landbouwkundig Onderzoek/ The Netherlands