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World Heritage Sites and the Global Information Infrastructure

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Introduction and Overview

The Global Information Infrastructure, or GII, as relates to World Heritage Sites is ultimately concerned with the democratic reaction of local communities in preservation of sites deemed of importance to the interactive global memory. Interactivity implies advocacy and education at work in such places as national park systems, interdisciplinary scholarship, volunteerism, global committees, and expert groups. This living History, or active memory has the potential to instill mutual respect and understanding between nations that may otherwise be engaged in economic and political strife.

All this human activity also produces negative consequences such as climate change, the disposal of waste, and all out war. Local communities are left to self-educate, apply new technologies where appropriate, and glean from the example of successful Heritage programs elsewhere. This act of communication between communities has become as widespread as educators sharing ideas between the United States and Thailand, and as local as using Geographic information Systems (GIS) to map a single natural heritage site, such as Yellowstone National Park.

According to The United Nations Educational, Scientific and Cultural Organization's (UNESCO) World Report on Knowledge Societies (2005), a global information society is in fact composed of individual "societies of shared knowledge," a sort of interdependent globalization that allows for an array of autonomous democratic practices unique to the culture, location, and heritage at stake. One of the common fears of globalization is the development of a monoculture and the continued sacrifice of natural and cultural resources on the altar of world economies. This bibliography intends to provide an introduction to local and international work being done to preserve the integrity of individual cultures and natural landscapes as well as open a door to collaborative relationships yet unforged, with the ultimate goal of expanding and preserving the number and value of World Heritage Sites.

Annotated Bibliography

Amodeo, C. (2004, June). WMF strives to save Iraq's heritage. *Geographical*, 76(6), 17. Retrieved June 10, 2008, from MAS Ultra – School Edition database. http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=13190332 &site=src-live

Authority

No information available.

Relevance

The USA-led invasion instigated by 9-11, dating back even to the 1991 Gulf War, has compromised the integrity of Iraqi cultural heritage. The Middle East is, among other things, a hotbed of sites unlisted on UNESCO's World Heritage List. Regardless of whether or not these sites eventually achieve "listed" status, the preservation of heritage here is vital to healing centuries old conflict.

Contribution to understanding the GII

The World Monuments Fund (WMF) and the Getty Conservation Institute (GCI) have collaborated with Iraq's Ministry of Culture and UNESCO to address "catastrophic damage" sustained by the country in recent and current wars. Historically, and somewhat ironically, Iraq and its ancient history have been dubbed the cradle of civilization. Sanctions imposed on Iraq after the Gulf War prevented international assistance in the mediation and implementation of internal and international policies on the looting and destruction of culturally significant artifacts and sites, thousands of which potentially remain untouched by archaeologists, scientists, and historians. Beyond international cooperation to preserve these endangered sites, buildings, and artifacts, the lifting of sanctions, the establishment of policies, and the education of future generations influence the fate of Iraq—and the world's—heritage.

Coverage

Mainly speaks to the intent of the four organizations to collaborate on restorative and political measures. Found in the "Worldwatch" section of the periodical, coverage is brief, with quotes from a few of the major players in the organizations. Speaks to

marketing efforts of (scholarly) media to attract attention and additional collaborators to the project.

<u>Point of view/bias</u>

Journalistic dialogue, although definitely critical of the effects the war has had on cultural-heritage sites.

Brewer, T. F. (2006). Redefining "The Resource": Interpretation and public folklore. *Journal of American Folklore* **119(471), 80-89.**

<u>Authority</u>

Teri F. Brewer is an associate lecturer at The University Glamorgan in Wales, as well as an independent folklorist.

<u>Relevance</u>

Public folklorists seek a place in interpretation, a profession and practice that strives to educate the public and share such places as World Heritage Sites in an attempt to garner support; building a populous that values and actively engages the universality of cultural and naturally significant places. Juxtaposing traditional interpretation with the work of public folklorists, the author critiques current practices by the National Association of Interpretation (NAI)—an international organization based in the United States—making a case for the expansion of interpretation to an increasingly interactive relationship between audiences, and subsequently community based programs and events.

<u>Contribution to understanding the GII</u>

The author is dissatisfied with the discrepancies in meaning involving interpretive language, such as with the definition of, "resource." For example, one definition (possibly originating with the National Park Service) is generically used to cover artifacts, objects, structures, and features historically related to a place or site. Public folklorists, on the other hand, loosely use the term in relation to a combination of specialized knowledge, local expertise, and academic scholarship related to folklore. A knowledge society is one that is highly educated, and the ultimate goal of streamlining language is to increase the quality of education to audiences so that they in turn will educate others and be inspired to delve deeper in areas of interest; furthering support for sites of international importance.

The NAI has expanded from a U.S. base to one that boasts 33 country members. An organization with such obvious international appeal, serves as an example of an infrastructure providing information through training of both professionals and volunteers.

Interpretive programs are situated in a unique crossroads of government and organizational policy, creativity, academic scholarship, international heritage, economic support, education, and the use of technology to further disseminate interpretive information to those not readily present for interpretive activities and events. The local and international public has the last say in how their personal work, leisure, associations and self-realization may accommodate the concerns of interpretive work and its relevance to the enrichment of their lives.

Coverage

Coverage is limited to making a case for public folklore in the interpretive profession. The author covers existing practices, areas in need of improvement, and how public folklore can fulfill those needs. For example, the public folklorist as "cultural broker "at a time when culture is emerging as the world's foremost economic industry" makes a convincing case for the contribution of "models for performance and event-based interpretation" as well as a "triadic relationship" between the interpreter, the audience, and additional performers or contributors from the outlying community. No case studies are referred to in the article, nor are any specific programs organized either by traditional interpreters of public folklorists.

Point of view/bias

The author is viewing the topic of interpretation through a specific lens—public folklorism—in order to prove what it has to offer as an arm of interpretation as a whole, in the academic, public, and international spectrum. Thus, she necessarily critiques traditional interpretation, pointing out inconsistencies of language, flaws with certain methodologies of interaction with audiences, and interpretive programs offered in relative isolation to objects, sites, and places. However, she applauds interpretation that has measurable objectives (through which to garner additional financial support), aligns educational and organizational goals, as well as draws upon interdisciplinary fields

(educational psychology, marketing, communications studies, etc.) in order to broaden personal and creative experience.

Colette, A. (2007, May). Climate change and world heritage: Report on predicting and managing the impacts of climate change on World Heritage and strategy to assist States Parties to implement appropriate management responses. *World Heritage Reports 22, UNESCO World Heritage Centre***. Retrieved June 10, 2008, from** <u>http://whc.unesco.org</u>

Authority

Augustin Colette is a Climate Change Consultant for the UNESCO World Heritage Centre, additional contributions come from representatives of the IUCN, ICCROM, ICOMOS, Centre for Sustainable Heritage (University College London, UK), English Heritage (UK), and Joint Nature Conservation Committee (UK).

Relevance

Climate change has been found to have an adverse effect on World Heritage Sites, this publication examines adaptations to pre-existing action plans to accommodate for this new threat. Of particular interest was the reference to a need for information management in tracking specific areas of change such as environmental performance of historic buildings under extreme weather, and the understanding of new pest migration and infestations, to name a few.

Contribution to understanding the GII

New technologies, such as TT:CLEAR, coagulates adaptation technologies in a single database, and has the capacity to inventory adaptation centres and projects. Countries lacking infrastructure to support new technologies will fall behind in their efforts to combat climate change. The act of collaboration between stakeholders in such actions as assessment of vulnerability of Heritage Sites, demonstrates the necessity to consider multiple perspectives. Of interest in the eight step approach to vulnerability assessment is the eight, stipulating the communication of vulnerability in a creative manner; the subcomponents of which include the mandate to use "multiple interactive media, be clear about uncertainty, trust stakeholders."

Coverage

Definition of current understandings as regards capacities to adapt to climate change, a framework of assessment for technologies used in that adaptation, the process of relevant technology development and transfer, examples of technologies that have an especial need for adaptation (five sectors: coastal zones, water resources, agriculture, public health, and infrastructure), three case studies per sector (For example, briefing on potential impacts to the Great Barrier Reef in Australia), and an overall synthesis of current and future adaptive processes.

Point of view/bias

Authorities primarily from Europe (primarily the UK), possibly contributing to bias given to values of Northern countries; however participation in UNESCO from most parts of the globe provide ample opportunity for unique perspectives to leak into the report.

Hamashige, H. (November 15, 2006). Best, worst heritage sites ranked. *National Geographic News*. Retrieved June 10, 2006, from http://nationalgeographic.com/news/pf/67473042.html

Authority

Hope Hamashige is a journalist writing for the National Geographic News wire. She distills the findings of Jonathan Tourtellot, the geotourism editor of National Geographic Traveler magazine, in a survey of "more than 400 experts in sustainable tourism on nearly a hundred UN World Heritage sites.

Relevance

Human activity has negatively impacted World Heritage sites, since the UN began naming sites in 1973. Those activities include: lack of funding, tourist traffic and ecotourism, political upheaval. Preservation is jeopardized when local and global communities fail to combat these negative activities.

Contribution to understanding the GII

"A local community committed to preserving its priceless landmark," Tourellot states, is the key to survival. This democratic attitude is reflected in cities housing high scoring sites, such as Granada, Spain, which has resisted commercializing its 14th century Moorish palace, the Alhambra. Conversely, fourth from the bottom of the list of sites was The Potala Palace in Lhasa, Tibet. The panelists frankly stated that the Chinese have

successfully compromised the cultural integrity of the Tibetans Meanwhile, in neighboring Nepal, Kathmandu Valley came in last on the list due to pollution caused by modern construction now engulfing ancient Nepalese temples. It appears that "improvements," "development," and "progress" do not always go hand in hand with consuming more resources, and covering more geographic space. The necessary construction that comes with the development of certain information infrastructures (i.e. transportation systems, technology networks, etc.) ends up destroying historical infrastructures. In the Galapagos, things fare no better, earning the largest decline in rank from a previous survey conducted in 2004. Tourist boats and new residents to the islands are introducing invasive species in an environment where "species have evolved in isolation," meaning they have a shorter history to adapt and defend themselves. Positive developments, such as travel boat quarantines, have been under funded, contributing to the potential erosion of the remaining 95% native species. If a commercial perspective exists without the immediate revival and integration of educational and regulating political perspectives, places like The Potala Palace and The Galapagos will continue to decline.

Coverage

This is a current events news piece that highlights the features of the survey and does not provide the comprehensive assessment of all 100 sample heritage sites.

Point of view/bias

The 400 panelists submitted their comments anonymously, improving the chance for truth-telling, rather than fear of retribution from local economies.

Jennings, L. (2006, May). Raiding the past: What future for antiquities? *The Futurist*, 40 (3), 8. Retrieved June 10, 2008, from MAS Ultra – School Edition database.
http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=20356406&site=src-live

Authority

No information available; however the author cites heavily from a book by Roger Atwood, an art and cultural reporter, entitled *Stealing History* (2004).

Relevance

Invading armies, Indiana Jones-types, as well as impoverished locals struggling to survive on the remains of an ancient and wealthy past, have plundered cultural monuments and heritage sites.

Contribution to understanding the GII

Jennings cites Atwood's call for 1) a complete five-year moratorium on the sale of antiquities in question of legal obtainment prior to 1970 or licensed from the object's country of origin, 2) a suspension of trade on undocumented objects made of precious metals, and 3) import restrictions on "countries in turmoil." Governmental regulation on a global scale must be rethought in order to discourage black market activities. Solidarity amongst nations must occur in their mutual refusal to allow the sale of looted items. Museums, archaeologists, and enthusiasts alike must strike a balance in preservation and sale of antiquities or Atwood warns of the majority of the world's transferred objects' and originating sites' impending destruction. Jennings suggests the promotion of reproductions beyond the cheap look-alikes in museum stores. Training local craftspeople to recreate objects in the manner they were originally created may contribute to economic health, preservation of cultural heritage, and the satisfaction of enthusiasts. However, the enthusiasm of avid collectors who cannot be satisfied with reproductions and pop art interpretations should not be underestimated.

Coverage

This article emphasizes the loss of cultural antiquities and does not mention the value of natural sites, such as the Amazon rainforests, or existing wildlife preserves such as one that exists in Kenya.

Point of view/bias

Attempts to handle the problematic relationship between respect for local control of antiquities, and foreign institutions, such as the British Museum, who have been sometimes credited with "saving" artifacts from destruction—often by the locals themselves. Claims that the majority of the modern antiquities trade is composed of individuals of "modest means." Sotheby's and Christie's prices are still extravagant by most standards; however the internet has opened the door for the common man of "modest means," to get his piece of history. Ultimately promotes preservation based on the difficulty humans have on grasping the possibilities of the future. If nothing concrete

yet exists, "which no one can see or touch," it is more difficult to get an accurate reading of the past, or future, to say nothing of the present.

Kaldun, B. and E. Meleisea. (2004). World heritage in young Southeast Asian hands. Second Sub-regional workshop: The arts for teaching on the historic environment. *Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific, Bangkok, Thailand.* **Retrieved June 10, 2008 from ERIC database.**

Authority

In addition to Beatrice Kaldun, UNESCO Culture Programme Officer, and Ellie Meleisea, UNESCO Consultant for Culture, lengthy acknowledgements made to contributors of the workshop; a selection of which include: National University of the Philippines, Mr. Victorino Manalo, Director of the Metropolitan Museum, Manila, Ms Joy Rago, Theatre Expert, and the Norwegian Agency for Development Cooperation (NORAD). Extensive list of workshop participants also provided for reference.

Relevance

Case study via workshop proceedings of one region's educational program to build global awareness of World Heritage Sites through art and theatre. The Southeastern Asian region defined for the purposes of this workshop includes: Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand, and Viet Nam. The purpose of the workshop is to strive toward fulfilling the directive of Article 27 (Section VI) of the World Heritage Convention (1972) to educate and inform the public in order "to strengthen appreciation" in cultural and natural heritage of local communities.

Contribution to understanding the GII

Cooperation between seven countries, multiple individuals, local community governments and schools, trainers and experts, UNESCO participants, and the underlying infrastructures of civil society contribute to a global perspective on the way information is disseminated and diffused. The customization of content to Southeast Asian schoolchildren provides an example for other regions to follow. The proliferation of ideas and revisions presented at the workshop also serve as a microcosm of the larger information transfer network at work.

Coverage

Provides explanation of art and the historic environment, elements of art, activities to apply visual and performing arts, overview and mid-term reports (including revisions) of four-year action plans developed in each country, a brief outlook of the future of World Heritage education in Southeast Asia, list of participants, additional resources and contacts, and activity sheets (lesson plan materials) for immediate application.

Point of view/bias

Educators being the intended audience of the proceedings, a slant is given to the technique of including young people in the process of spreading global awareness about the value of World Heritage Sites. Annotated case studies via the mid-term reports are provided. Variance occurred between the countries in the success rate of implementing the educational action plans. The cause of variance was due in at least one case to limited funding. 83 total participants are listed in the workshop, contributing in the form of activity sheets and guidance in the development of individual action plans. Due to the number of countries and individuals contributing to this document, the portrayal of World Heritage Education in this particular part of the world is well-rounded. However, personal quotes and testimonies, including participant assessment of the workshop is lacking, if not altogether absent.

Owen. R. (2008, May 24). Rubbish threatens an ancient necropolis. *The Times* (United Kingdom), Overseas news, pg. 55. Retrieved June 10, 2008, from MAS Ultra – School Edition database. http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=7EH0685 834835&site=src-live

Authority

Richard Owens is a reporter for *The Times*.

Relevance

Rubbish dumps and high rise housing developments threaten archaeological treasures in the Italian city of Cagliari under the Sardinian Government.

Contribution to understanding the GII

Opposing political and economic pressures debate the benefits of development--providing funds for an "archaeological park"--versus the negative impact that "would further alter an ancient landscape which has already suffered greatly."

<u>Coverage</u>

Mention of specific world heritage site being in jeopardy, as well as provides coverage of proposed solutions and compromises.

<u>Point of view/bias</u>

Written in journalistic style with points of view from Italian conservationists and city council members who have vested interests in developers.

UNESCO (2005, June). World heritage: Today and tomorrow, with young people. Retrieved June 10, 2008, from http://whc.unesco.org

<u>Authority</u>

UNESCO is an arm of the United Nations (UN), an entity that seeks to unite countries around the world, mediate conflict and send aid in the form of security and sustenance to countries in times of economic and political hardship, as well as countries and regions struck by natural disaster.

<u>Relevance</u>

Educating the world's young people is vital to building and maintaining communities as well as sustaining interest and support for world heritage—a concept which UNESCO claims to be vital to humanity's roots and identity.

<u>Contribution to understanding the GII</u>

One of the components of a civil society is a social structure made up of cultural customs, varied demographics, and habits of leisure and recreation. This publication appeals to the unification, or globalization of multiple social structures via the world's youth. Emphasis is placed on local responsibility of sites, with an imperative to share information on volunteerism and stewardship with other youth from around the globe. On the macrolevel, UNESCO acts as a governing body for a microlevel of regional and local community volunteer groups working cooperatively on marketing, preservation, and education of all global citizens.

<u>Coverage</u>

Lists contact information for branches of UNESCO as well as partner organizations such as the Earthwatch Institute, based in the United Kingdom, and United Nations Volunteers, based in Germany. Challenges readers with a quiz at the close of the publication—laid out in brochure format—and recommends "principal texts concerning heritage protection," defining and explaining the basic principles of World Heritage and why young people especially, should take an interest.

Point of view/bias

This publication is geared toward young people as an audience. The literature could be used as supplementary information in a social studies class and a jumping off place for further investigation into the organization. As it is published by UNESCO it is biased in the promotion of its capacity as an organization, claiming that the responsibility of the younger generation is to aid that organization if they care at all about respecting the world's diverse cultures and natural wonders. Featured quotes from anonymous children of many countries pepper the publication in an attempt to appeal to young audiences; seeking validity with testimony from members of the same age group. The quotes pertain to why it is important to value world heritage, and thus the mission of UNESCO's World Heritage Program.

UNESCO World Heritage Centre. (2005, March). World heritage: Information kit.
Retrieved June 10, 2008, from http://whc.unesco.org

Authority

UNESCO is the umbrella organization for the World Heritage Centre (WHC). Based in France, the beginnings of the WHC emerged in 1959 after several governments appealed to UNESCO for the preservation of Egyptian temples threatened by the construction of a dam. A "Recommendation on the Safeguarding of the Beauty and Character of Landscapes and Sites" followed in 1962, in which UNESCO linked the significance of protecting both natural and cultural heritage. By 1965, a Conference at the White House in Washington, D. C., established a World Heritage Trust. Composed of representatives from countries all over the world, the proceedings of a 1972 UN Conference on the Human Environment merged with expert groups from UNESCO, the International Union for Conservation of Nature (IUCN), and the International Council on Monuments and

Sites (ICOMOS) evolved into a Convention concerning the Protection of World Cultural and Natural Heritage, ratified the same year at a General Conference hosted by UNESCO. As of 2008, experts have been working 36 years on the special concerns presented by the preservation of World Heritage.

Relevance

This is a primer for the history, mission and organization of the global community as they are concerned by the preservation and advocacy for World Heritage and the identity of a global citizenry.

Contribution to understanding the GII

The inception of the WHC was made possible by the collaboration of about 50 countries, demonstrating solidarity through financial support and political pressure. Individual State Parties respond to local concerns of World Heritage through public-awareness building, the nomination of sites included within the boundaries of their national territory, establishment of management plans and reporting systems, and the implementation of technical and professional assistance. For example, the State Party of Kenya responded to a crisis of illegal logging and cultivation of an illegal substance within Mount Kenya National Park and Natural Forest by implementing an action plan calling for increased security in parks, community awareness, and review of policy within the National Park and adjacent forest reserve with Park personnel. Threats to the forest remain; however, international support, beginning with the General Assembly of State Parties, to classrooms of schoolchildren raising public support, to partnering organizations within and outside UNESCO, continues to work toward innovative solutions through economic stability, government policy, cultural sensitivity, and the stimulation of interest in local communities.

Coverage

Thorough coverage on the infrastructure of UNESCO's WHC including its mission statement, a chronology of the history of the organization, explanation of how the convention and its committee work including the nomination process (selection criteria) for inclusion on the list of World Heritage Sites. Justification is also given for the Global Strategy of 1994, a proposal for a more comprehensive methodology of objectives, analysis, and implementation of the Convention. This strategy is elaborated by the inclusion of "success stories" such as Mount Kenya National Park/Natural Forest in

Kenya (discussed above), the Whale Sanctuary of El Vizcaino in Mexico, which blocked the development of saltworks, and the delisting of the Old City of Dubrovnik in Croatia from the List of World Heritage in Danger. Illustrative cases are also given of the 35 of 788 World Heritage locations listed in Danger as of 2004. An introduction to the concept of sustainable tourism is provided, along with additional partnerships for conservation, and a "Who's Who" of organizational Convention participants. Information is also included on how to stay current with the latest World Heritage issues through a web site, on-line newsletter, and quarterly magazine subscription. Additional material provides avenues to a series of reports, manuals, papers, and guides all published by UNESCO.

Point of view/bias

UNESCO offers a pragmatic, policy based approach to an otherwise convoluted mess of conflicting private and government interests. Using annotated case studies that highlight both the successes and challenges on the World Heritage List, UNESCO maintains a tone of optimism through language which may seem overconfident, but ultimately attempts to offer an approach to resolving issues of creation and destruction.

USGS. (2007, February 22). *Geographic Information Systems*. Retrieved March 20, 2008, from http://erg.usgs.gov/isb/pubs/gis_poster/

Authority

United States government agency, branch of the U.S. Department of the Interior, composed of policy makers, surveyors, researchers, and other experts in the field of Earth Science. The information contained in this document is maintained by the Eastern Region PSC4 of the USGS.

Relevance

Geographic Information Systems (GIS) are a "computer system capable of capturing, storing, analyzing, and displaying geographically referenced information." A 'system' also refers to practitioners of the technological components of a GIS, including procedures and spatial data. A GIS may be applied to the development of action plans for State Parties managing local World Heritage sites. For example, a GIS could synthesize information contributed by peace-keeping personnel, archaeologists, local tribal leaders, and satellite map imagery to enhance efforts to safeguard and restore Afghanistan's

endangered Bamiyan Valley from the devastation of war, including abandonment, and the presence of undetected land mines.

Contribution to understanding the GII

While the document does not use World Heritage Sites as an example, A GIS can improve communication between organizations, quantity and quality of geographic data, and standardization of format between collaborating agencies that may be engaged "in environmental protection, planning, and resource management." World Heritage Sites are specific geographic areas that could benefit from this technology in all areas of site management: marketing, preservation, and education. Significance of the GIS is its ability to relate information from varying sources and assess the nature of this relationship. These diverging infrastructures may be derived from federal, state, tribal, and local governments, private business, academia, and nonprofit organizations.

Coverage

Limited to the features of Geographic Information Systems (GIS) including definition, historical perspective, application, and display technique along with heavily illustrated photographs and figures describing the capture, overlay and use of data. Contains discussion of their potential use in cooperative environments.

Point of view/bias

A government agency, The U.S. Geological Survey may be confronted with the interests of lobbyists, private interests, and corporations; however, those interests are not reflected in the document, which focuses rather on the technical aspects of GIS and their potential uses.

Conclusion

The survival of World Heritage Sites may inform the methodology of future partnerships and infrastructures. For example, USGS may partner with organizations in the Middle East and around the world to track, detect, and deactivate unexploded land mines. Children in Southeast Asia may use art to educate others about the importance of World Heritage to local environmental, physical, economic, social, and moral health. Global awareness of endangered sites and maintenance of those that are preserved will only occur through the cooperation and education of unlikely partners, joined by relevant technologies—old and new—, and supported by local governments.

An ongoing concern is that countries in the Northern Hemisphere not only dominate the World Heritage List (The north dominates, 1997), but they emphasize cultural monuments, such as the heads of Mount Rushmore, rather than geologic and natural wonders. Of the 506 sites listed in 1997, 380 were classified as cultural and only 107 as natural sites, with 19 holding a mixed status. Advocacy and education will continue to plat a key role in negotiating the ills of human activity: climate change, waste disposal, and war are just a few of those problems that jeopardize World Heritage Sites.

Politicized terminology, such as "resource," must be rethought in order to avoid the pitfalls of economic gain over well-being. Global Information Infrastructures must also acknowledge and respect the sovereignty of people who opt out of participation in global lists and programs, instead choosing a method of preservation that keeps a majority of GII components out altogether. Furthermore, this respect of local authority attempts to identify the will of the people, not local gangsters or regimes. Heritage interpretation is most effective in the hands of people who lay claim to specific geographies. Historic conflict over these claims, as in the Middle East, must be mediated by the wealth of knowledge gathered by global information networks and diverse populations making such a claim. Preservation of heritage alone is not enough, education, when disseminated widely, has the potential to heal warring communities. In this way, humans may better diffuse the possibilities of co-existence of multiple heritages within one region.

<div align="center">Additional Citations</div>

The north dominates the list. (1997, November). UNESCO Sources, Retrieved June 10, 2008, from MAS Ultra – School Edition database. http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=154028&site=src-live

Towards knowledge societies (2005). UNESCO World Report. Retrieved May 16, 2008 from http://unesdoc.unesco.org/images/0014/001418/141843e.pdf