Fall 2016
Heritage: History and the Past Today
New College of Florida

Professor Uzi Baram
Class Times: Tuesday and Thursday 10:30-11:50
Class Location: College Hall 221
Office Hours: Wednesday 1:30-2:30 & by appointment
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Syllabus online at http://faculty.ncf.edu/baram/HeritageCourseSyllabus.htm

Catalogue Description:
Heritage seems to be everywhere. The destruction of cultural heritage is an increasing concern in international politics. Archaeological sites are increasingly popular destinations for tourism. There are genealogical studies for individuals and groups and expansion of museums. We seem to be in an era of heritage, with various understandings of history and the past being debated in academia and popular discourse. This course is an introduction to heritage studies, including studies of tradition, collective memory, historic preservation, public archaeology, and heritage tourism. The contested aspects of the past will be highlighted, with ethnographic observations as a key resource. We will pay particular attention to the personal, social, and political economic aspects of the expanding heritage phenomena. There are no prerequisites.

Prospectus:
This course is an exploration of a central concern in the world today: heritage. Heritage is the focal point of legislation to protect antiquities, heritage is a central concern in conceptions of ethnic and national identities, and heritage is a resource for tourism. While the word is well known, the implications of heritage are understudied. This course provides an anthropological overview of history and the past in today's world by exploring the heritage concept. The course contains a central argument about the changing role of heritage in social relations, employs examples from around the globe, and asks students to critically engage theory and case studies on heritage.

Goals of the course:
- Familiarity with theories and debates and terminology regarding the representation, commodification, and authenticity of the past.
- Recognition of the varying layers of heritage including personal inheritance, social group identity, nationalism, internationalist discourse, commercial interests, and emerging symbolic significance
- Consideration of the difference between history and heritage
- Examination of the contested political nature of heritage projects and projections and analysis of the ideological and symbolic content of notable heritage sites.
- Exploration of how heritage reflects contemporary notions of authenticity, reality, and social identities (specifically nationalism) through critically analyzed case studies
- Students should be able to discuss critically, in written, visual, and oral formats current issues in heritage studies, representations of the past, the political context for heritage legislation and the laws’ social implications, interpretation of cultural objects, and the role of heritage in societies and states around the world as well as articulate why heritage matters

Expectations and Policy on Evaluations and Deadlines:
There are no grades for this course; the satisfactory/unsatisfactory designation allows a great deal of flexibility for assignments. Written work for the course will receive comments and students
can assume the work is satisfactory unless a revision is requested. For discussion, quality not quantity is the key. The course is predicated on the notion that students in the class want to engage, study, and learn the course materials and meet the class goals.

The course is not linear; expect concepts and topics to be introduced, explored, and then integrated as well as re-examined and re-considered as we move through the semester in a recursive manner. Heritage is a nebulous topic, expanding in popular culture and exploding as an academic concern. The course encourages us to engage in and contribute to the continuing discourse, public and academic. Success will come by situating the course discussions, readings, and presentations among the scholarship engaged and the observations we made on our world.

Please note that questions and discussions are part of the course. Heritage is a surprisingly personal topic, one that generates emotive responses. Sometimes we do not even realize we cared so much about an issue until it comes forward in a group setting. The course expectation: polite, civil, encouraging discussions. While the contemporary discourse is adversarial, the professor encourages discussions that expands and illuminates arguments, examples, and understandings.

The narrative evaluation facilitates the mix of assignments. The deadlines for assignments exist to ensure completion of course goals. When the professor receives your work, he will strive to read and assess the paper in a timely manner. The comments will point out strengths and weaknesses of the paper and your progress in the course; if the professor sees a need for improving some aspect of your work, you will be asked to revise the paper. The goal is to meet all the course objectives toward mastery of the course materials. With the written work set up for your success, there are no extensions on deadlines – if circumstances create a situation where you are not satisfied with your work, hand in the extant draft with a note that you will revise the paper by a reasonable date (i.e., up to three days); the professor will evaluate the finished product. Since all the deadlines are noted on this syllabus, you will produce the assignments on the deadline.

**Evaluation based on:**

1. **Regular attendance:** if you need to miss a class, contact the professor by email or voice mail before the class meeting. All standard excuses for missing a class will be accepted if requested before the class meeting. Attendance includes regularly referring to this syllabus for details on readings and goals, going to the course moodle page for updates and news, and responding to the professor’s emails in a timely manner. You should have a pen/pencil and paper or an appropriate electronic device (laptop or tablet) for note-taking at every class session.

2. **Readings:** you are expected to read and think about the readings as listed in the outline of topics before class meets. Making connections among the readings and across the case studies will make for a productive semester.

3. **Discussion:** you are expected to participate in class discussions based on the course readings, lectures, and your particular interests; asking questions and interrogating the scholarship is an important contribution to the academic discourse for the course.

4. **Course Assignments:** four of them
   A. **Finding Heritage – an image and essay**

Look around for an example of heritage – provide the image (your original drawing, a photograph or screen capture, or a written description), explain your example, and describe how your case study exemplifies an aspect of heritage. Format: six paragraphs, double-spaced, typed paper. Due in class on August 30th.
B. Ethnography of Heritage – a short paper or video
An ethnographic interview on heritage – you can choose either a family member for the personal aspects of heritage or a community leader for the social implications of heritage. For a video example, see the Grandmothers Project http://grandmasproject.org/ Format: 4-8 double-spaced typed pages or six to eight minute video. Due in class (or, if it is a video, sent electronically) on September 20th.

C. Heritage as Tourism – a museum exhibit
A response paper to Planning the Past or a power point museum exhibit contrasting tourist images for a specific place (anywhere in the world. Nearly all places around the world that are being advertised for visitation (otherwise known as tourism) include their heritage. Look at the images employed, organize them in light of the insights from Anita Waters and class discussions. Bring your printed paper or send the powerpoint exhibit electronically before course meets on November 1st and be prepared to present your efforts to the class on that day.

D. Case Study for the Significance of Heritage – a paper
Please explore the definitions and contours of the scholarly understanding of heritage by critically engaging Heritage: Critical Approaches what is heritage and how is it socially meaningful today? Since the course uses case studies to make the arguments regarding heritage, your paper needs use one of the case studies from the course or a topic of your choosing (with the professor’s permission). More details on the assignment will be discussed in class. Format: 6-10 double-spaced printed pages. Due to the professor’s mailbox in the Social Science building by 1 pm on Tuesday December 6th.

Texts:
- Rodney Harrison 2013 Heritage: Critical Approaches. Routledge, New York (noted on the schedule of readings as Harrison)
- Kathryn Lafrenz Samuels and Trinidad Rico, editors, 2015 Heritage Keywords: Rhetoric and Redescription in Cultural Heritage. University Press of Colorado, Boulder (noted on the schedule of readings as Keywords)

The books are available for purchase at the campus bookstore as well as other venues; all three are on reserve at the Cook Library. The articles and book chapters listed in the outline of topics are available on electronic reserve on the course Moodle page except for four chapters in Marketing Heritage: Archaeology and the Consumption of the Past – the book is on reserve.

Accessing the Professor
I will strive to arrive early to the classroom for each class meeting: that is a wonderful time to raise any questions about the course. Office hours are organized as open door: there is no need to sign up for a time slot, just come by my office. If there is a crowd of students, I will address your specific questions; if you are the only student to arrive, you have my attention to discuss nearly anything related to the course, anthropology, or the universe. Beyond office hours, if the door to my College Hall office is open and I’m free, you can drop in and we can chat. In addition, I will reply to emails but please be polite in your requests and acknowledge my response to your questions/concerns.

The class meets for only about three hours a week. The issues and concerns should extend beyond the classroom walls. The professor is available for discussing issues and insights but class members are expected to explore the ideas, examples, and arguments outside of the classroom.
**All New College Policies will be followed:**

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College’s policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when he or she would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

**Outline of Topics and Readings**

**August 19 Mini Class: Everyone has Heritage and Heritage for Everyone?**

**August 23 Introduction and Approaches Conundrums and Predicaments: Memories and Amnesias, Commemorations and Misrepresentations**

Readings:
1. Harrison Chapters 1-2

**August 25 Issues for Heritage**

Readings:

**August 30 The Personal**

Readings:

**September 1 Grand Tours: Uncovering the Past and Preserving History for the Nation**

Readings:
1. Harrison Chapters 3-4
2. Keywords: Chapter 2 Authenticity

**September 6 Imagined Communities and Invented Traditions and the Dynamics of Heritage in the Age of Nationalism**

Readings:
3. Keywords: Chapter 4 Belizean Education
4. Keywords: Chapter 2 Armed Conflict
September 8 History written by the Winners, Heritage claimed by the Losers
Readings:

September 13 Tradition!
Reading:

September 15 Roots
Readings:

September 20 How Anthropologists study, heritage for instance
Readings:
1. Harrison Chapter 5
3. Keywords: Chapter 9 Heritage at Risk
4. Keywords: Chapter 13 Rhetoric of Nature

September 22 A Small Museum
Visit Family Heritage House Museum
Readings:

September 27 Class Does Not Meet
Assignment: Visit a Museum on your own (or with classmates) – either a local one or a virtual one

September 29 Why Heritage Now? Crises of Late Capitalism and the Uses of the Past
Readings:
1. Harrison Chapters 6-9
2. Keywords: Chapter 11 Intangible Heritage

October 4 Grass-roots Heritage Partnerships
Readings:
1. Harrison Chapter 10
2. Keywords 8. Equity Polestar or Pretense?
October 6 Challenges: Who Owns Cultural Artifacts?
Readings:

FALL BREAK

October 18 Challenges: Should there be a Museum?
Readings:
3. *Planning the Past* Chapters 1-2

October 20 Class Does Not Meet
Assignment:
1. Look for images of pirates, images of tourism in the Caribbean
2. Locate an example for the third assignment – any location on the planet

October 25 Pirates and their Archaeology
Readings:
1. *Planning the Past* Chapter 3

October 27 Representations of the Past and Memories of History
Readings:
1. *Planning the Past* Chapters 4 to Epilogue
2. Keywords: Chapter 8 Equity
3. Keywords: Chapter 12 Memory

November 1 Challenges: Laws and Identities, Research and Representations
Readings:
3. Keywords: Chapter 14 Place Cochiti Pueblo

November 3 Challenges: Are what you Eat?
3. Watch Michael Twitty 2016 Culinary Justice [https://www.youtube.com/watch?v=ttnSLA9vbTc](https://www.youtube.com/watch?v=ttnSLA9vbTc)
November 8 Heritage in Practice – Phillippi Estate Park
Readings:
1. Look at http://sites.ncf.edu/baram/HeritageStudies/regionalheritage/champ

November 10 From the Local to the Global: The Continual Expansion of Heritage and the Problem of the Universal in Heritage
Readings:

Special Event on Saturday, November 12th: Heritage Interpretation in Practice at Phillippi Estate Park
Please come for the 10 am event that includes new representations for the many histories of the property. Phillippi Estate Park is located at 5500 S Tamiami Trail, Sarasota – nine miles and about twenty-five minutes from campus.

November 15 Difficult Heritage
Readings:
1. Keyword 7. Difficult Heritage Coming ‘to Terms’ with Sicily’s Fascist Past

November 17 The Many Sides of Heritage: Nationalism and Human Rights, Commercialization and Sustainability Heritage as a Human Right
Readings:
1. Keywords: Chapter 15 Rights
2. Keywords: Chapter 16 Sustainability

November 22 Identity, Social Justice, and the New Heritage
Readings:
1. Keywords: After words

November 24 Thanksgiving

November 29 The Past Today
Readings:
What is a Syllabus?

*Heritage: History and the Past Today* is formulated with no prerequisites, an introduction to heritage studies – an interdisciplinary field of study. The challenge is the same as my other courses but I will be explicit about the research process, assumptions, and expectations.

The syllabus is an outline of a course of study. I see the syllabus as laying out the course for the semester, from where the class meets and which books to buy to the chronological progression through issues, concerns, and case studies deemed significant and meaningful to scholarship and to a liberal arts education. The course is built to be recursive - we will return to concepts and examples throughout the semester. The topics and readings should raise questions for each class meeting that can be addressed by lectures and discussions as well as encourage you to come to my office hours. I urge you to wrestle with the titles and concerns expressed in the syllabus to foreshadow the course conclusions.

But the syllabus should not be the limit of your efforts. If particular topics, themes, or arguments intrigue you, do not be frustrated by the limitations of the class meeting time. Students should discuss the issues outside of class with the professor and, more importantly, with each other. The syllabus allows everyone to predict topics and concerns so that outside of classroom discussions can set up robust consideration during class meeting times. And with plentiful readings, students should read the rest of chapters from edited volumes, other articles from the journal issues, and other publications by the scholars engaged during the semester.

I see the syllabus as a contract between us. I require you to read, to write, and to participate in class discussions. I promise to cover the materials listed on the preceding pages. We can go through the semester following the syllabus exactly. But the syllabus can be a living document – we can negotiate changes. You should question the choices made and offer alternatives. This approach to the syllabus is in line with the NCF philosophy (found on the college website):

- Each student is responsible in the last analysis for his or her own education.
- The best education demands a joint search for learning by exciting teachers and able students.
- Student progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.
- Students should have from the outset opportunities to explore in depth areas of interest to them.