Spring 2018
ANTH 2200-001
Heritage: History and the Past Today
New College of Florida

Professor Uzi Baram
Class Times: Monday and Thursday 2-3:20 pm
Class Location: College Hall 221
Office Hours: Tuesday 1:30-2:30 & by appointment
Professor’s Office: College Hall 205
Email: Baram@ncf.edu Telephone: 487-4217
Syllabus online at http://sites.ncf.edu/baram/courses
Course readings and other information on Canvas

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.

Fulfills: Diverse Perspectives, Social Sciences LAC; Gender Studies Eligible

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 Coursework, Evaluations, and Deadlines:
In the interest of saving paper, all coursework will be uploaded to Canvas. The deadlines need to be met, as listed on the syllabi. If you need an extension, because sometimes events do prevent completion of work in a timely manner, you must request the extension 24 hours before the work is due, via an email to the professor.

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 a week; 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 Canvas 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 that you will upload to the course Canvas. More details on the assignments are found on the course Canvas site, here is the overview and due dates:

A. Finding Heritage – an image and essay
Look around for an example of heritage, hopefully inspired by the intent of Salvador Muñoz Viñas Salvador’s discussion of “My Favorite Piece of Heritage” article. 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 plus an image. Please upload to Canvas by 2 pm on February 5th

B. Ethnography of Heritage – a short paper or video
For the second assignment, you will engage in 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. Please upload to Canvas by 2 pm on March 5th

C. Response paper to The Cooking Gene
Michael Twitty takes us on a journey, through the foodways of the Old South and through his exploration of his family identity. The response paper needs to pull out the various aspects of heritage from the book, answering a central question: what are the strands of heritage involved in Twitty’s quest? Answer the broad question in 4-6 double-spaced pages, no cooking required. Upload the paper to Canvas by 2 pm on April 16th

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). Format: 10-12 double-spaced printed pages. Due to Canvas by 2 pm on May 14th

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)
- Michael Twitty 2017 The Cooking Gene: A Journey through African American Culinary History in the Old South. Amistad (noted on the schedule of readings as The Cooking Gene)

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 Canvas page

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**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.

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**Outline of Topics and Readings**

**January 25 Mini Class: The Multiple Layers of Heritage Today**

**January 29 Introduction and Approaches Conundrums and Predicaments: Memories and Amnesias, Commemorations and Misrepresentations**

Readings:
1. Harrison Chapters 1-2

**February 1 Issues for Heritage**

Readings:

**February 5 The Personal**

Readings:

**February 8 Grand Tours: Uncovering the Past and Preserving History for the Nation**

Readings:
1. Harrison Chapters 3-4
2. Keywords: Chapter 2 Authenticity
February 12 Imagined Communities and Invented Traditions and the Dynamics of Heritage in the Age of Nationalism
Readings:
3. Keywords: Chapter 3 Armed Conflict
4. Keywords: Chapter 4 Belizian Education

February 15 History written by the Winners, Heritage claimed by the Losers
Readings:

February 19 Tradition!
Reading:

February 22 Roots
Readings:
2. Michael Mechanic 2016 We Watched "Roots" With a "Roots" Expert. *Mother Jones*
   http://www.motherjones.com/media/2016/05/new-history-roots-recap-episode-1

February 26 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

March 1 A Small Museum
Visit Family Heritage House Museum
Readings:

March 5 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
March 8 Grass-roots Heritage Partnerships
Readings:
1. Harrison Chapter 10
2. Keywords 8. Equity Polestar or Pretense?

March 12 Challenges: Who Owns Cultural Artifacts?
Readings:

March 15 Challenges: Should there be a Museum, in Tampa, Florida?
Readings:

SPRING BREAK

March 26 Challenges: Laws and Identities, Research and Representations, focused on Native America
Readings:
5. Keywords: Chapter 14 Place Cochiti Pueblo

March 29 Challenges: Are what you Eat?
2. The Cooking Gene Preface to End of Chapter 5
3. Keywords: Chapter 10 Heritage Discourse
4. Keywords: Chapter 12 Memory

April 2 When History is Personal
Guest Speaker: Michael Waas, University of Haifa
Readings:
1. The Cooking Gene Chapter 6 to Chapter 10

April 5 Who am I? Identity in an Age of Heritage
Readings:
1. The Cooking Gene Chapter 11 to Conclusion
2. Watch Michael Twitty 2016 Culinary Justice https://www.youtube.com/watch?v=ttnSLA9vbTc
April 9 From the Local to the Global: The Continual Expansion of Heritage and the Problem of the Universal in Heritage
Readings:
2. Intellectual Property Issues in Cultural Heritage Project 2015. *Think Before You Appropriate. Things to know and questions to ask in order to avoid misappropriating Indigenous cultural heritage*

April 12 Class Does Not Meet (Professor at a Conference)
Alternative Assignment: work on the response paper to *The Cooking Gene* and start research for the final course project

April 16 Difficult Heritage
Readings:
1. Keyword 7. Difficult Heritage Coming ‘to Terms’ with Sicily’s Fascist Past

April 19 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

April 23 Class Does Not Meet – Bacc Days

April 26 Transforming Heritage Practices
Readings:
1. Keywords: After words

April 30 Class Presentations
Workshop on Your Final Papers

May 3 Class Presentations
Workshop on Your Final Papers

May 7 The Past Today
Readings:
1. Eviatar Zerubaval 2011 Why Do We Care about Our Ancestors? Salon November 7, 2011
http://www.salon.com/2011/11/08/why_do_we_care_about_our_ancestors/
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.