Fall 2019

Heritage: Telling the Stories of our Past
New College of Florida
FYS 2010 - 001

Classroom College Hall 221
Class meets Wednesday 12:30-3:20 pm
Course is on Canvas

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Course Description: As a first year seminar, we will address multiple facets of heritage, especially in terms of representing the past through stories. Since the start of the 21st century, heritage seems to be everywhere: archaeological sites are increasingly common destinations for tourism, genealogical studies are popularized for individuals and groups, museums are increasing in number and scope, and the destruction of cultural heritage is an increasing concern in international politics. 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; as a first year seminar, we will look around New College for examples and research. We will pay particular attention to the personal, social, and political economic aspects of the expanding heritage phenomena.

Heritage as a First Year Seminar: This class is part of the New College First Year Seminar (FYS) program created for new students. The seminar course will introduce you to a, academic topic of inquiry and to strategies for success in the unique academic environment of New College. Your four-person teaching team (Uzi Baram, Liz Lebron, and Sarah Pincus, along with librarian Helene Gold) will facilitate teamwork and engage the class in meaningful discussions to foster community, cultivate resilience and personal agency, and advance understanding of how New College works. The goal is to create a supportive learning environment in and out of the classroom that blends academic content and skills with essential knowledge and resources to facilitate a seamless transition to the New College and allow you to take advantage of advanced undergraduate study and research.

Students will develop the academic skills to understand what heritage is today (in terms of social meaning of heritage, the legal framework in the USA for historic preservation, and how local communities are
using heritage for resilience), to understand the basic concepts in heritage studies for identity, community, culture, universalism, relativism, and cosmopolitanism; to experience the methodology used in this field of research and assess how heritage is used today for personal and community empowerment; we will explore the relationship between heritage and global challenges such as migration, rising sea levels, and economic inequalities. As significant will be the skills for building trust and resilience in self and peer evaluations of coursework and exploration of the relevance of heritage for contemporary social concerns. A result of connecting the first year students to the heritage of place will be rooting them in the New College campus and the surrounding region. The course will stress creative representations of the past via drawing and landscape mapping, writing concisely for the general public, and class presentations and seminar-type discussion skills. Students will be evaluated on their observational skills, writing, and creativity for representations.

**Academic Goals of the Course:**

- Familiarity with theories, debates, political concerns, scholars, and terminology from Heritage Studies
- Through exercises and projects recognize how heritage expresses identities and influences people’s surroundings and sense of self
- Exploring the range of representations of the past
- Experience with ethnographic (participant-observation of social actions) and archaeological (observations of materiality and landscapes) research

**FYS Goals for the Course:**

1. Cultivate Community Connections and a Sense of Belonging at New College
   As a result of this class, students will...
   a) foster a productive and constructive team climate by using positive and respectful collaborative behaviors
   b) establish connections with peers and professionals at New College

2. Foster Resilience and Growth Mindset
   As a result of this class, students will...
   a) develop a sense of self as a learner and member of the New College community
   b) make connections across learning experiences in and out of the classroom
   c) demonstrate effective time management strategies

3. Facilitate Navigation of the New College Program and the Liberal Arts Educational Experience
   As a result of this class, students will...
   a) understand and navigate the structures and procedures of the New College academic program
   b) explore and understand the opportunities of the liberal arts educational experience and its relevance to their lives at New College and beyond

4. Foster Active and Critical Reading of Academic Texts
   As a result of this class, students will...
   a) know and demonstrate strategies to be used before, during, and after reading academic texts
   b) engage with academic texts as an active and critical reader

**Required Texts and Resources:**


Electronic versions of essays, academic articles, and book chapters listed in the Schedule of Topics are available on the course Canvas. They are organized as a bibliography, by the author’s last name in a module on Canvas.
**Evaluation based on:**

1. **Regular Attendance:** If you need to miss a class, contact Professor Baram 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 instructors’ 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. **Class 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. You are expected to demonstrate to your instructors, in class discussions and in the written work for the course that you have completed course readings.

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:** You will upload the assignments by deadline to the course Canvas. More details on the assignments are found on the course Canvas site, here is the overview of the assignments and their due dates:

   a. **Heritage is All around Us:** Locate an example of heritage
   Look around you, whether by walking around the campus and nearby, physically or virtually and find an example of heritage to document for this exercise. How you define and understand heritage is part of this assignment. Either provide a photograph with a concise description of how your choice represents/reflects heritage or write up a single paragraph describing your choice and how it embodies your sense of heritage. Upload to Canvas by September 3rd at 2 pm.

   b. **Ethnography of Heritage:** Create a short paper or video
   For the 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 October 1st by 2 pm.

   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 on October 7th by 2 pm.

   d. **Commemorating Angola in 2021:** a group project
   With teams of three or four students, you will write a news story on heritage. The subject, as will be presented, is an early 19th century maroon community in southwest Florida that was recently recovered through archaeology and archival research and being presented to scholars and the public through a wide-range of media. The community of freedom-seeking people who created homes and fields from the Manatee River to Sarasota Bay from the 1770s was destroyed in 1821. With that 200th anniversary coming up, this assignment asks you to create press releases and possible commemorations. This is not hypothetical: your proposal will be offered as a model for remembering the events. This is an in-class assignment for October 9th; if you are absent on that date, there will be an alternative assignment offered.
e. Representing the Historic Mansions on the New College Campus
One of the challenges for coastal heritage in Florida is rising sea levels; in a few decades, many of the
historic and archaeological sites on the coast will be lost to storm surge, an expanding coastal zone, and
flooding. This includes the 1920s historic mansions on the New College campus. For this assignment,
choose a medium for representing the heritage of one component of the campus (i.e., you are not expected
to represent all the historic landscape); options include a written paper, images, digital reconstruction,
video game, heritage signs around campus, a photo exhibit, a physical model, performance dance, living
history. Can be individual or a group project. Upload your work in a file that Canvas can handle (Word
Document, PDF, JPEG) by November 19th by 2 pm

f. Final Course Project: Museum of You with a final reflections paper
Orhan Pamuk (see syllabus for the manifesto) asserts the future of the museum is personal. For this
assignment, you will gather, physically or virtually, objects that represent your sense of self right now.
The constraint is putting all the objects into a typical shoebox. Uploading either the image or photographs
of the physical museum in a box, along with a reflection essay (3-4 pages long) on the choices and their
meaning as well as an assessment of the potential audience for your museum. Bring your museum to class
on December 4th and uploaded the images and paper to Canvas by 2 pm on December 6th

Meeting with Peer Leader:
Sarah Pincus, your peer leader, will be holding office hours and you are expected to meet with Sarah once
every three weeks (we will create a schedule during the first week of class)

Student Accessibility
New College of Florida is committed to creating a learning environment that meets the needs of its
diverse student body. If you are a student with a disability, or think you may have a disability, you are
encouraged to initiate a conversation with the office of Student Disability Services (SDS). SDS works
with students with disabilities to identify reasonable accommodations and plans ways to implement these
with your faculty members. Please visit their website for additional information:
https://www.ncf.edu/student-disability-services/. You may also contact SDS in person (HCL 3), via
telephone at 941-487-4496, or email at disabilityservices@ncf.edu.

Students are welcome to discuss privately any concerns related to barriers to both fully participating and
learning in this course. Students with accommodations are highly encouraged to meet with primary or
partner instructor as soon as possible.

Title IX:
New College of Florida is committed to equal access to education pursuant to Title IX of the Educational
Amendments of 1972. The law protects all individuals on our campus from gender-based discrimination
or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors
are Responsible Employees required to report any known instances of sexual misconduct or gender
discrimination to the Title IX Coordinator. Please contact the Title IX coordinator (titleix@ncf.edu) or see
the website (https://www.ncf.edu/campus-life/title-ix) for more information.

Inclusivity and Diversity:
New College of Florida’s commitment to excellence can only be realized in a learning environment that is
inclusive, characterized by openness to diverse perspectives, and marked by mutual respect. Therefore
New College will provide equal access and opportunity to participate fully in all of our programs and
facilities, without regard to race, color, creed, religion, political ideology, national origin, age, marital
status, disability, public assistance status, veteran status, gender expressions, or sexual orientation.
Academic Integrity:
Academic integrity is essential to maintaining a vibrant, healthy, and engaging learning environment for which we all must take responsibility. The New College faculty considers academic dishonesty to be a serious violation of community standards. Students are expected to refrain from acts of academic dishonesty, which may include:

1. cheating and/or plagiarism (such as: presenting the intellectual work of others as one’s own; failing to cite sources; improper paraphrasing via failing to use own words even if a citation is given; partial, incomplete, or inaccurate citation of work of others);
2. unauthorized multiple submissions (submission of the same work for different academic activities, without the approval of the instructor);
3. false citation (false citation of a source or knowingly attributing work to a source from which the referenced material was not obtained);
4. falsifying data (fabricating or altering data to deliberately mislead; for example, changing data to get better experiment results is academically fraudulent);
5. falsifying information, signatures, or initials on official and academic forms

If you are in doubt about what practices are permissible in an examination, you should contact the professor prior to sitting for the exam. If you are unsure of how, in a paper or other presentation, to distinguish your thoughts from those of others, the faculty can refer you to standard guidelines and discuss specific questions.

Schedule of Topics

8/22 Mini-Class: Welcome to Heritage at New College of Florida
This Week at NCF: Orientation, Mini-classes

8/27 What is Heritage? Time and Authenticity in the Telling of the Past
Readings (in class):

This Week at NCF: First Week of Classes

9/4 Grand Tours and Heritage-scapes: Ringling-Caples Estates Historic District
Assignment on Finding Heritage due on September 3rd by 2 pm
Readings:
- Lowenthal Introduction to end of Chapter 1
- Susan Sontag 1977 In Plato’s Cave. From *On Photography*, pp. 3-24

This Week at NCF: M 9/2 Labor Day; Thursday 9/5 Contracts Due; Friday 9/6 Late Contracts; Hijra - New Year (Islam)
9/10 Inheritance: Roots and Traditions, Archives and Journeys
Readings:
- Lowenthal Chapter 2
- Twitty Preface to End of Chapter 4
- 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](http://www.motherjones.com/media/2016/05/new-history-roots-recap-episode-1)

This Week at NCF: Contract Renegotiation for Financial Aid Drop Grace Period ends next week; FYS Scavenger Hunt; Ashura (Islam)

9/18 Social Heritage and Legal Issues, Identities in Life and Beyond with a visit to a historic cemetery
Readings:
- Lowenthal Chapter 3
- Twitty chapter 5-8
- Lee Bloch 2018 Chapter 1 of *Sweetgum's Amber: Animate Mound Landscapes and the Nonlinear Longue Durée in the Native South*. PhD Dissertation, University of Virginia
- NAGPRA website [https://www.nps.gov/nagpra/](https://www.nps.gov/nagpra/)

This Week at NCF: F 9/20 Financial Aid Drop Grace Period Ends

9/25 National Heritage, Historic Preservation, Heritage Interpretation of Identities
Readings:
- Lowenthal Chapter 4
- Twitty Chapter 9 to Chapter 10

This Week at NCF: Navaratri (Hindu)

10/2 Controversies in Heritage
Ethnography Assignment due October 1st
Readings:
- Lowenthal Chapters 5 and 6; 8, 9 and 10
- Twitty Chapter 11 to Conclusion
- James E. Young 2000 German’s Holocaust Memorial Problem – and Mine. From *At Memory’s Edge*, pp. 184-223

This Week at NCF: Rosh HaShanah (Jewish)
10/9 Representing a Challenging Heritage: the Bicentennial Commemoration of the Destruction of Angola on the Manatee River Activity
Response paper for Twitty is due on October 7th
  • Reading: see Canvas for a list of readings, videos, and information on Angola on the Manatee River, an early 19th century maroon community
In-Class Assignment: Commemorating Angola 2021: a press release for the bicentennial of the destruction of a maroon community in southwest Florida
This Week at NCF: Dasara (Hindu); Yom Kippur (Jewish)

Fall Break 10/14-10/18

10/23 Museums: Places of Representations with a visit to a small museum
Readings:
  • Lowenthal Chapter 7
  • Barbara Kingsolver 1996 The Spaces Between. From High Tide in Tucson, pp. 146-157
  • Orhan Pamuk 2016 A Modest Manifesto for Museums http://en.masumiyetmuzesi.org/page/a-modest-manifesto-for-museums
This Week at NCF: Birth of the Báb (Baha'i); Diwali (Hindu, Jain, Sikh)

10/30 Protecting Heritage through Representations, with Concerns for Cultural Appropriation
Readings:
  • George Nicholas 2018 Specter of Cultural Appropriation. Sapiens https://www.sapiens.org/culture/cultural-appropriation-halloween/
  • Intellectual Property Issues in Cultural Heritage website https://www.sfu.ca/ipinch/
To prepare for NCPAL program, watch:
  • https://www.youtube.com/watch?v=3zZ3mLYwPiM Net Making from Spanish Moss
  • https://www.youtube.com/watch?v=m5mwByFYzuU flintknapping a spearhead part 1 breaking rock
  • https://www.youtube.com/watch?v=rbuP2SN6jSE Part 2 Thinning
  • https://www.youtube.com/watch?v=Y90h3m0Q7Pk Part 3 Pressure Flaking
This Week at NCF: Preliminary Plans for Spring 2020 semester; All Hallows Eve (Christian); Samhain - Beltane (Wicca); Jain New Year (Jain)
11/6 Why Heritage Now? Myths, Legends, Crises of Late Capitalism and the Climate Crisis, as seen at the coastal zone
Readings:
- Akira Matsuda 2010 When a Local Legend is (Mis)appropriated in the Interpretation of an Archaeological site. Archaeologies 6(3):447-467
- Andre-Marcel d’Ans 1980 The Legend of Gasparilla: Myth and History on Florida’s West Coast. Tampa Bay History 2(2):5-29

This Week at NCF: All Souls Day (Christian); Mawlid an Nabi (Islam)

11/13 Transforming Heritage: Tourism and Popularizing the Past
Readings:
- Rachel Ceciro 2018 Can Ecotheatre Interpret Climate Change Heritage? 30 minute video https://www.youtube.com/watch?v=V8pnBW6112g
- Amy Gazin-Schwartz 2004 Mementos of the Past: Material Culture of Tourism at Stonehenge and Avebury. Marketing Heritage, pp. 93-102
- Michael Kelleher 2004 Images of the Past: Historical Authenticity and Inauthenticity from Disney to Times Square. CRM 1(2):6-19

This Week at NCF: Monday 11/11 Veteran’s Day; Planning for ISP 2020

11/20 The Future of the Past, including Innovative Presentations of the Ringling Estate
Assignment on Ringling Estate due 11/19 by 2 pm
Readings:
- Chen Shen 2018 Objects of the Past: Relevance of Cultural Heritage in 21st Century Museums. Relevance and Application of Heritage in Contemporary Society, pp. 35-43
- Elizabeth Chilton 2018 Engaging the “Public” in Heritage: Which Public and Whose Heritage? Relevance and Application of Heritage in Contemporary Society pp.96-104

This Week at NCF: F 11/26 Drop/Add Deadline

11/27 Thanksgiving Project
Assignment: collect materials, physical or virtual, for Museum of You
Readings:
- James Baker 1992 Haunted by Pilgrims. In The Art and Mystery of Historical Archaeology

This Week at NCF: Thursday and Friday 11/28-29 Thanksgiving Break
12/4 Heritage Today
Assignment Due: Museum of You
Readings:
- Kynan Gentrya and Laurajane Smith 2019 Critical Heritage Studies and the Legacies of the Late-Twentieth Century Heritage Canon. *International Journal of Heritage Studies*
- George Nicholas 2018 Protecting Heritage is a Human Right. *The Conversation*

This Week at NCF: Monday 12/2 ISP descriptions due; course evaluations

12/9-12/11 Exam Week: No Exam in this course