

Fall 2021
ANTH 2200-001

Heritage: History and the Past Today

New College of Florida

Professor Uzi Baram

Class Times: Monday and Thursday 12:30-1:50 pm

Class Location: College Hall 214

Professor's Office: College Hall 205

Office Hours in College Hall 205: Monday 10:30-11:30 & Thursday 2-3 pm

Zoom Office Hours: Wednesday 2-3 pm & by appointment

Email: Baram@ncf.edu Telephone: 487-4217

Syllabus online at <http://sites.ncf.edu/baram/courses>

Canvas course

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.

For the Current LAC Program, this Course Fulfills: Diverse Perspectives, Social Sciences LAC

For the Upcoming CYC Program, this Course Fulfills: Civic knowledge & engagement, Global learning, Intercultural knowledge & competence

For Interdisciplinary Programs: Fulfills Urban Studies' Culture and Place Foundation requirement; 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 in order to creatively contribute to academic and popular discourse on heritage
- Recognition of the varying layers of heritage including personal inheritance, social group identity, nationalism, internationalist discourse, commercial interests, and emerging symbolic significance
- Examination of the contested political nature of heritage projects and projections and analysis of the ideological and symbolic content of notable heritage sites.

Learning Objectives

- Sustained consideration of the difference between history and heritage, historical preservation and commercialization, public history/public archaeology and edutainment
- Exploration of how heritage reflects contemporary notions of authenticity, reality, and social identities (specifically nationalism) through critically analyzed case studies from around the globe
- 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 across different social groups and cultures

Expectations and Policy on Coursework, 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. 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. Alternatives, 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).

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 notetaking 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: for a satisfactory designation of the course, you will need to complete all of the below assignments. More details on the assignments are found on the course Canvas site, here is the overview and due dates:

A. Heritage is All around Us: locate an example of tangible heritage

Look around you, whether by walking around the campus and nearby or virtually through the internet and find an example of tangible heritage to document for this first assignment. The readings for Thursday August 26th will help.

How you define and understand heritage is part of this assignment. Provide an image (a photograph or drawing) with a richly descriptive paragraph about your choice and how it embodies your sense of heritage. Upload to Canvas by Wednesday August 25th at 5 pm and be ready to share your example in class on Thursday August 26th. The assignment will receive a complete/incomplete evaluation.

B. Your Favorite Heritage Locale: feeling the past in the present

Heritage sites, including historic sites, archaeological sites, museums, and preserved landscapes, are emotional. The dynamics of descendant (families and genealogies), stone (monuments and memorials) and land (landscape and places imbued with memories) bring out the feelings involved with visitations and reflections at places. For this assignment, in lieu of class on September 16th, think about a place that you consider significant and convey the emotional aspects of the heritage locale via either a single richly descriptive paragraph, a drawing with an explanation, or a short (2-5 minute) video. Creativity will be appreciated. Due to Canvas by September 17th at 11 am. The assignment will receive a complete/incompletion evaluation.

C. Response to African Burial Ground: how commemoration works

Andrea Frohne provides an approach to convey the African Burial Ground, today part of the National Park System as a National Monument. Of aspects highlighted by Frohne for the commemoration of the African Burial Ground, which are most useful, helpful, emancipatory for commemorating the early 19th century maroon community of Angola (discussed in class)? Please convey Frohne's approach and answer this question: could the early 19th century maroon community of Angola on the Manatee River become a National Monument? Explain how. Conclude with consideration of the implications of the African Burial Ground becoming a National Park. Upload the 6 to 10 double-spaced page paper by October 6th at 10 am. The assignment will receive a narrative evaluation.

D. Response to *The Cooking Gene*: food heritage, his and yours

Michael Twitty has made a career from his heritage. After reading *The Cooking Gene: A Journey through African American Culinary History in the Old South*, please reflect on Michael Twitty's journey through foodways and his exploration of identity answering the question: how does Michael Twitty engage his heritage, family and cultural, inherited and learned, to create this book? The response 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 approach? Please conclude the 5–8-page double-spaced paper with what aspects of Twitty's approach you find useful for elevating your own food heritage. Please be creative in presenting your food heritage and be cognizant of cultural differences and social practices. Due to Canvas on November 1st by 10 am. The assignment will receive a narrative evaluation.

E. The Future of a Historic Campus

The insights from the course need to be tested and we will use a class session to examine the historic structures that are part of the Caple-Ringlings Estates Historic District (which includes campus buildings: Caples, Cook Hall, College Hall). This assignment requires you to observe the campus landscape with a heritage perspective. The in-class discussion will receive a complete/incomplete evaluation.

F. Communicating the Significance of Heritage for a Government Forum

Rather than a long final paper, this assignment asks for a three-minute concise presentation, the type used at governmental hearings. Please pick a meaningful example and then consider what government forum is appropriate. Have the presentation explore the definitions and contours of the scholarly understanding of heritage by critically engaging *Heritage: Critical Approaches*: answering what is heritage and how is it socially meaningful today for your example? Include the official heritage discourse as a foil or support for your presentation. You will present at the last class session (November 29) and upload a transcript or a video recording to Canvas by Wednesday December 1st at 2 pm.

The course exploration of heritage and heritage studies is predicated on offering the civic aspects of heritage as well as the social understanding of history and the past, asking us to consider not just the present but also the future. So the pitch answers the question, what kind of ancestor do you want to be? But not just as an individual concern: what from the past deserves and needs to be preserved for future generations. The assignment will receive a narrative evaluation.

Texts:

- Rodney Harrison 2013 *Heritage: Critical Approaches*. Routledge, New York
- Andrea E. Frohne 2015 *The African Burial Ground in New York City: Memory, Spirituality, and Space*. Syracuse University Press, Syracuse.
- Michael Twitty 2017 *The Cooking Gene: A Journey through African American Culinary History in the Old South*. Amistad

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

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

Mini Class: The Multiple Layers of Heritage Today

Week 1 Introduction to the Course

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

Readings:

1. Harrison Chapters 1-2

Thursday, August 26 Observations of Heritage

Readings:

1. Salvador Muñoz Viñas 2013 My Favorite Piece of Heritage (and the Heritage Big Bang) *e-dialogos* 3:48-54
2. Object of Comfort Story Collection Project 2020
https://youtube.com/playlist?list=PLa3_0AdUznG2RRksG4OM-2CiLl5YayRRl

Week 2 History Written by the Winners; Heritage claimed by the Losers; Legislated by the State and UNESCO

Monday, August 30 Heirlooms and Grand Tours: Uncovering the Past and Preserving History for the Nation

Readings:

1. Harrison Chapters 3-4
2. David Lowenthal 1996 Chapter 2 Personal Legacies. From *The Heritage Crusade and the Spoils of History*, pp. 31-54
3. Tatenda Gono 2017 Heritage Studies and the Comprehension of Identity and Sovereignty. *Bulawayo 24* <https://bulawayo24.com/index-id-opinion-sc-columnist-byo-103537.html>

Thursday, September 2 Roots and Traditions of Heritage

Readings:

1. Alex Haley 1972 My Furthest-Back Person—"The African." *New York Times*. July 16, 1972
2. The Historical Legacy of Juneteenth <https://nmaahc.si.edu/blog-post/historical-legacy-juneteenth>
3. Henry Glassie 1995 Tradition. *Journal of American Folklore* 108(430):395-412

Week 3 Difficult History and Commemoration

Monday, September 6 No Class on Labor Day

Readings:

1. Sean Tomlinson 2019 The Radical Lore of Labor Day. *Folklore* <https://folklife.si.edu/magazine/radical-lore-of-labor-day>

Thursday, September 9 Theorizing Remembrances of Negative Heritage

Readings:

1. James Horton 1999 Presenting Slavery: The Perils of Telling America's Racial Story. *The Public Historian* 21(4):19-38
2. James E. Young 2000 German's Holocaust Memorial Problem – and Mine. From *At Memory's Edge*, pp. 184-223
3. Lynn Meskell 2002 Negative Heritage and Past Mastering in Archaeology. *Anthropological Quarterly* 75(3):557-574

Week 4 Visiting Heritage

Monday, September 13 Making Waves

Readings:

1. Lido Beach website <http://www.lidokey.net/beach.shtml>
2. The Integration of Sarasota Beaches <http://www.newtownalive.org/integration-sarasota-beaches/>

Thursday, September 16 – Class Does Not Meet

Assignment: Your Favorite Heritage Locale

Week 5 Do Museums have a Future?

Monday, September 20 Archaeology Revealing a Heritage of Freedom at Manatee Mineral Spring

Readings:

1. B. Erin Cole 2019 ~~I Am A Historian~~. I Make Exhibits. *Contingent Magazine* <https://contingentmagazine.org/2019/03/20/i-make-exhibits/>
2. View *Finding Angola: Manatee County's First Black Community* (60 minutes) <https://youtu.be/k-h1GK8Ru6w>

Thursday, September 23 How Anthropologists Study, Museums for instance

Readings:

1. Harrison Chapter 5
2. Seph Rodney 2016 The Evolution of the Museum Visit, from Privilege to Personalized Experience. *Hyperallergic* <https://hyperallergic.com/267096/the-evolution-of-the-museum-visit-from-privilege-to-personalized-experience/>
3. Frohne 2015 *The African Burial Ground in New York City* Introduction

Week 6 Excavating Heritage

Monday, September 27 Why Heritage Now? Crises of Late Capitalism and the Uses of the Past

Readings:

1. Harrison Chapters 6-9
2. Skim Frohne 2015 *The African Burial Ground in New York City* Chapter 1 Colonial Prints and Civic Cartographies
3. Skim Frohne 2015 *The African Burial Ground in New York City* Chapter 2 Ownership Disputes, Land Surveys, and Urban Developments

Thursday, September 30 Archaeology of and for Heritage

Readings:

1. Harrison Chapter 10
2. Frohne 2015 *The African Burial Ground in New York City* Chapter 3 Burying the Dead -- *Skeletal, Archaeological, and Geographical Analyses*
3. Frohne 2015 *The African Burial Ground in New York City* Chapter 4 Contemporary Politics and Grassroots Efforts

Week 7 Sites of Struggle

Monday, October 4 Grass Roots Struggles to Remember Cemeteries

Readings:

1. Frohne 2015 *The African Burial Ground in New York City* Chapter 5 Early Commemorative Artworks, 1992-1995 -- *African-Based Spirituality*
2. Frohne 2015 *The African Burial Ground in New York City* Chapter 6 Late Commemorative Artworks, 1998-2007 -- Pan-African Arts and the Body Politic
3. View *Unmarked: A documentary* (40 minutes) <https://firstrunfeatures.com/unmarkedvod.html>

Thursday, October 7 Museums in the 21st Century

Readings:

1. Orphan Pamuk 2016 A Modest Manifesto for Museums.
<http://en.masumiyetmuzesi.org/page/a-modest-manifesto-for-museums>

Week 8 FALL BREAK

Week 9 The Political and the Personal

Monday, October 18 Heritage as a Flashpoint of Conflict: Contemporary Concerns

Readings:

1. Clint Smith 2021 Why Confederate Lies Live On. *The Atlantic* June 2021
<https://www.theatlantic.com/magazine/archive/2021/06/confederate-lost-cause-myth/618711/>
2. Skim <https://allmonumentsmustfall.com/>
3. Skim <https://www.splcenter.org/20190201/whose-heritage-public-symbols-confederacy>
4. Skim the posts at <https://www.facebook.com/monumentsandmemorycollective>

Thursday, October 21 Heritage Challenges: Tangible and Intangible Heritage

Readings:

1. *The Cooking Gene* Preface to End of Chapter 5

Week 10 Heritage and Identity/Identities

Monday, October 25 When History is Racial and Personal

Readings:

1. *The Cooking Gene* Chapter 6 to Chapter 10

Thursday, October 28 April 5 Sankofa: go back and get

Readings:

1. *The Cooking Gene* Chapter 11 to End of Conclusion
2. Watch Michael Twitty 2016 Culinary Justice
<https://www.youtube.com/watch?v=ttnSLA9vbTc>

Week 11 Heritage Tourism

Monday, November 1 Success in Heritage Tourism

Readings:

1. Rachel Ama Asaa Engmann 2020 Coups, Castles, and Cultural Heritage: conversations with Flight Lieutenant Jerry John Rawlings, Former President of Ghana, *Journal of Heritage Tourism* 15(4):1-17
2. Skim the Newtown Alive website <http://www.newtownalive.org/>
3. watch the Visit Sarasota video <https://youtu.be/gdkQdpcwMNC>

Thursday, November 4 Transforming Heritage Practices: Touring College Hall

Readings:

1. Amy J. Lueck, Matthew V. Kroot, and Lee M. Panich 2021 Public Memory as Community-Engaged Writing: Composing Difficult Histories on Campus. *Community Literacy Journal* 15(2): <https://digitalcommons.fiu.edu/communityliteracy/vol15/iss2/4>
2. William Caraher, Michael Wittgraf, and Wyatt Atchley 2021 Hearing Corwin Hall: The Archaeology of Anxiety on an American University Campus. *Epoiesen* <https://epoiesen.library.carleton.ca/2021/01/07/hearing-corwin-hall/>
3. Caples'-Ringlings' Estates Historic District on the National Register of Historic Places <https://npgallery.nps.gov/AssetDetail/NRIS/82001039>

Week 12 Debates in Heritage

Monday, November 8 Debates in Heritage: NAGPRA and the Implications of Laws on Identity

Readings:

1. Dorothy Lippert 2010 Echoes from the Bones: Maintaining a Voice to Speak for the Ancestors In *Being and Becoming Indigenous Archaeologists*, pp. 184-190
2. Facilitating Respectful Return <https://www.nps.gov/subjects/nagpra/index.htm>

Thursday, November 11 No Class on Veteran's Day

Readings:

1. US Department of Veterans Affairs 2015 History of Veterans Day <https://www.va.gov/opa/vetsday/vetdayhistory.asp>

Week 13 More Debates in Heritage

Monday, November 15 Debates in Heritage: Parthenon Marbles

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

Readings:

1. 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* http://www.sfu.ca/ipinch/sites/default/files/resources/teaching_resources/think_before_you_appropriate_jan_2016.pdf
2. Parthenon Sculptures The British Museum <https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/parthenon-sculptures>
3. Greece – Parthenon <https://www.britishmuseum.org/collection/galleries/greece-parthenon>
4. Mary Norris 2019 Should the Parthenon Marbles Be Returned to Greece? <https://www.newyorker.com/culture/cultural-comment/should-the-parthenon-marbles-be-returned-to-greece>
5. Heba Abd el-Gawad and Alice Stevenson 2021 Egypt's Dispersed Heritage: Multi-directional Storytelling through Comic Art. *Journal of Social Archaeology* 1(1):121–145

Thursday, November 18 Debates in Heritage: The Many Stories at Masada

Readings:

1. Masada UNESCO World Heritage <https://whc.unesco.org/en/list/1040/>
2. Eric Cline 2017 The Masada Mystery. AEON <https://aeon.co/essays/decoding-the-ancient-tale-of-mass-suicide-in-the-judaean-desert>

Week 14 Materiality, Cultural Knowledge, and Memories

Monday, November 22 The Future of the Past: what is the heritage of New College of Florida?

Readings:

1. Skim New College of Florida digital archives <https://ncf.sobek.ufl.edu/archives>
2. Skim *The Catalyst* archives (especially the 1971 issue – 50 years ago)
<https://ncf.sobek.ufl.edu/NCF0001715/00001/allvolumes?search=catalyst&search=catalyst>

Thursday, November 25 No Class on Thanksgiving

Readings:

1. James Baker 1992 Haunted by Pilgrims. *The Art and Mystery of Historical Archaeology*, pp. 343–360

Week 15 Course Conclusion

Monday, November 29 The Meaning of Heritage: What Kind of Ancestor Do You Want to be?

Class Presentations