ANTH 554G/480J: Heritage and Communities
Spring 2015

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Course Meetings: Wednesdays 1:10-4:10 pm, Science I, Room 143

“...heritage is not an inquiry into the past but a celebration of it, not an effort to know what actually happened but a profession of faith in a past tailored to present-day purposes.”

Course Prospectus
Cultural heritage can be both tangible and intangible; it can encompass both the very old and the still in use, the human crafted and the natural, the permanent and the ephemeral, the visible and invisible, even the edible and audible. As a professional field and academic discipline, heritage is built upon modern ideas about how and why objects, buildings, landscapes, and traditions should be preserved, protected, and presented to people living today and in the future.

Heritage is a complex and contested domain that includes legislation to protect antiquities and cultural traditions, conceptions of local and national identities, political struggles, and crucial economic resources. As such, the process of defining heritage is fraught with inequalities and power relationships. In this course, we will explore the concept of heritage as it intersects with contemporary communities (conceived of in a variety of ways, including descendant, local, and diasporic). Anthropologists, and archaeologists in particular, are but one of many individuals and communities engaged in the complex process of defining heritage. Here, we will examine how the work of heritage is carried out and consider its changing role in social relations by critically engaging theory and case studies of real-world heritage empowerment and disempowerment. A major component of this class is an applied local heritage project with a community organization.

Learning Objectives
This course has three main learning objectives:
(1) to introduce students to the concept of cultural heritage and explore how it “works” in the world today;
(2) to critically examine the ideas, theories, methods, and questions that shape the effort to protect and interpret cultural heritage today and how these impact and are impacted by modern society, historical contingencies, and our role in shaping its future; and
(3) to address community concerns through heritage work.

To accomplish these goals, we will explore issues such as current threats to cultural heritage, the roles of public opinion and tourism in the protection and interpretation of cultural heritage, impacts of development, questions of authenticity and identity, international law, ethics, and emerging and non-traditional areas of the field. We will learn about practical considerations, such as public policy, international organizations, legal frameworks, as well as how factors such as colonialism, nationalism, and war have impacted cultural heritage over time. We will look at modern threats to cultural heritage—such as armed conflict, environmental degradation, uncontrolled development, and illicit trade—and will engage in current debates about ownership, responsibility, authenticity,
and definitions of heritage. Students will work on a real-world heritage project throughout the course and develop skills in communicating complex ideas orally and through writing.

**Course Format and Requirements**

The format of the course is a three-hour seminar. Some material will be introduced in a lecture style, but the majority of each meeting will be discussion. Regular, informed discussion is expected of all students in a seminar.

**Readings**

There are several required texts that can be obtained at the University bookstore or though online booksellers. Books are available on 3-hour reserve in the Newcomb Reading Room.


**Other readings**: The other readings for the course will come from journal articles and book chapters. These can be found on electronic reserve in “Course Reserves” in our course Blackboard site.

**Attendance**

Attendance is mandatory and it is your responsibility to attend class. Any unexcused absences will have a detrimental effect on your grade.

**Grades**

Grades are based on class participation, critical reflection activities, project, and presentation:

- Participation: 20%
- Field Notes: 20%
- Self-Evaluations: 10%
- Project: 40%
- Presentation: 10%
- **TOTAL**: 100%

**Participation (20%)**: This course is designed to be interactive and requires the full and active participation of all students, including regular attendance, keeping up with the reading, and
engagement in discussions. Students are required to present work in class and to participate actively in discussions of the work of their classmates. All students are expected to have completed the readings prior to class meetings and come prepared to discuss them in depth. Because this is a small seminar, it is even more important that students come to class ready to participate. You will be evaluated on the quality of your contributions. I will provide you with an assessment of your participation around mid-term to let you know what to improve on.

**Critical Reflection Activities:** Critical reflection is a central part of engaged learning because it helps you make connections between the course content and community-based research. We will engage in individual, peer and group reflection to help you process your experiences and the relationship between course content and your applied research.

- **Project Field Notes (20%):** You will record individual field notes describing your observations during neighborhood walks, interviews, archival research, and map making and your reflections on issues and tensions raised in class that are relevant to what you observe. Entries should be typed and will be submitted every two weeks between Feb 25 and May 13 (6 total submissions).
- **Self-evaluations (10%):** You will complete written self-evaluations following your interview (due March 11) and the project presentation to community (due May 13). Specific guidelines will follow.

**Project (40%):** See project handout for details. Project components are due April 22. Please note that this project requires local community engagement. You will be required to participate in activities in a neighborhood in Binghamton and assume the risks associated with non-campus based research activities. The neighborhood we will be working in is residential and home to many families and elderly, and some BU students. Its proximity to Main Street, social services, and the bus line makes it attractive to lower income residents and those seeking affordable housing. It also has some crime, vacant properties, and transiency. We will discuss how to prepare for safe and effective interactions in the neighborhood as a class and during the Interview Workshop on Feb 18.

**Presentations (10%):** See project handout for details. A component of this will be verbal group peer evaluations following project presentation to community.

General grading detail for written and oral assignments and participation:

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<tr>
<th>Letter Grade &amp; Numeric Equivalent</th>
<th>Comments</th>
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<tr>
<td>A (95)</td>
<td>Excellent. Well-written/clearly communicated, demonstrates a clear understanding of material and shows self-reflection and creative thinking, going beyond critique. For participation, consistently strong and productive contributions with original or creative insights. Always prepared for discussion.</td>
</tr>
<tr>
<td>B/B+/A- (85/88/91)</td>
<td>Good to very good. Fulfilled the assignment, with a few minor improvements suggested. Shows understanding that goes beyond simple definitions. For participation, generally strong and productive contributions. Consistently prepared for discussion.</td>
</tr>
<tr>
<td>C/C+/B- (75/78/81)</td>
<td>Basically completed the assignment as required, but little more. General understanding demonstrated. For participation, some substantive contributions, but little more than minimum expectations met. Occasional</td>
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lateness, missed class, or lack of participation.

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<th>D/C- (65/71)</th>
<th>Content missing and limited demonstration of understanding. Consistently lacking in participation.</th>
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<tbody>
<tr>
<td>F (0-60)</td>
<td>Missing significant content or did not follow guidelines. Major omissions and no understanding demonstrated.</td>
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Course Letter/Numeric Grade Conversion:

- A  =  92.5 and above
- A- =  89.5 and above
- B+ =  86.5 and above
- B  =  82.5 and above
- B- =  79.5 and above
- C+ =  76.5 and above
- C  =  72.5 and above
- C- =  69.5 and above
- D  =  62.5 and above
- F  =  62.4 and below
Policies

CLASSROOM DECORUM
We are a community of learners. Remember at all times that this is a class in which we are respectful of each other. This is even more important since we comprise such a small group and will be working closely together for the semester. Please turn your cell phones, iPods, and other portables off before entering class.

LATE WORK
I do not accept late work. Deadlines are especially crucial because we are working in teams and our community partner expects us to deliver on our commitments by the deadlines we have agreed to. YOU MUST INFORM YOUR ME OF ANY EXTENUATING CIRCUMSTANCES PRIOR TO DEADLINES. NO EXCEPTIONS!

ACADEMIC (DIS)HONESTY
Academic dishonesty refers to acts of plagiarism, cheating, and falsification of research data. When you registered for classes, you signed a statement agreeing to abide by the Student Academic Honesty Code and other University rules and procedures. These rules apply to this class. Any student caught cheating or plagiarizing in any work submitted for this course will be penalized and may FAIL THE COURSE. Submitting work that contains someone else’s work, without proper citation, demonstrates a blatant disregard for academic honesty, and will be considered as a form of cheating. I WILL NOT tolerate ANY form of plagiarizing or cheating in this course. For additional information on plagiarism and the correct use of sources, see resources provided by the Writing Center, the University Bulletin, and the Libraries.

Each student is required to submit original work in all areas of this course. This means that for writing assignments and exams each student must submit his/her own work. If you quote any material not of your own writing, or if you use any ideas that are not “common knowledge” be sure to CITE that material. This pertains to anything you’ve learned from books, articles, or web-based sources. If you are unsure, ask me!

SERVICES FOR STUDENTS WITH DISABILITIES
Should you require additional assistance due to a physical or learning disability, your instructor is eager to make appropriate accommodations for you in conjunction with Services for Students with Disabilities (SSD). Please do not hesitate to discuss your situation with me, or if you prefer, to contact SSD for confidential discussion. Your instructor and the University community are here to help you succeed. For more information on SSD, please call 777-2686 or email bjfairba@binghamton.edu.

STAYING IN TOUCH
Come to office hours, see me after class, or make an appointment to meet if you have questions, ideas, concerns, or difficulties you want to discuss. Email is great for working out logistical things (making meeting appointments, etc.), but for more substantive issues it’s much easier to discuss in person.
COURSE SCHEDULE & READINGS

Note: All readings should be done before the class for which they are assigned.

WEEK 1 (January 28): WHY HERITAGE?

CITI ETHICS IN RESEARCH TRAINING MUST BE COMPLETE—BRING CERTIFICATE


Smith, Uses of Heritage, Introduction pp. 1-7

Lowenthal, The Heritage Crusade and the Spoils of History, Chapter 1


Safe Streets Mission Statement and Strategic Plan

Tentative: Saturday, Jan 31 Neighborhood Walking Tour

WEEK 2 (February 4): HISTORY/HERITAGE

Lowenthal, The Heritage Crusade and the Spoils of History, Chapters 5, 6, 7


Smith, Uses of Heritage, Part I pp. 11-84

Tentative Guest: Broome County Historian, Gerald R. Smith

WEEK 3 (February 11): NATURE/CULTURE

Smith, Uses of Heritage, Chapter 5


**Tentative: Bartle Library Special Collections Research Training**

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**WEEK 4 (February 18): INTERVIEW WORKSHOP** 5:50-8:50 pm University Downtown Center  
**NOTE TIME & LOCATION CHANGE**


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**WEEK 5 (February 25): MODERNITY & COMMUNITIES**

FIELD NOTES #1 DUE


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**WEEK 6 (March 4): HERITAGE COMMUNITIES AND STAKEHOLDERS**


WEEK 7 (March 11): AUTHORIZED HERITAGE: INSTITUTIONS, LAWS, AND OWNERSHIP

SELF-EVALUATION #1 & FIELD NOTES #2 DUE

Smith, *Uses of Heritage*, pp. 85-162


WEEK 8 (March 18): PROPAGANDA, NATIONALISM & IDENTITIES


WEEK 9 (March 25): RESPONSES TO AUTHORIZED HERITAGE

FIELD NOTES #3 DUE


iPinch Project Website: http://www.sfu.ca/ipinch/

**WEEK 10 (April 1): HERITAGE & MEMORY**

Connerton, How Societies Remember (entire book)

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No Class April 8—Spring Break

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**WEEK 11 (April 15): MEMORIALIZATION & COMMEMORATION**

FIELD NOTES #4 DUE

Macdonald, Difficult Heritage (entire book)

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**WEEK 12 (April 22): HERITAGE IN & OF CONFLICT**

FIELD NOTES #5 DUE


WEEK 13 (April 29): FORGETTING


WEEK 14 (May 6): HERITAGE, ECONOMIES, AND TOURISM

Rowan and Baram, *Marketing Heritage: Archaeology and the Consumption of the Past* Chapter 1, Part III, V, Chapter 17


MAY 13          SELF-EVALUATION #2 and FIELD NOTES #6 DUE