



**UMASS
AMHERST
CENTER FOR
HERITAGE AND
SOCIETY**

ONLINE SYLLABUS

Summer 2013

GLOBAL HERITAGE AND THE CITY

HERIT 597GC

Center for Heritage and Society
University of Massachusetts Amherst
www.umass.edu/chs/

INSTRUCTOR CONTACT INFORMATION:

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Office Hours: by appointment

COURSE REGISTRATION

<http://www.umasslearn.net/classes/summer-2013-cpe-classes?view=class&clid=10953>

TECHNICAL SUPPORT CONTACT INFORMATION:

Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week, by doing one of the following:

- phone: 1.888.300.6407
- email: amherstsupport@umassonline.net
- See www.amherst.umassonline.net for technical support related information about this class. Click on http://help.perceptis.com/umass_amherst_chat_user_info.php for a live text chat with Amherst support.

ABOUT THE INSTRUCTOR:



Matthew Hill is the Associate Director of the Center for Heritage and Society. He completed his Ph.D. in cultural anthropology from the University of Chicago with a focus on cities and cultural heritage. He works at the intersection of cultural heritage, tourism and urban development, and has expertise in the urban and tourism-related aspects of heritage in Latin America and the Global South. He conducts research on UNESCO World Heritage Cities in Cuba and the Spanish-speaking and Anglo Caribbean, and teaches comparative courses on the use of cultural heritage as an urban globalization strategy. He has recently published a work on Havana's historic center in Saskia Sassen's *Deciphering the Global* and Gary McDonough and Marina Peterson's *Global Downtowns*. He also has ten years of applied experience consulting on cultural heritage and urban development issues. He has recently helped the City of Philadelphia's Dept. of Parks & Recreation develop a revenue generation strategy for the Fairmount Park System and worked with Philadelphia's Center City District on the development of a strategic

plan. In addition to his role at UMass, he is a Senior Research Consultant at the Fels Institute of Government at the University of Pennsylvania.

COURSE TAs

Jill Bierly and Honora Sullivan-Chin, email: Through Blackboard Learn. Office hours: By appointment.

COURSE DESCRIPTION:

Currently over 230 inhabited cities around the world are listed as UNESCO World Heritage Sites. In contrast to uninhabited, museum-like heritage sites such as Colonial Williamsburg, the development of World Heritage sites situated in complex, heterogeneous urban spaces presents unique challenges for academics and practitioners. Such sites are arguably more dynamic, cosmopolitan, and involve a broader range of social actors operating at multiple institutional scales than natural or cultural heritage sites. Moreover, the introduction of a range of public and private partnerships in the context of a diverse array of neoliberal projects (characterized by open borders, free trade, and private investment) around the globe has only intensified the variety of urban heritage processes, calling for their theorization and applied engagement.

This online seminar will develop the basic themes, concepts and case studies required to theorize, analyze and practically engage with global, national, regional and local urban heritage sites in comparative perspective. UNESCO's recently passed Historic Urban Landscape recommendations will form an important backdrop to the course. In addition to providing an introduction to the field of urban heritage studies, the course will address several important topics, including UNESCO's Historic Urban Landscape construct, urban heritage tourism, rediscoveries of local forms of modern heritage, grassroots and living forms of heritage, and contested urban heritage and heritage values. In addressing these themes, the course will seek to answer several important questions: What if anything is unique about urban heritage sites? Why are certain forms of urban heritage neglected or overlooked? What are best practices for sustainably developing historic centers and urban heritage landscapes?

The course will also have an applied component. Students will select a particular community as the basis for a course project, which will entail developing an urban conservation plan. Weekly readings and applied assignments will guide students in discussion and applied work that will lead to the development of this plan for a final project.

COURSE OBJECTIVES:

Upon completion of this course, students are expected to be able to:

- Develop a clear understanding of UNESCO's Historic Urban Landscape construct
- Analyze the range of urban conservation tools available in a neighborhood or historic landscape.
- Identify the diverse range of heritage values and neglected forms of heritage that exist in urban sites.
- Move beyond notions of heritage as innate material product to a dynamic process and instrument of cultural power.
- Identify the benefits and limitations of heritage tourism as an urban development strategy
- Design an effective, urban conservation plan based on the range of heritage values and tools that exist in a particular community or site.

REQUIRED TEXTS:

All required and recommended readings will be available on the course Blackboard website.

HOW TO CHOOSE A CASE STUDY COMMUNITY:

This is a practical course that enables you to understand and apply the tools associated with the Historic Urban Landscape construct in a real community. One of the outcomes of this course is to create a hypothetical urban conservation plan for a case study community of your own choosing.

Option #1: Choose Your Own Community: If you live or are currently working in a town, city, or neighborhood with historic resources, you can use your own or a nearby community as your case study. Please consult the instructor if you have questions about your choice. In a rural setting, it can be a site with historical significance (e.g. a former plantation, battlefield, etc.). In a large city, it may be a historic neighborhood or quarter.

Option #2: Choose Another Community With Which You Are Familiar: If you are a heritage professional, consultant or public sector employee, you can choose a site that you are professionally engaged with. Graduate students may want to choose a field site selected for the doctoral research.

ASSIGNMENTS:

You will typically be asked to complete two assignments each week, a discussion of the assigned readings, and an applied assignment where you will document different aspects of your case study community in an online journal. Generally, you will be required to do the following each week:

1. **Weekly Discussion Topics**, in which you respond to questions about the lecture and readings on a discussion board, and comment on your fellow students' posts.
2. **Weekly Applied Projects**, in which you document different aspects of a community or site in an online journal. The weekly fieldwork projects will be related to the readings and discussions.
3. **A Feedback Area**, in which you are asked to offer feedback on at least two applied project posts of fellow classmates.

Week #	Lecture Topic	Begin Readings Discussion by..	Journal Assignment Due Date	Begin Journal Feedback by ...
Week 1: June 17-23	The Field of Heritage Studies	Wed., June 19, noon EST	Sun., June 23 at noon EST	Mon., June 24 at noon EST
Week 2: June 24-30	The Historic Urban Landscape	Wed., June 26, noon EST	Sun., June 30 at noon EST	Mon., July 1 at noon EST
July 1-7: No Class				
Week 3: July 8-14	Urban Heritage Tourism	Wed., July 10, noon EST	Sun., July 14 at noon EST	Mon., July 15 at noon EST
Week 4: July 15-21	Local Modernities & Nostalgias	Wed., July 17, noon EST	Sun., July 21 at noon EST	Mon., July 22 at noon EST
Week 5: July 22-28	Heritage as Living Tradition	Wed., July 24, noon EST	Sun., July 28 at noon EST	Mon., July 29 at noon EST
Week 6: July 29-Aug. 4	Contested Urban Heritage	Wed., July 31, noon EST	Sun., June 22 at noon EST	Mon., Aug. 4 at noon EST

GRADING:

The final grade will be based on the following four items:

1. Participation in Weekly Discussions: 40% of overall grade

You will be graded each week based on your responses to questions on the weekly readings posted by the instructor, and comments on your fellow student posts. These discussions will be graded using the following criteria:

	Doesn't meet expectation	Meet expectations	High quality
Original post	0 (0%): Missing or superficial response	1.5 (37.5%): Thoughtful original post	3 (75%): High quality, cites reading.
Response to Classmates	0 (0%): Missing or superficial response	.5 (12.5%): Thoughtful response to classmates	1 (25%): Thorough response to classmates

2. Weekly Applied Project Journal Posts: 40% of overall grade.

You will be graded on the quality of your weekly applied projects, and feedback on the projects of your fellow students. Projects will involve documenting some aspect of your selected community related to the weekly readings in a written online journal. Examples include identifying the urban conservation organizations and tools, or the tourism activities or potential at your particular site. You will accompany your written descriptions with links to short videos and personal narration of your urban heritage site using a simple video sharing tool from Twitter called Vine (<https://blog.twitter.com/2013/vine-new-way-share-video>). Applied projects will be graded using the following criteria:

	Doesn't meet expectation	Meet expectations	High quality
Original post	0 (0%): Missing or superficial project	1.5 (37.5%): Thoughtful original project post	3 (75%): High quality post related to the readings
Response to Classmates	0 (0%): Missing or superficial response	.5 (12.5%): Thoughtful response to classmates	1 (25%): Thorough response to classmates

3. Final Class Project: 20% of overall grade

Your final project will entail preparing a final paper that consists of an urban conservation plan for your urban heritage site. The will consist of a compiling and synthesizing your 2-page written assignments from your weekly applied projects into a final paper that will be accompanied by links to video content on Vine.

GRADING SCALE:

The course will use the following grading scale: A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 82-80; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; F = 59 and below

ACADEMIC HONESTY:

It is your responsibility to familiarize yourself with the University's Academic Honesty Policy: : www.umass.edu/dean_students/codeofconduct/acadhonesty.

Since the integrity of the academic enterprise requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

CLASS PARTICIPATION

Regular and active participation is an essential, unmistakably important aspect of this online course. I expect students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement, it is an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up missing assignments no later than four days after they are due.

STATEMENT ON DISABILITIES:

The University is committed to providing reasonable and appropriate accommodations to otherwise qualified individuals with documented disabilities. The provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 maintain that no qualified individual with a disability shall solely on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity in higher education.

ONLINE RESOURCES:

An extensive list of online heritage resources are available on the UMass Amherst Center for Heritage and Society webpage: <http://www.umass.edu/chs/resources/index.html>

COURSE SCHEDULE:

Week 1 (June 17-23): Mapping the Field of Heritage Studies

Topics:

- Course aims and outcomes
- Discussion of case study projects
- The origins of heritage studies in the rise of the 19th century public sphere and industrialization
- Normative heritage and nationalist ideology
- Heritage as a *process* (i.e. a verb rather than an object) and means of gaining cultural power
- Heritage as a 'value-added' industry

Readings:

- Sørensen, Marie Louise Stig, and John Carman, eds. *Heritage Studies: Methods and Approaches*. 1st ed. Routledge, 2009, Ch. 1: Introduction; Ch. 2: Heritage Studies: An Outline. (Students must rent a digital copy of this volume on Amazon.com).
- Kohl, Philip L. "Nationalism and Archaeology: On the Constructions of Nations and the Reconstructions of the Remote Past." *Annual review of anthropology*, (1998): 223-246.
- Pretes, Michael. "Tourism and Nationalism." *Annals of Tourism Research* 30, no. 1 (2003): 125-142.

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture
- Part B: Photo Journal: Decide on the community that you will document for your course project, and document the historic resources that you consider important to the heritage of this community.

Week 2 (June 24-30): The Historic Urban Landscape

Topics:

- History of urban conservation charters
- The Historic Urban Landscape approach
- The shifting context of urban heritage management
- New tools for urban heritage management

Readings:

- Bandarin, Francesco, and Ron Van Oers. *The Historic Urban Landscape: Managing Heritage in an Urban Century*: Wiley-Blackwell, 2012. Ch. 2: Urban Conservation as International Public Policy; Ch. 3: The Changing Context of Urban Heritage Management; Ch. 5: Expanding the Toolkit for Management of the Urban Environment.
- Araoz, Gustavo. 2011. Preserving Heritage Places Under a New Paradigm. *Journal of Cultural Heritage Management and Sustainable Development*. 1(1): 55-60.

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture
- Part B: Photo Journal: Document the range of actors and urban conservation tools that exist in your case study site.

July 1-7: No Class: July 4th Holiday

Week 3 (July 8-14): Urban Heritage Tourism and Sustainable Development

Topics:

- Local heritage hijacked by global consumption or imagination
- Commodification of local heritage to create tourist destinations
- Questions of authenticity and historical inaccuracy
- Heritage as a “value added” industry

Readings:

- Dearborn, Lynne Marie, and John Charles Stallmeyer. "Re-Visiting Luang Prabang: Transformations under the Influence of World Heritage Designation." *Journal of Tourism and Cultural Change* 7, no. 4 (2009): 247-269.
- Staiff, Russell, and Robin Bushell. "Mobility and Modernity in Luang Prabang, Laos: Re-Thinking Heritage and Tourism." *International Journal of Heritage Studies* 19, no. 1 (2013): 98-113.
- Kirshenblatt-Gimblett, Barbara. "Intangible Heritage as Metacultural Production." *Museum International* 56, no. 1–2 (2004): 52–65.
- Graham, Brian, G. J. Ashworth, and J. E. Tunbridge. 2000. *A Geography of Heritage: Power, Culture and Economy*. A Hodder Arnold Publication. Ch. 9: Heritage and scale II: the local.

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture.
- Part B: Photo Journal: Document heritage tourism sites that currently exist and/or that could potentially exist in the future.

Week 4 (July 15-21): Local Modernities and Forms of Nostalgia

Topics:

- Local heritage hijacked by global consumption or imagination
- Commodification of local heritage to create tourist destinations
- Questions of authenticity and historical inaccuracy
- Heritage as a “value added” industry

Readings:

- Jacobs, Jessica. "Re-Branding the Levant: Contested Heritage and Colonial Modernities in Amman and Damascus." *Journal of Tourism and Cultural Change* 8, no. 4 (2010): 316-326.
- Daher, Rami Farouk. "Amman: Disguised Genealogy and Recent Urban Restructuring and Neoliberal Threats." In *The Evolving Arab City: Tradition, Modernity, and Urban Development*, edited by Yassar Elsheshtawy, 37-68. New York: Routledge, 2008.
- De Cesari, Chiara. "Creative Heritage: Palestinian Heritage NGOs and Defiant Arts of Government." *American Anthropologist* 112, no. 4 (2010): 625-637.

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture.
- Part B: Photo Journal: Document modern or vernacular elements of the built environment that have been neglected because they don't count as heritage.

Week 5 (July 22-28): Heritage as a Living Tradition

Topics:

- Etic analysis (what analysts interpret) of heritage vs. emic (what informants say)
- Alternatives to heritage as exclusionary practice
- Heritage as a grassroots affair that is the provenance of many and constantly evolving
- Private initiative as the main driving force of heritage
- Local constructivism as critique of state institutional heritage processes

Readings:

- Brumann, Christoph. "Outside the Glass Case: The Social Life of Urban Heritage in Kyoto" *American Ethnologist* 36, no. 2 (2009): 276-299.
- Abramson, Daniel. "Beijing's Preservation Policy and the Fate of the Siheyuan." *Traditional Dwellings and Settlements Review* 13, no. 1 (2001): 7-22.
- Savova, Nadezhda Dimitrova. "Heritage Kinaesthetics: Local Constructivism of UNESCO's Intangible-Tangible Politics at a Favela Museum." Center for Arts and Cultural Policy Studies: Princeton University, 2009
- Hill, Matthew and Tanaka, Maki. Co-Creating Heritage Landscapes: A Topographical Inquiry of Urban Historic Centers in Cuba. (Under Review by *American Ethnologist*)

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture.
- Part B: Photo Journal: Document examples of grassroots heritage processes in your community.

Week 6 (July 29-August 4): Contested Urban Heritage and Divided Cities

Topics:

- Etic analysis (what analysts interpret) of heritage vs. emic (what informants say)
- Alternatives to heritage as exclusionary practice
- Heritage as a grassroots affair that is the provenance of many and constantly evolving
- Private initiative as the main driving force of heritage
- Local constructivism as critique of state institutional heritage processes

Readings:

- Bakshi, Anita. 2012. A shell of memory: The Cyprus conflict and Nicosia's walled city. *Memory Studies*. 5:479-496.
- Bryant, Rebecca. 2010. The Jasmine Scent of Nicosia: Of returns, revolutions, and the longing for forbidden pasts. *Journal of Modern Greek Studies*. 26(2): 423-49.
- Larkin, Craig. 2010. Remaking Beirut: Contesting Memory, Space and the Urban Imaginary of Lebanese Youth. *City & Community*. 9(4):414-442.

Assignments:

- Part A: Discussion thread: Respond to discussion questions for weekly readings and lecture.
- Part B: Photo Journal: Document examples of grassroots heritage processes in your community.