Academic Year	2024-25	Semester 1
Course Coordinator	Roslynn Ang (Dr.), email: TBA	
Course Code/Title	HH4005 / Culture And Heritage: Perspectives From History	
Location	LHS-TR+55	
Schedule	Every Tuesday 9:30am to 13:20pm	
Office hour	TBA	
Pre-requisites	None	
No of AUs	4	

Course Content

Culture and Heritage: Perspectives from History will explore issues and debates on cultural heritage and its role as a public and/or community history. The concepts and applications of heritage is a complicated affair as it involves multiple stakeholders, places, objects, and their relations with multiple historical trajectories. Cultural heritage includes both material (tangible) and immaterial (intangible) heritage, ranging from buildings, monuments, professions, nature, traditions, craftwork, performance and more. Some countries and specific communities within countries have been quite successful in marketing certain segments of their cultural and historical heritage. However, this creates a tension between cultural preservation, contested practices/memories, and the changing roles of heritage practitioners/objects in the modern world.

This course will address theoretical issues and examples from various places in the world. Class discussions and case studies will come predominantly from case studies geographically located in Asia. We will also visit several local heritage sites as part of the coursework.

Some questions to be addressed include the following: what can be considered cultural and historical heritage across societies, regions and nations? Can these be divided into categories such as good and bad, marketable and non-marketable, representative and non-representative, etc? How does a community use heritage tourism as a means of preserving cultural and historical heritage? Is heritage a way for states to mobilize and politicize history, or the means of survival for specific communities on the ground?

Intended Learning Outcomes
By the end of this course, you (as a student) would be able to:

1. Define the major themes dealt with in the study of culture and heritage.
2. Contrast differing conceptions of heritage within different cultural contexts from both the ancient and modern world.
3. Develop a critical mindset on the political and cultural stakes of heritage and the role

of public history

4. Summarize the relationship between culture and heritage, and ethnicity, nationhood, tourism, and consumer culture.
5. Identify and draw on large quantities of primary and secondary sources to produce original oral and written discussions of the historical development of culture and heritage.

Course Website and Readings:

The NTU Learn course website is an important source of information for this subject. Useful resources such as this subject guide, links to further readings, details of assessment, and subject announcements will be available through this website. Make sure you check the website regularly for subject announcements and updates.

The readings for each week will be made available online. Since we will be discussing these in class each week, please bring along copies (electronic or paper) of the readings so you can refer to them.

The *supplementary readings* listed on the syllabus are intended mainly for those preparing to lead the discussion in a particular week. You are encouraged to source for additional readings, especially when leading the discussion. In addition to NTU's libraries, don't forget about checking for books at the Singapore Public Library and its branches.

Assessment (includes both continuous and summative assessment)

Essay proposal – 1500 words, 15%: Tentative abstract, proposed texts to be used, annotated bibliography your selected texts and how it relates to your proposal, methodology and/or data to be used.
Deadline: TBA

Essay – 3500 words, 40%: Choose a specific heritage site. Evaluate and analyze how it relates to the course readings (use texts from at least three different weeks) and beyond.
Deadline: TBA

Participation - 25%: weekly online questions/comments on Perusall by Mondays 9am (15%) and in-class discussion (10%).

Team-led seminar - 20%: Lead the class with the week's readings (60 minutes). You are required to make an appointment with me (online or in-person) to discuss your plans at least 24 hours before the class. You may 1) select a heritage site/object/community to discuss in tandem with the texts, 2) summarize and evaluate the texts, with specific close readings of important paragraphs + one research article/book that relates to the week's topic, 3) present a heritage site proposal (e.g., for UNESCO or Singapore Heritage Board) that addresses the issues/topics in the week's text or 4) any creative presentation that incorporates the week's texts and topic.

Formative feedback

Formative feedback will come through written responses to your essay proposal and midterm evaluation, responses to your online questions/comments via Perusall, as well as through oral consultations with team-led seminar groups.

Online resources:
TBA

Course Policies and Student Responsibilities

Participation and Attendance: To earn a full participation grade, you are expected to thoughtfully engage in class with the readings and discussions. You are required to read and comment collaboratively with your peers on selected weekly readings using Perusall. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

Absenteeism: Absence from class without a valid reason will affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

Class readings: *All readings are available through NTU Learn.* They are for your personal use, and not broader distribution. **Complete all assigned readings *prior* to class meetings and lectures.**

Active learning: Because of the online interactive nature of the seminar, the use of laptops, and tablets during class is *allowed.* Take thoughtful notes on your readings either on your device or handwritten on a notebook. Before coming to *class,* please make sure your cell phone is turned off or set to silent mode, and placed in your backpack. You may not receive or send text messages during class. Students who violate this policy will be asked to leave and will receive no credit for the session.

E-mail, consultations, and class notes: I encourage you to come see me during my regular consultation hours and to e-mail me with questions not provided in the syllabus. However, I will not provide class notes (ask a classmate) nor will I offer advice about essays in the 48 hours before they are due; you simply won't have time to use it. Check NTU Learn regularly for announcements.

Academic Integrity:

Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University's policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism.

Plagiarism does not have to be intention in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

Late work and extensions:

Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

GAI Usage:

Use of General Artificial Intelligence (GAI) is permitted in the following situations: 1) Assist in generating key ideas only; 2) Assist in refining syntax and grammar for correct language submission only. The final write-up MUST be the student's own work. Students must preserve a digital paper trail showing the way the GAI assistant was used. This should be a Word document specifying the particular GAI assistant used and include the prompts given to the GAI assistant and the GAI output, or outputs if several are generated. **Use of GAI assistance is not permitted in the development or generation of this assignment or project.**

On the Digital Paper Trail:

Students are required, besides submitting the final work in the NTULearn facility, to also submit the paper trail as a Word document or documents, in a second and separate assignment section for this purpose under NTULearn. For assignments where the submission is non-digital, the students can create a photo journal or a blog to document the journey and submit the pdf of this instead.

This digital paper trail must be maintained for later reference, at least until the end of the Academic Year following the semester in which the relevant assignment is submitted. This is to preserve the potential evidence in case there is a later complaint or suspicion relating to academic integrity violations regarding that submission, or for further investigation by the school or other schools or the university when other academic integrity matters are raised regarding the same student, and it is deemed desirable to cross-check conduct in earlier courses.

The student must sign and submit with the assignment/project write-up a declaration regarding such use. In addition, the student must provide footnote or in-text references in the submission indicating any text paraphrase or significant fact or idea that originated with the GAI assistant. The updated referencing guideline from NTU library is now available. Click here to see.

See example below:

Reference list entry example (with a shareable link generated by the AI tool)

OpenAI. (2023). ChatGPT (Aug 7 version) [Large language model]. https://chat.openai.com/share/46ce4720-19bd-4c21-84f0-7a69ec4af03d

***Students should note that failure to submit this paper trail fully or in a timely fashion may lead to a presumption that the student has an improper intention or purpose in such failures in any relevant academic integrity proceeding regarding that assignment submission. It may even, on

its own be an independent academic integrity violation if found to be deliberate.

Weekly Schedule

<u>Week 1: Introduction</u>
Screening:
The Secret Location: Where Singapore National Treasures are Stored (On the Red Dot, 2022)
Our House (National Youth Theatre and METRO Charity, 2019)

<u>Week 2: Theories and meanings of heritage</u>
Gentry, K., & Smith, L. (2019). Critical heritage studies and the legacies of the late-twentieth century heritage canon. *International Journal of Heritage Studies*, 25(11). https://doi.org/10.1080/13527258.2019.1570964
Smith, L. (2006). *Uses of heritage*. London; N.Y.: Routledge. (Introduction & Chapter 1: The Discourse of Heritage) pp. 1 - 43

Supplementary reading:
Lowenthal, D. (1998). *The heritage crusade and the spoils of history*. Cambridge : Cambridge University Press. (Chapter 1)

<u>Week 3: Colonialism and Cultural Geopolitics of Heritage</u>
Harrison, Rodney and Lotte Hughes (2010) "Heritage, colonialism and postcolonialism," in Rodney Harrison (ed.), *Understanding the Politics of Heritage* (pp. 234-269). Manchester, UK: Manchester University Press.
Cai, Y. (2022). Museum Politics on the Maritime Silk Road. In N. K. Mahawar & P. Pandey (Eds.), *Roads, Winds, Spices: The Memory and Geopolitics of Maritime Heritage* (pp. 144–162). Macmillan.
Goh, D. (2014). Between History and Heritage: Post-Colonialism, Globalisation, and the Remaking of Malacca, Penang, and Singapore. *TRaNS: Trans-Regional and -National Studies of Southeast Asia, 2*(1), 79-101.

Screening:
Beyond Compare (Video essay by Dr. Nnenna Onuoh) https://vimeo.com/443392389/f6031461d4
The museum will not be decolonized https://vimeo.com/302162709

<u>Week 4: Heritage and Nations: Heritage Diplomacy</u>
Peycam, P., Wang, S.-L., & Yew-Foong, H. (2020). *Heritage As Aid and Diplomacy in Asia*. Singapore: ISEAS - Yusof Ishak Institute. (Introduction, pp 1-16).
Winter, T. (2015). Heritage diplomacy. *International Journal of Heritage Studies*, 21(10), 997-1015.
Meskell, Lynn. (2015) Transacting UNESCO World Heritage: gifts and exchanges on a global stage.

Social Anthropology 23.: 3-21.

Week 5: Difficult heritage and contested memories

Harrison, R. (2013) *Heritage Critical Approaches.* Routledge (Chapter 8: Heritage and the
    'problem' of memory)

Meskell, Lynn. (2002) Negative Heritage and Past Mastering in Archaeology. *Anthropological
    Quarterly* Vol. 75, No. 3, pp. 557-574

Koga, Y. (2016) *Inheritance of Loss.* University of Chicago Press (Chapter 2: Inheritance and
    Betrayal: Historical Preservation and Colonial Nostalgia)

Supplementary reading:

Shu-Mei Huang & Hyun-Kyung Lee (2019) Difficult heritage diplomacy? Rearticulating places of
    pain and shame as world heritage in northeast Asia, *International Journal of Heritage Studies*,
    25:2, 143-159

Week 6: Neoliberalism and heritage as commodity

Herzfeld, M. (2010). Engagement, gentrification, and the neoliberal hijacking of history. *Current
    Anthropology*, 51(SUPPL. 2).

Zhu, Yujie, and Christina Maags. "Chapter 7: Heritage- making: value appropriation and
    responses" in *Heritage Politics in China : The Power of the Past*, Taylor & Francis, 2020, pp.
    127 – 143

Ooi, C.S. (2010) Histories, Tourism and Museums: Re-making Singapore. In Hitchcock, King,
    Parnwell (ed.) *Heritage Tourism in Southeast Asia.* NIAS Press

Supplementary reading:

Zhu, Y. (2018). *Heritage and romantic consumption in China*. Amsterdam University Press.
    (Chapter 1: Introduction)

Week 7: Sustainability and the politics of authenticity

Rogelja, I. (2021). The Museumification of Treasure Hill: Authenticity, Authority and Art in a
    Taiwanese Urban Village. *The China Quarterly*, 245, 227-247.

Deacon, Harriet, and Rieks Smeets. (2013) "Authenticity, value and community involvement in
    heritage management under the World Heritage and Intangible Heritage Conventions."
    Heritage & Society 6.2 pp.129-143.

Tan, S. K., Tan, S. H., Kok, Y. S., & Choon, S. W. (2018). Sense of place and sustainability of
    intangible cultural heritage–The case of George Town and Melaka. *Tourism Management, 67,
    376-387.*

Supplementary reading:

Fiskesjö, Magnus. (2015) Wa Grotesque: Headhunting Theme Parks and the Chinese Nostalgia for
    Primitive Contemporaries, *Ethnos*, 80:4, 497-523, DOI: 10.1080/00141844.2014.939100

Week 8:
Field trip (TBA)

Week 9: Digital heritage

Colley, S. (2015). Ethics and digital heritage. In *The ethics of cultural heritage* (pp. 13-32). Springer, New York, NY.

Kai Khiun Liew, Natalie Pang & Brenda Chan (2013) New media and new politics with old cemeteries and disused railways: advocacy goes digital in Singapore, *Asian Journal of Communication*, 23:6, 605-619, DOI: 10.1080/01292986.2013.790911

Navarrete, T. (2019). Digital heritage tourism: innovations in museums. *World Leisure Journal*, 61(3), 200–214. https://doi.org/10.1080/16078055.2019.1639920

Supplementary reading:

De Groot, J. (2009) *Consuming History*. Routledge (Chapter 6: Digital History)

Week 10:
Field trip (TBA)

Week 11: Indigenous Communities and Settler States

Geismar, H. "Introduction: culture, property, indigeneity" *Treasured Possessions: Indigenous Interventions into Cultural and Intellectual Property*. Duke University Press. 2013, pp. 15 - 39

Melissa F. Baird (2013) 'The breath of the mountain is my heart': indigenous cultural landscapes and the politics of heritage, *International Journal of Heritage Studies*, 19:4, 327-340, DOI: 10.1080/13527258.2012.663781

lewallen, ann-elise. (2016). Signifying Ainu Space: Reimagining Shiretoko's Landscapes through Indigenous Ecotourism. *Humanities*, 5(3). https://doi.org/10.3390/h5030059

Supplementary reading:

Monterescu, D., & Handel, A. (2019). Liquid indigeneity. *American Ethnologist*, 46(3), 313–327.

Onciul Museums, Heritage and Indigenous Voice Decolonizing Engagement (2015) Chapter 9

Week 12: Community and heritage practitioners

Onciul, B. (2015). *Museums, Heritage and Indigenous Voices: Decolonizing Engagement*. Routledge. (Chapter)

Wang, C. H., & Kao, Y. T. (2017). Re-assembling the memorial landscape: The politics of walking tours in Taipei. *International Journal of Heritage Studies*, 23(10), 1002-1016.

Emma Waterton & Laurajane Smith (2010) The recognition and misrecognition of community heritage, *International Journal of Heritage Studies*, 16:1-2, 4-15

Supplementary reading:

Coulthard, G. S. (2007). Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada. *Contemporary Political Theory*, 6(4), 437–460.

Shao, Q. (2011). Citizens versus experts: Historic preservation in globalizing shanghai. *Future Anterior*, 9(1).

Week 13: The futures of heritage

Loven, D. (2015). Heritage Development and Community Resilience: Insights for an Era of Climate Change. In Harvey & Perry. *The Future of Heritage as Climates Change*, pp.167-179.

Harrison, R. & Sterling, C (2020). *Deterritorializing the Future: Heritage in, of and after the Anthropocene.* Open Humanities Press (Introduction: Of Territories and Temporalities).