

Academic Year	2022-23 Semester 1
Course Coordinator	Roslynn Ang (Dr.)
Course Code	HH4005
Course Title	Culture And Heritage: Perspectives From History
Pre-requisites	None
No of AUs	4
Contact Hours	Weekly seminars of 3 hours

Course Content

Culture and Heritage: Perspectives from History is a three-hour seminar that 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 Asian examples. 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.

Assessment (includes both continuous and summative assessment)

Essay proposal – 1500 words, 15%: Tentative abstract, proposed texts to be used, short review of your selected texts and how it relates to your proposal, methodology and/or data to be used.

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.

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

Team-led seminar - 20%: Lead the class with the week's readings (30 to 45 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.

Reading and References (SELECTED)

Waterton, Emma and Steve Watson (eds.) *Culture, Heritage and Representation*. Surrey: Ashgate, 2010. "Introduction".

Badone, Ellen. "Crossing Boundaries: Exploring the Borderlands of Ethnography, Tourism, and Pilgrimage," in Ellen Badone and Sharon Roseman (eds.) *Intersecting Journeys: The Anthropology of Pilgrimage and Tourism*. Illinois: University of Illinois, 2004, pp. 180-90.

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

Shao, Qin. "Citizens versus Experts: Historic Preservation in Globalizing Shanghai." *Future Anterior*, vol. 9, no. 1, 2012, pp. 16–31.

Lowenthal, D. *Possessed by the Past: The Heritage Crusade and the Spoils of History*, Cambridge. 1998. Introduction and Chapter 1 ("Heritage Ascendant").

Huang, SM, Lee HK and E. Vickers. *Frontiers of Memory in the Asia-Pacific: Difficult Heritage and the Transnational Politics of Postcolonial Nationalism* Hong Kong University. 2022 (introduction).

- Hitchcock, Michael and Victor King "Discourses with the past: tourism and heritage in South-East Asia." *Indonesia and the Malay World* 31, 89, 2003: 3-15.
- Henderson, Joan. "Planning, changing landscapes and tourism in Singapore." *Journal of Sustainable Tourism* 13, 2, 2005: 123-35.
- Yeoh, Brenda S.A. and Peggy Teo "From Tiger Balm Gardens to Dragon World: philanthropy and profit in the making of Singapore's first cultural theme park." *Geofiska Anna/er, Series B, Human Geography* 78, 1, 1996: 27-42.
- Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge, Mass.: Harvard University Press, 1997. (Chapter 7: "Museums as Contact Zones"), pp. 188-217.
- de Groot, Jerome. *Consuming History: Historians and heritage in contemporary popular culture*. London and New York: Routledge, 2009. Chapter 6: "Digital history", pp. 90-102; Chapter 7: "Historical re-enactment", pp. 103-23; and Chapter 8: "Recycling culture and re-enactment/cultural re-enactment", pp. 124-132.
- Dean, Kenneth. "The Return Visits of Overseas Chinese to Ancestral Villages in Putian, Fujian", in Tim Oakes and Donald Sutton (eds.) *Faiths on Display: Religion, Tourism, and the Chinese State*. Maryland: Rowman & Littlefield Publishers, 2010, pp. 235-64.
- Goh, Daniel P.S. "Between history and heritage: Post-colonialism, globalisation, and the remaking of Malacca, Penang, and Singapore" in *TRaNS: Trans-Regional and-National Studies of Southeast Asia*, 2014, 2(1), 79-101.
- Zhu, Yujie, and Christina Maags. "Heritage- making: value appropriation and responses" in *Heritage Politics in China : The Power of the Past*, Taylor & Francis, 2020, pp. 127 – 143
- Geismar, H. "Introduction: culture, property, indigeneity" *Treasured Possessions: Indigenous Interventions into Cultural and Intellectual Property*. Duke University Press. 2013, pp. 15 - 39
- Trouillot, Michael-Ralph. "The Power in the Story" in *Silencing the Past: Power and the Production of History*. 1995, 1-31.

Potential fieldtrips (Instructor will select two sites as field visits, on week 8 and week 10 to replace in-person classroom sessions):

- Haw Par Villa
- Fort Canning
- Peranakan Museum
- National Museum of Singapore
- Asian Civilization Museum
- Former Ford Factory (<https://corporate.nas.gov.sg/former-ford-factory/overview/>)

Online resources (to be updated):

Oxford University's "Cabinet" online museum/repository: <https://www.cabinet.ox.ac.uk/what-cabinet>

Singapore Intangible Culture Heritage (ICH): <https://www.roots.gov.sg/ich-landing>
National Heritage Board: <https://www.nhb.gov.sg>
National Archives of Singapore: <https://corporate.nas.gov.sg>

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 falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

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

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.