

VISS 599, Spring 2019
Cultural Heritage, Tourism and Art

Prof. Jenny Chio (EALC)
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Office hours: Wednesdays 10-12 or by appt
and Prof. Nancy Lutkehaus (Anth) (+ special guests),
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Office Hours: Tuesdays, 1-2 pm, or by appt. (213-740-1917)

Seminar meetings: Wednesdays, 2-4:50 pm, THH 338

Public Lectures: selected Wednesdays, 12:30 – 2 pm, SOS 250



Confederate Statue Toppled in Durham, NC, August 15, 2017

Course Description and Goals

In the wake of recent clashes in the United States over the fate of Confederate statues, as well as earlier news from Syria on the destruction of monuments in Palmyra by ISIS militants, there is a renewed urgency to reconceptualize the visual politics of cultural heritage and the power of tourism on art (and vice versa). After all, UNESCO World Heritage designations and similar domestic categories remain vital for sustaining global tourism industries, opening possibilities for local entrepreneurs, and stoking nationalist sentiments. This seminar will approach cultural heritage and the intersecting vectors of power and authority that render (the idea of) “heritage” so desirable and dangerous by addressing three categories: land, things, and bodies. Land and landscapes constitute one of the most fundamental visual and material sites of political authority based on notions of cultural belonging and historical presence. Things, from artifacts to monuments, are often the most visually recognizable objects of cultural heritage and thus the first to be destroyed, removed, stolen, and sold. Bodies, in both the sense of the embodiment of cultural knowledge and the

physiological, frequently racialized body, play a central role in the formation and politicization of collective memory and the denial of minority and marginalized experiences. The aim of this seminar is to build a critical language and rhetorical framework for understanding the power of heritage—and in particular the visual politics of cultural heritage—in the context of contemporary debates over tourism, art, and belonging. The seminar will have a particular focus on how discourses of racialized, ethnic, and sociocultural differences elide with what is nowadays referred to as “heritage.” Readings will explore theoretical approaches to critical tourism and cultural heritage studies, global policies and practices of heritage recognition, the materiality of memory and historical trauma, as well as historical and contemporary debates over inclusion, representation, and belonging in art and cultural institutions.

Requirements

1. Attend all seminar meetings and lectures, complete assigned readings, and engage thoughtfully in class discussions, particularly during sessions with special guests.
2. Submit weekly posts to Blackboard Discussion Board five questions and/or comments that focus on the assigned readings and films. Your questions and comments should demonstrate thoughtful synthesis of the material addressed and raise issues for further discussion in class. *Deadline for weekly submission: 10 pm Tuesday before class.*
3. A short written (5 page) analysis of a UNESCO World Heritage site to be presented in class as a 5 minute powerpoint presentation.
4. Lead class discussion on assigned readings at least one week during the semester to summarize key concepts discussed in the readings.
5. Final Research project, which may consist of a 25-page paper or a creative endeavor requiring an equivalent amount of investment of labor, mastery of material and ideas, and originality, and a short oral presentation. Note: you must have your project approved by the instructor. Project proposals, consisting of a 200-400 word abstract and annotated bibliography of at least 20 sources to be consulted will be due March 6th.

Readings and Required Texts: Please note that the majority of the readings will be available online in Blackboard. Students will also need to purchase the following books:

Cooks, Bridget R., 2011. *Exhibiting Blackness: African Americans and the American Art Museum*. Amherst: U Massachusetts Press.

Kirschenblatt-Gimblett, Barbara. 1998. *Destination Culture: Tourism, museums and Heritage*. University of California Press.

MacCannell, Dean. 2013 (new edition). *The Tourist: A New Theory of the Leisure Class*. Berkeley: University of California Press.

Meskill, Lynn, 2018. *A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace*. Oxford University Press.

Mitchell, W.J.T., ed. 2002. *Landscape and Power*. Chicago: University of Chicago Press.

Nelson, Robert S. and Margaret Olin, eds. 2004. *Monuments and Memory, Made and Unmade*. Chicago: University of Chicago Press

Lonetree, Amy, 2012. *Decolonizing Museums*. Chapel Hill: University of North Carolina Press.

Stoler, Ann Laura, ed. 2013. *Imperial Debris: On Ruins and Ruination*. Durham: Duke University Press.

Upton, Dell, 2015. *What Can and Can't Be Said: Race, Uplift and Monument Building in the Contemporary South*. New Haven: Yale University Press.

Suggested Texts

Chio, Jenny. 2014. *A Landscape of Travel: The Work of Tourism in Rural Ethnic China*. Seattle: University of Washington Press. (e-book)

Clifford, James. 1997. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.

Probst, Peter. 2011. *Osogbo and the Art of Heritage*. Bloomington: Indiana University Press.

Grading

Weekly Posts: 25%

Participation: 15%

Analysis of a UNESCO World Heritage Site: 10%

Class discussion leader: 15%

Oral Presentation of Final Project: 15%

Final Project: 20%

Academic Conduct

Any evidence of academic dishonesty, including fabrication or misrepresentation of research findings, will be referred to the Academic Affairs office, in accordance with USC's standards for academic integrity.

General principles of academic honest include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code and recommended sanctions. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at: <http://www.usc.edu/student-affairs/SJACS/pages/students/reviewprocess.html>.

Disabilities and Academic Support Systems

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to Professor Lutkehaus as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The DSP phone number is (213) 740-0776.

Week 1: 1/9: Introduction: "Concept Work: Coming to Terms with World Heritage, Cultural Heritage, and Tourism"

Read:

*Peter Probst, "Prickly Prestations: Living with (World) Heritage in Osogbo, Nigeria."

* Peter Probst, 2013. "From Iconoclasm to Heritage: The Osogbo Art Movement and the Dynamics of Modernism in Nigeria" in *A Companion to Modern Africa Art*. Gitti Salami and Monica Blackman Visconà, eds. Pp. 294-310.

Prior to class view online video of Peter Probst and Sarah Hollenberg's presentation, August 27, 2018

Suggested Reading:

Probst, Peter, 2011. *Osogbo and the Art of Heritage*. Indiana University Press.

Week 2: 1/16: Theorizing Cultural Heritage Readings:

* Hobsbawn, Eric and Terrance Ranger, Introduction, *The Invention of Tradition*.

* Lowenthal, David. 2015. *The Past is a Foreign Country – Revisited*. Cambridge: Cambridge University Press (2nd Edition). Pp 23-54, 241-288, 411-412

Smith, Laurajane. 2006. *Uses of Heritage*. London: Routledge. Part 1 (Pp. 9-84)

Guest Speaker:

Amy Gusick (Los Angeles Museum of Natural History)

Additional Reading:

Barthel-Boucher, Diane. 2013. *Cultural Heritage and the Challenge of Sustainability*. Left Coast Press. Chapters 1-2 (Pp. 7-52) E-book

Herzfeld, Michael. 2003. *The Body Impolitic: Artisans and Artifice in a Global Hierarchy of Value*. Chicago: University of Chicago Press.

Week 3: 1/23: UNESCO and World Heritage

Reading: Meskell, Lynn 2018 *A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace*

Guest Speaker: Lynn Meskell (Stanford)

Assignment: Select a UNESCO heritage site that you will analyze in a short paper (5 pages) for Week 6 and present to the class in a short (5 minute) powerpoint presentation

Week 4: 1/30 Theorizing Tourism**Readings:**

Kirshenblatt-Gimblett, Barbara. *Destination Culture: Tourism, Museums and Heritage*, "Exhibiting Jews," Chpt. 2, pp. 79-128.

* Leite, Naomi and Nelson Graburn, "Anthropological Interventions in Tourism Studies" in *The SAGE Handbook of Tourism Studies*, edited by Tazim Jamal. Chapter 3 (E-book)

MacCannell, Dean. 2013 [1976]. *The Tourist: A New Theory of the Leisure Class*. Berkeley: University of California Press.

* Urry, John and Jonas Laarsen. 2011 (1990). *The Tourist Gaze 3.0*. Los Angeles: SAGE. Chapter 1 (Pp. 1-30)

Additional Reading:

MacCannell, Dean. 2011. *The Ethics of Sightseeing*. Berkeley: University of California Press.

Urry, John. 1992. "The Tourist Gaze 'Revisited'." *The American Behavioral Scientist* 36(2): 172-186.

Week 5: 2/6 Memory

Reading:

* Halbwachs, Maurice. 1992. *On Collective Memory*, Lewis A. Coser, trans. Chicago: University of Chicago Press. Chapters on Historical and Collective Memory/Space and Collective Memory (pages forthcoming).

* Nora, Pierre. 1989. "Between Memory and History: Les Lieux de Memoire." *Representations* 26, 7-25.

* Ricoeur, Paul. 2006. *Memory, History, Forgetting*. Chicago: University of Chicago Press. Preface, Part 1 pages 5-7, Chapter 2 pages 86-92 ("The Ethico-Political Level: Obligated Memory"), Chapter 3 [age 93-132 (Personal Memory, Collective Memory), E-book

Additional Reading:

Schama, Simon. 1996. *Landscape and Memory*. New York: Vintage Books.

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Books. (E-book)

Week 6: 2/13 Memory Work and Monuments

Reading:

Nelson, Robert S. and Margaret Olin, eds. 2004. *Monuments and Memory, Made and Unmade*. Chicago: University of Chicago Press. Introduction Pp. 1-10, Chapters 3 (59-82), 5 (107-132), 8 (183-204), and 10 (233-258).

* Ricoeur, Paul. *Memory, History, Forgetting*. Part 3, Chapter 3 Pp 412-456 (Forgetting).

Assignment: Written 5 page analysis of a UNESCO World Heritage site and short oral and visual class presentation of your analysis (5-minute powerpoint oral presentation).

Week 7: 2/20: Exhibiting Indigenous Heritage (Museum and Art Practice)

* Clifford, James, 1997. "Four Northwest Coast Museums: Travel Reflections" in *Routes: Travel and Translation in the Late 20th Century*, pp. 107-147 and "Paradise," pp. 147-188.

Lonetree, Amy, 2012. *Decolonizing Museums*. Chapel Hill: University of North Carolina Press.

Guest Speaker: Amy Lonetree (UCSC)

Additional Reading:

Visual Anthropology Review 34(1) 2018, special issue: "Hyperrealism and other forms of 'Faking it with the Truth'" on Indigenous experimental art and artists

Ginsburg, Faye and Fred Myers. 2006. "A History of Aboriginal Futures." *Critique of Anthropology* 26(1): 27-45.

Week 8: 2/27 Conservation Work and Cultural Heritage Visit to the Getty Conservation Institute

* Agnew, Neville, Martha Demas and Wang Xudong, 2012. "The Enduring Collaboration of the Getty Conservation Institute and the Dunhuang Academy in Conservation and Management at the Buddhist Cave Temples of Dunhuang, China." *The Public Historian*, Vol. 34, NO. 3 (Summer 2012), pp. 7-20.

* Maags, Christina and Marina Svensson, eds. 2018. *Chinese Cultural Heritage in the Making: Experiences, Negotiations, and Contestations*. Amsterdam University Press. (Open Access Book) Chapter 1 (Introduction), Pp 1-40; Chapter 9 (on Datong), Pp. 233-244.

Additional Reading:

Agnew, Neville, et. al. eds. 2016. *Cave Temples of Dunhuang: Buddhist Art on China's Silk Road*. Getty Publications.

Guest Speaker: Sonya Lee (USC)

Week 9: 3/6 Landscapes as Cultural Heritage: Case Study No. 1 Bali

Readings:

* Picard, Michel, "Cultural Tourism," in Bali: Cultural Performances as Tourist Attraction," *Indonesia*, No. 49 (April 1990), pp. 37-74.

* Yamashita, Shinji, 2003. *Bali and Beyond: Explorations in the Anthropology of Tourism*. Berghahn Books. Selected Chapters.

* Lansing, Steve, 1991. *Priests and Programmers: Technologies of Power and the Engineered Landscape of Bali*. Princeton University Press.

* Lansing, Steve, 2000. "Foucault and the Water Temples: A Reply to Helmreich." *Critique of Anthropology*, Vol. 20(3), pp. 309-318.

Guest Speaker: Steve Lansing (Nanyang Technological University, Singapore)

Week 10: 3/13 Spring Break

Week 11: 3/20: Landscapes and Colonial Heritage: "Imperial Debris" and Disaster Tourism

Readings: Ann Stoler, "Introduction: "The Rot Remains"—From Ruins to Ruination," pp. 1-35, in Ann Stoler, ed. 2013. *Imperial Debris: On Ruins and Ruination*. Duke University Press.

Chari, Sharad, "Detritus in Durban: Polluted Environs and the Biopolitics of Refusal," In *Imperial Debris: On Ruins and Ruination*. Duke University Press, pp. 131-161.

Grandin, Greg. 2013, "Empire's Ruin: Detroit to the Amazon," in *Imperial Debris: On Ruins and Ruination*. Duke University Press. Pp. 115-131.

Rao, Vyjayanthi, 2013. "The Future in Ruins," in *Imperial Debris: On Ruins and Ruination*. Duke University Press, pp. 287-321.

* Thomas, Lynnell. 2014. *Desire and Disaster in New Orleans: Tourism, Race, and Historical Memory*. Durham: Duke University Press.

Recommended Reading:

Sion, Brigitte. 2014. *Death Tourism: Disaster Sites as Recreational Landscapes*. Seagull Press.

Project to analyze/consider:
<http://www.exitzeroproject.org/>

Week 12: 3/27: Performing Heritage

Reading: Chio, Jenny. 2013 "Good Fences Make Good Neighbors: Claiming Heritage in the Longji Terraced Fields Scenic Area." In *Cultural Heritage Politics in China*, Tami Blumenfield and Helaine Silverman, eds., 143-159. New York: Springer.

* Chio, Jenny. 2014. Chapter 4 ("Take a Picture with Us": The Politics of Appearance) in *A Landscape of Travel: The Work of Tourism in Rural Ethnic China*. Seattle: University of Washington Press.

* Bruner, Edward A. 2004. *Culture on Tour: Ethnographies of Travel*. Chicago: University of Chicago Press. Chapter 1, Pp. 33-70 (Maasai on the Lawn with BKG), Chapter 7, Pp. 211-230 (Taman Mini)

Kirshenblatt-Gimblett, Barbara, 1998. "Confusing Pleasures," in *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: UC Press, pp. 203-248.

* Oakes, Timothy, 2016. "Villagizing the City: Turning Rural Ethnic Heritage into Urban Modernity in Southwest China" *International Journal of Heritage Studies* 22(10): 751-765.

* Schein, Louisa. 1997. "Performing Modernity." *Cultural Anthropology* 14(3): 361-395.

Recommended Reading:

Kirshenblatt-Gimblett, Barbara, 1998. "Plimoth Plantation," in *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: UC Press, pp. 189-202.

Bunten, Alexis and Nelson Graburn, eds. 2018. *Indigenous Tourism Movements*. Toronto: University of Toronto Press.

* Oakes, Timothy. 2013 "Heritage as Improvement: Cultural Display and Contested Governance in Rural China" *Modern China* 39(4): 380-407.

Film: Chio, Jenny. 2013. 农家乐 Peasant Family Happiness. Berkeley Media. (Online)

Week 13: 4/3: Nationalism and Heritage Tourism (US Focus)

* Shaffer, Marguerite. 2001. Introduction from *See America First: Tourism and National Identity 1880-1940*. DC: Smithsonian Books.

Upton, Dell, 2015. *What can and can't be said: Race, Uplift, and Monument Building in the Contemporary South*. New Haven: Yale University Press

Guest Speaker Dell Upton (UCLA)

Week 14: 4/10:

Race and Cultural Heritage: Black America and American Museums

* Cheng, Irene, Charles L. Davis II, and Mabel O. Wilson. 2017. "Racial Evidence." *Journal of the Society of Architectural Historians* 76(4), 440-442.

Cooks, Bridget R., 2011. *Exhibiting Blackness: African Americans and the American Art Museum*. Amherst: U Massachusetts Press.

* Du Bois, W.E.B. 2018. *Data Portraits: Visualizing Black America*. Princeton: Princeton Architectural Press (book to be published in October 2018; selected chapters.)

Guest Speaker: Bridget Cooks (UC Irvine)

Additional Reading:

* Cahan, Susan E., 2016. *Mounting Frustration: The Art Museum in the Age of Black Power*. Durham: Duke University Press.

* Smith, Shawn M. 1999. *American Archives: Gender, Race, and Class in Visual Culture*. Princeton: Princeton University Press.

* Wilson, Mabel O., 2012. *Negro Building: Black Americans in the World of Fairs and Museums*. Berkeley: University of California Press.

Week 15: 4/17: Landscapes and Monumentality

Reading:

* Broudehoux, Anne-Marie. 2007. "Spectacular Beijing: The Conspicuous Construction of an Olympic Metropolis." *Journal of Urban Affairs* 29(4): 383-399.

* Broudehoux, Anne-Marie. 2010. "Images of Power: Architectures of the Integrated Spectacle at the Beijing Olympics." *Journal of Architectural Education* 63(2): 52-62.

Mitchell, W.J.T., eds. 2002. *Landscape and Power*. Chicago: University of Chicago Press (2nd Edition). Introduction, Chapters 1 (Imperial Landscape), 6 (Territorial Photography), 8 (Invention, Memory, and Place), 9 (Holy Landscape: Israel, Palestine, and the American Wilderness)

Additional Reading:

AlSayyad, Nezar, Mark Gillem, and David Moffatt, eds. 2017. *Whose Tradition?: Discourses on the Built Environment*. London: Routledge.

Chio, Jenny. 2017. "Rendering Rural Modernity: Spectacle and Power in a Chinese ethnic tourism village." *Critique of Anthropology* 37(4): 418-439.

Project to analyze/consider: <http://marketstreet.stanford.edu>

Week 16: 4/24: Student Presentations of projects

Final Projects due Wednesday, May 8