

INTL 190
World Heritage: Development & Change

Fall 2021

Prof. Jana Fortier, PhD
jfortier@ucsd.edu

Mtg Room & Time: RBC 1428, Thurs.,
12:30-3:20pm
Contact & Questions: Use Canvas mail
tool
Class Access: <http://canvas.ucsd.edu/>
version 090721



*Stone relief of Elephant in battle, World Heritage
Site of Vijayanagara Kindom at Hampi, 14th c.
<https://whc.unesco.org/en/list/241>. Photo: J.Fortier*

Course Description: This course is designed to deepen your knowledge of key issues in heritage studies as an emerging field of significance in international studies. Students will delve into topics concerning some challenges of heritage site management with a focus on climate change mitigation, plus issues concerning cultural patrimony, heritage tourism, heritage site related nationalism, the politics of site nominations, and recent traditions. We'll discuss concerns of people in various world areas, especially in Europe, Asia, and the Americas. Some of the questions we'll ask include, 'How have armed conflict and war impacted major heritage sites?'; 'Can damaged heritage sites rebuild after climate change related disasters?'; 'Why is heritage often a contested past?'; 'How can we properly honor the ancestral past of others in complex, multicultural nation-states?'. Students should plan on writing a research paper which addresses one country's world heritage site and current issues of preservation, tourism, disaster mitigation, or another central issue involving potential sustainable solutions.

Learning Outcomes

- Recognize the dimensions of physical geography, climate issues, and weather influences on heritage sites
- Become familiar with basic geopolitics, demographics, migrations, & communities in class readings
- Appreciate diversity of language families, their political significance in class readings

- Become familiar with basic concepts surrounding heritage studies
- Master key ideas and conceptual frameworks in heritage studies
- Apply relevant concepts to topics discussed in class
- Appreciate the role of significant biota (plants and animals) in ecology of regions under discussion
- Recognize features of the landscape of regions under discussion in class and in class readings
- Write about and discuss concepts from readings and class discussions with a consideration of one's own situated knowledge.

Course Requirements You will probably have a day or two when you feel unable to get to your lectures, or finish a weekly question, or join in discussions. Don't get discouraged! Just email or ask to conference with me. Let me know if you need help with a research paper topic, if you want me to review your writing, or if you don't understand some concepts. Sometimes I miss seeing an email, too, so don't be shy about sending a request twice.

1. Attendance. Be prepared to attend sessions in synchronous time whenever possible. For anyone attending asynchronously, you will need to submit a 1 page (250+ word) summary from the posted zoom class lecture. You are expected to be on time for class, complete your readings before class, & prepare with questions and comments for discussion. Students who miss class or assignments for the purpose of religious observance, job interview, illness, or a crashing computer are permitted to make up course work. Please email me through Canvas about your situation ahead of time or in a timely manner. Class participation may involve sharing highlights from your WQs during class, doing an activity in class, or reflecting on films and media in group discussions. 20pts/meeting session (~140 pts total).

2. Weekly Questions (WQs). You turn WQs into the *Assignments* tab in Canvas by *Tuesday, 6 pm* PST each week except for weeks 7 and 9. Write about the readings assigned for the upcoming class session. For example, read Week 2 assigned readings and turn in your WQ on Oct 5th for the Week 2/Oct 7th meeting. In your WQ, write up some of the questions you have about our weekly readings and lectures. Typically, you might write thoughtfully about a follow-up question you have, or a key idea that needs more clarification for you, or simply some idea from lecture or the readings that you want us to talk about more. You can write a question for all the readings, or a longer question for just one of the readings as you prefer. Elaborate on your questions enough so that you write **1-2 pages (250-500 words)**. This is where we have a chance to connect relevant topics in the news with our lectures & readings. I look forward to reading these, so try to come up with some interesting thoughts and ideas! ~140 pts

3. Research Paper. Your research paper will be based on a research question with sections for the background, data, and analysis around the paper's topic. Details and guidance will be given in class and will be personalized so that you can do research on a topic of your interest. Research papers will be about 4,000-5,000 words. Altogether your paper will be about 20 pages, double spaced, including a cover page, body of text, tables, maps, figures, references, and any footnotes.

Preparing the Research Paper. Details will be given in class, but this is an overview of the process of building your research paper. Due each week:

Week 3 - Research Proposal. Write a one page summary about your intended subject. 20pts

Week 4 - Literature Review. Write 1-2 pages about the articles you intend to use for your paper. Choose 2 readings from class syllabus as references. In addition, choose 2-10 articles from outside reading of your topic. For each article, write a couple sentences about why this article is best for your paper. Choose peer-reviewed journals and books which are relevant to your topic and information. Ask me to approve any other references, from blogs or newspapers for example. Submit your lit review in Chicago reference style preferably. 20pts

Week 5 - Data Collection. Describe what kind of data, facts, and information you will be using. This may be information you collect through an interview with someone, or data you collect from a published database, such as data that you gather from relevant government agencies or non-governmental organizations (NGOs). 20pts

Week 6 – Outline of Research Paper – Explain the significance of your research topic; the titles of your paper’s sections; and 3-4 highlights that you plan to include in your paper. and why you will analyze and present each type of data that you collect. 20pts

Week 7 - Figures, Maps, and Tables. Choose 2-3 of these to include in your paper. 20pts

Week 8 & 10 – Give a 10 minute PPT presentation about your research. 50pts

Finals Week – Research Paper is due Monday, Dec. 6th, midnight. 250 pts

Other Information

Written work is graded with attention to *depth, breadth, clarity, creativity, and examples*. In other words, given the parameters of written assignments, write with attention to appropriate depth of ideas for your topic, with choosing appropriate breadth of points you can cover, and write with clarity of thought and grammar. Your writings should always aim for some lively creativity and showcase examples to highlight your topic or main points. Avoid unnecessary wordiness and spoken idioms!

Extra Credit You will need to ask me for extra credit & it will be offered under the **Assignments** tab. You may do these if you missed an WQ or other assignment. Using an assigned YouTube video for guidance, you can make a banana leaf plate, for example.

Extra sites such as Google Drive, Google Sites, and Mendeley If you all feel it necessary, we can create a Google class site to share or store video or audio clips, PDF articles, writing drafts etc. This is optional & I’ll create one for the class if asked.

Evaluation Policy: For D.S.P.S. students, reasonable accommodations will be made. It is the responsibility of the student to present their situation to the instructor during the first Session of the session so that a learning support plan of action can be put in place. Student rights, responsibilities and administrative due process is also enumerated in campus policies. Students agree that by taking this course required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such submitted papers will be included as source documents in the Turnitin.com reference

database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Summary of Canvas Organization PDF articles are in **Files**; Past Zoom Lectures are in **Media Gallery**; Weekly Written Question and Final Paper are in **Assignments**; Discussions and group talks are in **Discussions**. **Attendance** will be entered by me periodically in the gradesheet. The **Pages** folder contains optional material.

Summary of Grading 140pts Attendance; 140pts Weekly Questions; 400pts Research Paper, including components.

A/A- = 91-100%; B+/B/B- = 81-90%; C+/C/C- = 71-80%; D+/D/D- = 61-70%

Course Syllabus Readings

We will read from PDF articles which are available on Canvas. Articles are in the PDF readings file folder under the Author's last name. You should read the assigned material for about 2-3 hours in any given week. If you cannot complete an article, finish up by reading the section headings, paragraphs first sentences, headings, and conclusion.

Week 1 (Sept. 30) Defining Culture, Heritage, & Human Adaptability

Readings:

Sachs, Jeffrey. Ch. 1 "Introduction to Sustainable Development" and Ch. 11 "Resilient Cities" (pp.355-374) in *The Age of Sustainability*. Columbia University Press.

UNESCO World Heritage Convention. 2007. Intro & Chapter 1 (pp.12-22 about Sagarmatha) in *UNESCO Case Studies of Climate Change and World Heritage*.

Silverman, Helaine. 2011. "Contested Cultural Heritage: A Selective Historiography." In: *Contested Cultural Heritage: Religion, Nationalism, Erasure, and Exclusion in a Global World*. Routledge.

Media:

Explore a Website: **World Heritage List** <https://whc.unesco.org/en/list/>
Some places that are highlighted in this class are World Heritage Sites. Learn more about them here.

Watch a Video: [Climate Change: Assessing Vulnerability in Pakse, Laos](#)

Week 2 (Oct. 7) World Heritage, Climate Change & Vulnerability

Readings:

MacDonagh, Michael. 2019. "Riding The Storm — Archaeological Heritage And Climate Change." *Archaeology Ireland* 33 (3): 30–33.

Sachs, Jeffrey D. 2009. "Ch. 12: Climate Change." In *The Age of Sustainable Development*, (Read initial 22pp of the PDF)

Brosché, Johan, Mattias Legnér, Joakim Kreutz, and Akram Ijla. 2017. "Heritage under Attack: Motives for Targeting Cultural Property during Armed Conflict." *International Journal of Heritage Studies* 23 (3): 248–60.
<https://doi.org/10.1080/13527258.2016.1261918>.

Optional: **Peel**, M. C., B. L. Finlayson, and T. A. McMahon. 2007. "Updated World Map of the Köppen-Geiger Climate Classification." *Hydrology and Earth System Sciences* 11 (5): 1633–44. <https://doi.org/10.5194/hess-11-1633-2007>.

Media:

Explore a Website: Ireland's World Heritage at [Brú na Bóinne - Archaeological Ensemble of the Bend of the Boyne](#)

The EcoCasa in Nogales, Sonora, Mexico
<https://nogalesecocasa.arizona.edu/ecocasa-nogales-sonora>

Watch a Video: [EcoCasa Mexico](#)

Week 3 (Oct. 14) Nature, Culture, and Sacred Landscapes

Readings:

Pyne, Stephen J. "The Pyrocene: A brief future" in *Fire: a brief history*. University of Washington Press, 2019. (Read about 25 pages of your choice)

Guichard-Anguis, Sylvie. "Walking through world heritage forest in Japan: The Kumano pilgrimage." *Journal of Heritage Tourism* 6.4 (2011): 285-295.

Serbulea, Mihaela, and Unnikrishnan Payyappallimana. "Onsen (hot springs) in Japan: Transforming terrain into healing landscapes." *Health & place* 18.6 (2012): 1366-1373.

Explore these Websites: [Restoring California's Forests](#)

[Sacred Sites and Pilgrimage Routes in the Kii Mountain Range, Japan](#)

Watch a Video: "[Tending the Wild: Cultural Burning](#)" produced by Juan Devis, with KCETLink Media Group and The Autry Museum of the American West. 2016, 19min.

Session 4 (Oct. 21) Heritage: Adapting in an Age of Environmental Challenges

Readings:

UNESCO World Heritage Convention. 2007. Chapter 5 (pp.64-79 about various WH Cities) in *UNESCO Case Studies of Climate Change and World Heritage*.

Kelman, Ilan, and Marius Warg Næss. "Climate change and migration for Scandinavian Saami: a review of possible impacts." *Climate* 7.4 (2019): 47.

Beniston, Martin. 2008. "Sustainability of the Landscape of a UNESCO World Heritage Site in the Lake Geneva Region (Switzerland) in a Greenhouse Climate." *International Journal of Climatology* 2029 (March 2008): 2011–29.
<https://doi.org/10.1002/joc>.

Explore a Website: [The Lavaux Vineyards of Switzerland](#)
and
[Timbuktu, City of Mali](#)

See the Rock Art of Alta, in Scandenavia <http://whc.unesco.org/en/list/352>

Session 5 (Oct. 28) A Place in the Sun: Tourism, Heritage, and Change

Markham, A. et al. 2016. *World Heritage and Tourism in a Changing Climate*. Nairobi, Kenya: UNEP/United Nations Environment Programme. Read Pages 11-32.

Weber Melissa, Mark Groulx, Christopher J. Lemieux, Daniel Scott & Jackie Dawson (2019) Balancing the dual mandate of conservation and visitor use at a Canadian world heritage site in an era of rapid climate change, *Journal of Sustainable Tourism*, 27:9, 1318-1337s

Duval, Melanie, and Benjamin W. Smith. "Seeking sustainable rock art tourism: the example of the Maloti-Drakensberg Park World Heritage Site." *South African Archaeological Bulletin* 69, no. 199 (2014): 34-48.

Optional: **Irandu**, E., and P. Shah. "Development of cultural heritage tourism in Kenya: a strategy for diversification of tourism products." *Conservation of Natural and Cultural Heritage in Kenya. A Cross-Disciplinary Approach* (2016): 154-171.

Explore a Website: [UN World Tourism Organization](#)

Watch a Video: [Top 10 UNESCO WH Sites in Africa](#)

Session 6 (Nov. 4) Assessing Endangered Intangible Cultural Heritage

Readings:

Zhang, Qiaoyun. "Intangible Cultural Heritage Safeguarding in Times of Crisis." *Asian ethnology* 79, no. 1 (2020): 91-113.

Prance, Ghilleen. "Ethnobotany, the science of survival: a declaration from Kaua'i." *Economic Botany* 61, no. 1 (2007): 1.

Garcia, Barbara Minguez. "Resilient Cultural Heritage for a Future of Climate Change." *J. of International Affairs*. 73(1):101-120.

Explore a Website: [UNESCO Intangible Cultural Heritage](#)

Watch a Video: [Suri Jagek, traditional meteorological and astronomical practice](#)

Practice of telling weather by Kalasha people of Pakistan

or

[Jeju Chilmeoridang Yeongdeunggut](#) – (pronounced like "jay-jew chill-morey yong-dong-goo") Women who are traditional ocean divers for abalone and other seafood

Session 7 (Nov. 11)

Nov. 11 Veteran's Day Holiday/No class on Thurs.

- 1) Work on and turn in your Week 7 Data Assignment. *Week 7 - Figures, Maps, and Tables.* Choose 2-3 of these to include in your paper and do a mock up of them to insert into your paper; write tentative captions for them to use in your paper. See Canvas assignment for details. 20pts
- 2) Flesh out your outline of your research paper.

Optional: Explore a Website: [Mak Yong Intangible Cultural Heritage](#);

Watch a Video: [Mak Yong Theatre](#)

Session 8 (Nov 18) Student PPT Presentations

Readings: Presenters will provide 1 article for class reading by November 12th (Friday). Send your article in a PDF format to me for distribution on Canvas for other students to read.

In the News: Six African heritage sites under threat from climate change
<https://www.bbc.co.uk/news/world-africa-54158901>

Session 9 (Week of Thanksgiving) No Class

No reading reviews are due. Use your time this week to write the main draft of your research paper.

Optional: **Nabhan**, Gary P. 1998. "Songs of the Seri." *Sierra Magazine* 83, no. 6 (1998): 64-72.

Explore a Website: <https://whc.unesco.org/en/list/1182>

Session 10 (Nov 30/Dec 1) Student Presentations

*Presenters will provide 1 article for class reading by November 26th (Friday). Send your article in a PDF format to me for distribution on Canvas for other students to read.

Final paper is due Monday Dec. 6th, midnight. Remember to format your 4,000 – 5,000 word paper with page numbers, a cover page with a title and your name. You may use either single or double spacing. You can use any standard citation format (APA, Chicago, Harvard) but be consistent. Upload in a standard file format (.docx file or a PDF file).