Course Description
Cultural property is arguably the most hotly contested issue in the overlapping spheres of art history, anthropology, museums, and international affairs today. Globalization draws us closer together while simultaneously sharpening focus on questions of who owns what, who determines what constitutes a people’s cultural heritage, where it belongs and how it is displayed. This course will explore facets of this contested terrain. Topics range from museums and processes of identity formation, questions of repatriation and restitution of cultural property to the protection and targeted destruction of patrimony in times of conflict.

Learning Outcomes
This course is designed as an upper level seminar in which the subject at hand is explored in depth. Readings, class discussion and debates, presentations and a final paper aim to take students below the surface of issues and behind the walls of key institutions concerned with cultural property and heritage (including museums, governments, NGOs, and tourism). We are also interested in the light that interdisciplinary and different international perspectives can shed on central questions and debates. We have different backgrounds as instructors, in anthropology and art history, respectively, and we draw on experience of different systems and approaches – the European and the North American – to the same problems. We aim to give students a deep and nuanced view of one of the key cultural issues of our time. In-class discussion and presentations will sharpen oral expression while a final paper will hone research and writing skills.

Requirements and Assignments
1. Readings and class participation – 20% (each student will be asked once to take charge of summarizing main points of reading for class discussion)
2. Class presentation (10 minute summary of your research paper) – 20%
3. Research paper – 60% (topic to be chosen by student; a list of suggested topics will be provided)

As an upper-level seminar, the course will be driven by a healthy exchange of ideas among participants, guided by carefully selected readings and intervention from instructors. We expect students to reach a sophisticated understanding of key issues.
To achieve these goals, we expect students to come to class ready to participate fully in class, to take turns identifying key points for discussion. Except for September 16 and 23 classes will begin with a short student presentation of the readings. Students are expected to discuss their presentation one day before class with the instructors. Students are also required to share their research in the form of a short class presentation. The presentation will derive from a 15-20 page research paper based on a topic of the student’s choice. In addition to the topics discussed in class we will provide a list of other topics. Students are expected to have decided on a particular by October 14.

**Sept 2: Introduction**

[To be read in advance of the class. Students will be asked to answer questions for class discussion. Each student will submit in advance an image of one thing they view as representative of “authentic” American heritage.]

**Art and Identity**

**Sept 9: Museums and National Heritage in Revolutionary Europe: The Origins of an Idea**
Reading:

[questions to guide reading and class discussion will be sent to the class in advance]
Sept 16: National Museums and Universal Heritage: The Louvre and Beyond
Part 1: Lecture on the development of national museums and art galleries
Reading:
1. Carol Duncan, Civilizing Rituals, 7-47 [substitute McClellan, on universal museums?]

Part 2: Class debate: Where do the Parthenon Sculptures/Elgin Marbles belong?
Putting aside legal questions (which favor retention by the British Museum), first identify the arguments at stake in this debate and then decide where the sculptures belong and why.
Reading:
http://www.parthenonuk.com
4. also skim Melina Mercouri’s speech to the Oxford Union on the return of the Parthenon Sculptures: http://www.greece.org/parthenon/marbles/speech.htm

Sept 23: The Universal Museum, For and Against
Part 1: Lecture on the development of survey museums in Europe & USA
Reading:
1. Duncan, Civilizing Rituals, 48-71/substitute my article on Denon?

Part 2: Class debate: For and Against the Universal Museum
Identify the main points for and against the universal museum and argue for whichever position you take, for or against.
Reading (For):
http://www.theguardian.com/artanddesign/2004/jul/24/heritage.art
Reading (Against):
5. Kwame Opoku, “When will everyone finally accept that the British Museum is a British museum?” (2009)
http://www.afrikanet.info/menu/kultur/datum/2009/02/22/comments-on-a-
Value and Destruction

Sept 30: War and Heritage: From Plunder to Preservation
Reading:
   http://archive.org/stream/protectionofartd01clemuoft/protectionofartd01clemuoft_djvu.txt
3. Hague Conventions (1907, 1954) on preservation of cultural property: (a)
   http://www.icrc.org/custumary-ihl/eng/docs/v2_rul_rule40 (parts I and ii); (b)
   http://www.icrc.org/custumary-ihl/eng/docs/v2_rul_rule38 (parts 1 and ii);

[students will be asked to summarize and distribute key points for discussion]

Part 2: Class discussion: Can universal museums save mankind from itself?
Reading, in addition to the above:

October 7 Curating the World: UNESCO as a Meta-Museum?

Part One: How the Notion of World Heritage Emerged and how World Heritage Works
Reading
   http://whc.unesco.org/

Part Two: Challenging the System
Reading
http://whc.unesco.org/en/sessions/38com/

[students will be asked to summarize and distribute key points for discussion]

**October 14 Heritage and its Discontents**

**Part One: Heritage versus History: The Theme Park Suspicion**

Reading

http://ec.europa.eu/culture/policy/culture-policies/cultural-heritage_en.htm

**Part Two: Politics of Recognition. Tangible versus Intangible Heritage: Does it Work?**

Reading.

**Part Three: Whose Heritage?**

Reading
5. *Something on the National Museum of the American Indian* or something on South Africa after apartheid. Reading will follow

[students will be asked to summarize and distribute key points for discussion]

**Property and Memory**

**October 21 Preserving Heritage and the Values of Exchange**

**Part One: Thinking about Exchange after World War I**

Reading

Part Two: From Inheritance to Heritage as Generational Exchange:
Reading

Part Three: Case Study: How the Home of a Nigerian River goddess became a UNESCO World Heritage Site
Reading

[students will be asked to summarize and distribute key points for discussion]

**October 28: Property and Persons**

Part One: Property as a Cultural Concept
Reading

Part Two: Aboriginal Art in the Art Market: The Pintupi Case
Reading

[students will be asked to summarize and distribute key points for discussion]

**November 4: Property Claims and the Future of Anthropological Museums**

Part One: How to Overcome the Colonial Baggage
Reading

**Part Two: Native American Graves Protection and Repatriation Act/NAGPRA.**
Guest speaker: Patricia Capone, Museum Curator, and Director of Research and Repatriation, Peabody Museum of Archaeology and Ethnology, Harvard University

*[students will be asked to summarize and distribute key points for discussion]*

**November 11** Veterans Day (no class)

**November 18: Looking back into The Future: Digital Heritage**

**Part One: Capturing Heritage: from Painting do Digital Photography**:
Reading
1. Short pieces on Panini’s Rome and Malraux’s Museum without Walls; readings will follow

**Part Two: Digital Technology and Maori Heritage**
Guest Speaker: Brinker Ferguson, PhD student, UCSC

Reading in addition to the above

*[students will be asked to summarize and distribute key points for discussion]*

**November 25: Student presentations**

**December 2: Student presentations**