

ΠΕΡΙΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ (Course Syllabus)

1. General

School	School of Humanities and Social Sciences		
Department	Department of Culture, Creative Media and Industries		
Study Level	Undergraduate		
Course code	ΕΠ115	Semester	1st-3rd
Course Title	Cultural Politics and Critical Heritage		
Autonomous Teaching Activities		Weekly Teaching Hours	Credits
Lectures and Tutorials		3	5
Course Type <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>		Optional Course, Interdisciplinary/Scientific area Scientific area: Anthropology, Cultural Studies, Museology, History, Visual and Material Culture Studies	
Prerequisites:			
Course teaching and evaluation language:		Greek	
The course is offered to Erasmus incoming students		No	
Course Page (URL)		https://eclass.uth.gr/courses/CULT_U_114/	

2. Learning Outcomes

Learning Outcomes

Describe the learning outcomes of the course, the specific knowledge, skills and abilities students will acquire upon successful completion of the course of the appropriate level.

Upon successful completion of the course students will be able to:

1. Understand analytical concepts / categories such as: orientalism, “gaze”, neoliberalism, consumption, social life of objects, structural nostalgia, social memory, nationalism / national fantasy, directed authenticity, hegemony, etc.
2. Demonstrate knowledge of basic historical processes related to the development of viewing and cultural policies (eg museums in Europe, International exhibitions in the 19th century, colonialism and spectacles, photography and colonialism, etc.)
3. Recognize the use of different media (images, texts, installations, buildings, etc.). in the mediation of culture
4. They apply these concepts to their own personal experiences (tourism, local cultural associations, representation of their own cities on social media, etc.).

General Skills

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which one (s) does the course aim for?

Research, analyze and synthesize data and information, using the necessary technologies

Adaptation to new situations

Decision making

Independent work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas Project design and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and gender sensitivity

The course aims at cultivating the following skills:

«Research, analyze and synthesize data and information, using the necessary technologies»

Students are asked to collect and evaluate digital/online material and reflect on their own experience in relation to various realms of cultural politics (museums, etc.)

“Independent work”

Students are assigned specific topics and scientific articles to present in class.

«Working in an interdisciplinary environment»

students read and evaluate essays and texts reflective of different disciplines in Greek and in English.

“Production of new research ideas” (students are trained to assess the usefulness of different theoretical models in analyzing and illuminated cultural domains such as local museums).

“Respect for diversity and multiculturalism”

Students are exposed to a detailed exploration of the history of racism, colonialism and their relationship/connection with institutional cultural politics and policies. The course further overviews contemporary trends and movements regarding the question of sexual, cultural and ethnic alterity and explores ways for publicly investigating and displaying such issues in museum and gallery spaces.

«Demonstrate social, professional and ethical responsibility and gender sensitivity»

The course examines the question of ethics in the representation of Others (minorities, patients, etc)- it pays particular attention to the role of women and men as gendered subjects in institutions and constellations relating to cultural representation.

«Exercising criticism and self-criticism»

Students delve into various critical theories through discussions in class—The tutor presents these theories as different tools for understanding cultural practice—students are invited to develop their own critical skills and capacity to assess cultural phenomena by synthesizing these theoretical ideas.

“Promoting free, creative and inductive thinking” :

see above point- emphasis on the selective, reflexive use of theoretical models and on synthesizing and creatively combining these models.

3. Course Content

[At the beginning of term students were provided with a more detailed course outline and syllabus featuring the weekly themes and associated key and secondary bibliographical readings—you will find a short summary below]

Description:

This course explores the processes through which culture becomes an object of representation and management by institutions and laypeople and it investigates the political implications and effects of these processes in shaping notions of the past, as well as understandings of community, temporality and the nation. How do particular societies remember the past and what are the political implications of turning a site or an event into an exhibit or a public image? What kind of tensions emerge due to the tourist expectation for spatial conservation in the lives of local communities? What is the role of institutional archaeology in shaping understandings of the past

and the future and how is that role subject to clashes and contestations? How is the scope of colonialism useful in exploring the history of Modern Greece? How is the museum implicated in the re-organization of time, place and the nation? What happens when the object of heritage and conservation involves ethically difficult subjects such as war, displacement and violence? These are some of the questions explored by this course. Students will have the chance to examine the political and aesthetic processes that underline the representation of culture by commercial, educational and unofficial mechanisms in and through different media (images, texts, installations, architecture).

The 13 teaching weeks cover the following topics:

- The Real and the Non-Real: Simulations and Nostalgia in late Modernity
- Museum, Seeing, Power
- Cultural Heritage and Representation as Power
- Colonialism and Museums
- Archaeology, Cultural Heritage and Daily Life
- Greece as a Crypto-colony? Neoclassicism and Antiquities
- The Acropolis
- “Tradition” and Tourist Expectations
- Culture, Consumption, Neoliberalism
- Dark Tourism: War as Pleasure and Spectacle
- Difficult Heritage: Nazism and the Holocaust

4. Instructive and Learning Methods - Evaluation

Delivery Method.	Delivered by physical presence and on Ms-Teams following restrictions due to the Covid-19 pandemic.													
Use of IT's in teaching and communication with students	<ul style="list-style-type: none"> ● Power Point presentations featuring still and moving imagery as well as textual summaries of theory ● Support Learning Process via the e-class platform ● Electronic communication with students as well as face-to-face meetings 													
Teaching Structure <i>The methods of teaching are described in detail</i> <i>The student study hours for each learning activity are recorded as well as the non-instructional study hours so that the overall workload at semester level corresponds to ECTS standards.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;"><i>Methods</i></th> <th style="background-color: #d9ead3;"><i>Semester Work Load</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Interactive discussion in class</td> <td style="text-align: center;">20</td> </tr> <tr> <td>In-class presentations of articles</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Final oral exams</td> <td style="text-align: center;">72</td> </tr> <tr> <td><i>Course Total</i> <i>(25 Hrs. Work Load per Credit Unit)</i></td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Methods</i>	<i>Semester Work Load</i>	Lectures	20	Interactive discussion in class	20	In-class presentations of articles	13	Final oral exams	72	<i>Course Total</i> <i>(25 Hrs. Work Load per Credit Unit)</i>	125
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Student Evaluation <i>Description of the evaluation procedure</i>	<p><u>Formative assessment:</u> Oral presentations of particular coursework and/or observation exercise, using audiovisual material.</p> <p><u>Summative assessment:</u> Oral exam at the end: Students are assessed in oral exams (online or in person depending on regulations concerning covid): They are asked 2 kinds of questions: 1: brief, informational which assess their capacity to describe basic points covered during the class</p>													

(e.g., what does UNESCO do? 2: questions that demand a critical assessment of theory and ethnographic examples: e.g., How do you understand Foucault's idea that the foundation of power is the production of knowledge to apply to Greek heritage institutions?

Final exam: 80%
Mini Assignment: 20%

The evaluation criteria are explicitly mentioned during the first introductory lecture. They are also available, in the course description on the university's eclass asynchronous e-learning platform.

5. Recommended Readings

Bibliography (this is a mere sample reflective of some of the themes explored in the different weeks-full biblio can be found in the syllabus uploaded on eclass).

Albro, Robert. 2009. Neoliberal Cultural Heritage and Bolivia's New Indigenous Public. Στο *Ethnographies of Neoliberalism* επιμ. Carol J. Greenhouse. Philadelphia: University of Pennsylvania Press.

Alonso González, Pablo. 2019. *The Heritage Machine: Fetishism and Domination in Maragateria, Spain*. London: Pluto Press.

Bastéa, Eleni. 2000. *The Creation of Modern Athens: Planning the Myth*, Cambridge: Cambridge University Press,

Bennett, Tony. (1995) *The Birth of the Museum: History, Theory, Politics*. London: Routledge.

De Cesari, Chiara. 2010. Creative Heritage: Palestinian Heritage NGO's and Defiant Arts of Government. *American Anthropologist*. 112 (4): 625-637.

Hamilakis, Yannis. 2007. *The Nation and Its Ruins: Antiquity, Archaeology, and National Imagination in Greece*. Oxford: Oxford University Press.

Heidegger, Martin. 1977. [1935]. "The Age of the World Picture" in *The Question Concerning Technology and Other Essays*. trans. William Lovitt, New York: Harper.

Herzfeld, Michael. 1991. *A Place in History: Social and Monumental Time in a Cretan Town*. Princeton, NJ: Princeton University Press.

Herzfeld, Michael. 2002. "The Absent Presence: Discourses of Crypto-Colonialism", *The South Atlantic Quarterly* 101 (4): 899-92.

Hirsch, Marianne. 2013. "The Generation of Postmemory". In *On Writing with Photography* eds. Karen Beckman and Liliane Weissberg. University of Minnesota Press.

Hyndman, Jennifer and Amarnath Amarasingam. 2014. Touring "Terrorism": Landscapes of Memory in Post-War Sri Lanka. *Geography Compass* 8/8 (2014): 560–575.

Kalantzis, Konstantinos. 2020 "[Picturing the Imaginable](#): Fantasy, Photography and Displacement in the Highland Cretan "Village." *Journal of Modern Greek Studies* 38: 59–84.

Kalantzis, Konstantinos. 2019. *Tradition in the Frame: Photography, Power and Imagination in Sfakia, Crete*. Bloomington: Indiana University Press.

Lekakis, S. (ed.) *Cultural Heritage in the Realm of the Commons: Conversations on the Case of Greece*. London: Ubiquity Press.

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

MacDonald, Sharon. 2016 [2006]. (ed.). *Μουσείο και Μουσειακές Σπουδές: Ένας Πλήρης Οδηγός*. Athens: PIOP

MacDonald, Sharon. 2018. "Heritage". *The International Encyclopedia of Anthropology*. Edited by Hilary Callan. JohnWiley & Sons

Mitchell, Timothy. 1988. *Colonising Egypt*. Cambridge: Cambridge University Press

Pinney, Christopher. 2008. "Colonialism and Culture." In *The Sage Handbook of Cultural Analysis*, edited by Tony Bennett and John Frow, 382–406. London: Sage

Said, Edward W. 1978. *Orientalism*. London: Routledge and Kegan Paul.

Yiakoumaki, Vassiliki. 2006. "Local," "Ethnic," and "Rural" Food: On the Emergence of "Cultural Diversity" in Greece since its Integration in the European Union, *Journal of Modern Greek Studies* 24(15): 415-445.

Students are assessed based on their study of the materials delivered and explained during classes. The core content of these lectures, including images and a summary of theoretical positions, is uploaded by the instructor as ppt presentations (one per week) on eclass. Students are also asked to read particular chapters, either from the book (Evdoxos) or made available on class.

Journals: Journal of Material Culture, International Journal of Heritage Studies, American Ethnologist, Journal of Modern Greek Studies, Representations, Memory Studies, American Anthropologist, Critical Inquiry, New formations, Historein, Sighrona Themata