ANTH 109
Climate Change, Cultural Heritage, and Vulnerability

Figure 1 Stone relief of Elephant in battle, Vijayanagara Kindom at Hampi, 14th c.

Fall 2021

Prof. Jana Fortier
jfortier@ucsd.edu

Mtg Room & Time: CENTR 207, Tues., 5:00-7:50pm
Contact & Questions: Use Canvas mail tool
Class Access: http://canvas.ucsd.edu/
version 090721

Overview: This course is designed to deepen your knowledge of key issues in heritage studies as an emerging field of significance in the anthropology of climate change and human solutions. Students will delve into topics concerning some challenges of environmental effects on heritage site management, cultural patrimony, heritage tourism, heritage site related nationalism, the politics of site nominations, preserving heritage in emigrant communities, invented traditions, etc. We'll discuss these concerns of people in various world areas, but with a focus on societies in Asia and the Americas. Some of the questions we'll ask include, 'What roles are played by climate changes during war torn heritage sites?'; 'Can damaged heritage sites rebuild after climate change related disasters?'; 'How do environmental changes impact the historical representations of heritage sites?'; 'How can we properly honor and preserve the ancestral past of indigenous communities in complex, multicultural nation-states?'. Students should plan on learning about current issues of climate effects, preservation, tourism, disaster mitigation, and other issues involving potential sustainable solutions.

Learning Outcomes

•Recognize dimensions of physical geography, climate issues, and weather influences on heritage sites
•Become familiar with basic geopolitics, demographics, & communities featured in class readings
•Become familiar with basic terminology & concepts surrounding climate change and heritage studies
•Master key ideas and conceptual frameworks in heritage studies with attention to climate issues
•Apply climate change solutions involving adaptation & mitigation to case studies
•Earn a Certificate of Completion in a UNESCO Climate Change learning module
•Appreciate the role of keystone species and human involvement in discussion of ecological regions
•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 few days 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/Participation. 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, reflecting on films and media, group discussions, small group work, and analyzing items in the news. We may also watch videos that are available from the UCSD film library or youtube. (~140 pts total).

2. Weekly Questions (WQs). You turn WQs into the *Assignments* tab in Canvas by *Sunday, 6 pm* PST each week except for weeks 1 and 10. 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! ~160pts

3. PPT. Your 10 minute PPT presentations will be based on the theme of climate change and environmental issues at a major heritage site. PPTs will be presented during weeks 8 & 10. You will have the opportunity to work in pairs for this assignment. 50pts

4. Midterm & Final– Online modules which are about 2-4 hours time; details to be discussed in class - due Tues, Dec. 7th, midnight. 50 pts each.

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 week 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.

Video: When watching films through the UCSD library, first turn on your computer device's VPN (Virtual Private Network) connection to UCSD. Details are available at https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/. You can then access by clicking on the video links in the UCSD library film and video webpage (http://roger.ucsd.edu/search~S3). Type in the name of the film/video or click on the video name in this syllabus. If you lose your VPN connection or the film stops, you can often "Reload" (Command+R) and this gives the video more time to download so you can pick up where you left off.

Summary of Canvas Organization PDF articles are in **Files***;* Past Zoom Lectures are in **Media Gallery***;* Weekly Questions, Midterm, and Final are in **Assignments***;* Group talks are in **Discussions. Attendance** will be entered into Canvas by me once a month.

Summary of Grading About 500pts: 140pts Attendance; 160pts Weekly Questions; 50pts Midterm; 50pts PPT; 50 pts Final project.

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.

Session 1* (Sept. 28) *Defining Culture, Heritage, & Human Adaptability

UNESCO World Heritage Convention. 2007. Intro & Chapter 1 (pp.12-22) 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.

Sörlin, Sverker, and Melissa Lane. 2018. "Historicizing Climate Change—Engaging New Approaches to Climate and History." Climatic Change 151 (1): 1–13. https://doi.org/10.1007/s10584-018-2285-0.

Optional: **Sachs**, Jeffrey. Ch. 1 "Introduction to Sustainable Development" in *The Age of Sustainability*. Columbia University Press.

Media: Explore a Website: **World Heritage List** https://whc.unesco.org/en/list/

Watch a Video: Climate Change: Assessing Vulnerability in Pakse, Laos

Session 2* (Oct. 5) *Climate Change & Vulnerability

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 some Websites: Ireland's World Heritage at Brú na Bóinne - Archaeological Ensemble of the Bend of the Boyne and

the Sonoran Desert's World Heritage site at

https://en.wikipedia.org/wiki/El_Pinacate_y_Gran_Desierto_de_Altar_Biosphere_Reserve

Living in the Sonoran desert: 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

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

Rock art of Alta, in Sapmi, the Sámi People's Territory of Scandanavia

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. 19) *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 on Climate Change and World Heritage.*

Kelman, Ilan and Marius 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. 26) A Place in the Sun: Tourism, Heritage, Climate 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 et al. (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 Approac*h (2016): 154-171.

Explore a Website: UN World Tourism Organization
Watch a Video: Top 10 UNESCO WH Sites in Africa

Session 6 (Nov. 2) Assessing Endangered Intangible Cultural Heritage

Readings:

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

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

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

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

Session 7 (Nov. 9) Mitigating Climate Change in Cities & Safe-Guarding Heritage

No Class Meeting and No Week 7 Reading Questions

Optional: **Sachs**, Jeffrey. Ch. 11 "Resilient Cities" (pp.355-374) in *The Age of Sustainability*.

***Midterm Assignment:** Instead of class meeting, you will complete the United Nations Climate Change eLearn module. Sign into your free account of the UN CC: eLearn site through the mainpage here: https://unccelearn.org/. Do the 2 hour United Nations Climate Change eLearn course called *Cities & Climate Change*. Finish by taking the online quiz. After successfully completing the quiz, download a copy to your computer. For midterm credit (50pts), upload a copy of your Certificate of Completion awarded by the U.N. Institute to the "Midterm Assignment" on Canvas. Assignment due by Friday, Nov 12th but it takes at least 2-3 hours to complete, so don't wait until the last hour to do it.

Explore a Website: Mak Yong Intangible Cultural Heritage; and
Climate Vulnerability Index
Watch a Video: Mak Yong Theatre

Session 8 (Nov 16) Student PPT Presentations

***Begin** 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.

To Be Assigned by Presenters

In the News: Read about 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.

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) Student PPT 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 (Tues. Dec. 7)
Complete another United Nations Climate Change eLearn module. Sign into your free account of the UN CC: eLearn site through the mainpage here: https://unccelearn.org/. Select 'All Courses' to find the 3 hour-length course titled "**In Introduction to Climate Change and Human Rights".** After going through the course module, do the final quiz in the course module. Download your Certificate of Completion from the UN eLearn website, and then upload it as your Canvas Final assignment. You can also choose to do a different UN eLearn Module with my permission.