HERITAGE INSTITUTIONS INSIDE OUT: THE POWER OF BUREAUCRACIES

Course syllabus, spring 2017
Instructor: Elisabeth Niklasson
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Units: 5
Course Schedule: TBA
Course Location: Building 500 (Stanford Archaeology Center), Seminar room.
Office Hours: Thursdays 13-17.
Office: 214

KEYWORDS

COURSE DESCRIPTION
Anyone interested in how objects, places and customs become heritage should be interested in bureaucracies. Given that dealing with bureaucratic procedures often cause something of an allergic reaction among people, heritage researchers included, it is perhaps no wonder that they have long been neglected as acts of heritage-making; considered less attractive research subjects than archaeological field ventures, World Heritage sites and grass root heritage communities. Yet it is precisely in the everyday practices of regional, national and international bureaucracies – in the administrative tasks, paper shuffling and decisions taken across shiny tables – that much of the power to define, select and configure the values of heritage lie.

The main task of this course is to introduce bureaucracies as agents in sustaining and producing heritage regimes, and to discuss how to go about the study of such institutions. Drawing on the research of an emergent group of scholars dealing with UNESCO, the European Union, international corporations and national governments, the first set of seminars will explore the logics of Western bureaucracy and discuss specific examples relating to heritage. The second set of seminars will discuss some methods and analytical approaches to studying heritage bureaucracies, particularly ethnography and Actor Network Theory. Leaning on contemporary research in political anthropology, the points and pitfalls of document analysis, participant observation and interviewing will be covered, as will the challenges of analyzing such knowledge and turning it into academic text.

PREREQUISITES
There are no prerequisites. This class will draw on heritage research and anthropological approaches to discuss the role of bureaucracies as a site for heritage mobilization. Introductory readings will provide an overview and clarification on key theoretical concepts.

COURSE OBJECTIVES AND LEARNING OUTCOMES
By the end of the course, you will:
- Have achieved a good understanding of practices and functions of bureaucracies at national and international level.
- Developed an increased awareness of the role played by heritage bureaucracies.
- Gained insight into central anthropological approaches to bureaucracies.
- Understood the challenges and benefits of using ethnography as a method in studying heritage institutions.
- Have read key research on heritage regimes and heritage bureaucracies.
- Be able to formulate both theoretical and operational questions and build a sound methodological framework for independent research on heritage bureaucracies.

**TEXTBOOKS AND REQUIRED READING**
A wide variety of articles and book chapters from anthropology, archaeology and the social sciences will be used. *Heritage Regimes and the state* (Bendix et al. 2012) will be most essential to the course. Readings will be made available online.

**COURSE REQUIREMENTS**
This class meets once a week. Each class will start with an introduction during which central themes are outlined, and continue in a workshop format. Your grade in the course will be based on:

30% Class participation and reading  
20% Workshop  
50% Research paper

30% Class participation and reading
Attendance is mandatory. Students who miss more than three meetings (except for illness or others serious matters) will not be graded. Students are expected to read assigned readings carefully and participate in discussions. It is on the basis of the student’s active engagement with the material in class and their ability to apply it to questions that interest them, that the reading requirements are assessed.

20% Workshop
The week before the exam period starts we will have half-day workshop. Students will pre-circulate a 2-page PM based on their papers and give a 10 minute presentation. Each presentation will be followed by a round of questions and a general discussion, reconnecting to the literature and key issues addressed in the course. Students will be graded to an equal degree on their presentation and on their ability to offer constructive comments on the work of other students.

50% Research paper
At the end of the course, a 4-5000-word paper should be submitted. Papers are expected to show comprehension and creative use of the perspectives learned in the course. The goal is to make the papers relevant to the interests of students, so that the work done in class can potentially contribute to theses, dissertations and similar. During week three of the course, students will be invited to discuss their research questions and/or to choose from suggested topics.

**GRADUATE STUDENT REQUIREMENTS**
On top of the already listed requirements, graduate students are expected to:

- Write a paper with the goal to have it publish it in a peer-reviewed journal, complete with an abstract, relevant research question, previous research, analysis/discussion and conclusion.

**SPECIAL ACCOMMODATIONS**

If you require any special accommodations, such as additional resource requirements and/or adjustments to assignment scheduling due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. In the case of additional resource requirements, it is not necessary for you to explain the context or background—just describe your necessary accommodations clearly. The Disability Resource Center (linked below) can help to guide you in this process.

**PROVOST’S STATEMENT CONCERNING STUDENTS WITH DISABILITIES**

Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067).

**HUME CENTER FOR WRITING AND SPEAKING (PROVIDES STUDENTS WITH FREE AID)**

[https://undergrad.stanford.edu/tutoring-support/hume-center](https://undergrad.stanford.edu/tutoring-support/hume-center)

**VADEN HEALTH CENTER**

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, call CAPS at (650) 723-3785. A CAPS on-call clinician is available 24 hours a day for urgent situations. Regular mental wellness appointments can be made through the VHC website: [http://vaden.stanford.edu/index.html](http://vaden.stanford.edu/index.html)

**THE HONOR CODE**

Violating the Honor Code is a serious offense, even when the violation is unintentional. The Honor Code is available at: [www.stanford.edu/dept/vpsa/judicialaffairs/honor_code.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/honor_code.htm). You are responsible for understanding the University rules regarding academic integrity; you should familiarize yourself with the code if you have not already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying another student’s exam, unpermitted collaboration, and representing as one’s own work the work of another. If you have any questions about these matters, see your instructor during office hours.
COURSE SCHEDULE

Week 1: The hidden power of bureaucracies

Required reading:


Further reading:


Week 2: On heritage regimes and technologies of governance

Required reading:


Further reading:

Week 3: International bureaucratic structures: UNESCO

Required reading:


Further reading:


Week 4: Supranational bureaucratic structures: European Union and the World Bank

Required reading:


Further Reading:


**Week 5: National bureaucratic structures**

Required reading:


Further reading:


**Week 6: Studying bureaucracies: ethnography of institutions**

Required reading:


Further reading:


Week 7: Studying bureaucracies: writing techniques and analytical approaches

Required reading:


Further reading:


Week 8: Workshop