

HERITAGE, MEMORY AND IDENTITIES IN A EUROPEAN BORDERLAND

Trentino, Italy, Summer 2018

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"The past is a foreign country: they do things differently there."
(L. P. Hartley, *The Go-Between*, 1953)

Course description

An experience-based course in public history, here defined as the application of historical knowledge and methods to the promotion of public engagement with the past. Key concepts such as interpretation, representation, memory, heritage, commemoration and preservation are primary subjects of inquiry. Alpine Italy, thanks to its thousands of years of history as a frontier area in the very heart of Europe, exemplifies the implications of transforming history as an academic discipline into a cultural, political and economic practice.

Course structure

The course is organized into:

- ✓ Twelve class sessions (24 contact hours)
- ✓ Five guided visits (10 contact hours)
- ✓ A residential lab (12 contact hours)

The course totals forty-six contact hours, corresponding to three semester credit hours.

Evaluation

10% Attendance and active participation

30% Midterm exam

10% Residential lab

10% Presentation

40% Final paper

Week 1 – Introduction to the European and local social, environmental and historical context; definition of the course’s key concepts; introduction to social sciences methodologies and research goals.

Class session #1 – Introduction to Italy, in the European context and with a focus on Trentino and its surroundings.

Class session #2 – Course presentation; definitions of heritage, memory, tradition, identity, and discussion on how they intersect.

- ✓ Harvey, D.C. (2001). Heritage pasts and heritage presents: temporality, meaning and the scope of heritage studies. *International Journal of Heritage Studies*, 7, 4 (pp. 319-338).
- ✓ Hunt, T.L. and Myerly, S.H. (2001). Memory and the Invention of Traditions. In Stearns, P.N. (Ed.) *Encyclopedia of European Social History from 1350 to 2000. Volume 3* (pp. 115-129). Detroit : Charles Scribner.
- ✓ Paasi, A. (2012). Regional Identities. In H.K. Anheier and M. Juergensmeyer (Eds.) *Encyclopedia of Global Studies* (pp. 1453-1456). Thousand Oaks: SAGE.

Class session #3 – The methods of public history and heritage studies; history of the disciplines and current debates; the tools of shared authority, oral history and heritage interpretation.

- ✓ Corbett, K.T. and Miller, H. (2006). A shared inquiry into shared inquiry. *The Public Historian*, 28, 1 (pp. 15-38).

- ✓ Portelli, A. (1998) What Makes Oral History Different. in R. Perks and A. Thomson (Eds.) *The Oral History Reader* (pp. 63-74). London; New York: Routledge.
- ✓ Beck, L. and Cable, T.T. (2011). Preface; Introduction. In *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture* (pp. xvii-xxvii). Urbana: Sagamore.

Visit #1 – Guided visit to the “Mount Brione Biotope and Heritage Trail” in Riva del Garda.

Week 2 – Overview of modern European and Italian history, with a focus on the Alps, Trentino and its surroundings.

Class session #4 – Premodern legacies, from prehistory to the early modern era.

- ✓ Snodgrass, A. M. (1993). The early history of the Alps. *The Alpine Journal*, 98 (pp. 213-222).
- ✓ Beattie, A. (2006). The Holy Roman Empire: castles, dukes and princes; The Viscontis and the Venetians; The rise of Habsburgs; Religious strife; Napoleon and the French Revolution. In *The Alps: A Cultural History* (pp. 34-38, 46-52, 78-87). Oxford; New York: Oxford University Press.

Visit #2 – Guided visit to the civic museum MAG in Riva del Garda.

Class session #5 – The 19th century and World War 1.

- ✓ Agnew, J.A. (2002). Landscape ideals and national identity in Italy. In *Place and Politics in Modern Italy* (pp. 36-58). Chicago: University of Chicago Press.
- ✓ Armiero, M. (2010). Nationalizing the mountains: natural and political landscapes in World War I. In M. Armiero and M. Hall (Eds.), *Nature and History in Modern Italy* (pp. 231-250). Athens, Ohio: Ohio University Press.

Visit #3 – Guided visit to the ethnographic museum “Museo degli Usi e Costumi della Gente Trentina” and meeting with experts at the 19th-century agrarian school and research institution “Fondazione Edmund Mach” in San Michele all’Adige.

Class session #6 – The post-WW1 era.

- ✓ Pergher, R. (2012). Staging the Nation in Fascist Italy's 'New Provinces', *Austrian History Yearbook*, 43 (pp. 98–115).
- ✓ Castelli, E. (2015). Solution of an identity-based conflict: the case of South Tyrol. In F. Andreatta and E. Castelli, *Solutions and Failures in Identity-based Conflicts: the Autonomy of Trentino-South Tyrol in Comparative Perspective* (pp. 27-48). Trento: FBK Press.

Week 3 – Introduction to the main sites and actors of public history; cases, practices and debates; the specificities of the human and environmental context of the Alpine region.

Class session #7 – Public displays of the past; museums and monuments.

- ✓ Black, G. (2011). Museums, memory, history. *Cultural and Social History*, 8, 3 (pp. 415-427).
- ✓ Choay, F. (2001). Monument and historic monument. In *The Invention of the Historic Monument* (pp. 1-15) Cambridge; New York; Melbourne; Madrid; Cape Town: Cambridge University Press.

Visit #4 – Guided visit to the history museum Le Gallerie in Trento.

Class session #8 – New actors in public history; local communities and heritage tourists.

- ✓ Gentry, K. (2013). History, heritage and localism. *Policy Studies*, 34, 5-6 (pp. 508-522).
- ✓ Glover, N. (2008). Co-produced histories: mapping the uses and narratives of history in the tourist age. *The Public Historian*, 30, 1 (pp. 105-124).

Visit #5 – Guided visit to the South Tyrol Museum of Archaeology (home of Ötzi “the Iceman”) and the Victory Monument in Bolzano.

Class session #9 – Human-environment historical interactions and the shaping of the Alps.

- ✓ Cullen, B. (2003). Testimony from the Iceman. *Smithsonian Magazine*, 33, 11 (pp. 42-50).
- ✓ Mathieu, J. (2009). Environment and development; State formation and society. In *History of the Alps, 1500-1900: Environment, Development, and Society* (pp. 114-134, 195-221). Morgantown: West Virginia University Press.
- ✓ Fleming, F. (2004). The Alps and the Imagination. *Ambio. Special Report*, 13 (pp. 51-55).

Week 4 – Residential Alpine study lab in the Giudicarie Valley; guided fieldwork and data collection on modern Alpine heritage and public history projects.

The four-day residential lab will take place in the Giudicarie Valley, in Trentino, an alpine rural area that has obtained the UNESCO acknowledgment in the “Man and the Biosphere Program” because of the exceptional relationship that its people were able to develop with their environment.

This is an ideal context to interact with local heritage and public history actors, observe actual cases of preservation, and reflect on the multifaceted implications of public interventions on the past.

The goal of the lab is to help students to put into practice what they have learned over the first three weeks of the course and to collect the data that will be the basis of their final paper.

The first day will be devoted to an introduction to the area and to the discussion of the following readings:

- ✓ Dickie, J. (2001). The notion of Italy. In Z.G. Baranski and R.J. West (Eds.) *The Cambridge Companion to Modern Italian Culture* (pp. 17-33). Cambridge; New York; Melbourne; Madrid; Cape Town: Cambridge University Press.
- ✓ Armiero, M. (2011) Introduction. In *A Rugged Nation. Mountains and the Making of Modern Italy: Nineteenth and Twentieth Centuries* (pp. 1-9). Cambridge: The White Horse Press.

Each student will be assigned a specific theme, chosen from a selected list, including: traditional alpine civilization; World War 1 heritage; modernization and industrialization of the Alps. The following days will be devoted to carrying out the fieldwork, with the continuing assistance of the instructor and local tutors.

At the end of each day, the group will meet to reflect on the ongoing research experience and plan further steps.

Week 5 – Final project seminar, outline of the paper, group presentation and feedback; present and future challenges and opportunities in the field.

Class session #10 – Final project seminar: this seminar aims at helping students to interpret the collected data, select the literature, and write their final paper.

Class session #11 – Presentations: each student will prepare a presentation on the preliminary results of the research carried out during the residential lab and an outline of the paper; every participant is expected to ask questions and give feedback to the presenter.

Class session #12 – The new frontiers of public history and heritage; new media and digital history; environmental challenges and sustainability; conclusions.

- ✓ Cohen, D. and Rosenzweig, R. (2005) Promises and Perils of Digital History. Retrieved from <http://chnm.gmu.edu/digitalhistory/introduction/>
- ✓ Lindsay, A. (2013). #VirtualTourist: embracing our audience through public history web experience. *The Public Historian*, 35, 1 (pp. 67-86).
- ✓ Longworth, E. (2015). The culture of prevention: heritage and resilience. In S. von Schorlemer and S. Maus (Eds.) *Climate Change as a Threat to Peace: Impacts on Cultural Heritage and Cultural Diversity* (pp. 119-125). Frankfurt: Peter Lang
- ✓ Auclair, E. and Fairclough, G. (2015). Living between past and future: an introduction to heritage and cultural sustainability. In E. Auclair and G. Fairclough (Eds.) *Theory and Practice in Heritage and Sustainability: Between Past and Future* (pp. 1-22). London; New York: Routledge.