

ARH 6596: Chinese Art Seminar: Monumentality and Heritage Conservation

University of Florida, Fall 2019—Section 07D3

Time: Wednesday Period 3 - 5 (9:35 AM - 12:35 PM)

Classroom: FAC Room 116A

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Office: FAC 125; Tel: (352) 273-3072

Office Hours: Tuesday Period 3 (9:35-10:30 am) and by appointment

Description:

Defined as the legacy of past human activities, monuments have played important roles in the formation of social memory and cultural identity. This course will focus on the history of several well-known Asian/Chinese monuments in order to explore both their origins and the factors behind their rise as cultural icons, and the different approaches to their monumentality, evaluation, and conservation. Topics include: 1) the role of memorial monument, especially as a contested and mutable site; 2) the public presentation and representation of cultural heritage; 3) the international and national charters and guideline and the UNESCO World Heritage movement; 4) the debates over the Western and Eastern differences in heritage conservation; 5) the social and political process and the roles of such social categories as gender and ethnicity in the making of monuments; 6) different conceptions of monuments and monumentality. Coursework will consist mainly of writing assignments, in-class discussions and presentations, and research papers.

Objectives:

This course will introduce students to the theories and basic issues in the studies of monuments and the history of collecting of Chinese art, and provide them with a solid grounding in both the theories and practices of historic preservation and collecting history so that students can reach a better understanding of the artistic, social, and political elements in the making and understanding of Chinese art and monuments. The emphasis will lie in student's ability to grasp basic concepts in the heritage conservation as practiced in China and in the West, to discuss and analyze critically the policies, attitudes, and visual presentations related to Chinese art and monuments.

Requirements and grading (consult the instructor for both the book review and research paper topic):

1. Punctual attendance of class meetings; readings according to the schedule set forth in this syllabus, to be completed before attending class, and participation in class discussions and class presentations and informal responses to each week's readings (40 %);
2. A midterm book review and presentation (10+ pages, double-spaced, Times New Roman 12; 20 %);
3. A final research paper and presentation (15+ pages; 40%).

For graduate students: a longer final paper (15-20 page), or to do an appropriate final project to be decided in consultation with the instructor. Graduate students may assign additional readings and other assignments.

Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

93–100 A	90–92 A-	87–89 B+	83–86 B	80–82 B-	77–79 C+
73–76 C	70–72 C-	67–69 D+	63–66 C	60–62 D-	59 & below E

Please note that a grade of C- or below will not count toward major requirements.

For more information, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

*Students are expected to participate in class discussions and turn in assignments on time.

*All papers should be printed, standard, and double-spaced; no assignments or papers will be accepted over email.

*Student's class participation is evaluated not according to the amount of talking that student does, but rather according to whether that student contributes thoughtfully and constructively, based on a careful consideration of the class reading assignments.

Other Important Information:

Make-Up Exams, extensions, and incomplete grade will be given ONLY in cases of emergencies or serious illnesses with proper documentation. In all other cases (Family obligations, religious holidays, abilities etc.), extensions may be granted only if informed well BEFORE the deadline.

No cellular phone or laptop web-surfing during the class.

Ability accommodations can be requested by contacting the Office for Student Services, P202 Peabody Hall, 392-1261 and then bring the instructor the provided documentation.

Academic Honesty: The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:

- Academic Honesty: <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>
- Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>
- Student Conduct: <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

University Counseling Services

Contact information:

Counseling Center

Address:

301 Peabody Hall
P.O. Box 114100, University of Florida
Gainesville, FL 32611-4100

Phone: 352-392-1575

Web: www.counsel.ufl.edu

Be assured that I want you to learn and to receive the best grades you deserve. So come to see me during my office hour or make an appointment to discuss any difficulty you have encountered in this course.

It is my intent that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both your, and my responsibility. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.

Weekly Reading Reports:

The purpose of the weekly reading reports is to help you think through the articles while reading it, and to prepare you for class discussion. The basic structure should be first a summary of the gist (the basic structure) of the article; then your comments, responses, and questions (and prepare the questions in a thoughtful way so that you can discuss and answer them in class). The articles are available on the e-learning course reserve website. Hand in the informal reading reports after each class discussion.

Required Texts:

Course Reading reserved on the library reserve and e-learning website.

Weekly schedule (readings marked with an asterisk (*) are reserved in e-learning website)

Week 1 (8/21). Introduction: Monument, Monumentality, and Heritage Conservation

Week 2 (8/28). Rethinking Monumentality: Wu Hung's book and book reviews

Wu Hung, *Monumentality in Early Chinese Art and Architecture*. Stanford University Press, 1995.

Bagley, Review of Wu in *Harvard Journal Asiatic Studies* (in JStor).

Wu Hung, "A Response to Robert Bagley's Review of My Book, Monumentality in Early Chinese Art and Architecture." *Archives of Asian Art* 51 (1998/99): 92–102.

Book Reviews by other scholars (Jstor).

Week 3 (9/4). What is a Monument? Different Notions of Monuments and Monumentality; the Changing Meanings of Monuments; Is it still possible to have monuments in the modern world? Vietnam War Memorial-Maya Lin (video) The Vietnam Veteran Memorial; the WWII Memorial; the 9/11 memorial; the remembering of the Vietnam War in Vietnam. (Video: Maya Lin: A Strong Version)

*Alois Riegl. "The Modern Cult of Monuments: Its Essence and Its Development," in Nicholas Stanley Price, M. Kirby Talley Jr. and Alessandra Melucco Vaccaro eds., *Historical and Philosophical Issues in the Conservation of Cultural Heritage* (Los Angeles: The Getty Conservation Institute, 1996), pp. 69-83.

*Charles L. Griswold. "The Vietnam Veterans War Memorial and the Washington Hall: Philosophical Thoughts on Political Iconography." *Critical Inquiry* 12.4 (1986), pp. 688-719.

Wu Hung. "The Nine Tripods and Traditional Chinese Concepts of Monumentality." In

Wu Hung, *Monumentality in Early Chinese Art and Architecture*. Stanford University Press, 1995, pp. 1-15.

*Osborne, James F. "Monuments and Monumentality." In *Approaching Monumentality in Archaeology*, edited by James F. Osborne, 1-19. State University of New York Press, 2014.

Week 4 (9/11). Monumentality in Comparative Perspective: How did the conceptions of monuments and monumentality change over time and space?

Wu Hung, *Monumentality in Early Chinese Art and Architecture*. Stanford University Press, 1995.

Thomas, Edmund. *Monumentality and the Roman Empire: Architecture in the Antonine Age*. New York: Oxford University Press, 2007.

Thomas, Michael L. and Gretchen E. Meyers, eds. *Monumentality in Etruscan and Early Roman Architecture: Ideology and Innovation*. Austin: University of Texas Press, 2012.

Week 5 (9/18). Monumentality and the Formation of State in China: Shimao, Liangzhu, Erlitou, Taosi, etc.

*Childe, V. Gordon. "The Urban Revolution." *The Town Planning Review* Vol. 21, No. 1 (1950), pp. 3-17. (Jstor)

Liu Li and Chen Xincan. *The Archaeology of China: From the Late Paleolithic to the Early Bronze Age*. Cambridge University Press, 2012.

Li Min. *Social Memory and State Formation in Early China*. Cambridge University Press, 2018. (UF ebook)

Week 6 (9/25). The First Emperor's Terracotta Warriors and Foreign Influence

Ledderose, Lothar. *Ten Thousand Things: Module and Mass Production in Chinese Art*. Princeton University Press, 2000. (Chapter on the Terracotta Warriors)

Barnhart, Richard, "Alexander in China? Questions for Chinese Archaeology." In *New Perspectives on China's Past: Chinese Archaeology in the Twentieth Century*. Edited by Xiaoneng Yang, 329-345. New Haven, CT: Yale University Press, 2004.

*Nickel, Lukas. "The First Emperor and Sculpture in China." *Bulletin of the School of Oriental and African Studies* 76.3 (2013): 413-47.

*Nickel, Lukas. "Bricks in Ancient China and the Question of Early Cross-Asian Interaction." *Arts Asiatiques* 70 (2015): 49-62.

Week 7 (10/2). The Imperial Capital of Chang'an:

Wheatley, Paul. *The Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*. Chicago, Aldine Pub. Co. 1971.

Steinhardt, Nancy Shatzman. *Chinese Imperial City Planning*. Honolulu: University of Hawaii Press, 1990.

Wu Hung. *Monumentality in Early Chinese Art and Architecture*, Chapter on Chnag'an.

*Smith, Christopher J. "Monumentality in Urban Design: The Case of China." *Eurasian Geography and Economics* 49:3 (2008), 263-279

Week 8 (10/9). The Origin of Chinese Stele as a Monumental Form

- Mattos, Gilbert L. *The Stone Drums of Ch'in*. Nettetal, West Germany: Steyler, 1988.
- Kern, Martin. *The Stele Inscriptions of Ch'in Shih-huang: Text and Ritual in Early Chinese Imperial Representation*. New Haven, Conn.: American Oriental Society, 2000.
- Dorothy Wong, *Chinese Steles: Pre-Buddhist and Buddhist Use of a Symbolic Form*. University of Hawaii Press, 2004.
- Harrist, Robert E. *The Landscape of Words: Stone Inscriptions from Early and Medieval China*. University of Washington Press, 2008.

Midterm book review due.

Week 9 (10/16). Textuality and Legibility: *Damnatio memoriae*, Wordless Steles.

- Varner, Eric R. *Mutilation and Transformation: Damnatio memoriae and Roman Imperial Portraiture*. Leiden: Brill, 2004.
- May, Natalie Naomi ed. *Iconoclasm and Text Destruction in the Ancient Near East and Beyond*. Chicago: The Oriental Institute, 2012 (free download from Oriental Institute website)

Week 10 (10/23). Cultural Heritage Movement in Japan and Korea

- Pai, Hyung Il. *Heritage Management in Korea and Japan: The Politics of Antiquity and Identity*. Seattle : University of Washington Press, 2013.
- *McDermott, Hiroko T. "The Horyuji Treasures and Early Meiji Cultural Policy." *Monumenta Nipponica*. 61.3(2006), pp. 339-374.
- * Pai, Hyung Il. *Constructing "Korean" Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State-Formation Theories* (Cambridge, Mass.: Harvard University Asia Center: Distributed by Harvard University Press, 2000), pp. 1-22, 237-287.
- *Matsuda, A and Mengoni, L E (eds.) *Reconsidering Cultural Heritage in East Asia*, London: Ubiquity Press, 2016. (open access)

Week 11 (10/30). How to Preserve? Authenticity in Heritage Conservation; Rethinking the Venice Charter and the Debates on the Eastern and Western Differences; Is there a Chinese Attitude toward the Past?

- *Walter Benjamin. "The Work of Art in the Age of Mechanical Reproduction." In his () *Illuminations: Essays and Reflections*, edited and with an introduction by Hannah Arendt (New York: Schocken Books, 1968), 217-251.
- *Nobuo Ito. "'Authenticity' Inherent in Cultural Heritage in Asia and Japan." *Proceedings of the Nara Conference on Authenticity in relation to the World Heritage Conservation* (Nara: ICOMOS, 1994), 35-45.
- *Starn, Randolph. "Authenticity and Historic Preservation: Towards an Authentic History." *History of the Human Sciences* 15.1 (2002), 1-16.
- *A. G. Krishna Menon. "Rethinking the Venice Charter: The Indian Experience." *South Asian Studies*, 10 (1994), 37-44.
- *Wim Denslagen. "Restoration Theories, East and West." *Transaction of the Association for Studies in the Conservation of Historic Building* 18 (1993), 3-7.
- *Chen Wei and Andreas Aass. "Heritage Conservation: East and West," *ICOMOS*

- Information 3* (1989), 3-8.
- *Pierre Ryckmans. "The Chinese Attitude towards the Past." *Papers on Far Eastern History* 39 (1989), 1-16.
- *F. W. Mote. "A Millennium of Chinese Urban History: Form, Time and Space Concepts in Soochow." *Rice University Studies* 59.4 (1973), 35-65;
- *Alexander Stille. "The Culture of the Copy and the Disappearance of China's Past." in *The Future of the Past* (New York: Farrar, Straus and Giroux, 2002), 40-70.
- Pei-yi Wu. "Memories of K'ai-feng." *New Literary History*, 25.1 (1994), 47-60.

Week 12 (11/6). The Heritage Conservation Movement in Modern China

- *Lai, Guolong. "The Emergence of 'Cultural Heritage' in Modern China: A Historical and Legal Perspective." In: Matsuda, A and Mengoni, L E (eds.) *Reconsidering Cultural Heritage in East Asia*, Pp. 47–85. London: Ubiquity Press, 2016.
- *Lai, Guolong, Martha Deams and Neville Agnew. "Valuing the Past in China: The Seminal Influence of Liang Sicheng on Heritage Conservation." *Orientations* 35.2 (2004), 82-89.
- *Hilary du Cros and Yok-shiu F. Lee. *Cultural Heritage Management in China: Preserving the Cities of the Pearl River Delta*. UK: Routledge, 2007.
- Blumenfield, Tami, and Helaine Silverman. *Cultural Heritage Politics in China*. New York, NY: Springer, 2013.
- Shepherd, Robert J, and Lawrence Yu. *Heritage Management, Tourism, and Governance in China: Managing the Past to Serve the Present*. New York: Springer, 2013.

Week 13 (11/13). Economic Development and Cultural Heritage; Ethical Issues in Archaeology and Cultural Heritage; Universal Museums and the Illicit Trade in Cultural Property; Heritage and Globalization

- *Renfrew, Colin. *Loot, Legitimacy, and Ownership: The Ethical Crisis in Archaeology*. London: Duckworth, 2000.
- Zimmerman, Larry J., Karen D. Vitelli, Julie Hollowell-Zimmer. *Ethical Issues in Archaeology*. Walnut Creek, CA: Altamira Press in cooperation with the Society for American Archaeology, 2003.
- Cuno, James. *Who Owns Antiquity? Museums and the Debates over Our Ancient Heritage*. Princeton University Press, 2008.
- Mason, Randall. *The Economics of Historic Preservation: How Priceless is the Past?* W.W. Norton, 2011.
- *Labadi, Sophia, and Colin Long. *Heritage and Globalisation*. Milton Park, Abingdon, Oxon, England: Routledge, 2010.
- Vadi, Valentina, and Hildegard E. G. S. Schneider. *Art, Cultural Heritage and the Market: Ethical and Legal Issues*. 2014

Week 14 (11/20). Intangible Heritage and Human Rights:

- *Laurajane Smith and Natsuko Akagawa (eds). *Intangible Heritage*. New York: Routledge, 2009.
- *Helaine Silverman and D. Fairchild Ruggles (eds). *Cultural Heritage and Human Rights*. New York: Springer, 2007.
- Tomaszewski, A. "Tangible and Intangible Values of Cultural Property in Western

Tradition and Science.” In *Proceedings of the 15th General Assembly and Scientific Symposium of ICOMOS, Xi’an, 17-21 October, 2005*.

Week 15 (27): Thanksgiving: No class.

Week 16 (12/4): Student Presentations on their final research project.