

Session 44 / Mesa 44

Built Heritage and Interculturality / Patrimonio construido e Interculturalidad

Moderator / Moderador

Mariela Cariman

Schedule / Horario

Day 4: Wednesday, December 7 / Día 4: Miércoles 7 de diciembre

9:00 a.m. – 10:15 a.m.

Room / Sala

AP103

Edificio Las Pataguas, Campus San Joaquín, Pontificia Universidad Católica de Chile.

Speaker 1

Speaker / Ponente

Danae Peguero Bueno

Title / Título

Heritage Management and Conservation Through the Looking Glass: Decolonial Discourse and Methods for Historic Urban Settlements in the Caribbean

Author / Autor

Peguero Bueno, Danae

Abstract / Resumen

Historic urban settlements that are the product of the Spanish colonisation of what is now known as the Americas represent a battleground of meaning and interpretation of the past. As the official narratives of these sites prolong the good and beautiful, the stories of African slaves and indigenous communities often remain silenced. As such, the built environment becomes an object of power that shapes the understanding of history. The lack of negotiation between opposing views is clear when the local community widely contests conservation, architectural and artistic interventions of the historic sites.

Utilising the Colonial City of Santo Domingo (CCSD), the first European settlement in the Americas, this research proposes a methodology informed by decolonial theory to challenge the narratives and framework of thinking extended in its historical sites. This research analyses the contestation process of three case studies within the CCSD by applying a qualitative methodological approach using a *coro*, a variation of focus group interviews based on the Caribbean method 'liming and ole talk', where the guests gather while sharing food and music, along with an analysis of comments obtained from Twitter. A qualitative data management software (NVivo) was utilised to interpret the values associated with the cases. The research indicates that colonial narratives that remain in force are shaping the management and conservation processes of the built heritage. This study contributes to the understanding of how

heritage management can open spaces for dialogue to move towards a true representation and recognition of all the alterities and systems of knowledge involved. This can help be accomplished with the assistance of local methods that improve the understanding of the community from the same level of agency.

Speaker 2

Speaker / Ponente

Jessica Mace

Title / Título

Mobilizing heritage in architectural history education: Reflections from the Canadian context

Author / Autor

Mace, Jessica

Abstract / Resumen

Despite the close historic relationship between architecture and heritage in practice, considerations of heritage are largely ignored by architectural historians. Heritage scholars have observed that academics often dismiss heritage as simplistic and populist, perhaps to guard the ivory tower and notions of “expertise.” Unfortunately, this translates into the ways in which architecture is taught at the postsecondary level.

But architectural history, like many disciplines, is facing a reckoning in the wake of recent social-justice movements, and is increasingly critiqued for its Eurocentrism. This critique is especially pertinent in Canada, which has a conflicted intercultural social profile, compounding thousands of years of Indigenous history with hundreds of years of colonization and continuing waves of global immigration from the 20th century to the present. Perhaps, then, critical heritage studies might offer pathways to bring architectural history in step with the present moment.

This paper will present a case study of experiments with experiential education conducted in 2021 at the University of Toronto that used heritage as an educational resource to serve the diverse student body. In particular, we’ll examine a model in which Canadian architecture students worked directly with a local heritage organization to produce public-facing articles, and internship placements wherein students worked with community partners in architecture and heritage. Among other questions, we will consider: What can heritage offer in terms of opening up the discipline to intercultural forms of representation in the built environment? How can heritage be mobilized as an educational resource? And how can critical heritage methods and theory be used to promote a better understanding of various identities and histories in architecture? These lessons, while drawing on the Canadian context, may provide ideas and avenues for reflection for other post-colonial contexts, and in other disciplines.

Speaker 3

Speaker / Ponente

Sarah May

Title / Título

What's more Welsh than a Castle? National identity and interculturality in Welsh heritage

Author / Autor
May, Sarah

Abstract / Resumen

The national identity of Wales has always been complex and has long drawn on heritage. The question in the title of this paper is drawn from a social media campaign by the national heritage body, Cadw, and gives singular vision of the relationship between Wales and its past. As a devolved government juggles a growing independence movement, there is increasing recognition that the future of Wales is plural. From exhibitions of 'the Windrush Generation' to a national audit of commemoration relating to the British Empire and the Slave trade and the inclusion of Black Welsh history in the new national curriculum, inclusive nationalism is clearly a key aim of cultural policy. Yet with the presentation of the built cultural heritage of Wales, particularly its castles, there is a danger of promoting a 'white past, multicultural present'. Castles are an indeed a key component of the Welsh built heritage. Built, slighted, rebuilt and reconstructed, these buildings across Wales reflect the changing relations of power from the Norman conquest through to the present day. Castle reconstruction was a central feature of the cultural imaginary of the Bute lords of the nineteenth and 20th Century who reconstructed Welsh landscape and society in service of the international trade in coal. But the heritage narratives at these sites tend to focus on medieval stories, as reflected in the OUV, of the first Welsh World Heritage Site, Gwynedd Castles and Town Walls of King Edward – inscribed for criteria i), iii) and iv) – all of which glorify the past. This paper will consider how more complex stories of Welsh castles can support a plural Welsh national identity.

Speaker 4

Speaker / Ponente
Shuyi Yin

Title / Título

Intercultural Heritage Learning Through Digital Media and Technology: A Case Study of the Production and Exhibition of the Palmyra Triumphal Arch Replica

Author / Autor
Yin, Shuyi

Abstract / Resumen

This research investigates the role of digital media and technology in heritage education and epistemology by examination of the production and exhibition of the Palmyra Triumphal Arch replica in 2016 after the "original" Arch, a UNESCO World Heritage site, was bombed during the Syrian Civil War in 2015. The replicated Arch was constructed through the partnership among various organizations across countries and cultures including the Institute for Digital Archaeology (IDA) in UK, the "Million Image Database," and the Italian company "TOR Art," a collaboration that involved a massive amount of financial, technological, and human resources. Supported by UNESCO and other governmental institutions, the physical replica was exhibited

in major cities including London, New York, Dubai, Florence, Washington D.C. and Geneva, each place attracting large crowds and wide media coverage. More significantly, the image of the replica and its tour was more widely circulated around the world interculturally in various languages through different types of digital media. The process of production and the exhibition of the physical replica, and the digital media dissemination of its images, allowed an event of war and destruction to become well-known to the remote public from other cultures. It also raised awareness and helped people gain access to and learn about an ancient cultural heritage that, heretofore, was less visible, accessed, and known by other cultures and communities. And even more, through the use of the digital technologies and working together, the participating organizations and people learned and experienced a culture that was unfamiliar to them. Participation in the Arch project, whether as makers or viewers, had the long-lasting effect of encouraging respect for and the promotion of cultural understanding, diversity and rights.