

AANT 340: Cultural Heritage, Nationalism, and Tourism: The Politics of History in Archaeology and Museums Spring 2019

Meeting Time/Place: Tuesday and Thursday, 2:45-4:05pm, BB 205

Professor: Dr. Rebecca Mendelsohn

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Office Hours: Mon. 2:30-4:00pm, Thurs. 12:30-2:30pm, or by appointment

Course Description

How does the stuff that makes it into museums get there? Who gets to decide what stories are represented in museum exhibits? Or which archaeological sites are excavated? How are marginalized peoples represented? As new technologies develop and ethics change, how is this evolving in the 21st century? This course explores how archaeology and museums have been associated with the production of history in countries around the world, from the birth of national museums in the age of colonialism to contemporary museum practices. Students will discover the ways in which cultural heritage institutions are responding to their controversial pasts and taking strides to become more inclusive. With guest speakers and a tour at the New York State Museum, students will get a behind-the-scenes look at how museums operate and learn about career opportunities in cultural heritage fields. This course represents a “Topics in Ethnology” course. More than one version of AANT 340 can be taken for credit, provided that the topics are different.

By the end of the course, students should be able to:

- Compare and contrast different types of museums
- Explain the origins of famous national museums in Europe and the U.S.
- Explain the processes by which art and archaeological artifacts arrive in museums
- Discuss examples of how landmark museums have worked to decolonize their exhibits
- Critique representations of culture in museum contexts
- Summarize current events relating to international repatriation, ongoing exhibit renewal efforts, etc.

Texts

There are no required textbooks for this class. Readings for each class session will be assigned on Blackboard, organized by class session. In addition to the readings listed below, news articles will be assigned for many class sessions, also posted on Blackboard. Please complete the assigned readings for each class period before arriving in class.

Grade Breakdown:

In-Class Participation: 15%

Homework Assignments: 30%

Exhibit Review Assignment: 20%

Final Project (Paper and Presentation): 35%

Final scores will be calculated as follows: A (92-100%), A- (90-91%), B+, (88-89%), B (82-87%), B- (80-81%), C+ (78-79%), C (72-77%), C- (70-71%), D, (60-69%), E (<=59%).

In-Class Participation (15%)

Participation is an important part of this class. This means active listening during lectures, contributing to discussions, and active participation during in-class activities. Students must therefore be in attendance for all classes to receive full participation points. Absences may be excused in the case of emergencies and where proper documentation (physician's note or equivalent) is provided.

Homework Assignments (30%)

For each class session, students will have a homework assignment to complete in response to a reading, a news report, a video, or an online exhibit. These will be assigned on a class-by-class basis and due at the beginning of the next class. The content and questions will also be available on Blackboard. These are intended to be short answers in either bullet point form or 1-3 sentences and do not need to be typed. If you do decide to hand-write your reading assignments, please make sure your writing is legible.

Exhibit Review Assignment (20%)

Students will visit the Hall of Native Peoples at the New York State Museum (in downtown Albany). For this assignment, students will record observations of the exhibits and reactions of the museum patrons, following the guidelines provided by the instructor. Students will then summarize their findings and respond to the instructor's questions in a three-page writing assignment (double-spaced, with 12-point Times New Roman font and one-inch margins). The assignment prompts and a grading rubric will be distributed in advance and be available on Blackboard.

Final Project (35%)

The final project involved two components, an in-class presentation worth 10% of their final grade, and a final paper worth 25% of their final grade. Students will select a world museum for study and evaluate how well this museum has done to decolonize their exhibits and other community activities. Evaluation may involve consultation of floor plans, reviewing photos of exhibit halls, gathering information about the individuals involved in developing the exhibits, and reviewing other educational and promotional materials. Students will sign up in advance with their choice of museum and class session to present. Further guidelines and grading rubrics will be distributed in advance and be available on Blackboard.

Presentation (10%): On one of the final three class sessions (4/30, 5/2, and 5/7) each student will present a brief, 10-minute, PowerPoint presentation introducing and evaluating their selected museum.

Final Paper (25%): Students will summarize their findings and evaluations in a five-page writing assignment (double-spaced, with 12-point Times New Roman font and one-inch margins). ***Papers will be due electronically by midnight on May 16*** (the date our final exam is scheduled).

Academic Honesty Policy

Students are expected to adhere to the University's Standards for Academic Integrity (https://www.albany.edu/studentconduct/standards_of_academic_integrity.php) and submit their own work. Plagiarism (copying) of another student's work, internet sources, or another written source will not be tolerated. Speak to the instructor if you have questions about how to adequately cite sources.

Accommodations for Disabilities

I am happy to provide accommodations for students with disabilities with advance notice. Please speak to me at the beginning of the class about any additional accommodations that may need to be made. Resources are available at the University's Disability Resource Center:

<https://www.albany.edu/disability/>

Important Dates:

Tues. 3/12- Final presentations topics and presentation dates must be approved

Tues. 3/26- Exhibit review assignments due in class

Tues. 4/30, Thurs. 5/2, Tues. 5/7- Final presentations

Thurs. 5/16- Final papers due electronically by midnight

Class Topics and Assigned Readings

<u>Section 1: Historical Background</u>		
Week 1- Introduction		
Thurs. 1/24	Introduction	
Week 2- Introduction		
Tues. 1/29	Understanding Types of Museums	Mason et al. 2017- Ch. 1 of Museums and Gallery Studies: The Basics
Thurs. 1/31	Intro. to Famous World Museums	Hudson 1987- Ch. 2 of Museums of Influence
Week 3- Colonialism and Collecting		
Tues. 2/5	Cabinets of Curiosities, Famous Collectors	Carpenter 2005– Ch. 1 of Two Essays: Chief and Greed
Thurs. 2/7	Anthropology and Natural History Museums	Jenkins 1994- Article in Comparative Studies in Society and History
Week 4- Expositions, Anthropology, and the Birth of the Natural History Museum		
Tues. 2/12	Introduction to World Expositions	Benedict 1991- Article in Anthropology Today
Thurs. 2/14	The World Columbian Exposition	Dexter 1969- Historic excerpts in Ethnohistory

Week 5- Cultural Heritage and Nation-Building		
Tues. 2/19	Nationalism through Collecting the World	Levitt 2015- Introduction in Artifacts and Allegiances
Thurs. 2/21	Archaeology and Nation-building outside the “West”	Trigger 2006- Excerpt from A History of Archaeological Thought
<u>Section 2: The Changing Face of Museums and Cultural Heritage Institutions</u>		
Week 6- Repatriation and Ownership		
Tues. 2/26	International Repatriation	Warren 1989- Introduction of The Ethics of Collecting Cultural Property
Thurs. 2/28	Repatriation in the U.S.: the Native American Grave Protection and Repatriation Act (NAGPRA) <i>Guest Speaker: Lisa Anderson, Curator of Bioarchaeology and NAGPRA Coordinator, NYSM</i>	- Historic Excerpt - Excerpt from Krmpotich and Peers 2013- This is Our Life - Colwell 2017- Introduction to Plundered Skulls and Stolen Spirits
Week 7- Living and Tribal Museums		
Tues. 3/5	Living Museums	Handler & Gable 1997- Ch. 3 of The New History of an Old Museum
Thurs. 3/7	Tribal Museums	Ackley 2009-Chapter in Contesting Knowledge
Week 8- Community Collaboration		
Tues. 3/12	Early Examples of Community Collaboration	** Presentation Topics & Dates Approved** Phillips 2003- Ch. 8 of Museums and Source Communities
Thurs. 3/14	Cultural Heritage Preservation at the International Scale: UNESCO	Kirshenblatt-Gimblett 2006– Chapter in Museum Frictions
Tues. 3/19 and Thurs. 3/21: Spring Break- No Class		
<u>Section 3: Case Studies and Current Events</u>		
Week 9- Case Studies: U.S.		
Tues. 3/26	The New York State Museum (NYSM)	** Exhibit Review Assignments Due** Chavez Lamar 2008- Ch. 5 of The National Museum of the American Indian: Critical Conversations

	<i>Guest Speaker: Gwendolyn Saul, Curator of Ethnography, NYSM</i>	
Thurs. 3/28	Presenting Native America In Focus: The National Museum of the American Indian	Lonetree 2012- Ch. 3 of Decolonizing Museums
Week 10- Case Studies: U.S. (continued)		
Tues. 4/2	Presenting the African American Experience In Focus: the National Museum of African American History and Culture	Pilgrim 2015- Ch. 1 of Understanding Jim Crow OR Burns 2013- Ch. 2 of From Storefront to Monument
Thurs. 4/4	Optional: Behind the Scenes Tour at the NYSM with Gwendolyn Saul	
Week 11- World Case Studies		
Tues. 4/9	Peru	Silverman 2006- Introduction to Archaeological Site Museums in Latin America
Thurs. 4/11	Mexico	Florescano 1993- Chapter in Collecting the Pre-Columbian Past
Week 12- World Case Studies		
Tues. 4/16	Costa Rica, Panama, Brazil	Hernandez Ying 2017- Lecture at the Getty
Thurs. 4/18	Australia and New Zealand	Anderson & Reeves 1994- Ch. 2 in Museums and the Making of "Ourselves"
Week 13- World Case Studies		
Tues. 4/23	Africa and the Middle East	Schutte 2003- Article in Ethnohistory
Thurs. 4/25	Making Museums More Accessible for People with Disabilities	Braden 2016- University of Michigan Working Papers in Museum Studies
Week 14- Final Case Studies		
Tues. 4/30	Final Presentations (Part 1)	
Thurs. 5/2	Final Presentations (Part 2)	
Week 15- Final Presentations		
Tues. 5/7	Final presentations (Part 3)	
Final Exam Period		
Thurs. 5/16	**Final papers due electronically (by midnight)**	

Readings, Complete Citations

Week 2

Mason, Rhiannon, Alistair Robinson, and Emma Coffield

2017 First Principles. In *Museum and Gallery Studies: The Basics*, by Rhiannon Mason, Alistair Robinson, and Emma Coffield. Routledge, New York.

Hudson, Kenneth

1987 The Antiquarians and the Archaeologists. In *Museums of Influence*, by Kenneth Hudson, pp. 18-38. Cambridge University Press, Cambridge.

Week 3

Carpenter, Edmund

2005 George. In *Two Essays: Chief & Greed*, by Edmund Carpenter, pp. 11-27. Persimmon Press, North Andover.

Jenkins, David

1994 Object Lessons and Ethnographic Displays: Museum Exhibitions and the Making of Anthropology. *Comparative Studies in Society and History* 36: 242-270.

Week 4

Benedict, Burton

1991 International Exhibitions and National Identity. *Anthropology Today* 7: 5-9.

Dexter, Ralph W.

1969 Correspondence between Lieutenant R. R. Peary and Professor F. W. Putnam on Arctic Ethnology. *Ethnohistory* 16: 177-189.

Week 5

Levitt, Peggy

2015 Introduction. In *Artifacts and Allegiances: How Museums put the Nation and the World on Display*, by Peggy Levitt, pp. 1-13. University of California Press, Oakland.

Trigger, Bruce G.

2006 Other National Archaeologies. In *A History of Archaeological Thought* (second edition) by Bruce G. Trigger, pp. 261-278. Cambridge University Press, New York.

Week 6

Warren, Karen J.

1989 A Philosophical Perspective on the Ethics and Resolution of Cultural Properties Issues. In *The Ethics of Collecting Cultural Property: Whose Culture? Whose Property?*, edited by Phyllis Mauch Messenger, pp. 1-25. University of New Mexico Press, Albuquerque.

Kmpotich, Cara and Laura Peers

2013 *This is Our Life: Haida Heritage and Changing Museum Practice*. UBC Press, Toronto.

Colwell, Chip

2017 Introduction. In *Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture*, by Chip Colwell, pp 1-9. The University of Chicago Press, Chicago.

Week 7

Handler, Richard and Eric Gable

1997 Why History Changes, or, Two Theories of History Making. In *The New History in an Old Museum*, by Richard Handler and Eric Gable, pp. 50-77. Duke University Press, Durham.

Ackley, Kristina

2009 Tsi'niyukwalihotΛ, the Oneida Nation Museum: Creating a Space for Haudenosaunee Kinship and Identity. In *Contesting Knowledge: Museums and Indigenous Perspectives*, edited by Susan Sleeper-Smith, pp. 257-282. University of Nebraska Press, Lincoln.

Week 8

Phillips, Ruth B.

2003 Introduction: Community Collaboration in Exhibitions: Toward a Dialogic Paradigm. In *Museums and Source Communities*, edited by Laura Peers and Alison K. Brown, pp 155-170. Routledge, New York.

Kirshenblatt-Gimblett

2006 World Heritage and Cultural Economics. In *Museum Frictions: Public Cultures/ Global Transformations*, edited by Ivan Karp, Corinne A. Krantz, Lynn Szwaja, and Tomás Ybarra-Frausto, pp. 161-202. Duke University Press, Durham.

Week 9

Chavez Lamar, Cynthia

2008 Collaborative Exhibit Development at the Smithsonian's National Museum of the American Indian. In *The National Museum of the American Indian: Critical Conversations*, edited by Amy Lonetree and Amanda J. Cobb, pp. 144-164. University of Nebraska Press, Lincoln.

Lonetree, Amy

2012 Exhibiting Native America at the National Museum of the American Indian: Collaborations and Missed Opportunities. In *Decolonizing Museums: Representing Native America in National and Tribal Museums*, by Amy Lonetree, pp. 73-122. The University of North Carolina Press, Chapel Hill.

Week 10

Pilgrim, David (Option 1)

2015 The Garbage Man: Why I Collect Racist Objects. In *Understanding Jim Crow: Using Racist Memorabilia to Teach Tolerance and Promote Social Justice*, by David Pilgrim, pp. 1-27, PM Press, Oakland.

Burns, Andrea A. (Option 2)

2013 When “Civil Rights are not Enough”: Building the Black Museum Movement. In *From Storefront to Monument: Tracing the Public History of the Black Museum Movement*, by Andrea A. Burns, pp. 15-40. University of Massachusetts Press, Amherst.

Week 11

Silverman, Helaine

2006 Archaeological Site Museums in Latin America. In *Archaeological Site Museums in Latin America*, edited by Helaine Silverman, pp. 3-17. University Press of Florida, Tallahassee.

Florescano, Enrique

1993 The Creation of the Museo Nacional de Antropología of Mexico and its Scientific, Educational, and Political Purposes. In *Collecting the Pre-Columbian Past*, edited by Elizabeth Boone, 81-103. Dumbarton Oaks Research Library and Collection, Washington, D.C.

Week 12

Hernández Ying, Orlando

2017 Awakening the Dormant Giant: The Process of Rehabilitation of Panama’s Museum of Anthropology. Lecture for the The Birth of the Museum in Latin America symposium. May 11-12. Getty Research Institute, Los Angeles.

Anderson, Margaret and Andrew Reeves

1994 Contested Identities: Museums and the Nation in Australia. In *Museums and the Making of “Ourselves,”* edited by Flora E. S. Kaplan, pp 79-124. Leicester University Press, New York.

Week 13

Gerard, Schutte

2003 Tourists and Tribes in the “New” South Africa. *Ethnohistory* 50: 473-487.

Braden, Caroline

2016 Welcoming all Visitors: Museums, Accessibility, and Visitors with Disabilities. University of Michigan Working Papers in Museum Studies 12: 3-15.