Anthropology 426  Fall 2016  Who Owns the Past?  W  5:30-8:10 KEN 1140
Professor Bettina Arnold
Office and Hours: SAB 229 (Archaeology Lab) W 1:00-3:00 or by appointment.
Tel: 229-4583 or e-mail: barnold@uwm.edu

REQUIRED TEXTS:  

REQUIRED E-READER on D2L
Selections from various sources, including:

COURSE DESCRIPTION: This course covers the social and political ramifications of the study, interpretation, presentation and conservation of the archaeological past and the institutions involved in those processes, including museums, scholars, members of affiliated ethnic groups and the media. Issues related to the tension between the preservation and conservation of archaeological sites and museum collections and various politically and economically motivated social forces are examined through case studies drawn from both past and present. Recognizing and understanding the complexities involved in these issues are critical skills for anyone living and working in an increasingly politicized and polarized global environment. Why preserve the archaeological past, and in what form? Should prehistoric relics be narrowly conceived or treated in the broader context of all cultural relics? How has the archaeological past been used and abused for political purposes in different historical and cultural contexts? In what ways have administrative policies and ethnocentric attitudes towards indigenous peoples alienated indigenes from anthropologists? How do museums, collections, the restitution of cultural property and the illicit traffic in relics contribute to this situation? What is being done to encourage communication between opposing interested parties in the ongoing struggle for control of the past? Students will read and discuss case studies ranging from the earliest known examples of the curation of ancient objects to the most recent 21st century instances of the looting and appropriation of cultural patrimony.

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES:  
At the end of this course students should be able to:

- Identify the various stake holders and their respective positions on the way the archaeological past is recovered, perceived and valued
- Understand the symbiosis between the study of the archaeological past and the politics of contemporary societies
- Comprehend current debates regarding the definition and handling of cultural patrimony
- Critically analyze and be able to deconstruct arguments related to the presentation and interpretation of the archaeological past.
EVALUATION AND GRADING:

Workload Statement (Undergraduates): This class meets once a week for a total of 3 hours x 15 weeks = 45 hours of class time. You should expect to spend 5 hours per week (some weeks less, some more) over the course of the semester on required readings = 75 hours and another 30 hours reading and writing the summaries and short paper (undergraduates). All told, this class should take no more than 120 hours of your time, but this is an estimate and may vary depending on how well you are able to read and absorb information and whether you attend the class regularly.

Grade Distribution

Undergraduates:
1. Two short (5-10 page) papers (cite at least 3 non-textbook sources!): 60%
3. Summarize three articles from the weekly readings (minimum two pages): 30%
   √- = .5 pt; √ = 1 pt; √+ = 2 pts (2 points possible per summary)
4. Attendance and participation: 10%
5. Extra Credit: Three points possible for attendance at three archaeology-related talks (see http://www.uwm.edu/Dept/ArchLab/ for list of on-campus lectures this semester).

Graduate Students:
1. Two 5-10 page papers: 40%
2. Revise(expand one of the two short papers into a 20+ page final paper: 40%
3. In-class PPT Presentation: Sources drawn from the Additional Readings for that topic: 20%
4. Attendance and participation: Attendance and participation are a given.

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Grade Scale
Final grades will be based on the percentage of total possible points earned throughout the semester. Grades will be assigned according to the following scale:

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GENERAL POLICIES:
Penalty for late assignments: One point per day. If you will be unable to turn in an assignment on time because of special circumstances, you must talk to me in person at least two days before the due date.
Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated. The following web page provides more information about your rights and responsibilities as a student: www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Please contact me as soon as possible if you require any special accommodations in order to complete the requirements for this course.

TOPICS AND DUE DATES:

Weeks 1-3:  **Fantastic Archaeology: Life on the Fringe**  
Text: Feder *Frauds, Myths, and Mysteries* (whole text)

Weeks 4-6:  **The Politics of the Past**  
Text: Vitelli *Archaeological Ethics* Chapters 9-13  
Graduate Student Presentations begin October 5!

Weeks 7-10:  **Bones of Contention: Reburial and Repatriation**  
Text: Chatters *Kennewick Man* (whole text)  
Vitelli *Archaeological Ethics* Chapters 14, 16, 18-21  
**1ST SHORT PAPER DUE: October 19** (in class)

Weeks 11-13:  **Looting, Collecting and Legislation**  
Text: Renfrew *Loot, Legitimacy and Ownership* (whole text)  
Vitelli *Archaeological Ethics* Chapters 1-8, 15, 17  
**2ND SHORT PAPER DUE: November 16**

Weeks 14-15:  **Presenting the Past: Archaeology and the Public**  
Text: Vitelli *Archaeological Ethics* Chapters 21-23  
Graduate Students: **FINAL PAPER DRAFT DUE: November 30** (in class)  
**FINAL PAPER DUE: Wednesday December 14 in in class!!**

Additional Reading Schedule: Articles marked * are required. Those not marked are also available on D2L and may be read and cited in writing article summaries and/or papers.

**Weeks 1-3: Fantastic Archaeology**  
Text: **Feder, Kenneth L.** 2013 ed.  *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*. Mountainview: Mayfield. (You should have read the entire book by Week 4)  
D2L:  


**Short Paper Option**: Choose an example of "fantastic" or "cult" archaeology. What makes this particular case study an example of "pseudo-science"? Discuss the characteristics of "pseudo-archaeology" with reference to this example. How do you think professional archaeologists should respond to fantastic archaeology"? How is "professional archaeology" different from the approach taken in the example you have chosen? How would you define "professional archaeology" vs. "pseudo-archaeology"?

**Weeks 4-6: The Politics of the Past**

**General (Week 4)**


**Case Studies (Weeks 5 & 6)**


*5. Arnold, Bettina. 1990 The past as propaganda: totalitarian archaeology in Nazi Germany. *Antiquity* 64:464-78. (Germany)(5)


17. Harper/Erebus Discovery 2014 (three Word docs)(Canada)


**Short Paper Option**: Why do you think archaeological research lends itself particularly well to political manipulation? How important a role do you think archaeological research plays and has played in recent political events? Do you think the symbiotic relationship between archaeology and politics is good or bad or both? Cite specific examples from the reading to support your conclusions.

**Weeks 7-10: Bones of Contention: Reburial and Repatriation**

Useful links:
- [http://www.nps.gov/archeology/tools/Laws/nagpra.htm](http://www.nps.gov/archeology/tools/Laws/nagpra.htm)
- [http://www.nps.gov/nagpra/MANDATES/INDEX.HTM](http://www.nps.gov/nagpra/MANDATES/INDEX.HTM)
- [http://nmnh.typepad.com/a/6a01156e4c2c3d970c01b8d05c6506970c-pi](http://nmnh.typepad.com/a/6a01156e4c2c3d970c01b8d05c6506970c-pi)
- [http://pcwww.liv.ac.uk/~Sinclair/ALGY399_Site/reburial.html](http://pcwww.liv.ac.uk/~Sinclair/ALGY399_Site/reburial.html)

**Note**: There is a lot of reading on this topic! Be sure you get a balanced perspective on the subject (skim articles that present different views on the subjects of reburial and repatriation).


12. Hodges, Glenn. 2014. Most complete Ice Age skeleton helps solve mystery of first Americans. *National Geographic* online.


Short Paper Option: What are the main issues involved in the conflicted relationship between many archaeologists, anthropologists and aboriginal communities worldwide? Be sure to present the various perspectives on this issue. Address the question of the ethics of excavating burials. What
kinds of things do you think could/should be done to resolve some of the conflicts? What could
anthropologists do? What could aboriginal peoples or other groups opposed to the excavation, study
and display of human remains do? How do you think people (indigenous groups, anthropologists,
general public) will view the resolution of the reburial issue fifty years from now?

**Weeks 11-13: Looting, Collecting and Legislation**

Useful links:
http://www.elginism.com/similar-cases/does-culture-know-of-political-borders/20080721/1191/
http://www.savingantiquities.org/author/david-gill/
http://archive.archaeology.org/online/interviews/gill.html
http://traffickingculture.org/encyclopedia/terminology/treasure-united-kingdom-context/
http://finds.org.uk/
http://lootingmatters.blogspot.com/
http://davidgill.co.uk/looting/

1. Abungu, George O. 2001 Examples from Kenya and Somalia. In Neil Brodie, Jennifer Doole and
2. Adamson, Thomas and Felicia Fonseca. 2014. Navajos outbid art collector, buy back sacred masks
   as Paris auction. Associated Press online.
   377-393.(11)
   Archaeology* Volume 4 E-F, pp. 2441-2448.(11)
   Woodbridge: Boydell Press, Woodbridge.(11)
8. Bonn-Muller, Eti and Eric A. Powell. 2007. A tangled journey home. Archaeological Institute of
   America online: archive.archaeology.org/0709/etc/returns.html (13)
   *Columbia Law Review* 95(2): 377-417.(13)
10. Brent, Michel. 1996. A view inside the illicit trade in African antiquities. In Peter R. Schmidt and
    archaeology in the United States. In Neil Brodie, Jennifer Doole and Colin Renfrew (eds) *Trade in
http://www.economist.com/node/21555531/print


**Short Paper Option:** This topic deals with the demands and agendas of a number of different groups: 1) Museums 2) Looters (within and outside the U.S.) 3) Dealers in antiquities, whether within or outside the U.S. 4) Collectors 5) Indigenous peoples (sometimes also members of groups 1-4). The interests of these groups often conflict. Choose a particular venue (United States, Central America, South America, any other nation or group of nations discussed in the reading or that you are able to identify on your own). Present the problem of looting, dealing and legislating the traffic in antiquities in the context you have chosen. Do you think collecting antiquities is defensible? Would you limit or regulate such collecting in this country? If so, how? Should the U.S. allow antiquities of questionable origin to be brought into the country legally? Do you think collectors "protect" the past? What do you think motivates collecting? What would you do to improve/solve the looting and antiquities trafficking problems in this country? Do you think legal measures in place today are stringent enough? What would you do to change them? What can be done about the looting of archaeological sites in other countries?
Weeks 14-15: Presenting the Past: Archaeology and the Public

Useful links:


38. SAA Archaeological Record 2(2) Special Issue on Public Outreach. 2002. Various articles. (14)

**Short Paper Options:**
1) Go through the last five years of a serial that covers archaeological topics and carry out an analysis of the contents of its articles, photographs and presentation along the lines of the Gero and Root article.
2) Check out a local museum exhibit that deals with archaeological data; try the Milwaukee Public Museum or the Field Museum in Chicago. Analyze and critique the displays: discuss label copy, choice of material on display (vs. what sorts of things were not chosen), coherence and continuity within the exhibit, and whether you feel the exhibit is effective in getting its message across to the public. Identify the message, if you think there is one, and the target audience.
3) Choose an example of "archaeological fiction", in the form of a film or book aimed either at adults or at children. Critique the piece, paying particular attention to the accuracy of the information presented and the effectiveness of the presentation style. You can choose either a particularly good or a particularly bad example (or compare two examples), but be prepared to justify your choice(s).

Consider the following questions in your paper:
- Do you think it is feasible, desirable or necessary for all professional anthropologists to strive toward promoting and preserving a "global prehistory"?
- Looking back at what you have read in previous sections this quarter, have you changed your opinion of what archaeologists do, and for whom they do it? Is there, or will there ever be, a "One World Archaeology"?
- What do you think archaeology's social and political role will be in the decades to come? Insignificant? Vitally important? Controlled by nationalistic regimes? Controlled by profit motives? Can archaeologists afford to abdicate all control over the way in which the past is interpreted and made use of? What do you think the result will be if they do?

**Assignment Guidelines**

**ARTICLE SUMMARY GUIDELINES (Undergrads only):**
The course is structured to give you a maximum amount of writing experience. The article summary/short paper format ensures that at least some of the work will be done throughout the semester rather than in a mad rush three days before the last day of classes.

1. Summaries **must be typed** (computer or typewriter).

2. Summaries **must be at least TWO pages long. Paginate all pages beginning with Page 2!**
3. Summaries must be double-spaced. (I need to be able to write comments, so make sure margins are 1" all around, no more, no less.)

4. Be sure to:
   a. Provide a brief synopsis of the arguments presented in the article you have chosen to summarize.
   b. Evaluate the arguments presented critically, citing additional readings (this may include textbook or e-Reserve readings but must involve at least two sources).
   c. Are you convinced by the arguments made by the author? If not, why not? Justify your response.

SHORT PAPER FORMATTING (U/G):

1. All papers must be typed (computer or typewriter), with 1” margins and either 10 or 12 point font only! All papers must be double-spaced! Paginate all pages beginning with page 2!

2. All short papers must have a title and a bibliography, and must be five pages minimum. You must cite at least ten sources, only four of which can be from the E-Reader. This is meant to ensure that you get more than just a one-sided perspective on what are complex problems/concepts.

3. When citing sources within the text of your papers, the following rules apply:

   Sources which are part of the assigned reading should consist of the author’s last name (first initial if there are two authors being cited in the paper with the same last name) followed by the year of the publication, a colon and the page number(s). (This is the standard procedure in anthropological publications). Quotation marks should be used where appropriate, as in the examples below.

   Example #1: "The moon is made of green cheese" (McDonald 89:123).
   Example #2: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

4. If you have experienced a burst of energy and ambition and have done some additional reading not assigned in the syllabus (unlikely but not impossible), then you should cite the authors as above.

5. References Cited must appear at the end of your papers!! E-Reader article citations are provided in the syllabus. Use these as a guide to format or use a standardized format appropriate to anthropological publications. American Antiquity or American Anthropologist style are good examples, but I’ll accept others as long as you are consistent.

FINAL PAPER (Graduate Students Only): Final papers must be a minimum of 20 pages. You are expected to explore one of the course themes further in the final paper. This includes a) citations from the reading and b) original ideas/thoughts/opinions, backed up by cogent arguments. You must cite at least 20 sources in constructing your argument. You may expand one of your Short Papers for your Final paper.

POWERPOINT PRESENTATION GUIDELINES (Graduate Students Only):
1. **Produce a presentation outline** for your topic or use your PPT slides as a guide when speaking; please do **not** simply read a paper to the class! Your presentation should be no more than 20 minutes long, and not less than 15 minutes. You may make use of any visual aids you like. If you need special equipment, or help with materials, please let the instructor know in advance. Following your presentation there will be a 15 minute Q&A.

2. **Generate five discussion questions** based on the main issues associated with this course topic. Imagine you are boiling the topic down for a friend or roommate who knows nothing about it. These can be issues you think are not adequately resolved by the readings, problems you think need to be articulated in more detail, or questions you have about methodology or theoretical assumptions.

3. **Produce a bibliography consisting of at least 10 references**, to be distributed to the class reflector (send to me via e-mail and I will distribute it) **no later than the day before** the presentation. These should be sources NOT already included in the supplemental readings for the course.

Good luck! Contact me at **barnold@uwm.edu** if you have any questions.

**WRITING CENTER INFORMATION**: The Writing Center in Curtin 127 and a satellite location in the East Wing of the Library welcomes writers from any discipline, at all skill levels, inexperienced through advanced, freshmen through graduate students. No matter where students are in a task, whether still exploring a reading, brainstorming, drafting or revising, they can benefit from talking to one of our well-qualified and trained tutors. Call 229-4339, make appointments online 24/7: www.writingcenter.uwm.edu, or walk in. Writers can make their own 30 or 60 minute appointments on the website or simply walk in to CRT 127 or the Library to see if a tutor is immediately available. Open until 7:00 pm Mon-Wed nights. Synchronous online tutoring is also an option via the website: www.writingcenter.uwm.edu.