Anthropology 410/510: Anthropology Museum
Spring 2014
MW, 2:00-3:50, Museum of Natural and Cultural History

Professor: Dr. Daphne Gallagher
Office: 253 Condon Hall
Email: daphne@uoregon.edu
Office Hours: Monday 10-12, Tuesday 1-3

Course Description:
Historically, museums have been a fundamental component of Anthropology, with collections reflecting and documenting dynamic cultural processes and interactions. Although they maintain their role in academic anthropological (particularly for research with a material culture focus), the nature and missions of anthropology museums have changed dramatically, with the inclusion of new voices and changing standards, themes and approaches. This course explores the anthropology museum through a focus on the social life of collections construed as anthropological, i.e., the archaeological and ethnological materials and human remains that have traditionally been the focus of study for anthropologists. These collections will be placed in historical perspective through an examination of multiple museum traditions, providing context for the diversity of approaches presented throughout the course.

Building from these discussions, we will examine how archaeological and ethnographic materials and human remains become “collections”, and how collections are then maintained and cared for by museums. Once in a museum, collections are used and experienced by multiple communities. We will explore the diverse uses of collections by researchers and the public, and how museum professionals work collaboratively to provide access to collections and develop exhibitions to interpret these collections for a broad audience. Within this discussion, we will focus on the challenges of representation inherent in the display of anthropological collections, and explore how different types of museums approach the exhibition of these collections. Finally, we will examine the processes by which collections leave museum contexts, with a focus on repatriation. Through this approach, students will gain an appreciation for the social, historical, ethical and practical dimensions of engaging with anthropological collections in museum contexts and for how the diverse perspectives on anthropology museums held by different communities have shaped and continue to shape evolving professional standards.

Learning Objectives:
After successful completion of this course, students will be able to

• Outline how the acquisition, curation, and exhibition of anthropological collections has transformed over the 19th-21st centuries
• Describe how diverse perspectives on and traditions related to the acquisition, curation, and exhibition of anthropological collections influence museum practice
• Explain the challenges and constraints involved in the practical implementation of modern best practices as they relate to anthropological collections
• Critically evaluate the ethical and procedural contexts of the repatriation of anthropological collections
**Readings:** Readings will all be available as PDF files on the course Blackboard site. Graduate Students enrolled in Anthropology 510 will be responsible for additional readings (see Anth 510 requirements). Readings are subject to change.

**Inclusion Statement:** The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

**Accommodations:** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

**Academic Integrity:** I take academic integrity very seriously: please review the University’s Academic Honesty Policy posted on the blackboard website, and contact me if you have any questions.

**Office Hours and Email:** I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time (daphne@uoregon.edu). If you email me, I will try to respond promptly, but it is not always possible for me to do so.

**Class Etiquette:** It is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, checking email, etc.) affect the learning experience of everyone in the room. Since we are meeting in a museum, no food or drinks (other than water) are allowed in the class.
Course Requirements for Anthropology 410

Weekly Written Assignments: 10 x 8% = 80%
Attendance and Participation: 16%
Museum Engagement: 1 x 4% = 4%

Weekly Written Assignments
There will be ten, written, take-home assignments in this class, each worth 8% of your grade. The assignments will vary from week to week: some weeks they will consist of a single essay, while in other weeks they may be a series of short answer questions or an activity you will need to complete. In general, each will be ca. 1000 words, although the precise length needed to effectively complete the assignment will depend on the questions and on your approach. Assignments will be available on Wednesdays and due in class the following Monday. Assignments must be turned in on paper; electronic submissions will not be accepted without pre-approval. Assignments may be typed or hand-written and should be edited for grammar and spelling.

Attendance and Participation
This class is heavily focused on discussion, and we will be engaging with numerous museum professionals throughout the term. For this reason, attendance and participation will be recorded and count for 16% of your grade. Attendance requires that you arrive on time and stay through the entire class period. Participation requires that you come to class prepared and engage with the class material. You may miss one class with no penalty. Each additional absence will result in a 5% deduction from your attendance/participation grade. (Failure to participate will be graded the same as an absence). Given the significant role discussion will play in this class, if I decide it is necessary to encourage adequate preparation, I will integrate short reading quizzes into the attendance and participation grade.

Museum Engagements
A primary goal of this class is that you engage with the museum community on campus and in the region. For museum engagements, you may participate in an organized activity (e.g., film showings, exhibit openings), or complete an activity on your own (visit a regional museum, watch a relevant film, etc.). For the engagement, you will need to provide a 500 word write-up that
- identifies the activity you completed (including date, location, nature of the experience)
- evaluates the activity content in the context of the themes we have discussed in the course
Several possible engagement activities will be posted on the class blackboard site as they arise throughout the term. If you wish to do an independent activity, please check with Dr. Gallagher first to be certain it is appropriate. Museum engagements may be turned it at any time until Tuesday, June 10 at 5:00pm.
Extra Museum Engagements
It is required that all students complete one Museum Engagement. Students may complete two additional engagements in place of one of the weekly written assignments. If you choose this option, I will drop your lowest of the 11 scores (with the combined extra engagements counting as one score). You do NOT need to turn in a weekly assignment to be able to drop a grade.

Late Assignment Policy: Assignments may be turned in one class late (by Wednesday at the end of class) for a 10% penalty. They may be turned in by Tuesday, June 10 at 5pm for a 30% penalty. No assignments will be accepted after that date.

Grading Scale and Performance Expectations
I do not anticipate a curve for this class. The grading scale to be used is as follows:
A+ = 97-100%   A = 93-96.9%   A- = 90-92.9%
B+ = 87-89.9%   B = 83-86.9%   B- = 80-82.9%
C+ = 77-79.9%   C = 73-76.9%   C- = 70-72.9%
D+ = 67-69.9%   D = 63-66.9%   D- = 60-62.9%
F = < 59.9%
If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:
A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Course Requirements for Anthropology 510

Weekly Written Assignments: 8 x 8% = 64%
Book Analyses: 2 x 8% = 16%
Annotated Bibliography: 20%

Weekly Written Assignments
There will be ten, written, take-home assignments in this class, and graduate students will be expected to complete eight of them (8% each). The assignments will vary from week to week: some weeks they will consist of a single essay, while in other weeks they may be a series of short answer questions or an activity you will need to complete and write-up. In general, each will be ca. 1000 words, although the precise length needed to effectively complete the assignment will depend on the questions and on your approach. Assignments will be available on Wednesdays and due in class the following Monday. Assignments must be turned in on paper; electronic submissions will not be accepted without pre-approval. Assignments may be typed or handwritten and should be edited for grammar and spelling.

Museum Engagements
While it is not required that graduate students complete a Museum Engagement (see description under Anth410, above), students may complete two additional engagements in place of one of the weekly written assignments. If you choose this option, I will drop your lowest of the 9 scores (with the combined extra engagements counting as one score). You do NOT need to turn in a weekly assignment to be able to drop a grade. Museum engagements may be turned in at any time until Tuesday, June 10 at 5:00pm

Book Responses
As a group, students enrolled in Anthropology 510 will be reading two books. For each book, we will meet as a group at a time that fits with all of our schedules for a one-hour discussion. You will also be asked to write a 1000-1500 word essay for each book that explores how it relates to the themes of the class. For this process, you may find it useful to look at book reviews, citing and cited works, and other resources for a sense of the book’s intellectual context, although it is not required that you do so. These papers will be due at the time of our discussion. The papers and participation in our group discussion will be worth 8% each.

Week 3 or 4

Week 7 or 8
Annotated Bibliography
Graduate students will complete an annotated bibliography on a topic of their choice. Topics must be approved and should be discussed and decided upon by the second week of class. Each bibliography will consist of three components:

- An introductory statement that frames the research question (ca. 500 words)
- Ten annotated bibliography entries (ca. 300 words/entry)
- Fifteen citations for further reading

While your bibliography should include a focus on the relevant academic literature, you are encouraged to incorporate diverse sources. Bibliographies will be due by 5pm on Tuesday June 10.

Note on Attendance and Participation
While graduate students are no explicitly graded on attendance and participation, it is expected that they will attend class and model participation. Failure to consistently attend class may result in up to a half-letter grade penalty to the final grade. Students who have missed or failed to participate in two classes will be warned that future absences will begin to affect their final grade.

Grading Scale and Performance Expectations
I do not anticipate a curve for this class. The grading scale to be used is as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>F</td>
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A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at a high level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
B:-: Quality of performance meets the requirements for graduate students; demonstrates the minimum level of understanding of course content for graduate-level.
C+ to D: Quality of performance is inadequate for graduate-level work; demonstrates only an undergraduate-level of understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
COURSE TOPICS AND READINGS

Week 1

March 31: What is an Anthropology Museum?

April 2: Historical Perspectives: 19th Century

Readings:

Week 2

April 7: Historical Perspectives: 20th Century

Readings

April 9: Non-European Museum Traditions

Readings
Week 3

April 14: Current Missions in Anthropology Museums
Guest Speaker: Patty Krier (Special Assistant to Executive Director, MNCH)

Readings
- Museum Missions Statements (consider exploring others as well)
  - http://fieldmuseum.org/about/mission
  - http://nmai.si.edu/about/mission/
  - http://hearstmuseum.berkeley.edu/about

April 16: Collection Acquisition: Late 19th and early 20th Century

Readings

Week 4

April 21: Collections Acquisition: Current Practices
Tour MNCH Anthropological Collections

Readings
April 23: Collections Care  
Guest Speaker: Elizabeth Kallenbach (Anthropological Collections Manager, MNCH)  
Readings  
- Dawson, Alex (ed.) 2011. Benchmarks in Collections Care for Museums, Archives, and Libraries. MLA.  

Week 5  

April 28: Collections Access  
Guest Speaker: Pam Endzweig (Director of Anthropological Collections, MNCH)  
Possible Readings  

April 30: Intangible Cultural Property & Traditional Cultural Expression in Museum Collections  
Guest Speaker: Jennifer O’Neal (University Historian and Archivist, UO Libraries)  
Readings  
- Protocols for Native American Archival Materials (http://www2.nau.edu/libnap-p/)  
Week 6

May 5: Exhibitions: An Overview  
Guest Speaker: Ann Craig (Interim Director of Public Programs, MNCH)

Readings

May 7: Representation and Collaboration I

Readings

Week 7

May 12: Representation and Collaboration II

Guest Speaker: David Lewis (Tribal Museum Curator/Cultural Liaison, Grand Ronde Museum and Archives, Confederated Tribes of Grand Ronde)

May 14: Experiencing Exhibitions
  *Exhibitionist* (Fall): 69-75.
  Oxford: Berg.
- Jones, D. Gareth, and Maja I. Whitaker 2013. The contested realm of displaying dead 
  bodies *Journal of Medical Ethics* 39 (10): 652-653.
- Brooks, Mary M., and Claire Rumsey 2007. The body in the museum, in *Human 

Week 8

May 19: Sites, Reconstruction, and Authenticity

Readings
- Bunn, David 2006. The museum outdoors: Heritage, cattle, and permeable borders in 
  the Southwestern Kruger National Park, in *Museum Frictions*, edited by Karp, Kratz, 
- Silverman, Helaine 2007. Archaeological site museums in Latin America, in 
  *Archaeological Site Museums in Latin America*, edited by Helaine Silverman, 
  Gainesville: University of Florida Press, pp. 3-17.
- Clottes, Jean and Christopher Chippindale 1999. The Parc Pyrénéen d’Art 
  Préhistorique, France: Beyond replica and re-enactment in interpreting the ancient 
  past, in *The Constructed Past: Experimental Archaeology, Education, and the Public*, 

May 21: Art vs. Artifact

Readings:
- Gell, Alfred 1996. Vogel’s Net: Traps as Artwork and Artwork as Traps. *Journal of 
  of Chicago Press.
Week 9

May 26: No Class: Memorial Day

May 28: Repatriation I
   Guest Speaker: Pam Endzweig

Readings
- NAGPRA legislation

Week 10

June 2: Repatriation II

Readings
- Declaration of the importance and value of universal museums (2004)

June 4: Future Directions

**Final Assignments, Engagements, etc. due by 5pm, Tuesday June 10**