

HONORS 290
“Dirty Histories, Popular Pasts, and Present Politics”
University of Massachusetts, Boston
Spring 2007

SCHEDULE

Tues, Thurs 4:00 – 5:15 pm McCormack, 2nd Floor, Room 621 (M-2-621)

INSTRUCTOR

Professor: Stephen W. Silliman (Assistant Professor, Graduate Program Director)
Department: Anthropology
Office Location: McCormack Hall, 4th Floor, Room 439 (M/4/439)
Office Phone: 617-287-6854
Office Hours: Tuesdays/Thursdays 2:00 pm – 3:30 pm; or by appointment
Email: stephen.silliman@umb.edu
Instructor Website: http://www.faculty.umb.edu/stephen_silliman/
Course Website: http://www.faculty.umb.edu/stephen_silliman/Honors290.html

PURPOSE OF THE COURSE

This course tackles the issue of how the past is produced in the present as history, as memory, as commemoration, as identity, as justification, and as conflict. This production, rather than simple revelation, of the past in the present does not undermine the ability to render accurate or empirical histories, but it does embed the interpretive process – the transformation of the past into a historical narrative – in cultural and political worlds. Far from simply an esoteric pursuit of scholars, “the past” is represented and mobilized in the present for diverse reasons. Whether sought by anthropologists and historians in academic pursuits, referred to by judges and presidents for justification, written and rewritten by military victors, glamorized for commemoration, consumed as entertainment, summoned in religion and ritual, traced as genealogy, mobilized as ancestry and legacy, or protected in its material and mythical form by nation-states, the past plays a critical yet often under-analyzed and under-recognized role in the present. Using a multidisciplinary approach weighted heavily toward anthropology, archaeology, and history, this course will consider the politics of forgetting and remembering, the interplay of history and heritage, the manipulation of heritage for political motives, the nature of commemoration and memorialization, and the struggle to control the past.

The course will focus on developing critical perspectives on this broad and complex issue, which we will accomplish through group discussions and lectures. The course will cover a variety of topics over the course of the semester such as heritage, history, memorialization, nationalism, pedagogy, social memory, justice, repatriation, looting, collecting, and preservation. This coverage will proceed by coupling conceptual issues with real, grounded examples. The examples vary significantly, but try to capture poignant cases around the world: Colonial Williamsburg, Acropolis in Athens, Little Big Horn Battlefield, Baghdad Museum, Israeli nation-building, Haiti, manor houses in England, repatriation of human remains to indigenous communities, and Holocaust Museum in Washington, DC...to name a few.

PREREQUISITES

This course has no formal prerequisites. Some background in anthropology, archaeology, or history would be helpful, but not necessary.

COURSE READINGS

The following books are required reading and should be available in the UMass Boston bookstore or from on-line booksellers (perhaps at a reduced cost). The abbreviations at the end of each bibliographic author entry refer to codes in the course outline.

Lowenthal, David (HC)

1996 *The Heritage Crusade and the Spoils of History*. (2006 reprint) Cambridge University Press, Cambridge.

Nash, Gary B., Charlotte Crabtree, and Ross E. Dunn (HoT)

2000 *History on Trial: Culture Wars and the Teaching of the Past*. Vintage Books, New York.

Smith, Laurajane (UoH)

2006 *Uses of Heritage*. Routledge, London.

Trouillot, Michel-Rolph (StP)

1995 *Silencing the Past: Power and the Production of History*. Beacon Press, Boston.

Several articles are also required for this course and available in PDF (Adobe) format at www.faculty.umb.edu/stephen_silliman/coursematerials/Honors290/articles/ with the login “student” and password [removed]. The full citations are listed in the bibliography at the end of the syllabus. I would recommend not necessarily printing all of these if you are comfortable reading them on a monitor screen and taking notes, just because of the toner and paper required. Also preview them before printing to watch for those that might be image-heavy since these will use up printer ink much more quickly!

GRADING

The course emphasizes careful analysis and thoughtful critique through written work, oral presentations, and lively class discussion. You will take no in-class exams. The course grade is weighted as follows:

20% Take-Home Midterm Essay, Due **March 27**

This take-home essay involves a thorough and well-referenced treatment of the first half of the course. Guidelines will be distributed with the assignment.

20% Take-Home Final Essay, Due **May 24**

This take-home essay involves a thorough and well-referenced treatment of the second half of the course. Guidelines will be distributed with the assignment.

15% Five, one-page responses to selected readings, worth 3% each
Due **February 8, February 22, March 13, April 10, April 24**

These responses are concise, but informed treatments of one or two readings assigned for that day. Instructions and guiding question(s) will be provided for each assignment.

10% Group Debate
Due **March 1, March 29, April 5, April 19, May 8**

Five groups of four students will hold a 30- to 45-minute debate on the class topic for that particular date. The instructor will provide guidance on how to structure these debates and what to address. Each student will participate in only one of the five debates.

25% Research paper: 10-12 pages plus bibliography, Due **May 10**

The paper will involve researching a project on the politics, production, dissemination, memorialization, manipulation, or contestation of history and heritage. Rather than doing a major literature review, the paper will involve springing from a relevant literature review into a critical analysis of your own on some issue and appropriate data relevant to the class. Your data-gathering for this analysis may involve (1) visiting museums, heritage or archaeological sites, memorials, cemeteries, or other physical locations, (2) studying the presentation and use of the past in public media such as newspapers, textbooks, speeches, public events, or the internet, (3) conducting interviews or observations, or (4) delving into a topic that interests you and has accessible literature and data for comparative and unique analyses. Guidelines for this paper will be distributed at a later date.

The research project topic must be approved by **March 6**. You should outline in paragraph what you plan to do and how you plan to do it, and include 3-4 references to demonstrate some grasp of the relevant literature.

10% Class participation and attendance

Everyone starts out with the full ten points, and I would like to keep you all there. However, you will lose points (one per day) for any missed day over the one unexcused absence that I allow. Attendance will help keep your points at a good level, but participation will be essential to hold them at the highest possible level. Participation means preparing for class (doing the readings, thinking about the issues) and discussing them in the larger group at appropriate times.

POLICIES

Attendance

Attendance is required. The class cannot proceed well without everyone present, informed about the course literature, and prepared to discuss it. However, I realize that you may end up with an absence or two in the event of personal emergencies and other obligations, so you and you alone are responsible for getting lecture notes, handouts, or assignments. You are allowed only one unexcused absence, as detailed in the grading scheme. Valid excuses are limited in scope, so be sure to discuss any absences with me. For every unexcused absence, I will deduct one point from the attendance and participation section of your grade. For those students who regularly come to class late, be prepared to lose points as well since this can cause quite a bit of disruption to the course flow. This policy should not deter those who are late from actually coming to whatever portion of class that they can make, but it should remind all students that being late should be avoided if at all possible.

Late Assignments

I expect assignments to be completed on time. Late assignments will be accepted, but keep in mind that you will lose one point of that assignment's total value for every day that you are late. *Every* day counts, not just class days. This means that after one day, you will be eligible for only 19% instead of 20% for the midterm essay (half of a letter grade); after two days, only 18% (a full letter grade); etc.

Academic Dishonesty

As detailed in the UMB Catalog (http://www.umb.edu/student_affairs/programs/judicial/csc.html) and well summarized at this Healey Library URL (<http://www.lib.umb.edu/cheating/index.html>), academic dishonesty covers many topics. Cheating and plagiarism are two of the most common, and I tolerate neither. For any assignment which I catch them, you will receive a zero. Plagiarism is the act of claiming someone else's work or idea as your own, and it carries severe penalties in my classroom and in the university. Avoid plagiarism in your writing by citing *all* of your sources, whether books, periodicals, web sites, and unpublished manuscripts. You cannot use someone else's ideas or words as your own, nor

can you simply shuffle words. If you are unclear about how to cite sources, please consult with me. Better yet, view the resources online at the Healey Library at the above-listed URL for guidance. Students should be aware that I plan to have all assignments submitted through Turnitin.com, which is plagiarism detection software licensed through the university. Students in this course must be prepared to submit an electronic version of all major written assignments through this software interface.

Respect

Keep in mind that instructor and students may diverge in opinions or beliefs and that a healthy exchange of ideas may involve debate, as well as requirements of evidence and critical thinking. I ask only that students respect the opinions and beliefs of their fellow classmates and of the instructor, as I will always try to do the same. In addition, students must respect the classroom space and instructor by turning off all cell phones before class begins. You are not permitted to take calls in the classroom, nor are you allowed to text message. You may use handheld and laptop computers, but for note-taking only. Finally, you are not permitted to come and go from the classroom while class is in session. If you have an emergency, then stepping out of the classroom will be allowed, but the following cases do not constitute emergencies: having to go the bathroom when you should have done this before class started, needing to get a drink when you could have brought that in with you, thinking you should use your cell phone when these are not permitted during class time, or requiring tissues when you have a cold and should have brought those in with you. If you intentionally and regularly violate any of these policies, you will be asked to leave the classroom and will receive an unexcused absence for the day.

Special Needs

If you have a disability or special need pertinent to the class structure or assignments, you must inform me as soon as possible. You must have documentation from the Ross Center for Disability Services, located in the Campus Center, Second Floor, 2100 Street, Room 110 (phone: 287-7430; website: <http://www.rosscenter.umb.edu/>). Every effort will be made to accommodate your particular situation.

COURSE OUTLINE

Date	Topic	Readings
1/30, Tu	Introduction	Lowenthal (HC): Preface
2/1, Th	The past matters	Lowenthal (HC): Chpt 1 Nash et al. (HoT): Chpt 1
2/6, Tu	How history works	Lowenthal (HC): Chpt 5 Trouillot (StP): Preface, Chpt 1
2/8, Th	<i>Case Study: Haiti</i>	Trouillot (StP): Chpts 2, 3 Summary 1 Due
2/13, Tu	Teaching history Film: "America Rock"	Nash et al. (HoT): Chpts 3, 4 <i>Optional:</i> Nash et al. (HoT): Chpt 2
2/15, Th	Teaching history, continued	Nash et al. (HoT): Chpts 5, 8 Norton 2006 <i>Optional:</i> Nash et al. (HoT): Chpts 6, 7
2/20, Tu	Collective and individual memory	Lowenthal (HC): Chpts 2, 3
2/22, Th	Understanding heritage	Lowenthal (HC): Chpt 6 Smith (UoH): Chpt 1 Summary 2 Due
2/27, Tu	Practicing heritage	Lowenthal (HC): Chpt 7 Trouillot (StP): Chpt 4
3/1, Th	<i>Case Study: Williamsburg</i> http://www.history.org/	Gable & Handler 1996 Carson 1994 <i>Optional:</i> Lowenthal (HC): Chpt 4 Debate 1
3/6, Tu	Experiencing heritage	Smith (UoH): Chpt 2 Research Paper Topic Due
3/8, Th	<i>Case Study: Labor History</i>	Smith (UoH): Chpt 6 Green 2004 Green 2005
3/13, Tu	<i>Case Study: Historic Houses</i>	Smith (UoH): Chpt 4 Pitcaithley 2001 Summary 3 Due Take Home Midterm Paper Assigned
3/15, Th	Nationalism	Kohl 1998 McManamon 2003 <i>Optional:</i> Lowenthal (HC): Chpt 8
3/20, Tu	SPRING BREAK	
3/22, Th	SPRING BREAK	
3/27, Tu	<i>Case Study: Nazi Germany</i>	Arnold 1990 Take Home Midterm Paper Due
3/29, Th	<i>Case Study: Israel/Palestine</i>	El-Haj 2003 Hallotte & Joffe 2002 Debate 2

4/3, Tu	<i>Case Study: Greek Acropolis</i>	Hamilakis 2003b Yalouri 2001
4/5, Th	Collecting/selling/protecting heritage	Brodie & Renfrew 2005 Hollowell 2006a <i>Optional:</i> Hollowell 2006b Debate 3
4/10, Tu	<i>Case Study: Iraq</i>	Bernhardsson 2005 Hamilakis 2003a Summary 4 Due
4/12, Th	<i>Case Study: World Heritage</i>	Smith (UoH): Chpt 3 Breglia 2006 <i>Optional:</i> Smith (UoH): Chpt 5
4/17, Tu	Repatriation and Restitution	Barkan 2002 Lowenthal (HC): Chpt 10
4/19, Th	<i>Case Study: Elgin Marbles</i>	Fitz Gibbon 2005 Hamilakis 1999 Debate 4
4/24, Tu	<i>Case Study: Indigenous bodies</i>	Brothwell 2004 Riding In 2000 Summary 5 Due
4/26, Th	<i>Case Study: Kennewick Man</i> Film: "Who Owns the Past?"	Gerstenblith 2002
5/1, Tu	<i>Case Study: Native Americans</i> Film: TBA	Smith (UoH): Chpt 8 Yellow Bird 2004
5/3, Th	Remembering/Commemorating War Film: "History and Memory"	Meskill 2002
5/8, Tu	<i>Case Study: The Holocaust</i> http://www.ushmm.org	BBC 2006 Ruffins 1997 Shermer & Grobman 2000 Debate 5
5/10, Th	<i>Case Study: U.S. Indian Wars</i>	Brown 2001 Linenthal 1993 Research Paper Due
5/15, Tu	Conclusion	Nash et al. (HoT): Chpt 10 Smith (UoH): Conclusion Trouillot (StP): Chpt 5 Take Home Final Paper Assigned
5/24, Th		Take Home Final Paper Due

REQUIRED READING

Arnold, Bettina

- 1990 The Past as Propaganda: Totalitarian Archaeology in Nazi Germany. *Antiquity* 4:464-78. Reprinted in 1996, *Contemporary Archaeology in Theory*, edited by Ian Hodder, pp. 549-569. London and Malden, Blackwell Publishing.

Barkan, Elazar

- 2002 Amending Historical Injustices: The Restitution of Cultural Property – An Overview. In *Claiming the Stones / Naming the Bones: Cultural Property and the Negotiation of National and Ethnic Identity*, edited by Elazar Barkan and Ronald Bush, pp. 16-46. Getty Publications, Getty Center, Los Angeles.

BBC

- 2006 Why are Jews at the “Holocaust Denial” Conference? *BBC News Magazine*, December 13.
http://news.bbc.co.uk/2/hi/uk_news/magazine/6171503.stm

Bernhardsson, Magnus

- 2005 Introduction. In *Reclaiming a Plundered Past: Archaeology and Nation Building in Modern Iraq*, pp. 1-18. University of Texas Press, Austin.

Breglia, Lisa

- 2006 Chapter 4: By Blood or By Sweat: Shaping Rights to World Heritage. In *Monumental Ambivalence: The Politics of Heritage*, pp. 97-134. University of Texas Press, Austin.

Brodie, Neil and Colin Renfrew

- 2005 Looting and the World’s Archaeological Heritage: The Inadequate Response. *Annual Review of Anthropology* 34:343-361.

Brothwell, Don

- 2004 Bring Out Your Dead: People, Pots, and Politics. *Antiquity* 78(300):414-418.

Brown, Gail

- 2001 Wounded Knee: The Conflict in Interpretation. In *Myth, Memory, and the Making of the American Landscape*, edited by Paul A. Shackel, pp. 103-121. University Press of Florida, Gainesville.

Carson, Cary

- 1994 Lost in the Fun House: A Commentary on Anthropologists’ First Contact with Museums. *The Journal of American History* 81(1):137-150.

El-Haj, Nadia Abu

- 2003 Reflections on Archaeology and Israeli Settler-Nationhood. *Radical History Review* 86:149-163.

Fitz Gibbon, Kate

- 2005 The Elgin Marbles: A Summary. In *Who Owns the Past? Cultural Policy, Cultural Property, and the Law*, edited by Kate Fitz Gibbon, pp. 109-122. American Council for Cultural Policy and Rutgers University Press, Piscataway, New Jersey.

Gable, Eric and Richard H. Handler

- 1996 After Authenticity at an American Heritage Site. *American Anthropologist* 98(3):568-578.

Gerstenblith, Patty

- 2002 Cultural Significance and the Kennewick Skeleton: Some Thoughts on the Resolution of Cultural Heritage Disputes. In *Claiming the Stones / Naming the Bones: Cultural Property and the Negotiation of National and Ethnic Identity*, edited by Elazar Barkan and Ronald Bush, pp. 162-197. Getty Publications, Getty Center, Los Angeles.

- Green, James
 2004 Crime Against Memory at Ludlow. *Labor: Studies in Working Class History of the Americas* 1(1):9-16.
 2005 The Globalization of a Memory: The Enduring Remembrance of the Haymarket Martyrs around the World. *Labor: Studies in Working Class History of the Americas* 2(4):11-24.
- Hallotte, Rachel S. and Alexander H. Joffe
 2002 The Politics of Israeli Archaeology: Between “Nationalism” and “Science” in the Age of the Second Republic. *Israeli Studies* 7(3):84-116.
- Hamilakis, Yannis
 1999 Stories from Exile: Fragments from the Cultural Biography of the Parthenon (or ‘Elgin’) Marbles. *World Archaeology* 31(2):303-320.
 2003a Iraq, Stewardship, and ‘the Record’: An Ethical Crisis for Archaeology. *Public Archaeology* 3:104-111.
 2003b Lives in Ruins: Antiquities and National Imagination in Modern Greece. In *The Politics of Archaeology and Identity in a Global Context*, edited by Susan Kane, pp. 51-78. Archaeological Institute of America, Boston.
- Hollowell, Julie
 2006a Moral Arguments on Subsistence Digging. In *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, edited by Chris Scarre and Geoffrey Scarre, pp. 69-93. Cambridge University Press, Cambridge.
 2006b St. Lawrence Island’s Legal Market in Archaeological Goods [proof stage, pre-publication]. In *Archaeology, Cultural Heritage, and the Antiquities Trade*, edited by Neil Brodie, Morag M. Kersel, Christina Luke, and Kathryn Walker Tubb, pp. 98-132. University Press of Florida, Gainesville.
- Kohl, Philip L.
 1998 Nationalism and Archaeology: On the Constructions of Nations and on the Reconstructions of the Remote Past. *Annual Review of Anthropology* 27:223-246.
- Linenthal, Edward T.
 1993 Little Big Horn. In *Sacred Ground: Americans and Their Battlefields*, 2nd edition, pp. 127-171. University of Illinois Press, Chicago.
- McManamon, Francis
 2003 Archaeology, Nationalism, and Ancient America. In *The Politics of Archaeology and Identity in a Global Context*, edited by Susan Kane, pp. 115-137. Archaeological Institute of America, Boston.
- Meskill, Lynn
 2002 Negative Heritage and Past Mastering. *Anthropological Quarterly* 75(3):557-574.
- Norton, Mary Beth
 2006 History Under Construction in Florida. *New York Times*, Opinion-Editorial, July 2.
- Pitcaithley, Dwight T.
 2001 Abraham Lincoln's Birthplace Cabin: The Making of an American Icon. In *Myth, Memory, and the Making of the American Landscape*, edited by Paul A. Shackel, pp. 240-254. University Press of Florida, Gainesville.
- Riding In, James
 1996 Repatriation: A Pawnee’s Perspective. *American Indian Quarterly* 20(2):238-

Ruffins, Faith Davis

1997 Culture Wars Won and Lost: Ethnic Museums on the Mall, Part I: The National Holocaust Museum and the Museum of the American Indian. *Radical History Review* 68:79-100.

Shermer, Michael and Alex Grobman

2000 How Deniers Distort History: Flaws, Fallacies, and Failings in the Deniers' Arguments. In *Denying History: Who Says the Holocaust Never Happened and Why Do They Say It?*, pp. 99-119. University of California Press, Berkeley.

Yalouri, Eleana

2001 Chapter 2: The Acropolis Past and Present. In *The Acropolis: Global Fame, Local Claim*, pp. 27-48. Berg Publishers, Oxford.

Yellow Bird, Michael

2004 Cowboys and Indians: Toys of Genocide, Icons of American Colonialism. *Wicazo Sa Review* Fall: 33-48.