

ANTHROPOLOGY 425
“Contemporary Issues: Dirty Histories, Popular Pasts, and Present Politics”
University of Massachusetts, Boston
Spring 2011

SCHEDULE

Thurs, 4:00 – 6:45 pm McCormack, 3rd Floor, Room 430 (M/3/430)

INSTRUCTOR

Professor: Stephen W. Silliman
Office Location: McCormack Hall, 4th Floor, Room 439 (M/4/439)
Contact Information: 617-287-6854, stephen.silliman@umb.edu
Office Hours: Tuesdays/Thursdays 1:30-3:00 pm, or by appointment
Instructor Website: http://www.faculty.umb.edu/stephen_silliman/
Course Website: http://www.faculty.umb.edu/stephen_silliman/html/Courses/Anth425.html

PURPOSE

Anthropology 425 is the capstone proseminar for Anthropology majors, and its main goal is to draw together various strands of anthropology’s subdisciplines in a culminating experience for undergraduates. Topics vary, but all offerings of the course focus on reflection, synthesis, research, critical thinking, and innovation. This specific version of the course focuses on “dirty histories”. It 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 role in the present. Using a multidisciplinary approach weighted heavily toward cultural anthropology, archaeology, heritage studies, 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 focuses on developing critical perspectives on this broad and complex issue, which we will accomplish through group discussions, debates, films, and lectures. The course covers a variety of topics over the course of the semester such as heritage, history, memorialization, nationalism, social memory, justice, repatriation, looting, collecting, and preservation. This coverage occurs by coupling conceptual issues with real, grounded examples, such as: Colonial Williamsburg, Acropolis in Athens, Little Big Horn Battlefield, Baghdad Museum, Israeli nation-building, Haiti, repatriation of human remains to indigenous communities, Holocaust Museum in Washington DC, and collaborative and community anthropology... to name a few.

PREREQUISITES

This course has no formal prerequisites other than senior standing as an Anthropology major, unless special arrangements are made for students approaching the end of their bachelor’s degree.

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.

Smith, LauraJane and Emma Waterton (HCA)

2009 *Heritage, Communities, and Archaeology*. Duckworth Debates in Archaeology.

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/anth425/articles/ with the login "student" and password "JabNak.3". 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. Other online resources relevant to course material can be found here www.faculty.umb.edu/stephen_silliman/html/other.html.

GRADING

Assignments must be submitted as a Word document via email. The course emphasizes careful analysis and thoughtful critique through written work, oral presentations, and class discussion, weighted as follows:

5% Anthropological autobiography, 3-4 pages, Due **February 10**.

As part of the capstone requirement, the department requires this autobiography. It should be a thoughtful, personal essay describing how you became interested in anthropology, how your perceptions have changed or solidified during your undergraduate career, and how your anthropology and other coursework at UMass Boston has contributed to your intellectual development or challenged you. Discuss problems or frustrations you have faced, and outline how you plan (or hope) to use your anthropological training after UMass Boston.

50% Research Project

(a) Topic and bibliography, Due **March 3**.

Worth 5% of the total grade, this will involve a one-paragraph summary of the paper topic, including methods to gather the necessary data, and a bibliography of 7 sources (beyond any class sources) you will likely use to frame your research or do your interpretations. You are encouraged to discuss the topic with the instructor ahead of time.

(b) Presentation, 12-15 minutes with question and answer, Due **April 21, April 28, or May 5**.

Worth 10% of the total grade, the presentation will develop the ideas, methods, and results of your research project in a scholarly format. Audiovisual aids, plus clarity of presentation and content, are recommended. Professional handling of questions will be evaluated as well. Students are expected to heed recommendations from peers and instructor for the final paper version.

(c) Research paper, 12-15 pages plus bibliography, Due **May 12**.

Worth 35% of the total grade, the paper involves researching a project on the politics, production, dissemination, memorialization, manipulation, or contestation of history and heritage. Rather than a major literature review, the paper must use a relevant literature review to frame a critical analysis of your own on some issue pertinent to the class. Your data-gathering might involve (1) visiting museums, heritage or archaeological sites, memorials, or cemeteries, (2) studying the presentation and use of the past in public media such as newspapers, textbooks, speeches, public events, or the internet, or (3) conducting interviews or ethnographic observations. Guidelines for the paper will be distributed.

30% Take-Home Essays 1 & 2 (15% each), 5 pages, Due **March 10 and April 14.**

The take-home essays involve a thorough and well-referenced treatment of the course by the assigned date, guided by a question provided by the instructor.

10% Group Debates, Due **March 24, March 31, or April 7.**

Three groups of 5 students will hold an hour-long debate on the class topic for that date. The instructor will provide guidance later in the semester. Half of your grade is individual; half is a group grade.

5% Class participation and attendance.

Attendance will keep your points at a good level, but participation is essential to hold them at the highest possible level. Participation means doing the readings, thinking about the issues, coming up with questions, and discussing them. It does not mean hogging discussion, leading the class into irrelevant realms, or interrupting regular class flow. See policy below regarding attendance.

POLICIES

Attendance

Attendance is required. The class cannot proceed well without everyone present, informed about the course literature, and prepared to discuss it. We also only meet once a week with two weeks devoted to student presentations. I realize that you may end up with an absence or two due to emergencies and other obligations, so you alone are responsible for getting lecture notes, handouts, or assignments. Since we only meet once a week, you are permitted only one absence before you begin to lose points. If you regularly come to class late, be prepared to lose points as well since this disrupts the course flow.

Late Assignments

I expect assignments to be completed on time. Late assignments will be accepted, but you will lose 1 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 34% instead of 35% for the midterm essay (about one-third of a letter grade); after two days, only 33% (over two-thirds of a letter grade); etc.

Academic Dishonesty

As described here (<http://www.umb.edu/academics/undergraduate/office/wpr/links.html>), academic dishonesty covers many topics, needs to be carefully avoided, and is against University regulations. For any assignment in which I catch cheating or plagiarism, 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 or review the link included under the URL above.

Respect

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 fellow classmates and 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. 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. We will have break(s) to offer some relief to the long class session.

Special Needs

If you have a disability or special need pertinent to the class, please inform me as soon as possible with documentation from the Ross Center for Disability Services (CC-2-110; 617-287-7430; <http://www.rosscenter.umb.edu/>). Every effort will be made to accommodate your particular situation.

COURSE OUTLINE

DATE	TOPIC	READINGS
Introduction		
1/25, Th	Introduction	StP: Preface, Chapter 1
2/3, Th	Concepts	HCA: Introduction & Chapters 1,2 StP: Chapters 2,3 Lowenthal 1996
Nationalism, War, and Commemoration		
2/10, Th	Nationalism and heritage in Germany, Israel, and Greece Anthropological Autobiography Due	Arnold 1990 El-Haj 2003 Yalouri 2001 <u>Optional</u> : Hallotte & Joffe 2002 <u>Optional</u> : Hamilakis 2003b
2/17, Th	Nationalism and heritage in the U.S. Film: "America Rock"	StP: Chapter 4 McManamon 2003 Gable & Handler 1996 Carson 1994 <u>Review</u> : Colonial Williamsburg: www.history.org
2/24, Th	Contested memory: World War II and the Holocaust	HCA: Chapter 3 Ruffins 1997 Shermer & Grobman 2000 Wallace 1996 (skim some of the detail) <u>Review</u> : Holocaust Museum: www.ushmm.org
3/3, Th	War on/from the U.S. frontier Film: "The Last Conquistador" Research Paper Topic Due Take-Home 1 Essay Assigned	Linenthal 1993 Silliman 2008
3/10, Th	Cultural heritage in times of war Take-Home 1 Essay Due	Bogdanos 2005 Hamilakis 2003a Golden 2004 <u>Review</u> : Hague Convention: www.icomos.org/hague/hague.convention.html ; Blue Shield: www.uscbs.org/index.htm
3/17, Th	SPRING BREAK	
Repatriation, Ownership, Collaboration, and Rights		
3/24, Th	Repatriation and restitution: Objects, museums, and the market Debate 1	HCA: Chapter 5 Fitz Gibbon 2005 Hamilakis 1999 Cuno 2008
3/31, Th	Repatriation and respect: Native bodies Debate 2	Lippert 2008 Clark 1999 Riley 2007
4/7, Th	Collaborative, community, and public archaeologies Debate 3 Take-Home 2 Essay Assigned	HCA: Chapter 6 McGhee 2008 Silliman 2010 Colwell-Chanthaphonh et al. 2010 McGhee 2010

4/14, Th	Historic preservation, time, and disaster Campus Lecture: Shannon Lee Dawdy Take-Home 2 Essay Due	HCA: Chapter 4 Dawdy 2006 Dawdy 2010
Conclusions		
4/21, Th	Student Presentations	
4/28, Th	Student Presentations	
5/5, Th	Student Presentations + Conclusion	HCA: Chapter 7
5/12, Th	Research Paper Due	

REQUIRED READING

Arnold, Bettina

1990 "The Past as Propaganda: Totalitarian Archaeology in Nazi Germany." *Antiquity* 4:464-78. Reprint.

Bogdanos, Matthew

2005 "The Casualties of War: The Truth about the Iraq Museum." *American Journal of Archaeology* 109: 477-526.

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.

Clark, Geoffrey

1999 "NAGPRA, Science, and the Demon-Haunted World." *Skeptical Inquirer* 23(3):44-48.

Colwell-Chanthaphonh, Chip, T.J. Ferguson, Dorothy Lippert, Randall H. McGuire, George P. Nicholas, Joe E. Watkins, and Larry J. Zimmerman

2010 "The Premise and Promise of Indigenous Archaeology." *American Antiquity* 75(2):228-238.

Cuno, James

2008 "Introduction: The Crux of the Matter." In *Who Owns Antiquity? Museums and the Battle of Our Ancient Heritage*, pp. 1-20. Princeton University Press.

Dawdy, Shannon Lee

2006 "The Taphonomy of Disaster and the (Re)Formation of New Orleans." *American Anthropologist* 108(4):719-730.

2010 "Clockpunk Anthropology and the Ruins of Modernity." *Current Anthropology* 51(6):761-793.

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.

Golden, Jonathan

2004 "Targeting Heritage: The Abuse of Symbolic Sites in Modern Conflicts." In *Marketing Heritage: Archaeology and the Consumption of the Past*, edited by Yorke Rowan and Uzi Baram, pp. 183-202. AltaMira Press.

- Hallote, 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.
- Linenthal, Edward T.
 1993 "Little Big Horn." In *Sacred Ground: Americans and Their Battlefields*, 2nd edition, pp. 127-171. University of Illinois Press, Chicago.
- Lippert, Dorothy
 2008 "The Rise of Indigenous Archaeology: How Repatriation has Changed Archaeological Ethics and Practice." In *Opening Archaeology: Repatriation's Impact on Contemporary Research and Practice*, edited by Thomas Killion, pp. 151-160. School for Advanced Research, Santa Fe, New Mexico.
- Lowenthal, David
 1996 "Purpose of Heritage" & "Practice of Heritage." In *Possessed by the Past*, pp. 127-172. The Free Press, New York.
- McGhee, Robert
 2008 "Aboriginalism and the Problems of Indigenous Archaeology." *American Antiquity* 73(4):579-597.
 2010 "Of Strawmen, Herrings, and Frustrated Expectations." *American Antiquity* 75(2):239-243.
- 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.
- Riley, Kate
 2007 "Anthropology: The Great Divide." *The Seattle Times*, October 7.
- 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?*, by Michael Shermer and Alex Grobman, pp. 99-119. University of California Press, Berkeley.
- Silliman, Stephen W.
 2008 "The 'Old West' in the Middle East: U.S. Military Metaphors in Real and Imagined Indian Country." *American Anthropologist* 110(2):237-247.
 2010 "The Value and Diversity of Indigenous Archaeology: A Response to McGhee." *American Antiquity* 75(2):217-220.
- Wallace, Mike
 1996 "The Battle of the *Enola Gay*." In *Mickey Mouse History and Other Essays on American Memory*, by Mike Wallace, pp. 270-318. Temple University Press.
- Yalouri, Eleana
 2001 "The Acropolis Past and Present." In *The Acropolis: Global Fame, Local Claim*, by Eleana Yalouri, pp. 27-48. Berg Publishers, Oxford.