ANTH 390A: Archaeology and the Politics of the Past

Monday Wednesday 2:20-3:50 PM
Asbury Hall 007

Dr. Lydia Wilson Marshall
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Office Hours: 2:30-4 PM Tuesday and Friday or by appointment.

COURSE DESCRIPTION

This course explores how archaeology is used in the political production of narratives about the past. We will consider how "history" is constructed, analyze the close relationship between power and the production of "history," and review how archaeological research is appropriated for nationalist and religious projects. Students will analyze the relationship between archaeologists and the media, consider why Native Americans often reject archaeological knowledge as foreign logic, and explore the public popularity and power of alternative archaeologies such as psychic archaeology and astroarchaeology. A final section of the course--focused on archaeological tourism, collecting, looting, and repatriation--challenges students to more broadly engage the question "who owns the past?"

COURSE TEXTBOOKS

Thomas, David Hurst

Trouillot, Michel-Rolph

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.
SUMMARY OF ASSIGNMENT AND EXAM DUE DATES

2/11: Analyzing Popular Histories Exercise due in hard copy in class
2/24: Take-Home Exam #1 due at 4 PM via Moodle *(Note: not a class day.)*
3/31: Take-Home Exam #2 due at 4 PM via Moodle *(Note: not a class day.)*
4/13: Analyzing Kennewick Man Exercise due in hard copy in class
5/11: Take-Home Essay Exam #3 due via Moodle by 4 PM

CLASS SCHEDULE AND READINGS

Monday, 1/26: The Present in the Past

Wednesday, 1/28: NO CLASS (University-Wide Conversation on Inclusiveness)

Monday, 2/2: The Past as a Political Resource
Said, Edward W.

*Monday, 2/2 – Deadline to drop (cancel) or add Spring Term 2015 classes*

THEME 1: POWER AND HISTORY

Wednesday, 2/4: The Power of Silences
Trouillot, Michel-Rolph

Analyzing Popular Histories Exercise handed out

Monday, 2/9: Unthinkable History
Trouillot, Michel-Rolph

Wednesday, 2/11: Power and Commemoration
Trouillot, Michel-Rolph

Analyzing Popular Histories Exercise due

Monday, 2/16: The Invention of Tradition
Hobsbawm, Eric
Lowenthal, David

Upton, Dell

Take-Home Exam #1 handed out (covers material through 2/18)

Wednesday, 2/18: The Production of History: The Underground Railroad as a Case Study
Blight, David W.

Delle, James A.

THEME 2: ARCHAEOLOGY AND NATIONALISM

Monday, 2/23: Nationalism and Archaeology in Nazi Germany
Arnold, Bettina

Schmidt, Martin

Tuesday, 2/24: Take-Home Exam #1 due at 4 PM via Moodle

Wednesday, 2/25: Nationalism and Archaeology in Israel
El-Haj, Nadia Abu

Hallote, Rachel S. and Alexander H. Joffe

Monday, 3/2: Nationalism and Archaeology in the United States
Gable, Eric and Richard H. Handler
McManamon, Francis  

**Wednesday, 3/4: Nationalism and Archaeology in Greece**

Forbes, Hamish  

Yalouri, Eleana  

**THEME 3: ARCHAEOLOGY AND POPULAR CULTURE**

**Monday, 3/9: The Archaeologist in Popular Culture**

Holtorf, Cornelius  

Holforf, Cornelius  

**Wednesday, 3/11: Archaeology in Film**

McGeough, Kevin  

Schablitsky, Julie M. and Nigel J. Hetherington  

**Monday, 3/16: Archaeology on Television**

Cline, Eric, Neil Asher Silberman, and Cornelius Holtorf  

Piccini, Angela  

*Take-Home Exam #2 handed out (covers material through 3/18)*
Wednesday, 3/18: Archaeology in *National Geographic*
Gero, Joan and Dolores Root
Solometo, Julie and Joshua Moss

Friday, 3/20: Last day to withdraw from a course with grade of W (strictly enforced), and change a course from grade to pass/fail or from pass/fail to grade

Monday, 3/23-Friday 3/27: NO CLASS (Spring Break)

THEME 4: ARCHAEOLOGISTS AND DESCENDANT COMMUNITIES

Monday, 3/30: Archaeology and Native Americans: The Backstory
Thomas, David Hurst.

Tuesday, 3/31: Take-Home Exam #2 due at 4 PM via Moodle

Wednesday, 4/1: Archaeology and Native Americans: Science as a Weapon
Thomas, David Hurst.

Monday, 4/6: Archaeology and Native Americans: Deep American History
Thomas, David Hurst.

Analyzing Kennewick Man Exercise handed out.

Wednesday, 4/8: Archaeology and Native Americans: “The Indians Refuse to Vanish”
Thomas, David Hurst.

Monday, 4/13: Archaeology and African Americans
La Roche, Cheryl J. and Michael L. Blakey
Monday, 4/20: Alternative Archaeology

Anderson, Pia

Däniken, Erich von

Schwartz, Stephen A.

Wednesday, 4/22: Alternative Archaeology vs. Mainstream Archaeology

Fagan, Garret G.

Fagan, Garret G. and Kenneth Feder

Holtorf, Cornelius

Monday, 4/27: Archaeological Tourism

Breglia, Lisa
Lovata, Troy R.

Wednesday, 4/29: Looting and Collecting
McIntosh, Susan Keech, Colin Renfrew, and Steven Vincent
Matsuda, David
Pitts, Mike

Take-Home Exam #3 handed out (covers material through 5/6)

Monday, 5/4: The Politics of International Repatriation
Erlanger, Steven
Hallote, Rachel
Kimmelman, Michael
Shanks, Hershel
2011 Egypt’s Chief Archaeologist Defends His Rights (And His Wrongs). Biblical Archaeology Review 37(3):34-44.

Wednesday, 5/6: The Past as a Political Resource, Revisited
Hammer, Joshua
Holford, Cornelius
Neuman, William

Monday, May 11: Take-Home Essay Exam #3 due by 4 PM
COURSE GOALS

This course is designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, develop your discussion leadership skills, and improve your ability to write reflectively and integrate ideas from different sources in your writing. By the end of the course, you should be able to critically analyze how archaeological knowledge is produced and the role of power in that process.

COURSE EXPECTATIONS

Class Participation
This course will be primarily discussion-based and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 20% of the final course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than two excused absences are permitted over the course of the semester. If you have more than four absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Weekly Moodle Questions/Comments
Students will be expected to submit at least two discussion questions or comments via Moodle that demonstrates a careful reading of the text 2 hours before class (12:20 PM) before each class period. Submitted questions will help me structure class discussion and identify areas of confusion in the reading. These questions are graded credit/no credit and are worth 5% of the final course grade. Full credit is given for all questions that demonstrate a close reading of the assigned texts.

Course Exercises
Two take-home course exercises (Analyzing Popular Histories Exercise and Analyzing Kennewick Man Exercise) will ask students to analyze data and write up their conclusions in a 2- to 4-page paper. Each assignment is worth 5% of the course grade.
**Discussion Leadership**
Over the course of the semester, each student will lead discussion twice. Prepare, at a minimum, seven questions about the day’s topic based on the assigned reading and expect to lead discussion for about 30-40 minutes. These questions should be emailed to me at least two hours (12:20 PM) ahead of class and printed on a handout for students that you pass out. Questions should reflect a close reading of the texts and be clear and understandable. They should be thought-provoking and challenging for other class participants. The questions also encourage class participation—that is they are open-ended yet not so vague that engaging with them is problematic. Discussion leadership responsibilities are worth 15% of the course grade.

**Take-Home Open-Book Essay Exams**
Three open-book essay exams will be distributed throughout the semester. Access to class readings is permitted for the exam but the exam must be completed independently by each student.

**GRADING SUMMARY**

Class Participation: 20%; Weekly Moodle Questions: 5%; Analyzing Popular Histories Exercise: 5%; Analyzing Kennewick Man Exercise: 5%; Discussion Leadership (7.5% x 2): 15%; Take-Home Open-Book Essay Exams: 50% (Exam 1: 15%, Exam 2: 15%, Exam 3: 20%)

**GRADING POLICIES**

A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B-grades indicate “achievement at a level SUPERIOR to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

**COURSE POLICIES**

**Academic Misconduct**
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask. If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received help on this assignment."
**Late Assignments**
All course exercises are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

**Laptops and cell phones**
Laptop and cell phone use is generally prohibited during class sessions. If you have a special situation that requires that you use a laptop to take notes, talk to me.

**Learning and Other Disabilities**
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or pamelaroberts@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from the Student Disabilities Services, so plan ahead. It is student’s responsibility to share the letter of accommodation with me. Accommodations will not be implemented until I have received the official letter. Please note that accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with me.