

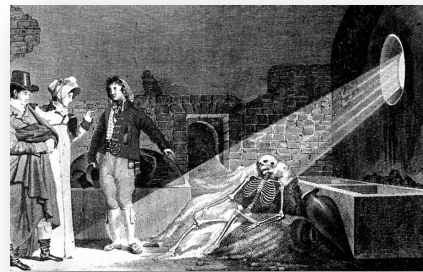
HRS 356

Archaeology & Politics

Who Owns the Past?

SYLLABUS DRAFT

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Lecture TR
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Course Description

This course explores the dynamic issues surrounding the political use of the past with a focus on archaeological and artistic cultural monuments in the ancient Mediterranean and Near East. The way the past is studied, interpreted, presented, and conserved is becoming an increasingly hot topic in today's politicized global environment. Modern political ideologies such as colonialism and nationalism, wars, poverty, and a thriving illicit antiquities market are closely intertwined with how past cultural heritage is collected, interpreted, presented, and maintained.

This class will analyze the political use of the past with a focus on the 19th – 21st centuries through student presentation and discussion. The class format is seminar-style, with emphasis on discussion, debate, and active student learning. Issues to be addressed will include: why preserve the past, and in what form? How has past cultural heritage been used and abused for political purposes in different historical and cultural contexts? How do museums, collections, restitution of cultural property, and the illicit traffic in artifacts contribute to this situation? What solutions have been tried or proposed to mitigate the ongoing struggle for control of the past? Students are encouraged to apply these principles to other global cultures in their individual research projects.

Course Objectives

Students who successfully complete this course will have demonstrated the ability to:

- Identify and describe the methods and approaches employed in the discipline of archaeology
- Articulate in discussion and writing the complex role contemporary political and cultural environments play in studying, interpreting, and conserving the past
- Understand the ethical need to preserve and study our past and appreciate its value in contemporary societies around the world and be able to write and speak about this from an informed perspective
- Hone critical thinking, discussion, and writing skills through careful digestion of readings, active class participation, short papers, and an independent research project

Assessment of these objectives will be based on participation and discussion, short papers, exams, and a research project.

Course Materials

BlueLine2 and CU mail:

I will post essential items & announcements on the course BlueLine2 site & CU mail. You are expected to check this site regularly and download course materials.

Textbook and Readings:

Fagan, G.G. 2006. *Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public*. Routledge. ISBN: 978-0415305938.

For each class you will read PDF versions of articles or book selections on BlueLine2. You will find a complete bibliography at the end of this syllabus for the readings as well as resources for your research project.

Course Requirements & Grading

Your grade will be determined based on the following:

	Discussion Leader	15%
	Research Project	30%
	Participation & Discussion	15%
	Midterm Exam	20%
	Final Exam	20%

Discussion Leaders

Each student will be assigned a discussion topic to lead together with a classmate. As discussion leader, you will be responsible for creating a handout summarizing the readings and outlining the class discussion for that day. During the discussion you will pose thought-provoking questions that will lead to dynamic discussion in the classroom. Questions should not simply ask the class about the content of the reading, but should engage in critical inquiry, raise related issues, bring up points of debate and controversy, and relate the readings to past class readings and discussion. Guidelines will be provided.

Research Project: Presentation & Paper

Each student will choose a topic to research for this project. The topic can be a more in-depth study of a topic covered in class or the application of the approaches used in class to other global cultures and topics. This research project consists of individual research on an approved topic, a prospectus, a 10-minute presentation followed by discussion, and a final polished paper (10 pages). The project will be graded based on the quality of research, strength of the argument, quality/clarity of the presentation, and quality of writing. An extensive Research and Writing Guidelines booklet will be provided and students are encouraged to meet individually with me for guidance throughout the project.

The project will be completed in **4 phases**:

I. Choose your topic

I will hand out a list of possible paper topics, but do not feel limited to these. A good topic is one that will not simply review or summarize others' works, but puts forth an original idea, argument, or view of the historical evidence. I encourage you to choose a topic related to what we covered in class.

2. Prospectus

This includes a working title, 200-word abstract, outline, and preliminary bibliography for your paper. I will provide feedback that should be incorporated into your final presentation, paper, and bibliography.

3. In-Class Presentation

Each student will be assigned a presentation day. You should prepare a well-organized visual presentation that informs the class of your topic, your approach, argument, and conclusions. You should plan to generate discussion following your presentation. The presentation should be 10 minutes with time for discussion afterwards. All images should be of high quality and properly labeled (title, date, findspot or location, period or culture, etc).

4. Final Paper

A polished final paper will be due at the end of the semester. The papers should be 10 pages, with additional pages for bibliography and illustrations. Papers should be properly cited with a formatted bibliography.

Participation & Discussion

Attendance is crucial in order to perform well in this class. Absence does not relieve you of your responsibility for material covered in discussion. If you must miss class, you are responsible for obtaining all notes and relevant materials. To make the course enjoyable and interesting, all students are expected to participate actively. You should come to class with your readings (and notes) completed, ready to participate in discussions. You will be graded based the quality of your **active participation** in class. If students do not consistently come to class prepared to discuss the readings, quizzes will be given. Three or more unexcused absences will result in an F for the course. Distracting use of cell phones and laptops will negatively impact your participation grade. The following criteria might start you thinking about your participation:

A: means that you are speaking regularly, giving your full attention to others, and working with them effectively. Your command of the reading is consistently strong, and it's obvious that you're trying to read critically, not just taking things at face value.

B: means that you not only speak, but also help to set an agenda for discussion. You often respond to earlier comments, and relate big ideas to particular passages from the readings. It's also clear that you're not just talking to score points or boost your grade.

C: indicates that you're doing average work, speaking occasionally. To raise this grade, tie your comments to passages from the text and earlier remarks from classmates.

D: indicates that you're speaking occasionally, but not very often. Your comments may come out of nowhere, and they may not have much to do with our readings.

F: indicates you haven't been participating at all. You may also create distractions, show up without your books, or convey disrespect for others.

Midterm and Final Exams

There are two exams in this class. The exams will cover material covered in your readings, lecture, and discussion and will consist of short answer and essay questions. A study guide will be provided.

Grading Scale

All work will be graded on a scale of 100 points. These will be the corresponding letter grades:

100-90	A
89-88	B+
87-80	B
79-78	C+

77-70	C
60-69	D+
Below 60	F

Make-up Policy

No special accommodations will be made for the final exam. No late assignments will be accepted without an excused absence. As a general rule, I do **not** give extra credit or approve incompletes. These will be permitted **ONLY IN SPECIAL CIRCUMSTANCES** and with **PRIOR** approval. All dates and deadlines are listed in the syllabus, so you have ample opportunity to manage your time and make arrangements to complete the required assignments. If you are ill or encounter an emergency, you must email me within 24 hours of the exam or due date. If you foresee problems, please come talk to me.

Academic Honesty

Each student should do all work for this course (including readings, writing, and exams) independently. Although each student is responsible for the required readings and lecture notes, I encourage you to form discussion or study groups outside of class to prepare for class and tests. Any student who engages in academic dishonesty as described in the University Bulletin will receive a zero (0) for the test/assignment and risks failing the course depending on the severity of the infraction. For information on Creighton's policy on academic integrity, please see:

http://www.creighton.edu/fileadmin/user/CCAS/docs/2010_Site/Academic_Honesty_Policy_Revision_January_2012.pdf

If you feel overwhelmed or confused about any of the course requirements at any time during the semester, PLEASE come talk with me.

Class Cancellation Policy

In the case of a weather emergency, I will notify you via the BlueLine2 site and CU Mail if class is cancelled. If the class has not been cancelled, you are not expected to come to class if you feel that doing so would put you in danger. If I have to cancel class for any other reason, I will notify you via CU mail and BlueLine2.

Disruption of Normal Classroom Activities

In the event of disruption of normal classroom activities due to a widespread medical/disease outbreak or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

Classroom Etiquette

To create a pleasant learning environment, I encourage students to speak up and participate in lecture. The focus should be on learning and listening to both the professor and fellow students. To facilitate this, please **silence your cell phones and other mobile devices during class**. Laptops and mobile tablets are permitted in class **ONLY** for note-taking purposes. Many students have said that they find it distracting to see their classmates using computers for non-course related purposes, so keep in mind that surfing the internet, facebook, emailing, or doing other work during lectures on your laptop or phone is extremely disrespectful both to me and to your classmates (in addition to detracting from your own learning). If I find that the use of laptops/tablets is having a disruptive effect on the class, I will ban them from the classroom. If you disrupt class, you will be asked to leave and will receive a zero for participation.

Americans with Disabilities Act - Statement

If you have a disability that will require academic accommodations, you need to do both of the following as soon as possible: 1. Contact the Office of Disability Accommodations located in Harper, Suite 4008 and 2. Make an appointment with your instructor to go over this letter and discuss what reasonable accommodations can be made.

Course Schedule

This schedule lays out our weekly topics and readings. All readings can be found on BlueLine2. Since this is a discussion class, you are required to read all assigned readings before the class and expect to participate actively in discussion. I will do my best to stick to this schedule, but minor adjustments may be necessary. Exam and due dates are firm.

Week 1	<p>Introduction: Archaeology in a Global Context <i>Readings:</i> Kosso, P. "Introduction: the Epistemology of Archaeology" in <i>Archaeological Fantasies</i>.</p> <p>Overview of the History of Collecting/Appropriation of the Past From ancient Mesopotamian to the Early Modern Period <i>Readings:</i> Miles, M.N. 2009. <i>Art as Plunder: the Ancient Origins of Debate about Cultural Property</i>. Selections.</p>
Week 2	<p>Discussion: Fantastic Archaeology: the Dangers of Pseudo-Science <i>Readings:</i> "Archaeology Barbie": http://www.kerrins.co.uk/articles-recommended/archaeology-barbie</p> <p>Fagan Ch. 1 "Diagnosing Pseudoarchaeology" and Flemming Ch. 2 "The Attraction of Non-Rational Archaeological Hypotheses" in <i>Archaeological Fantasies</i></p> <p>Discussion: Pseudoscience and Postmodernism? <i>Readings:</i> Feder Ch. 3 "Skeptics, Fence Sitters, and True Believers" and Arnold Ch. 7 "Pseudoarchaeology and Nationalism" and Sokal Ch. 12 "Pseudoscience and Postmodernism: Antagonists or Fellow Travelers" in <i>Archaeological Fantasies</i></p>
Week 3	<p>Discussion: Case Studies in Pseudoscience For this discussion: Pick one of the case study chapters in Feder and write a 2- page summary to discuss: Feder, K.L. 2011. <i>Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology</i>.</p> <p>Conjuring Mesopotamia in the 19th-20th Centuries <i>Reading:</i> Bahrani, Z. 1998. "Conjuring Mesopotamia: Imaginative Geography and a World Past," in <i>Archaeology under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East</i>.</p>

<p>Week 4</p>	<p>War & Archaeology in Iraq & Afghanistan <i>Readings:</i> Bogdanos, M. 2005. "The Casualties of War: The Truth about the Iraq Museum," <i>AJA</i> 109: 477-526.</p> <p>Luke, C. and M. Kersel. 2012. <i>US Cultural Diplomacy and Archaeology: Soft Power, Hard Heritage</i>. Routledge Studies in Archaeology. Routledge. Selections.</p> <p>Discussion: War & Archaeology Meskell, L. 2005. "Sites of Violence: Terrorism, Tourism, and Heritage in the Archaeological Present," in <i>Embedding Ethics</i>.</p> <p>Pollock, S. 2005. "Archaeology Goes to War at the Newsstand." In <i>Archaeologies of the Middle East: Critical Perspectives</i>.</p> <p>Rose, B. 2007. "Talking to the Troops about the Archaeology of Iraq and Afghanistan," <i>The Acquisition and Exhibition of Classical Antiquities</i>.</p>
<p>Week 5</p>	<p>Creating an Egyptian Past <i>Readings:</i> Fagan, B. 2004. <i>The Rape of the Nile: Tomb Robbers, Tourists, and Archaeologists in Egypt</i>. Selections.</p> <p>Colla, E. 2008. <i>Conflicted Antiquities: Egyptology, Egyptomania, Egyptian Modernity</i>. Duke UP. Selections.</p> <p>Discussion: Summing up Archaeology & Politics 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? Cite specific examples from the readings to support your conclusions.</p>
<p>Week 6</p>	<p>Midterm Exam</p> <p>Early Travellers and the Grand Tour: Greece & the European Imagination <i>Readings:</i> Hamilakis, Y. 2007. <i>The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece</i>. Selections.</p> <p>Lord Byron and John Keats, selected poems</p>

<p>Week 7</p>	<p>Nation-Building and Establishing a Hellenic Identity in Greece Readings: Hamilakis, Y. 2007. <i>The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece</i>. Selections.</p> <p>Discovering Prehistoric Greece: Schliemann, Troy, & Mycenae Readings: Hamilakis, Y. 2007. <i>The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece</i>. Selections.</p>
<p>Week 8</p>	<p>Heralding the Modern: Crete and the Minoans Discussion: Finding Egypt in Greece: Black Athena Readings: Hamilakis, Y. and N. Momigliano, eds. 2006. <i>Archaeology and European Modernity: Producing and Consuming the 'Minoans'</i>. Selections.</p> <p>Gere, G. 2011. <i>Knossos and the Prophets of Modernism</i>. Chicago. Selections.</p> <p>Lefkowitz Ch. 8 "Archaeology and the Politics of Origins: the Search for the Pyramids of Greece" in <i>Archaeological Fantasies</i></p> <p>Cyprus: Archaeology in a British Colony and Occupied Country</p>
<p>Week 9</p>	<p>Germany: Archaeology & Philhellenism Reading: Merchand, S.L. 2003. <i>Down from Olympus: Archaeology and Philhellenism in Germany 1750-1970</i>. Introduction.</p> <p>Discussion: The Olympic Games & Nazi Archaeology Readings: Arnold, B. 2006. "'Arierdämmerung:' Race and Archaeology in Nazi Germany," <i>World Archaeology</i> 38: 8-31.</p> <p>Arnold, B. 2012. "Dealing with the Devil: the Faustian Bargain of Archaeology under Dictatorship." In <i>Archaeology Under Dictatorship</i>.</p>
<p>Week 10</p>	<p>The Italian Renaissance and the Search for Ancient Rome Discovering Prehistory Italy and the Etruscans Readings: Totten, D.M. 2012. "Tarquinia and Cerveteri, the best of Etruria: Etruscan Heritage and Place-Making in Contemporary Italy." In <i>Making Roman Places, Past and Present</i>.</p> <p>Discussion: Italy, From Armchair Antiquarians to Fascist Archaeology Reading: Arthurs, J. 2012. <i>Excavating Modernity. The Roman Past in Fascist Italy</i>. Selections.</p>

Week 11	SPRING BREAK – No Class
Week 12	<p>The Legal Side: Looting, Collecting, and Legislation (Case Studies: Iraq, Greece, Afghanistan, Africa, Turkey)</p> <p><i>Readings:</i> Brent, M. 1996. "A View Inside the Illicit Trade in African Antiquities." In <i>Plundering Africa's Past</i>. 64-78.</p> <p>Garen, M. 2004. "The War Within the War: in Southern Iraq Specialized Troops Pursue Looters." <i>Archaeology</i> July/August: 28-31.</p> <p>Gill, D. 1997. "Sotheby's, Sleaze and Subterfuge: Inside the Antiquities Trade." Review of Peter Watson's 1997 <i>Sotheby's: The Inside Story</i>. <i>Antiquity</i> 71: 468-71.</p> <p>Rose, M. and O. Acar. 1995. "Turkey's War on the Illicit Antiquities Trade." <i>Archaeology</i>: 45-56.</p> <p>Discussion: The Elgin Marbles</p> <p><i>Readings:</i> Merryman, J.H. 2009. <i>Thinking about the Elgin Marbles: Critical Essays on Cultural Property, Art and Law</i>. 2nd ed. Wolters Kluwer Law. Selections.</p> <p>St. Clair. 1998. <i>Lord Elgin and the Marbles</i>. Oxford UP. Selections.</p> <p>Hamilakis, Y. 1999. "Stories from Exile: Fragments from the Cultural Biography of the Parthenon (or 'Elgin') Marbles." <i>World Archaeology</i> 31: 303-20.</p>
Week 13	<p>The Past on Display: the Museum (Class at the Joslyn)</p> <p><i>Reading:</i> Manchester, K. 2013. <i>Recasting the Past: Collecting and Presenting Antiquities at the Art Institute of Chicago</i>. Selections.</p> <p>No Class: Individual Meeting for Research Project</p>
Week 14	<p>Presenting the Past: Archaeology and the Public</p> <p>Discussion: the Public Face of Archaeology</p> <p>Fagan, B. 1984. "Archaeology and the Wider Audience." In <i>Ethics and Values in Archaeology</i>. Pp. 175-83.</p> <p>Bonyhady, T. and T. Griffiths. 1996. "The Making of a Public Intellectual." In <i>Prehistory to Politics: John Mulvaney, the Humanities and the Public Intellectual</i>.</p>
Week 15	Student Research Presentations

Week 16	Student Research Presentations Summary & Review <i>Reading:</i> Levitt Ch. 11 “The Colonization of the Past and the Pedagogy of the Future” and Fagan Ch. 13 “Concluding Remarks” in <i>Archaeological Fantasies</i>
	Final Exam

Possible Research Project Topics:

Genocide and Archaeology	Ancient Greece in modern poetry
The Politics of Human Remains (US, Israel, Australia)	Ancient Greece in modern art
The Archaeology of Genocide	Racism and/or Anti-semitism in archaeological scholarship
The Parthenon Marbles and the New Acropolis Museum	Archaeology in Iran
Vikings in Minnesota and Viking Heritage	Archaeology in Spain
Nationalism and Postwar Japanese Archaeology	Inventing the Celts
Archaeology and Nationalism: case studies	Museums and the Display of the Past
Presenting Archaeology to the Public	The Past in America
Soviet Archaeology	Archaeologists and Aboriginal Communities
Art & War: Who Owns The Spoils of War	Pseudoarchaeology: Atlantis
Looting and Identity in Sudan	Pseudoarchaeology: Tomb of Jesus
The Use and Abuse of Biblical Archaeology	Indoeuropean Controversies
Freud and Archaeology	

Bibliography

(includes class readings and research material for presentations and papers):

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Anthony, D.W. 1995. “Nazi and Eco-feminist Prehistories: Counterpoints in Indo-European Archaeology.” In *Nationalism, Politics, and the Practice of Archaeology*, edited by P. Kohl and C. Fawcett. Cambridge.

Arnold, B. 1990. “The Past as Propaganda: Totalitarian Archaeology in Nazi Germany,” *Antiquity* 64: 464-78.

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Arthurs, J. 2012. *Excavating Modernity. The Roman Past in Fascist Italy*. Cornell UP.

Bahrani, Z. et al., eds. 2011. *Scramble for the Past. A Story of Archaeology in the Ottoman Empire, 1753-1914*. Istanbul.

- Bahrani, Z. 1998. "Conjuring Mesopotamia: Imaginative Geography and a World Past," in *Archaeology under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East*. Routledge. 159-174.
- Blakey, M. 1990. "American Nationality and Ethnicity in the Depicted Past." In *The Politics of the Past*. Pp. 38-47.
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- Diaz-Andreu, M. 1993. "Theory and Ideology in Archaeology: Spanish Archaeology under the Franco Regime." *Antiquity* 67: 74-82.
- Eldem, E. 2011. "From Blissful Indifference to Anguished Concern: Ottoman Perceptions of Antiquities, 1799-1869." In *Scramble for the Past. A Story of Archaeology in the Ottoman Empire, 1753-1914*. pp. 281-330.
- Emberling, G. and K. Hanson. 2008. *Catastrophe! The Looting and Destruction of Iraq's Past*. Oriental Institute Museum Publications.
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- Felch, J. and R. Frammolino. 2011. *Chasing Aphrodite: the Hunt for Looted Antiquities at the World's Richest Museum*. Houghton Mifflin Harcourt.
- Forrest, C. 2010. *International Law and the Protection of Cultural Heritage*. Routledge.
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- Gibbon, K.F. 2005. *Who Owns the Past?: Cultural Policy, Cultural Property, and the Law*. Rutgers UP.
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