Course Objectives

This course explores the intersection between archaeology and politics and hence reflects on the relevance of studying the past in the present. The debate as to whether there can be only one or various interpretations of the past bears important implications for national, international, and world-wide politics, and places the field of archaeology in the center stage of processes of cultural domination, the nation as an imagined community, ethnic identity, social memory, and ultimately as a form of cultural production. The course also explores issues of cultural heritage and its management both during peace and war times, and the link between looting, collecting, auction houses, art galleries, and—in some cases—museums. Attention is also drawn to the dilemma between the preservation of archaeological sites and the increased commoditization of the past, particularly in the domain of tourist consumption of preserved sites.

Learning Goals

The main learning goal of the course is for the student to have a broad command of what archaeology can offer to the modern world. In the process of gaining such a broad view, students will develop critical abilities to analyze the multiple interests in complex national and international issues involving the use of knowledge about the past and the management of cultural heritage. By reflecting and researching on the relationship between archaeology and colonialism, post colonialism and neo-colonialism, the link between archaeology, nationalism, and social identities, and the role of archaeology in the preservation of cultural patrimony, students will have ample opportunities to develop synthesizing, writing, and oral skills.
# Course Outline

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan W 13</td>
<td>Introduction to the course</td>
<td>None</td>
</tr>
<tr>
<td>Jan W 20</td>
<td>Archaeology and popular imagination</td>
<td>Shanks and McGuire 1996; Holtrof 2007; Moore 2006; Hergé 1975</td>
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<tr>
<td>Jan M 25</td>
<td>The fascination for Alternative Archaeologies</td>
<td>Michlovc 1990; Fagan 2006; Feder 2011a</td>
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<tr>
<td>Jan W 27</td>
<td>Archaeology, fame, and hoaxes: The case of Piltdown Man</td>
<td>Anonymous 1938; Feder 2011b; Langdon 1991</td>
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<td>Feb M 1</td>
<td>The Archaeology of Mythologies: The Homeric texts and Troy</td>
<td>Schliemann 1996; Rose 1998; Yamauchi 2004</td>
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<tr>
<td>Feb W 3</td>
<td>Archaeology and Scriptures Confirming what the Bible says?</td>
<td>Bunimovitz and Faust 2010; Silberman and Goren 2006; Meachan 1983; Anonymous 2013</td>
</tr>
<tr>
<td>Feb M 8</td>
<td>Class Cancelled (Snow-day)</td>
<td></td>
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<td></td>
<td>Term paper proposal due</td>
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<tr>
<td>Feb M 22</td>
<td>Archaeology and Colonialism II: Archaeologists as spies</td>
<td>Allen 2011; Harris and Sadler 2003</td>
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<td></td>
<td>Term paper proposal returned with comments</td>
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<tr>
<td>Feb M 29</td>
<td>Archaeology and Neo-Colonialism: The case of Latin America</td>
<td>Condori 1989; Holland 1990; Lorenzo 1984; Silverblatt 2001; Clark and Anderson 2015</td>
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<tr>
<td>Mar W 2</td>
<td>Indigenous Archaeologies</td>
<td>Wilcox 2010; Colwell-Chanthaphonh et al. 2010; Silliman 2010; McAnany and Parks 2012</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>Mar M 7</td>
<td>Archaeology and Nationalism I: Archaeology in totalitarian states</td>
<td>Arnold 2006 and 2008; Kohl 1998; Scott 1932</td>
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<td></td>
<td><strong>Midterm posted</strong></td>
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<tr>
<td>Mar W 9</td>
<td>Archaeology and Nationalism II: Israel and the Dead Sea Scrolls</td>
<td>Abu el-Haj 1998 and 2001; Silberman 2001; Zerubavel 1995</td>
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<tr>
<td></td>
<td><strong>Midterm due</strong></td>
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<tr>
<td>Mar M 14</td>
<td>Cultural Patrimony, Looting, Collecting, and the Illicit Market of Antiquities</td>
<td>Elia 1997; Ede 1998; Marks 1998; Shanks 2001; Cleere 2009; Meskel 2002; The UNESCO convention; The World; Heritage Convention; AHPA; ARPA; NHPA</td>
</tr>
<tr>
<td>Mar W 16</td>
<td>Archaeology, Fakes, and Replicas</td>
<td>Whittaker and Stafford 1999; Pazstory 2002</td>
</tr>
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<td>Mar M 21</td>
<td>Student presentations of project on “Archaeological representations in the National Geographic Magazine”</td>
<td>Manganaro 1995; Neuhaus 1997; Thomas 2000; Johnston 2009; Hawkins 2010; Pickrell 2014</td>
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<tr>
<td>Mar W 23</td>
<td>Student presentations of project on “Archaeological representations in the National Geographic Magazine”</td>
<td>Same as above</td>
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<tr>
<td>Mar W 30</td>
<td>Student presentations of project on “Archaeological representations in the National Geographic Magazine”</td>
<td>Same as above</td>
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<tr>
<td>April M 4</td>
<td>Student presentations of project on “Archaeological representations in the National Geographic Magazine”</td>
<td>Same as above</td>
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<tr>
<td>Apr W 6</td>
<td>Institutional Collecting and the de-Colonization of Museums</td>
<td>Smith 2005; AAM code of Ethics; ICM 2001</td>
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<td><strong>Printed/electronic version of paper presentations due</strong></td>
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<td>Apr M 11</td>
<td>Archaeology, Ethics, and Human Remains</td>
<td>Wylie 1996; Owsley-Jantz 2001; Wakeham 2008; Watkins 2013; NAGPRA; SAA code of Ethics</td>
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<td></td>
<td><strong>Draft of Term paper due</strong></td>
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<tr>
<td>Apr W 13</td>
<td>The Past as a Commodity</td>
<td>Murphy et al. 1995; Baram 2011; Maxwell 2012</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors/References</td>
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<td>Apr M 18</td>
<td>Ideology and Iconoclasm: The Budhas of Bamyin</td>
<td>Elsner 2003; Colwell-Chanthaphonh 2003</td>
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<tr>
<td></td>
<td>Comments on the draft of Term paper returned</td>
<td></td>
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<tr>
<td>May M 2</td>
<td>The Contemporary Relevance of Archaeology</td>
<td>McGimsey 1984; Ramos and Duganne 2000; Lowenthal 2001</td>
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<tr>
<td>May F 6</td>
<td>Final paper due no later than 12:00 pm</td>
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</tbody>
</table>

**Students with extra challenges**

If you are a student with a documented disability at Brandeis University and if you wish to request a reasonable accommodation for this class please see me immediately. Keep in mind that reasonable accommodations are not provided retroactively.

**Four-Credit Course (with three hours of class-time per week)**

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, response to questions, preparation for discussions, writing of papers, preparation for exams, etc.).

**Use of Laptops, tablets, and other devices**

You are welcomed to use a personal Laptop or tablet for note taking and researching. If a student is found using these devices for purposes other than those related to the class, his or her privilege for using it will be immediately suspended for the rest of the semester. The use of mobile phones (calls and text messaging) is not allowed.

**Assignments and Grading**

- **Class Participation**

  Students are expected to attend and participate in class discussions. Participation in class counts 15% of the final grade. Throughout the semester, you will reflect critically on the readings and generate thoughtful questions about the material. You should prepare and write two or three questions that both reflect your comprehension of the readings and highlight salient points that you think will contribute to the discussion of the readings. Participation is graded based on the submissions and the assessment of your questions. Because participation is integral to the course, students who miss classes need to notify their absence well in advance and if necessary present relevant evidence. No more than two unexcused missed classes will be accepted; otherwise the final grade goes down half a letter for each additional unexcused missed class.

- **Midterm**

  The midterm exam will be posted electronically on Wednesday March 2nd and is due in printed form on Monday March 7th at the beginning of class (no electronic versions will be accepted). The goal of the midterm is for the student to read and make a 3 to 5-page review of an article.
The midterm counts 15% of the final grade.

- **Short Paper and Oral Presentation on “The Representation of Archaeology in National Geographic Magazine”**

Based on six core readings and on the perusal of articles on archaeology published in the last century in National Geographic Magazine, students engage in an original critical review of how the practice of archaeology is represented in the popular magazine to the public. The oral presentations of the results are scheduled for the sessions of Monday March 21 through Monday April 4, with 3 or 4 presentations each class. Student will have some 20 to 25 minutes for their presentation. The paper version counts 25% of the final grade, and its oral presentation counts 10% of the final grade. The paper version is expected to be a 4 to 5 page manuscript, 1.5 spacing between lines, and to have additional bibliographic pages. The stylistic and formatting guide for citing and preparing the manuscript is the same as that recommended for the Term Paper (see below). The printed and electronic formats of the paper version is due on Wednesday April 6th before class.

- **Term Paper**

On Wednesday February 10, each student will submit a 2-page proposal for the final Term Paper (including a preliminary bibliography). Comments on this draft will be returned on Monday February 22. A draft of the paper is due on Monday April 11, and comments on this draft will be returned to the students on Wednesday April 20. The final version of the paper is due on Friday May 6th, no later than 12 pm. Papers should be 10-12 pages of text (double-spaced), not including the bibliography and graphic materials. Illustrations, diagrams, charts and maps are strongly encouraged. **Papers should follow the stylistic and formatting guidelines of the SSA (Society for American Archaeology).** These guidelines can be accessed at [http://www.saa.org/StyleGuideText/tabid/985/Default.aspx](http://www.saa.org/StyleGuideText/tabid/985/Default.aspx)

Both an electronic version of the text and the images should be submitted. The term paper contributes 35% of the final grade, with half a letter grade subtracted each subsequent day if the paper is turned in after the submission deadline. No papers will be accepted after Monday May 9 at 9 am. The grading of the papers will be based on their content, the logic of the argumentation, the structure of the essay, and the adherence to the formatting guidelines.

**Summary of grading**

<table>
<thead>
<tr>
<th>Participation in class</th>
<th>15%</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Short paper</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation of short paper</td>
<td>10%</td>
</tr>
<tr>
<td>Term paper</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Academic integrity**

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to be familiar with, and to follow, the University’s policies on academic integrity. Please consult Brandeis University **Rights and Responsibilities** ([http://www.brandeis.edu/studentaffairs/srcs/rr/](http://www.brandeis.edu/studentaffairs/srcs/rr/)) for all policies and procedures. All policies related to academic integrity apply to in-class and take home projects, assignments, exams, and
quizzes. Students may only collaborate on assignments with express permission. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.

**Readings (posted on Latte)**

Abu el-Haj, Nadia


Allen, S.

Anonymous

[http://www.economist.com/node/21574664?fsrc=nlw%7Cnewe%7C4-1-2013%7C7C5434002%7C36502154%7C](http://www.economist.com/node/21574664?fsrc=nlw%7Cnewe%7C4-1-2013%7C7C5434002%7C36502154%7C)

Arnold, Bettina


Audi, Alan

Baram, Uzi

Brodie, Neil

Bunimovitz, S. and A. Faust

Clark, Dylan J., and David S. Anderson

Cleere, Henry

Colwell-Chanthapboph, Chip

Colwell-Chanthapboph, Chip, et al.

Condori, Carlos Mamami

Ede, James

Edison, Paul N.

Elia, Ricardo J.

Elsner, Jas

Fagan, Garret

Feder, Kenneth L.


Fowler, Don D.

Gibson, McGuire

Hamilakis, Y.

Harris, C., and S. Louis

Hellenistic Times


Hergé (Georges Prosper Remi)

Holland, Luke

Holtorf, Cornelius

Kohl, Philip

Langdon, John H.

Lorenzo, José Luis

Lowenthal, David

Marks, Peter

Maxwell, Keely

McAnany, Patricia A., and Shoshaunna Parks

McGimsey, Charles
Meacham, William

Meskell, Lynn

Michlovic, Michael G.

Moore, Lawrence E.

Murphy, Larry E., et al.

Owsley, Douglas W., and Richard L. Jantz

Paztory, Esther
2002 Truth in Forgery. RES: Anthropology and Aesthetics 42: 159-165.

Pollock, Susan, and Catherine Lutz

Ramos Maria, and David Duganne

Rose, Charles B.
Schliemann, Heinrich  

Scott, Kenneth  

Shanks, Hershel  

Shanks, Michael, and Randall H. McGuire  

Silliman, Stephen W  

Silverblatt, Irene  

Silberman, Neil A.  

Silberman, N. A. and Y. Goren  

Smith, Claire  

Trigger, Bruce G.  

Wakeham, Pauline  
2008 Repatriation’s Remainders: Kennewick Man, Kwaday Dan Ts’inchí, and the

Watkins, Joe

Whittaker, John C., and Michael Stafford

Wilcox, Michael

Wylie, Alison

Yamauchi, Edwin

Zerubavel, Yael

Links to governmental and organization’s documents listed in the Outline
(Also available on Latte)


Archaeological Resources Protection Act: http://www.nps.gov/history/local-law/fhpl_archrsrcsprot.pdf


International Council of Museums, "3. Acquisitions to Museum Collections,"

The National Historic Preservation Act of 1966, as Amended: http://www.achp.gov/nhpa.html

Society of American Archaeologists Code of Ethics:  


**Readings for Short Paper (posted on Latte)**

Hawkins, Stephanie L.  

Johnston, Ron  

Manganaro, Marc  

Neuhaus, Jessamyn  
Pickrell, John

Thomas, Benjamin