

## **Anthropology 550: Anthropology Museum**

**Professor:** Dr. Daphne Gallagher

**Office:** 253 Condon Hall

**Email:** daphne@uoregon.edu

**Office Hours:** Monday 10-12, Thursday 1:30-3:30

**Class Meeting:** Museum of Natural and Cultural History Education Room  
Monday, Wednesday, 2:00-3:50

**Required Course Materials:** Most class readings are book chapters and articles that will be available as PDF files on the course Canvas site.

All students will need to purchase the following text, available from the Duck Store

Lonetree, Amy 2012. *Decolonizing museums: representing Native America in national and tribal museums*. Chapel Hill: University of North Carolina Press.

Students enrolled in Anthropology 550 will need to purchase a second book, which will be decided on the first week of class and ordered through the Duck Store

### **Course Description:**

Historically, museums have been a fundamental component of Anthropology, with collections reflecting and documenting dynamic cultural processes and interactions. Although they maintain their role in academic anthropology (particularly for research with a material culture focus), the nature and missions of anthropology museums have changed dramatically, with the inclusion of new voices and changing standards, themes and approaches. This course explores the anthropology museum through a focus on the curation and exhibition of collections construed as anthropological, i.e., the archaeological and ethnological materials and human remains that have traditionally been the focus of study for anthropologists. Students will gain an appreciation for the social, historical, ethical and practical dimensions of engaging with anthropological collections in museum contexts and for how the diverse perspectives on anthropology museums held by different communities have shaped and continue to shape evolving professional standards.

The course will begin by placing anthropological collections in historical perspective through an examination of multiple museum traditions, providing context for the diversity of approaches presented throughout the course. Building from these discussions, we will examine how archaeological and ethnographic materials and human remains become “collections”, and how collections are then maintained and cared for by museums. Once in a museum, collections are used and experienced by multiple communities. We will explore the diverse uses of collections by researchers and the public, and how museum professionals work collaboratively to provide access to collections and develop exhibitions to interpret these collections for a broad audience. Within this discussion, we will focus on the challenges of representation inherent in the display of anthropological collections, and explore how different types of museums approach the exhibition of these collections. Finally, we will examine the processes by which collections leave museum contexts, with a focus on repatriation. Throughout the term, we will be joined in class by museum professionals who will share their experiences and participate in class discussions.

**Expected Learning Outcomes:**

After successful completion of this course, students will be able to

- Outline how the acquisition, curation, and exhibition of anthropological collections has transformed over the 19<sup>th</sup>-21<sup>st</sup> centuries
- Describe how diverse perspectives on and traditions related to the acquisition, curation, and exhibition of anthropological collections influence museum practice
- Explain the challenges and constraints involved in the practical implementation of current best practices as they relate to anthropological collections
- Critically evaluate the ethical and procedural contexts of the repatriation of anthropological collections

**Inclusion Statement:** The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (<http://aaeo.uoregon.edu>, 541-346-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

**Accommodations:** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, [uoac@uoregon.edu](mailto:uoac@uoregon.edu)). Their advisers can help you acquire a letter verifying your disability.

**Academic Integrity:** I take academic integrity very seriously: please review the University's Academic Honesty Policy and contact me if you have any questions.

**Late Assignment Policy:** Assignments may be turned in one class late (by Wednesday at the end of class) for a 10% penalty. They may be turned in by the final exam period for a 25% penalty. No assignments will be accepted after that date.

**Office Hours and Email:** I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time ([daphne@uoregon.edu](mailto:daphne@uoregon.edu)). If you email me, I will try to respond promptly, but it is not always possible for me to do so.

**Class Etiquette:** It is essential that we all work together to create a favorable learning environment.

- Laptops are allowed, but please use them only for class-related purposes (viewing readings, looking up relevant content). If you are using your laptop for non-class related activities you may be restricted from using your laptop in the future.
- The MNCH asks that no food or drinks (other than water) be consumed in class.
- Be courteous towards the MNCH staff
  - Get tables from the closet and arrange the tables and chairs for the class
  - After class, return long tables to the closet and leave the classroom in the standard four table/sixteen chair set up. Some students may need to leave immediately, so if you can stay and help, please do.
  - On Mondays, if you are the first student to arrive, remain in the lobby and open the door for other students so that not everyone needs to buzz in.
- In this course, we will be engaging with many difficult and/or controversial topics. Respectful and inclusive discussion is critical to the success of this class.

### **Course Requirements for Anthropology 550**

Weekly Written Assignments: 7 x 8% = 56%

Museums as Contact Zones Assignment: 1 x 10% = 10%

Book Analysis: 1 x 10% = 10%

Annotated Bibliography: 24%

#### Weekly Written Assignments

There will be ten written, take-home assignments in this class, and graduate students will be expected to complete seven of them (8% each). The assignments will vary from week to week: some weeks they will consist of a single essay, while in other weeks they may be a series of short answer questions or an activity you will need to complete and write-up. In general, each will be ca. 1000 words, although the precise length needed to effectively complete the assignment will depend on the questions and on your approach. Assignments will be available on Wednesdays and due in class the following Monday. Assignments must be turned in on paper; electronic submissions will not be accepted without pre-approval. Assignments may be typed or handwritten and should be edited for grammar and spelling. Students will complete the Museums as Contact Zones essay in place of Weekly Assignment 6, so may not use Weekly Assignment 6 as one of their 10 assignment options.

#### Museum Engagement Project

Rather than complete one of the weekly assignments, you may choose to complete a museum engagement project. For this project, you will visit an exhibition at a museum other than the MNCH. For the engagements, you will need to provide a 1000 word write-up that

- Describes the exhibit you visited
- Evaluates the exhibit *in the context of the themes we have discussed in the course*. Your evaluation should include discussion of both what the exhibit does well and areas for possible improvement.

If you wish to propose an alternate engagement project, please check with Dr. Gallagher first to be certain it is appropriate. Museum engagements may be turned in at any time until 5:00 pm Wednesday, June 14.

### Museums as Contact Zones Assignment

Graduate students in the class will read two additional highly influential articles related to the concept of museums as contact zones. We will meet as a group to discuss these articles, and a 1000-1500 word essay on the relevance of the contact zone concept to contemporary museums will be due at the time of our meeting that incorporates these readings with Lonetree's perspectives. This assignment overlaps with Weekly Assignment 6

- Clifford, James 1997. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press. "Museums as contact zones" pp. 188-220.
- Boast, Robin 2011. Neocolonial collaboration: museum as contact zone revisited. *Museum Anthropology* 34 (1): 56-70.

### Book Analysis

As a group, students enrolled in Anthropology 550 will be reading a book. We will decide as a group on the book by the beginning of the second week of class. For this book, we will meet as a group at a time that fits with all of our schedules for a one-hour discussion. You will also be asked to write a 1000-1500 word essay for the book that explores how it relates to the themes of the class. For this process, you may find it useful to look at book reviews, citing and cited works, and other resources for a sense of the book's intellectual context, although it is not required that you do so. The paper will be due at the time of our discussion. The paper and participation in our group discussion will be worth 10%.

### Possible Titles for Book Assignment

Alivizatou, 2012, *Intangible Heritage and the Museum: New Perspectives on Cultural Preservation*.

Bennett et al. 2017, *Collecting, Ordering, Governing: Anthropology, Museums, and Liberal Government*

Butler, 2008, *Contested Representations: Revisiting Into the Heart of Africa*

Handler and Gable, 2002, *The New History in an Old Museum. Creating the Past at Colonial Williamsburg*

Jenkins, 2016, *Keeping their Marbles: How the Treasures of the Past Ended Up in Museums and Why They Should Stay There....*

Krmpotich and Peers 2014, *This is Our Life: Haida Material Culture and Changing Museum Practice*

McCarthy, 2007, *Exhibiting Maori: A History of Colonial Cultures of Display*

Price, 2007, *Paris Primitive: Jacques Chirac's Museum on the Quai Branly*

Shannon 2014, *Our Lives: Collaboration, Native Voice, and the Making of the National Museum of the American Indian*

### Annotated Bibliography

Graduate students will complete an annotated bibliography on a topic of their choice. Topics must be approved and should be discussed and decided upon by the third week of class. Students should meet with Dr. Gallagher during the first half of the term to discuss their choice. The bibliography will consist of three components:

- An introductory statement that frames the research question (ca. 500 words)
- Ten annotated bibliography entries (ca. 300 words/entry)
- Fifteen citations for further reading

While your bibliography should include a focus on the relevant academic literature, you are encouraged to incorporate diverse sources. Bibliographies will be due by 5pm on Wednesday June 14.

### Note on Attendance and Participation

While graduate students are not explicitly graded on attendance and participation, it is expected that they will attend class and model participation. Failure to consistently attend class may result in up to a half-letter grade penalty to the final grade. Students who have missed or failed to participate in two classes will be warned that future absences will begin to affect their final grade.

### **Grading Scale and Performance Expectations**

I do not anticipate a curve for this class. The grading scale to be used is as follows:

<b>A+</b> = 97.5-100%	<b>A</b> = 92.5-97.4%	<b>A-</b> = 90-92.4%
<b>B+</b> = 87.5-89.9%	<b>B</b> = 82.5-87.4%	<b>B-</b> = 80-82.4%
<b>C+</b> = 77.5-79.9%	<b>C</b> = 72.5-77.4%	<b>C-</b> = 70-72.4%
<b>D+</b> = 67.5-69.9%	<b>D</b> = 62.5-67.4%	<b>D-</b> = 60-62.4%
<b>F</b> = 59.9% or below		

If the class is taken P/NP, a C- or higher is required to pass the course

**A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

**A:** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at a high level.

**B:** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

**B-:** Quality of performance meets the requirements for graduate students; demonstrates the minimum level of understanding of course content for graduate-level.

**C+ to D:** Quality of performance is inadequate for graduate-level work; demonstrates only an undergraduate-level of understanding of course content.

**F:** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

## COURSE TOPICS AND READINGS

### Week 1

**April 3:** What is an Anthropology Museum?

**April 5:** European Museum Traditions: From wunderkammern to the public museum

Readings:

- Yaya, Isabel. 2008. Wonders of America The curiosity cabinet as a site of representation and knowledge. *Journal of the History of Collections* 20 (2): 173-188.

### Week 2

**April 10:** Non-European Museum Traditions

Readings

- Kreps, Christina 2003. *Liberating Culture: Cross-Cultural Perspectives on Museums, Curation, and Heritage Preservation*. New York: Routledge. "Indigenous models of museums, curation, and concepts of cultural heritage preservation" pp. 46-78
- McLeod, Malcolm 1999. Museums without collections: Museum philosophy in West Africa, in *Museums and the Future of Collecting*, edited by Simon Knell, Aldershot: Ashgate, pp. 22-29.

**April 12:** Historical Perspectives: early 20<sup>th</sup> century part 1: Collection Practices

Readings

- Cole, Douglas 1985. *Captured Heritage: The Scramble for Northwest Coast Artifacts*. University of Washington Press, Seattle. "Themes and Patterns" pp. 286-311.
- Welsch, Robert L. 2000. One time, one place, three collections : colonial processes and the shaping of some museum collections from German New Guinea, in *Hunting the Gatherers: Ethnographic Collectors, Agents, and Agency in Melanesia, 1870s-1930s*, New York: Berghan Books, pp. 155-180.

### Week 3

#### April 17: Historical Perspectives: early 20<sup>th</sup> century part 1: Curation and Display Practices

##### Readings

- Greene, Candace S. 2016. Material Connections: “The Smithsonian Effect” in Anthropological Cataloguing. *Museum Anthropology* 39: 147–162
- Jenkins, D., 1994. Object lessons and ethnographic displays: Museum exhibitions and the making of American anthropology. *Comparative Studies in Society and History*, 36(02): 242-270.
- Sturtevant, William C. 1969. Does anthropology need museums? *Proceedings of the Biological Society of Washington* 82: 619-49

#### April 19: Historical Perspectives: 20<sup>th</sup> Century

##### Readings

- Jones, Anna 1993. Exploding canons: The anthropology of museums. *Annual Review of Anthropology* 22: 201-220.
- Harrison, Julia D. 1988. ‘The spirit sings’ and the future of anthropology. *Anthropology Today* 4:6-10 (with reply by Bruce Trigger)
- Schildkrout, Enid 1991. Ambiguous messages and ironic twists: into the heart of Africa and the other museum. *Museum Anthropology*, 15(2), 16-23.
- Vogel, Susan 1988. *Art/Artifact: African Art in Anthropology Collections*. New York: Center for African Art. “Introduction” pp. 11-17.

### Week 4

#### April 24: Collections Acquisition and Collections Care

Guest Speaker: Elizabeth Kallenbach (Anthropological Collections Manager, MNCH)

##### Readings

- Flynn, Gillian A., and Deborah Hull-Walski 2001. Merging traditional indigenous curation methods with modern museum standards of care. *Museum Anthropology* 25 (1): 31-40.
- Taberner, Aimée. 2012. *Cultural Property Acquisitions: Navigating the Shifting Landscape*. Walnut Creek, California: Left Coast Press. “Crafting an acquisition policy for antiquated cultural property and archaeological material” pp. 39-52.
- Professional Ethics Codes on Collections Acquisition
  - o <http://icom.museum/the-vision/code-of-ethics/2-museums-that-maintain-collections-hold-them-in-trust-for-the-benefit-of-society-and-its-developme/>
  - o <http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>
- Museum Acquisitions Policies
  - o British Museum
  - o Maxwell Museum
  - o Museum of the North

## **April 26: Collections Access**

Guest Speaker: Dr. Pam Endzweig (Director of Anthropological Collections, MNCH)

### Readings

- Davis, Suzanne 2012. Achieving preservation and access in an academic museum, in *A Handbook for Academic Museums: exhibitions and education*, edited by Jandl and Gold, Edinburgh: Museums Etc, pp. 608-37.
- Keene, Suzanne 2005. *Fragments of the World: Uses of Museum Collections*. Elsevier, London. "Introduction" pp. 1-11, "Collections for Research" pp. 25-44

## **Week 5**

### **May 1: The Sacred in the Museum**

#### Readings

- Paine, Crispin 2013. *Religious Objects in Museums: Private Lives and Public Duties*. Oxford: Berg, pp. 13-24, 101-112.
- O'Hern, R., Pearlstein, E. and Gagliardi, S. E. (2016), Beyond the Surface: Where Cultural Contexts and Scientific Analyses Meet in Museum Conservation of West African Power Association Helmet Masks. *Museum Anthropology* 39: 70–86
- Culturally Sensitive Collections Policies (from *Stewards of the Sacred*, edited by Sullivan and Edwards, Washington DC: American Association of Museums)
  - o NMAI Culturally Sensitive Collections Care Program (pp. 129-132)
  - o Alutiiq Museum Guidelines for the Spiritual Care of Objects (pp. 155-65)
  - o National Museum of Australia Policy on Aboriginal and Torres Strait Islander Secret/Sacred and Private Material (pp. 185-96)

### **May 3: Intangible Cultural Property & Traditional Cultural Expression in Museum Collections**

Guest Speaker: Jennifer O'Neal (University Historian and Archivist, UO Libraries)

#### Readings

- Kurin, Richard 2004. Museums and intangible heritage: Culture dead or alive? *ICOM News* 57 (4): 7-9.
- O'Neal, Jennifer 2014. Respect, recognition, and reciprocity, In *Identity Palimpsests: Archiving Ethnicity in the U.S. and Canada*, ed. by Daniel and Levi, Sacramento: Litwin Books, pp. 125-42.
- Protocols for Native American Archival Materials (<http://www2.nau.edu/libnap-p/>)
- Plateau Peoples' Web Portal (<http://plateauportal.wsulibs.wsu.edu/html/ppp/index.php>)
- Possible: Oquilluk, William 1973. *People of Kauwerak: Legends of the Northern Eskimo*. Alaska Pacific University Press, pp. 150-167 (The Eagle-Wolf Messenger Feast).



## Week 6

### May 8: Experiencing Exhibitions

#### Readings

- Teller, Alan 2007. Assessing excellence in exhibitions: three approaches. *Exhibitionist* (Fall): 69-75.
- Falk, John and Lynn Dierking 2012. *The Museum Experience Revisited*. Left Coast Press, Walnut Creek, CA. "Introduction: The Contextual Model of Learning" pp. 23-34.
- Read ahead for Wednesday's class!

### May 10: Collaboration in Museums

#### Readings

- Lonetree, Amy 2012. *Decolonizing museums: representing Native America in national and tribal museums*. Chapel Hill: University of North Carolina Press., Chapters 1 and 2 (pp. 1-73)
- Krmpotich, Cara, and David Anderson. "Collaborative exhibitions and visitor reactions: The case of Nitsitapiisinni: Our way of life." *Curator: The Museum Journal* 48.4 (2005): 377-405.

## Week 7

### May 15: National Museum of the American Indian

Guest Speaker: Jennifer O'Neal (University Historian and Archivist, UO Libraries)

#### Readings

- Lonetree, Amy 2012. *Decolonizing museums: representing Native America in national and tribal museums*. Chapel Hill: University of North Carolina Press, Chapter 3 (pp. 74-122)
- Genetin-Pilawa, C. Joseph 2016. Exhibit Review: Nation to Nation: Treaties Between the United States and American Indian Nations, National Museum of the American Indian, Smithsonian Institution, Washington, DC. *Public Historian* 38: 72-79.

### May 17: Tribal Museums

#### Readings

- Davis, Peter. "New museologies and the ecomuseum." *The Ashgate Research Companion to Heritage and Identity*. Aldershot: Ashgate Publishers (2008): 397-414.
- Lonetree, Amy 2012. *Decolonizing museums: representing Native America in national and tribal museums*. Chapel Hill: University of North Carolina Press., Chapters 4 and 5 (pp. 123-76)

## Week 8

### May 22: Decolonizing Museums / Displaying the Human Remains

Skype Conversation with Dr. Amy Lonetree (Associate Professor of History, UC-Santa Cruz)

#### Readings

- Jones, D. Gareth, and Maja I. Whitaker 2013. The contested realm of displaying dead bodies *Journal of Medical Ethics* 39 (10): 652-653.
- Brooks, Mary M., and Claire Rumsey 2007. The body in the museum, in *Human Remains: Guide for Museums and Academic Institutions*, ed. Cassman, Odegaard, Powell. Lanham: Altamira, pp. 261-289.

### May 24: Interpreting Slavery at Plantation Museums

#### Readings

- Modlin Jr, E. A. (2008). Tales told on the tour: Mythic representations of slavery by docents at North Carolina Plantation Museums. *Southeastern Geographer* 48(3), 265-287.
- Carter, P. L. (2016). Where are the enslaved?: TripAdvisor and the narrative landscapes of southern plantation museums. *Journal of Heritage Tourism*, 11(3), 235-249.
- Chan, Alexandra 2011. Translating archaeology for the public: empowering and engaging museum goers with the past. *International Journal of Heritage Studies*, 17(2), 169-189.

## Week 9

### May 29: Memorial Day: NO CLASS

### May 31: Repatriation I

Guest Speaker: Pam Endzweig (Director of Anthropological Collections, MNCH)

#### Readings

- Lonetree A., and Daehnke J. 2011. Repatriation in the United States: The current state of the Native American Graves Protection and Repatriation Act. *American Indian Culture and Research Journal* 35 (1): 87-97.
- Graham, Martha, and Nell Murphy 2010. NAGPRA at 20: Museum collections and reconnections. *Museum Anthropology* 33, (2): 105-124.
- Hemenway 2010. Trials and tribulations in a tribal NAGPRA program. *Museum Anthropology* 33(2) :172–179.
- NAGPRA legislation
- NMAI Repatriation Procedures: <http://nmai.si.edu/explore/collections/repatriation/>
- NMNH Repatriation Office: <http://anthropology.si.edu/repatriation/index.htm>

## Week 10

### June 5: Repatriation II

#### Readings

- Declaration of the importance and value of universal museums (2004)
- O'Neill, Mark 2004. Enlightenment museums: universal or merely global? *Museum and Society* 2 (3): 190-202.
- Appiah, Kwame Anthony 2006. Whose culture is it? *New York Review of Books* 53 (2): 38.
- Okpuku, Kwame 2010. One counter-agenda from Africa: Would Western museums return looted objects if Nigeria and other African states were ruled by angels? In *Benin1897.com: Art and the Restitution Question*, ed. Layiwola, Ibaden: Wy Art Editions, pp. 90-107.

### June 7: Future Directions

#### Readings

- Barker, Alex 2010. Exhibiting archaeology: archaeology and museums. *Annual Review of Anthropology* 39: 293-308.
- Kreps, Christina 2011. Changing the rules of the road: Post-colonialism and the new ethics of museum Anthropology. In *The Routledge Companion to Museum Ethics*, ed. Marstine, New York: Routledge, pp. 70-84.
- Harris, Clare, and Michael O'Hanlon 2013. The future of the ethnographic museum. *Anthropology Today* 29 (1): 8-12.

**\*\*Final Assignments, Engagements, etc. due by 5pm, Wednesday June 14\*\***