

Syllabus: ANTH 4394: Public Archaeology

Spring 2005

Room 122 McElhinney Building

2:30 – 4:00 pm TTH

Instructor: Carol McDavid, Ph.D.

Office hours: by prior appointment

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PUBLIC ARCHAEOLOGY OVERVIEW

Much recent conversation about public archaeology, heritage, archaeological heritage management, cultural resource management, and other terms referring to public archaeological practice has revealed a certain ambiguity about what the term public archaeology means. Is all archaeology inevitably public? Or, are there individual areas of expertise (educational, commercial, legislative, technological, political, journalistic, performative, concerned with museums, tourism, etc.) that are beginning to form a legitimate area of specialized archaeological practice, analogous to geographic, technical, temporal, and other specializations? If this is so, what are the implications of this growing specialization, both within archaeology and in terms of public awareness?

While there will be a lecture introduction to provide an organizational framework for the class, the instructor will not set out an a priori definition of what Public Archaeology is – or isn't. Rather, students will explore the different goals pursued under the rubric "Public Archaeology". You will also attempt to provide critical and self-reflexive assessments of what we actually do with our publics, and, perhaps more importantly, *critical examinations of what this work with our publics does*, in terms of archaeology as a discipline and in social life more generally. While it is true that archaeology characterized as "public" is often limited to narrow descriptions of how-tos of engaging the public, the reality is that, worldwide, practitioners of public archaeology (however they define themselves) are increasingly conducting and writing theoretically informed scholarship that goes far beyond the practical. This course will highlight the nature of this recent work in public archaeology, and will also discuss difference national and regional styles of doing public archaeology (or Heritage, CRM, etc.).

The following topics will be examined (not necessarily in this order; some topics will overlap):

- Historic development of public archaeology
- Theory and philosophy as they apply to public archaeology: e.g., Critical Theory, Pragmatism, Community Organizing literature, critical race theory
- Community Archaeology
- Archaeology and the Law: U.S. State and federal environmental and historic preservation legislation, overview, significance, applications (including discussion of contract archaeology)
- Overview of National Register Process: historic preservation and archaeology
- The International View: Public archaeology approaches outside the US
- Ethics and Archaeology: Understanding conflicts and ethical issues inherent in public archaeology efforts
- Working with diverse descendant (and other) groups: Native Americans, African Americans, children, looters and treasure hunters, re-enactors, Legal mandates (to be tied in with Archaeology and the Law), non-legal (ethical) mandates, skills necessary for effective communication with diverse publics, reburial and repatriation; names, "labels", and stereotypes
- Public Education and Outreach: Distinction between the two approaches. School programs, Curriculum-related programs, Archaeology Week programs, Site-specific programs, public excavations, stewardship programs, interpretive exhibits/centers
- Archaeology and Museums: display strategies, new technologies

- Archaeology and the Media: new technologies, archaeology and popular media, pseudo archaeology and the public, archaeology and news media (dealing with reporters, writing for the public)
- Archaeology and Cultural Tourism
- The Antiquities Market: Ebay, Metal Detector groups, etc.
- Looting, vandalism and site destruction: treasure hunters, etc.
- Archaeology and politics: Legislative action underway, local politics as they relate to communities, being a "citizen archaeologist".
- ...and more....

NOTE: In addition to the books discussed below, please purchase one package of 4"x 6" index cards to use during this class.

On the 4x6 card handed to you on Day 1, please write, LEGIBLY, at the top of the card, in this order (one line per item):

- Name (last name first – the name on your student records)
- Name (last name first – the name you *prefer* to be called)
- Email address (all students are expected to use email and to check it regularly. It is how I will be communicating with you outside class time).w
- Telephone # (This will ONLY be used in emergencies; email will be the preferred mode of communication. Indicate whether this is a daytime or evening number).
- Please let me know if I can contact you just prior to class in the event of an emergency of some sort. This will mainly apply to cell phone users who check their messages regularly.

Dates herein, and on the Class Schedule to follow, should be viewed as tentative and subject to modification as the semester progresses.

Required Readings

This course will consist primarily of literature review and discussion/critique of the literature. There are four required books plus additional readings:

- Potter, Parker B., Jr. (1994) *Public Archaeology in Annapolis: A critical approach to history in Maryland's Ancient city*, Washington, D.C.: Smithsonian Institution Press. **(in bookstore shortly).**
- Jameson, John H., Jr. (ed.) (1997) *Presenting Archaeology to the Public: Digging for Truths*, Walnut Creek, London, New Delhi: Altamira Press. **(in bookstore now).**
- Derry, Linda and Malloy, Maureen (eds), (2003) *Archaeologists and Local Communities: Partners in Exploring the Past*, Washington, D.C.: Society for American Archaeology. **(in bookstore now).**
- Merriman, Nick (ed.) (2004). *Public Archaeology*. London, Routledge. **(in bookstore shortly).**
- Additional required readings will either be copied for you, or will be placed on reserve at the reserve desk in the M.D. Anderson Library (Third Floor Red). These will be announced in class in time for you to read them by the assigned date. **You must read the required readings by the assigned date that you are asked to turn in cards for those readings.** They will be discussed on the class day *following* the day that cards are turned in.

Attendance and Participation

This class will operate as an upper level/graduate seminar. As such, you will be expected to participate and to attend. It is *not* a lecture class in which I will feed you information to regurgitate! I will note

attendance at every class session, and will also keep records about class participation. These notes will be used to assign your final grade, as described below.

My teaching philosophy embodies the idea that teachers are *facilitators* of learning, and that students will do best if they are encouraged to be *active learners*. I will want to share information I have about public archaeology, but you will be expected to actively participate in the learning process. Therefore, my comments will be as a *participant* in the group discussion, and will be aimed at providing you with a background, or template, for learning what *you* wish to know about public archaeology. I fully expect to learn as much from you as you will from me.

One note: I will be out of town for at least one week during the semester, in April, attending the Annual Meetings of the Society for Applied Anthropology. I will advise you when that will be, and during that week "off" you will be able to get ahead on your reading, work on other assignments, etc.

Discussion cards

As an upper level or graduate student in archaeology, you should have enough background to ask critical questions, make critical comments, and discuss what you read. Therefore, while reading, use a 4"x6" index card to write down at least two thoughtful questions about each reading assignment (more if you want). **Keep the cards for each reading separately. Put your name on these cards, and note the page number that the question refers to, if applicable.** Also indicate whether you want me to prioritize your question for the class discussion, if you have special interest in any particular topic. I will gather the cards at the beginning of class on the class day *before* the day we plan to discuss the reading (other than for the first discussion).

Our discussions will revolve around your questions. If you have no questions or comments to bring to the class for discussion, we will have little discussion and things will be rather boring and unproductive. You will receive up to 30 points on your final grade for these cards, with at least two *good* questions each, that you submit. Therefore, if you submit none, or few, you will not do well in the course. I am not sure yet how many readings there will be; however, if you turn in cards for all of them, you will receive the full 30 points.

So expect to do a lot of reading and talking. I assure you that your grade will *not* depend on agreeing with my view on any particular topic. I want *your* opinions and comments, not a regurgitation of mine.

Internet Assignment: 10 points

The objective of this assignment is to help you familiarize yourself with the scope of public archaeology projects with a presence on the Internet. Your task is to go on-line on the World Wide Web and to write a *brief* critique of two archaeological web sites related to public archaeology topics. Look at archaeology web sites which focus on a specific site or specific kind of research, and examine whether they include any information about public programming. Search the web and find examples of public excavations, archaeology weeks, stewardship programs, and interpretive exhibits/centers. Potential search terms will be discussed in class.

Take sometime to check out a variety of sites, and find two that you like. Study them closely, and prepare some comments about the site to use in a class discussion. Prepare a short (*no more than one page each*) description of each of the sites you focus on, and some editorial comments (why the site was effective or not, whether the information was accurate, how useful was, etc). Be *critical* in your analysis. There are a lot of great sites on the web, with wonderful information, but there is also a great deal of misinformation. Include the URLs for each site. Come prepared to discuss the sites you looked at in class.

Annotated Bibliography Project: 10 points

Your task is to prepare an annotated bibliography for one of the broad public archaeology topics that we discuss in class (many of which are listed above; others will evolve as the course progresses). By annotated, I mean that each reference item listed must include a detailed description of the item, including what it is, what it is about, what it covers, what it includes, where it can be obtained, etc. Therefore, you will need to skim (at least) the materials listed; approach this as if you would use this list to research and write a paper on your chosen topic. You must have at least 10 references on this bibliography, *not including any you may wish to list from class assignments*. If class assignments cover your topic, you will be expected to identify this and to list those assignments on your bibliography. You can use online sources available through the various databases that are in the library, but you will need to actually *look at* the item you are referring to – so plan on some library time. You will turn in your topics by the date listed in the class schedule (probably around mid-term) so that I can help to direct you to possible sources (including conference abstracts, which I will provide). The bibliography itself will be turned in on the last day of class, in lieu of a final examination or paper.

Extra Credit

If you like, you can receive extra credit for participating in the Yates Community Archaeology Project, which I co-direct with David Bruner (who is also an instructor at UH). The class meets at the project site each Saturday; please let me know if you plan to attend so that I can tell Bruner and Robert Marcom (our Site Supervisor) to expect you (I am not there every Saturday, but will be scheduling some weekdays as the semester proceeds). You will receive 1 point on your final grade for each four hours of work. This may be excavation, lab work, library research, or other work as assigned.

Assignment recap and points to be awarded

Grades will be figured on a 100 point system: 100-95 = A; 94-90=A-; 89-87=B+; 86-83= B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-, 69-67=D+, 66-63=D; 62-60=D-; 59-0 = F

Assignments	# of points
Attendance	20
Discussion cards (1/2 - 1 point for each reading, up to 30 points)	30
Discussion participation	25
Annotated Bibliography Assignment	15
Internet Assignment	10
Total	100 points
Extra Credit	Up to you

Required format for written assignments

- Use a computer or word processor – handwritten documents are unacceptable. If you have some reason for preferring them, you must get approval from me before you prepare your first written assignment.
- Use Times Roman font, 12 pt type, with 1" margins on all sides of 8.5"x11" paper.
- Use your spell-checkers and grammar checkers – there is no excuse for poor spelling on word-processed documents, and sloppy spelling and/or grammar will negatively affect your grade.
- Use standard white paper and staple the pages – do not use folders or other sorts of binding.
- For references: use any standard style, as long as it is consistent (APA, MLA, Antiquity, etc.).
- Use the *first person active voice*. We will discuss the question of "voice" in archaeological writing during class.
- Please submit **two** (2) copies of each assignment – I will keep one for my records. Be sure to keep a copy of the paper for yourself in case the paper gets lost.

Other Class Requirements

- EMAIL
 - For this class you must commit to using the Internet actively – not only for assignments, but to communicate with the instructor and each other as needed. If you do not already have an email account through the University (or do not have an account elsewhere) you can arrange one by calling Technology Support Services at 713/743-1411 or going in person to the help desk in the basement of the main library.
- This **syllabus** is subject to modifications and additions. It is each student's responsibility to attend class or otherwise obtain information on all changes.
- Cell phones and pagers must be turned off during class. If you have a special reason for leaving one on, you need to discuss this with me *prior to* the class during which it will need to be left on.
- Late Assignments and Excused absences
 - Permission to turn in late assignments, or to not attend class on any given day, will be granted at my discretion. Plan on providing a doctor's excuse or other legitimate documentation if asked.
 - Grades will automatically be reduced by one letter grade for all late assignments – and by more if they are more than one class day late.
- *Cheating and plagiarism on tests or written assignments will not be tolerated. Violators will be subject to full disciplinary action by the University.*

Students with Disabilities

Students who anticipate problems with fulfilling course requirements because of the way they see, hear, read, or get around campus should advise me within the first two weeks of class. Special arrangements will be made in cooperation with staff at the Center for Students with Disabilities, <http://www.uh.edu/csd/>. The Center is located at:

Student Service Center Room 307
Houston, TX 77204-3243
(Entrance 6 off Wheeler St.)
(713) 743-5400