

# Museums and Heritage

ANTH4885 | Section 01 | Spring 2019

**Course Day and Time:** M/W 3:30 – 4:45pm | **Location:** Anthropology Room 12

**Instructor:** Dr. Vivian Gornik | **Email:** vgornik@westga.edu

**Office:** Anthropology Building, Room 8 | **Office Hours:** M/W 8:30am – 12:00pm

## Course Description:

Welcome to Museums and Heritage! In this course we will cover a large range of topics including but not limited to: the history of museums, the curatorial voice, museum ethics, repatriation and NAGPRA, public and community archaeology and cultural resource management. In addition to the reading and lecture portion of this course, you will participate an applied museum anthropology project.

This is a 4000-level, special topics anthropology course. You may find both the material and the workload to be more challenging than other courses you've taken. In addition to in-class time, there will be a few required meetings outside the classroom. All scheduling conflicts must be discussed with the instructor by the second week of class. Please read the "Class Participation" section of this syllabus for more information.

## Required Texts:

Great news! You do not have to purchase a textbook for this course. All readings will be provided as either PDFs or Internet links on CourseDen.

## Course Learning Objectives and Outcomes:

- To demonstrate a broad understanding of museum anthropology
- To analyze current challenges facing the museum and heritage sector both domestically and internationally
- To analyze issues related to museums and heritage through written communication

## Course and University Policies

### University Policies:

Please familiarize yourself with important standard university policies including those related to the UWG Honor Code, Academic Support services, the Credit Hour policy, campus carry and mental health support:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

### Classroom Behavior

As in any cultural setting, the university classroom has its own values, norms, and traditions to follow. *Respect and honesty* are the two most important ones for us in order to keep our educational experience meaningful this semester. Respect is

important before, during and after class. Some of the material discussed may be sensitive or controversial in nature. Students may or may not agree with opinions expressed in class, or topics discussed, and that is part of any critical thinking process. Should your behavior be deemed disruptive, disrespectful or hostile, you will be asked to leave the classroom. Do not come in late or leave class early (unless you speak with the instructor and receive permission before class), as this is distracting for other students and the instructor. Abstain from texting, chatting, listening to music, reading outside material, or taking a nap in class.

### **Dr. Gornik's Email Policy**

Understanding how to communicate politely and in a grammatically correct way through email is an essential 21<sup>st</sup> century skill. As there are many of you and only one of me, I have a set of requirements for any emails I receive from students. Do not message me through CourseDen. Your email must be sent to [vgornik@westga.edu](mailto:vgornik@westga.edu). Your emails must include a detailed subject line including the course number and a brief synopsis of why you are emailing.

### **Late Work**

Unless prearranged with the instructor, no late work will be accepted. All assignments will be given with plenty of advance notice leaving no excuse for incomplete or tardy work. Late work will be given a zero.

### **Laptop Policy**

Laptops will be allowed in class primarily because your readings are provided as PDFs. However, they should not be used for anything other than course related work during the class period. Repeat offenders will not be allowed to use laptops during class time.

### **Cellphone Policy**

As a matter of respect and professionalism, you are expected to silence your cellphones before class and refrain from answering text messages or phone calls, listening to music and/or watching videos. If you have an emergency, please quietly step out of the classroom.

### **Food and Drink**

Please do **not** bring any food into the classroom. Food-related noise and smells are distracting. Beverages in a container with a lid are OK.

## Grades/Assessment

I aim to be as transparent as possible in my grading of your work. Please feel free to ask me about your grade at any time during the semester. I will aim to keep your grades as up to date as possible on CourseDen.

<b>Assignment</b>	<b>Points</b>
Class Participation	50
Field Trip Reflection Paper	25
Reading Reflection Paper #1	25
Reading Reflection Paper #2	25
Midterm Group Progress Report	10
Writing for the Public Exercise	25
Object Label Exercise	25
Exhibit Proposal Hardcopy	75
Exhibit Proposal Presentation	40
<b>Total Points Possible</b>	<b>300</b>

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

## Course Assignments

### **Class Participation (50 points)**

Your class participation grade will be comprised of several components including: In-Class Activities, Discussion Participation and attendance at the final Exhibit Proposal Presentation.

#### Course Reading:

Reading is critical to your success in this course. You will be responsible for having completed all assigned readings before class. Your knowledge of the readings will be important for your ability to participate in class discussion and complete in-class activities.

#### In-Class Activities:

There will be in-class writing responses scattered throughout the semester. Although I do not take attendance for every class meeting, these are essentially “pop” assignments and cannot be made up if you have are absent or tardy to

class. These writing responses will ask you to reflect on or react to a specific quote, image, meme, audio clip or video clip. You will need to come to every class meeting with paper and a writing utensil in the event of an in-class writing response.

**Discussion Participation:**

This is a 4000-level seminar-style course and your participation in discussion of the readings is critical. If this is your first seminar-style course, don't panic. You will get used to the setting.

**Exhibit Proposal Presentation:**

The final product of your work in this class will be a formal exhibition proposal prepared for the Waring Archaeology Lab. Your group will be expected to present your proposal at a formal meeting with Waring Lab stakeholders at the end of the semester. Date/time will be announced ASAP so you can make arrangements.

**Reading Reflection Papers (50 points)**

These short assignments are designed to get you to engage critically with the readings. The prompts will be handed out at the end of class on a Wednesday and the response paper will be due the following Monday.

- Reading Reflection Paper 1 will be assigned on Wednesday, February 13 and is *due Monday, February 18*.
- Reading Reflection Paper 2 will be assigned on Wednesday, March 27 and is *due Monday, April 1*.

**Field Trip Reflection (25 points)**

For this assignment you will need to choose one of the following exhibitions to visit on your own time.

- The Cyclorama at the Atlanta History Center (Opens February 22<sup>nd</sup>)  
<http://www.atlantahistorycenter.com/explore/destinations/atlanta-cyclorama>
- Enduring Tension, (En)countering Anti-Semitism in Every Age at The Breman Museum (On view until March 10<sup>th</sup>)  
<https://www.thebreman.org/Exhibitions/Enduring-Tension>
- Permanent Exhibit at the Jimmy Carter Presidential Library and Museum  
<https://www.jimmycarterlibrary.gov/>
- Reinstalled Permanent Exhibit at the High Museum of Art  
<https://www.high.org/exhibition/2018-reinstallation/>

You will be given clear instructions on how to write your field trip reflection later in the semester. Your Field Trip Reflection is due latest, by Wednesday, April 17

**Object Labels Exercise (25 points)**

This exercise will challenge you to write museum-style labels for everyday objects. More detailed instructions will be handed out for this assignment later in the semester. This assignment is due Wednesday, February 6

**Writing Science for a Public Audience (25 points)**

This exercise will challenge you to translate a piece of academic research into language that a public audience can understand. More detailed instructions will be handed out for this assignment later in the semester. This assignment is due Wednesday, March 6.

**Exhibit Proposal Group Project (125 points)**

In addition to learning about museums and heritage you will be creating a formal exhibit proposal for the Curator of Collections at the Waring Archaeology Lab. Students will be divided into groups of 4-5 and assigned to one of four exhibit projects. The projects will be introduced in detail in class on January 23<sup>rd</sup>.

Your grade for this assignment is broken down into three assignments: Midterm Group Progress Report (10 points), Exhibit Proposal Hardcopy (75 points) and Exhibit Proposal Presentation (40 points). Consult the syllabus schedule for due dates.

**Course Schedule**

Week	Date	Topic	Readings	Assignments Due
1	7-Jan	Welcome	Gornik (2019) Syllabus	
	9-Jan	Introduction to Museums	Dillenburg (2011); AAM Museum Facts and Data	
2	14-Jan	History of Museums	Abt (2006)	
	16-Jan	The Curatorial Voice	Alpers (1991); Baxandall (1991)	
3	21-Jan	MLK DAY - NO CLASS		
	23-Jan	Introduction to Exhibit Proposal Projects - No Readings		
4	28-Jan	Exhibit Design	Selections from McKenna-Cress and Kamien (2013) <i>Creating Exhibitions</i>	
	30-Jan	Object Interpretation and Display	Blunden (2017); Selections from Serrell (1996) <i>Exhibit Labels</i>	
5	4-Feb	Project Work Day - No Readings		
	6-Feb	Label Writing Workshop	Weil (1999), Selections from <i>Excellence in Exhibition Label Writing Competition Winners</i>	Object Labels Exercise

6	11-Feb	Collections Management	Collections Management <i>in</i> Boylan (2004); Selections from Buck and Gilmore (2010)	
	13-Feb	Museum Education and Outreach	Hein (2006); Crooke (2006)	
7	18-Feb	Project Work Day - No Readings		Reflection Paper #1
	20-Feb	CRM and Public Archaeology	Codes and Standards for Archaeological Practice; Keily (2008) ; Watch <i>Time Team</i> Episode	
8	25-Feb	CRM and Public Archaeology	Little (2007); Zimmerman (2008)	
	27-Feb	CRM and Public Archaeology	Wall et. al. (2004); Hollowell (2006)	
9	4-Mar	NAGPRA and Repatriation	Edgar et al (2014); TBA NPS Reading; TBA Parthenon Reading	
	6-Mar	Project Work Day - No Readings		Writing Science for a Public Audience
10	11-Mar	Defining Heritage	Smith (2006) pp 11-42	
	13-Mar	Defining Heritage	Holtorf (2006); Labadi (2012)	Group Progress Report
11	18-Mar	SPRING BREAK - NO CLASS		
	20-Mar			
12	25-Mar	World Heritage and National Heritage	Dregwitz et al (2014); Gil (2016)	
	27-Mar	Contested or Difficult Heritage	Francis (2015); Rice (2017)	
13	1-Apr	Project Work Day - No Readings		Reflection Paper #2
	3-Apr	(Re)Interpreting Southern Plantations	Benjamin and Alderman (2018); Gallas and Perry (2014)	
14	8-Apr	Confederate Monuments	Saul and Marsh (2018); NPR (2017) "Like the Flag"; D.B.S. (2017) <i>Empty Pedestals</i>	
	10-Apr	Heritage, Tourism and Authenticity	Hughes et al (2013); Walker and Carr (2013); Bruner (2005)	
15	15-Apr	Decolonizing the Museum	TBA; Abbe Museum Decolonization Strategy	

	17-Apr	Project Work Day - No Readings		Field Trip Reflection Due
16	22-Apr	Museums and Social Change	Fleming (2016); Nightingale and Sandell (2012)	
	24-Apr	Museums and Social Changes	Bodo (2012); Smith (2017)	
17	29-Apr	Museums and Heritage in the 21st Century	Budge (2017); Erlick (2017); Eardley et al (2016)	Exhibit Proposal Hardcopy Due
<b>Exhibit Proposal Formal Presentations - Date/Time/Location TBA</b>				
18	6-May	Finals Week -- NO FINAL EXAM		

### Course Bibliography

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*This syllabus is merely a guide and the instructor reserves the right to change it at any point. Changes will be announced in class and/or on CourseDen. It is your responsibility to find out about changes and read your CourseDen messages and/or emails regularly. Any changes to the syllabus announced in class or on CourseDen are binding.*