Course Objectives—This course offers a critical analysis of museum anthropology from a social and historical perspective. Lectures, readings, discussion, and independent research will prepare students to: 1) comprehend the historical relationship between western European expansionism, natural history collections and early anthropology, 2) critically examine the role of museums as venues for the formation and reproduction of nationalist and other categories of collective cultural identity, 3) evaluate museums and exhibits as cultural texts and representations, 4) identify the financial and political challenges facing contemporary museums and the diverse communities they serve.

CSUS Catalog Description: Provides an introduction to museum anthropology. Surveys the emergence of modern anthropology from its origins in 17th century natural history expeditions, collections, and systems of classification to its late 19th century institutionalization in museums; explores the role of collectors, curators and financial patrons in the simultaneous development of museums and social theory; examines the contemporary poetics and politics of museums and cultural interpretation, including cultural property rights, cultural self-representation, collaborative exhibit development, and the ethnography of museums. Prerequisite: ANTH 146 or instructor permission. 3 units.

Textbooks
Asma, Stephen T.

Erikson, Patricia Pierce, with Helma Ward & Kirk Wachendorf

Krech, Shepard, III and Barbara A. Hail, editors

Sleeper-Smith, Susan, editor
2009 Contesting Knowledge: Museums and Indigenous Perspectives. Lincoln: University of Nebraska Press.

Readings—Available as PDFs on SacCT 9.1 (aka Blackboard/Bb). Login at www.csus.edu/sacct/

Barrow, M.V.
Binney, Judith and Gillian Chaplin

Collier, Donald, and Harry Tschopik

Duncan, Carol

Edwards, Elizabeth

Fienup-Riordan, Ann

Goode, G. Brown

Herle, Anita

Jacknis, Ira

Kingston, Deanna Paniataaq

Kroeber, A. L.

Leetberg, Ilmar
Moser, Stephanie et al.  

Phillips, Ruth B.  

Rosoff, Nancy B.  

Stanton, John E.  

**Course Requirements**—Regular attendance, completion of all assignments and exams, and meaningful participation in class discussion. To promote active participation, each student will serve as a discussion facilitator for at least one reading (and all students should be prepared to respond to reading-related questions.)

**Course Evaluation**—Final course grades are based upon the average of five scores:

- Midterm 1 (20%)—subjective and objective questions
- Midterm 2 (20%)—as above (e.g. multiple choice, short answer, and identifications)
- Final exam (20%)—non-comprehensive (format, as above, w/one essay)
- Museum Field Reports (20%)—instructions to be delivered via Bb, but these will entail making field notes, writing 2 brief essays, and one (p/student) oral presentation. Instructions will be posted on Blackboard.
- Participation (20%)—this score is the average of 7 reading quizzes [10 pts. ea.], one (p/student) facilitation of class discussion [20 pts.], and a score [1-10] for participation in class discussion

**Grading Scale**  
A (92-100%); A- (90-91%); B+(88-89%); B(82-87%); B-(80-81%); C+(78-79%); C (72-77%); C- (70-71%); D+ (68-69%); D (62-67%); D-(60-61%); F (59% and below).

**Make-up/Late Paper Policy**—Make-up exams (given in the instance of excused absences for extremely compelling reasons) must be taken in the testing center in Lassen Hall. No more than one mid-term exam may be made-up (final exams cannot be made-up). Late museum field notes & essays will be marked down 10 points for each day late. Missed in-class readings quizzes and museum reports may not be made-up (no exceptions).

**Cell Phones, Laptops, Tablets**—Please silence or turn off cell phones during class (unless you have an emergency—kids home alone, an ill relative, etc. and you bring this to my attention before class begins). Laptops/Tablets are permitted for note-taking only. If you plan to surf the
web regardless of this policy, please sit in the back row of the classroom so that I do not have to entertain complaints from your classmates about the distraction your activity represents to their own efforts to focus on class-related activity.

**Academic Dishonesty**—Plagiarism and any other forms of cheating will result in a zero on the assignment and may well result in permanent dismissal from class. Browse the library [website](http://www.csus.edu/sswd/services/policies/LD-Policy.html) on plagiarism and its varied forms.

**SSWD**—Students who need disability accommodation are urged to approach me early in the course of the semester. See: [http://www.csus.edu/sswd/services/policies/LD-Policy.html](http://www.csus.edu/sswd/services/policies/LD-Policy.html).

Course Schedule on Next Page
# Course Schedule *

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading Assignments</th>
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<td><strong>Part I. LINEAGES: NATURAL HISTORY, MUSEUMS &amp; ANTHROPOLOGY</strong></td>
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<tr>
<td>1</td>
<td>8/28 8/30</td>
<td>Course Orientation</td>
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<tr>
<td>3</td>
<td>9/11 9/13</td>
<td>Asma—2 &amp; 3 Asma—5</td>
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<tr>
<td>6</td>
<td>10/2 10/4</td>
<td>Midterm Exam 1 In-class presentations of art or science museum field reports.</td>
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<tr>
<td><strong>Part II. MUSEUM ETHNOGRAPHY &amp; NATIVE AMERICA</strong></td>
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<tr>
<td>—Museum Collectors, Founders &amp; Patrons—</td>
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<td>7</td>
<td>10/9 10/11</td>
<td>Krench &amp; Hail—Introduction &amp; Chpt. 1 K &amp; H—2, 3 and 4</td>
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<tr>
<td>8</td>
<td>10/16 10/18</td>
<td>K &amp; H—5, 6 &amp; 7 K &amp; H—8 &amp; 9</td>
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<tr>
<td>—Museum Ethnography—</td>
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<td>9</td>
<td>10/23 10/25</td>
<td>Erikson—Intro &amp; Chpt. 1 Erikson—2 &amp; 3</td>
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<tr>
<td>10</td>
<td>10/30 11/1</td>
<td>Erikson—4 &amp; 5 Erikson—6</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Midterm Exam 2</td>
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<tr>
<td><strong>Part III: FURTHER PERSPECTIVES ON INDIGENOUS COMMUNITIES &amp; MUSEUM PRACTICE</strong></td>
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<tr>
<td>11</td>
<td>11/8</td>
<td>Sleeper-Smith (<em>S-S</em>)—Chpt. 1 (Langur) &amp; 2 (Magubane); Leetberg (2012)</td>
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<tr>
<td>12</td>
<td>11/13 11/15</td>
<td>Rosoff (2003); <em>S-S</em>—3 (McMullen), 5 (Brady), and 8 (Shannon) Edwards (2003), Kingston (2003),</td>
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<tr>
<td>14</td>
<td>11/27 11/29</td>
<td>In-class presentations of field reports for anthropological, ethnographic and/or cultural heritage exhibit Phillips (2003); Fienup-Riordan (2003)</td>
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<tr>
<td>15</td>
<td>12/4 12/6</td>
<td>Herle (2003); Moser et al. (2003) <em>S-S</em>—9 (Ackley), 11 (Isaac), 12 (Lonetree)</td>
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<tr>
<td>16</td>
<td>12/13</td>
<td>Final Exam (Thursday 12:45-2:00 pm)</td>
</tr>
</tbody>
</table>

* This schedule is subject to change at the instructor’s discretion *