

## MUSEUM ANTHROPOLOGY—SPRING 2017

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**ANTH 276 (1)** | M 5:30-8:20 | 4003 Mendocino Hall  
**Instructor** | Terri Castaneda | [tac@csus.edu](mailto:tac@csus.edu)  
**Faculty Webpage** | [www.csus.edu/indiv/c/castaneda](http://www.csus.edu/indiv/c/castaneda)  
**Office** MND 4028 | **Phone** 8-6067  
**Office Hours** | T/TH 2:45-4:15 pm

**Catalog Description** *Surveys the practical, theoretical, and historical dimensions of museum anthropology and material culture studies, with particular emphasis on the U.S. and California. Situates contemporary issues related to the collection, exhibition, and repatriation of ethnographic and archaeological materials within the sociopolitical context of the contemporary global indigenous rights movement. Prerequisite: Graduate status in Anthropology or instructor permission.*

**I. Seminar Format and Evaluation--The class is based on intensive reading, discussion, and writing. Evaluation is based on three components.**

**A) Seminar Participation (25%)**

1. To ensure that conversation is lively and relevant, students will prepare three weekly discussion questions (see SacCT for grading rubric and additional instructions). Questions must be emailed by 3 pm on the day of class (do **not** use attachments; simply type or copy your questions into the body of an email and send to [tac@csus.edu](mailto:tac@csus.edu)).

2. All students are expected to **attend** class and to take an **active** and **meaningful role in weekly discussion**. Toward this end, seminar attendance is mandatory. Two absences due to illness or to professional commitments may be excused with no penalty; each subsequent absence will reduce final course averages by 5 points.

**B) Response Essays (50 %):** Five reading response essays (2-3 pp., double-spaced) are due in hard copy at the start of the class period during which those readings are slated for discussion. Students may choose which weeks to write response papers, with the caveat that each of the three museum ethnographies must figure into the total of five essays. Papers will be scored for content and style, and I expect to see improvement in both as the semester progresses (see SacCT for further information).

**C) Museum/Exhibit Review Essay (25%):** Students will submit a scholarly and comparative museum OR exhibit review essay. The first set of seminar readings is intended to help you begin thinking about how you might develop this assignment in a way that relates to your own thesis research. Reviews will be presented in PPT form to peers during the last two seminar sessions. (Instructions will be posted to SacCT.)

**II. Grading Scale:** A 92-100/A- 90-91/B+ 88-89/B 82-87/B- 80-81/C+ 78-79/C 72-77

**III. Academic Dishonesty:** Plagiarism will result in an F on the assignment and may result in disenrollment from class.

**IV. SSWD:** Students who need disability accommodation must submit paperwork by the second seminar: <http://www.csus.edu/sswd/>

## V. Required Texts

Henare [Salmond], Amiria

2005 *Museums, Anthropology and Imperial Exchange*. New York: Cambridge University Press.

Krmpotich, Kara

2014 *The Force of Family: Repatriation, Kinship, and Memory on Haida Gwaii*. University of Toronto Press.

Price, Sally

2007 *Paris Primitive: Jacques Chirac's Museum on the Quai Branly*. University of Chicago Press.

## VI. Required Readings *(available on SacCT)*

Abram, Ruth J.

2007 *Kitchen Conversations: Democracy in Action at the Lower East Side Tenement Museum*. *The Public Historian* 29(1): 59-76.

Alpers, Svetlana

1991 *The Museum as a Way of Seeing*. In *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Pp. 25-32. Ivan Karp and Steven Lavine (ed.s), Smithsonian Institution Press.

Asma, Stephen T.

2007 *Dinosaurs on the Ark: The Chronicle Review* Volume 53(37):10 .

Bank, Rosemarie K.

2002 *Representing History: Performing the Columbian Exposition*. *Theatre Journal* 54: 589- 606.

Clouse, Abby

2009 *The Repatriation of a Southern Cheyenne Burial and the Contingencies of Authenticity*. *Journal of Material Culture* 14(2): 169-188.

Colwell-Chanthaphonh, Chip

2011 *Sketching Knowledge: Quandaries in the Mimetic Reproduction of Pueblo Ritual*. *American Ethnologist* 38(3): 451-467.

Curtis, Neil G. W.

2010 *Repatriation from Scottish Museums: Learning from NAGPRA*. *Museum Anthropology* 33(2):234-248.

Duncan, Carol

1991 *Art Museums and the Ritual of Citizenship* *In Exhibiting Cultures: The Poetics and Politics of Museum Display*. Ivan Karp and Steven Lavine, eds. Pp. 89-103. Smithsonian Institution Press.

Goode, G. Brown

2008 [1895] *The Relationships and Responsibilities of Museums*. *In Museum Origins: Readings in Early Museum History and Philosophy*. Genoways and Andrei, eds. Pp. 111-124. Walnut Creek, CA: Left Coast Press.

Graham, Martha and Nell Murphy

2010 *NAGPRA at 20: Museum Collections and Reconnections*. *Museum Anthropology* 33(2):105-124.

Harries, John

2010 *Of Bleeding Skulls and the Postcolonial Uncanny: Bones and the Presence of Nonosabasut and Demasduit*. *Journal of Material Culture* 15(4): 403-421.

Hemenway, Eric

2010 *Commentary: Trials and Tribulations in a Tribal NAGPRA Program*. *Museum Anthropology* 33(2):172-179.

Isaac, Gwyneira

2009 *Responsibilities toward Knowledge: The Zuni Museum and the Reconciling of Different Knowledge Systems*. *In Contesting Knowledge: Museums and Indigenous Perspectives*. Susan Sleeper-Smith, ed. Pp. 303-321. Lincoln: University of Nebraska Press.

Kaepler, Adrienne L.

2005 *Two Polynesian Repatriation Enigmas at the Smithsonian Institution*. *Journal of Museum Ethnography* 17: 152-162.

Lukas, Scott

2016 A Tour of Ark Encounter and the Creation Museum. *Attractions Management* 4: 82-88

Magubane, Zine

2009 Ethnographic Showcases as Sites of Knowledge Production and Indigenous Resistance. *In Contesting Knowledge: Museums and Indigenous Perspectives*. Susan Sleeper-Smith, ed. Pp. 45-64. Lincoln: University of Nebraska Press.

Modlin, Jr., E. Arnold, Derek H. Alderman and Glen W. Gentry

2011 Tour Guides as Creators of Empathy: The Role of Affective Inequality in Marginalizing the Enslaved at Plantation House Museums. *Tourist Studies* 11(1):3-19.

Sturken, Marita

2016 The Objects that Lived: The 9/11 Museum and Material Transformation. *Memory Studies* 9(1):13-26.

Wilson, Emily K.

2015 The Collection and Exhibition of a Fetal and Child Skeletal Series. *Museum Anthropology* 38(1):15-27.

### COURSE CALENDAR

	Date	Reading Assignments
1	1/23	Introductions, Explanations, Questions
2	1/30	Goode (1895), Duncan (1991), Asma (2007), Lukas (2016)
3	2/6	<b>Museums, Anthropology &amp; Imperial Exchange</b> (Pp. xvii- 73)
4	2/13	Henare (pp. 74- 141), Kaeppler (2005)
5	2/20	Henare (pp. 142-209), Magubane (2009), Bank (2002)
6	2/27	Henare (pp. 210-290)
7	3/6	Graham & Murphy (2010), Hemenway (2010), Wilson (2015), Curtis (2010)
8	3/13	Harries (2010), Sturken (2016), Abram (2007), Modlin et al. (2011)
<b>SPRING BREAK</b>		
9	3/27	<b>The Force of Family: Repatriation, Kinship and Memory on Haida Gwaii</b> (Pp. 3-38), Clouse (2009)
10	4/3	Krmpotich (pp. 39 - 99), Issac (2009)
11	4/10	Krmpotich (pp. 100 -176), Colwell-Chanthaphonh (2011)
12	4/17	<b>Paris Primitive: Jacques Chirac's Museum on the Quai Branly</b> (Pp. vii-110)
13	4/24	Price (pp. 111-185), Alpers (1991)
14	5 /1	Review Presentations
15	5/8	Review Presentations

\*Subject to Change at Instructor's Discretion