

Class Syllabus

Public Archaeology
 ANTH 287
 Spring 2010

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DATE	TOPIC	READINGS/ASSIGNMENTS
Jan.12	Introduction	
Jan. 19	Goals and Ethics	web sites: SAA, SHA-UnlockingPast; AIA, RPA.net Neumann & Sanford Ch. 1; App B Ethics in Action Ch 1-3
Jan.26	Preservation/CRM	Neumann & Sanford & App A; nps.org
Feb. 2	No class	
Feb. 6	Snow	
Feb 9	Snow	
Feb 16	Two CRM Case Studies: Fort Ward Historic Park Freedmen's Cemetery	Horton & Horton: 1-6 Freedmen's Guidelines (pdf) Friends of Freedmen's web site Ethics in Action: Who cares? Who Makes History?
Feb 23	Continued Case Studies The Concept of Place	Horton & Horton 1-6; Hayden Teaching with Places- www.cr.nps.gov/nr/twhp
Mr 2	No class	
Mr 6	Public Meeting—Alexandria Virginia. 10 a.m. Oakland Baptist Church Tour Fort Ward Park & African American Heritage	This is a Saturday meeting Ft. Ward Inventory (pdf); Horton & Horton cont'd Jameson & Baugher Pts 1,2,5
Mr 9	Collections	nps.org; Ethics in Action:

Who Owns the Past?

*Student Presentation—Our Collective Responsibility Ethics and Practice of Archaeological Collections & Stewardship, ed. S. Terry Childs

Mr 16	Spring Break	
Mr 23	How to Present the Past	Jameson & Baugher: 3,4 ICOMOS Charter
	*Student Presentation—Presence of the Past Popular Uses of History in American Life, R. Rosenzweig & D. Thelan	
	*Student Presentation—Reconstructed Past, ed, J. Jameson	
Mr 30	Race, Place, Participation	Shackel; Horton & Horton: 7-11 Fort Ward & Freedmen's Oral Histories/family links
	*Student Presentation—Ethnographic Archaeologies, Q. Castanada and C. Matthews	
	Take Home Midterm Distributed	
April 3	Public Meeting—Alexandria Virginia 10 a.m. Fort Ward Museum	This is a Saturday meeting Tour Freedmen's Cemetery
April 6	Promotion of the Past *Student Presentation-- *Student Presentation--	Bring Midterm
April 13	Workshop	Drafts: Public Process; Key Stories
April 20	Workshop	Drafts: Brochure, Tour, Signs
April 27	Workshop	Drafts: Event & Press Release Education Idea/Audience
May 3	Final Presentations	Bring Interpretive Plan & Final Products

Books:

Neumann and Sanford. Cultural Resources Archaeology

Jameson and Baugher. Past Meets Present

Hayden. The Power of Place

Colwell-Chanthaphonh, Hollowell & McGill, Ethics in Action

Horton and Horton. Slavery and Public History

Shackel, Memory in Black and White

This course in public archaeology explores the ethics and issues of the profession in terms of responsibilities and accountability to different publics at various scales. Students look at their thoughts and beliefs of material culture to become aware of their voices; thus, becoming more open to encourage multiple voices in the creation and re-creation of the past. A central theme of the class is the examination of how the past is told, absorbed and experienced by people. We will ask: What is the value of the past? What are the uses of the past? Who creates the stories and myths of the past? What are the responsibilities of the storytellers of history?

Different aspects of public archaeology are addressed: ethics, goals and standards; preservation law and process; management of sites, resources and collections; interpretation and presentation methods; relationships, partnerships and interactions with different publics; and promotion. Applicability of various presentation tools to different audiences is examined. A central goal of the course is for each student to develop a varied interpretive process for one historic site: Alexandria Contrabands and Freedmen's Cemetery or Fort Ward Historic Site and Park.

The second portion of the class after the midterm focuses on several practical experiences in which one site will be interpreted by each member of the class from different perspectives in different formats: an overview written document suitable for the web or for an interpretative context; brochure; interpretative site plan; sign, public event, press release, and educational activity. Each of these projects will be presented in class, discussed and provided in final form.

The class functions in a seminar format with students taking responsibility for conveying their thoughts on readings and other assignments. Two classes are held on a Saturday in order to attend public meetings and have field trips to the sites. One midterm is the only test on class content. Each student will read one additional book and present the information in a manner to promote class discussion.

Students will be able to discuss issues related to preservation, collections and public interpretation, recognize ethical principles and identify ethical decision-making. Students will also be aware that there are multiple perspectives on the past and the role of archaeologists in identification and education, as well as promoting community participation. Students will write an interpretive plan and produce a holistic set of interpretive materials associated with one historic place. Students will learn basic American cultural resource management process and laws, regulations and professional standards. Students will be able to discuss how concepts of place and race affect public archaeology.