

1-2006

ANTH 503.01: Cultural Resource Interpretation

Kelly J. Dixon

University of Montana - Missoula, kelly.dixon@umontana.edu

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ANTHROPOLOGY 503
Cultural Resource Interpretation
COURSE SYLLABUS

THE UNIVERSITY OF MONTANA, DEPARTMENT OF ANTHROPOLOGY
SPRING 2006

INSTRUCTOR: Kelly J. Dixon
Office: Social Sciences Building, Room 232
Telephone: 406.243.2450
Email: kelly.dixon@mso.umt.edu
Office hours: Wednesday 1:00 to 3:00 pm and *by Appointment*

Course Objectives:

ESTABLISH THE RELEVANCE

This course will focus on presenting anthropological knowledge of cultural resources to broad audiences. We will examine how “Public Archaeology” provides an interface between anthropologists and the lay public.

Writing will play a major role in your ability to share your interpretations of research issues with diverse public audiences. Given this inescapable reality, we will devote a large amount of class time to writing skills, namely, translating technical writing into readable writing for non-anthropologists and non-archaeologists. We may use your thesis and dissertation projects as case studies for public interpretation. This will give you the opportunity to polish your writing abilities while writing graduate-level and publication-quality products.

TEXTBOOKS:

Deagan, Kathleen and Darcie MacMahon (1995) *Fort Mose: Colonial America's Black Fortress of Freedom*. University of Florida Press.

Jameson, John H. (1997) *Presenting Archaeology to the Public*. Altamira Press.

Little, Barbara J. (2002) *Public Benefits of Archaeology*. University Press of Florida.

ADDITIONAL READINGS: To be announced and assigned throughout the semester.

ASSESSMENT OF OUTCOMES (I.E. GRADING)

The primary mechanism for assessing how well you have met the expected learning outcomes of the course will be through development and execution of a research project. For this project, you get to examine an anthropological topic at the scholarly level and then translate that topic into a paper and lecture/presentation. The paper will be of publishable quality and counts for 33% of your grade; we will explore popular/lay publications as venues for your papers. The lecture/presentation should be professional

yet understandable and counts for 33% of your grade; we will coordinate with local school and/or scout groups to get “authentic” lay audiences to attend your presentations (alternatively, you may want to visit local schools for your presentations).

Students will also be responsible for weekly critiques of various issues [pertinent to the class] that appear in the news. These critiques will help provide a framework for developing models for public outreach and interpretation associated with anthropological or archaeological discoveries and advances. Because these critiques will be part of every class meeting, students need to be present to participate in the weekly, evolving discussions and writing exercises related to those critiques. The critiques, writing exercises, and related participation/attendance will comprise another 33% of your grade. All assigned readings should be done before class so that you can contribute to class discussion in a meaningful way. We are, after all, here to benefit and learn from one another.

STUDENTS WITH DISABILITIES:

The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors **DURING THE FIRST WEEK OF THE SEMESTER** to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) to formulate a plan for accommodations. Please contact Jim Marks in DSS (243.2373, Lommasson Center 154) for more information.

COURSE SCHEDULE

Week 1 January 23: Donner Party Archaeology Project Website

Look for an anthropological topic in the news and bring it to class; be ready to discuss

Week 2 January 30: Presenting the Past

Readings:

*Chapt. 1 by Stone in Jameson (1997)

*Chapt. 5 by M. Heath in Jameson (1997)

Projected homework for next week --

1. Define the following terms: “public” and “interpretation.”
2. Prepare a research topic that you will work on the rest of the semester.
3. Look for an anthropological topic in the news and bring it to class; be ready to discuss.
4. Be prepared to discuss the readings for next week as assigned under “Week 3.”

Week 3 February 6: Interpreting Slavery and Colonial America

Readings:

*Chapt. 14 by B. Heath in Jameson (1997)

*Chapt. 15 by Bograd & Singleton in Jameson (1997)

Projected homework for next week --

1. Prepare a 100-150 word abstract summarizing your research topic; these will be read and interpreted by your classmates next week.
2. Look for an anthropological topic in the news and bring it to class; be ready to discuss

3. Be prepared to discuss the readings for next week as assigned under “Week 4.”

Week 4 February 13: Common Ground for Applied and Academic Investigations

Readings:

*Paul Shackel (2004) Public Archaeology as Applied Anthropology (assigned as a pdf)

*Chapt. 4 by (Jenkins) Kuwanwisiwma in Little (2002)

*Chapt.18 by Scott in Jameson (1997)

*Chapt. 4 by South in Jameson (1997); consider how this will influence your homework

Projected homework for next week --

1. Turn your abstract into an outline for a research proposal; these will be read and interpreted by your classmates next week.
2. Look for an anthropological topic in the news and bring it to class; be ready to discuss
3. Be prepared to discuss the readings for next week as assigned under “Week 5.”

Week 5 February 20: “Rules” for Archaeological Writing

Readings:

*Chapt. 22 by Young in Little (2002)

*Chapt. 23 by Allen in Little (2002)

Projected homework for next week --

1. Prepare a news release on your research topic (news release template to be handed out); your news releases will be read and edited in class next week.
2. Be prepared to discuss the readings for next week as assigned under “Week 6.”

Week 6 February 27: News Releases, Public Benefits, and Heritage

Readings:

*Chapter 2 by Lipe in Little (2002)

*Chapter 3 by McManamon in Little (2002)

*Chapter 5 by Praetzellis in Little (2002)

Projected homework for next week --

1. Re-write your news release using Week 5 comments/editorial advice from classmates; you will turn in your news releases for credit.
2. Research Project Archaeology (projectarchaeology.org) and prepare questions and discussion points for Jeanne Moe; you will turn in your questions/discussion points for credit.
3. Be prepared to discuss the readings for next week as assigned under “Week 7.”

Week 7 March 6:

Project Archaeology -- Discussion with Project Archaeology’s Jeanne Moe

Readings:

*Chapt. 14 by Metcalf in Little (2002)

*Chapt. 15 by Moe in Little (2002)

*Chapt. 16 by Jones and Longstreth in Little (2002)

Projected homework for next week --

1. Read assigned articles from *Smithsonian’s* Dig column, etc. [these will be announced in class] and prepare questions and discussion points for Thomas Hayden discussion next week; you will turn in your questions/discussion points for credit.
2. Be prepared to discuss the readings for next week as assigned under “Week 8.”

Week 8 March 13:

Transforming Technical Topics to Readable Writing for the Public -- Discussion with science writer for *Newsweek*, *Smithsonian*, *US News & World Report*, Thomas Hayden

Readings:

* Smithsonian Dig Column, etc. (to be announced)

Projected homework for next week --

1. Read assigned book (Deagan and MacMahon 1995) for Week 9 and write down characteristics from that book and traits from other sources that will help you design an outline for a public outreach project for your research topic; be prepared to present this to the class for critique.

Week 9 March 20: Presenting Excluded Pasts – Fort Mose Case Study

Readings:

*Deagan and MacMahon (1995) whole book

DISCUSS FINAL PROJECTS IN CLASS!!!

Projected homework for next week --

1. No homework due Week 10, because that week is Spring Break; it would be wise to use this time to get started on your outlines and/or final papers/projects, as you will soon be sharing these with the class.
2. Formal outline/design of your final project due Week 11.
3. Be prepared to discuss the readings as assigned under “Week 11.”

Week 10 March 27: No class – SPRING BREAK

Week 11 April 3: Museum Interpretation, Tourism, and Archaeology’s Worth to History
TURN IN and discuss outlines/designs for your final projects

Readings:

*Chapt. 7 by Whittenburg in Little (2002)

*Chapt. 12 by White in Little (2002)

*Chapt. 11 by Thomas in Little (2002)

OPTIONAL READING? Excerpt from Sam Ham’s *Environmental Interpretation*

Projected homework for next week --

1. Prepare draft of final project for in-class peer review.
2. Be prepared to discuss the readings for next week as assigned under “Week 12.”

Week 12 April 10: Ethics, Confidentiality, Sensitivity, Evidence, and Relevance

Readings:

*Chapt. 12 by White in Little (2002)

*Chapt. 9 by Crist in Little (2002)

EXCERPT from Holtorf (2005)

EXCERPT from *World Archaeology Debates* 2006

Projected homework for next week --

1. Prepare another draft of final project for a second in-class peer review.

Week 13 April 17: Student Presentations of Final Projects

Week 14 April 24: Student Presentations of Final Projects

Week 15 May 1: Student Presentations of Final Projects

Week 16 Finals Week May 8: Student Presentations of Final Projects