

**INSTITUTE OF ARCHAEOLOGY
ARCLG056
PUBLIC ARCHAEOLOGY**



30 Credits

Terms 1 and 2, 2016-17

Mondays 10-12, Room 612 (term 1) Room 412 (term 2)

Wednesdays 2-4, Room 410

Turnitin ID 3225927

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Short description

The MA in Public Archaeology at the Institute of Archaeology, University College London, was developed in 1999, to cover the areas of archaeological activity and research and that examines the role and impact of archaeological activity in a wider social, economic and political context. This is the core module for this degree: it is a whole year course worth 30 credits.

Week-by-week summary

TERM 1

Oct 3 – Introduction to course (TSH and GM)
Oct 5 – Ayodhya and the ethno-politics of public archaeology (GM)
Oct 10 – Nationalism and archaeology (Ulrike Sommer)
Oct 12 – The history of public archaeology (GM)
Oct 17 – The economics of archaeology – a brief introduction (TSH)
Oct 19 – Surveys, economic impact assessment and business planning (David Prince)
Oct 24 – The problems of displaying the past (TSH)
Oct 26 – Making money from the past (Dominic Tweddle)
Oct 31 – The displays at the National Museum of Scotland (DC)
Nov 2 – The role of museums in explaining Archaeology (DC)

Nov 7-11 – READING WEEK (NO TEACHING)

Nov 14 – Social media for museums and archaeology (Dan Pett)
Nov 16 – Alternative archaeologies and the politics of the lunatic fringe (GM)
Nov 21 – Public archaeology below the radar (Roy Stephenson)
Nov 23 – Economics and public archaeology Part 2 (Kath Creed)
Nov 28 – The history of popular publishing in archaeology (Amara Thornton)
Nov 30 – The work of the National Trust (Ben Cowell)
Dec 5 – Tim on Japan (or me on something)?
Dec 7 – Archaeology, the public, popular culture and a role for museums (Hedley Swain)
Dec 12 – Archaeology and folklore (Tina Paphitis)
Dec 14 – end of term discussion and party

Field Trips Term 1

Oct 22 – Silchester, Danebury and Andover museum
Nov 19-20 Salisbury, Dorchester and surroundings

Details of Term 2 lectures and fieldtrips to follow.

Basic texts

Public Archaeology – journal, available online through UCL Library.

Carman, J. 2005. *Against Cultural Property: Archaeology, Heritage and Ownership*. London: Duckworth. AG CAR

Gathercole, P. and Lowenthal, D. (eds) 1994. *The Politics of the Past*. London: Routledge
AG GAT

Hitchens, C. 1997. *The Elgin Marbles*. London: Verso YATES M32 HIT

Meskel, L. (ed.) 1998. *Archaeology Under Fire; Nationalism, Politics and heritage in the Eastern Mediterranean*. London: Routledge AG MES

Merriman N (ed.) 2004 *Public Archaeology*. London: Routledge. AG MER

Schadla-Hall R.T. 1999. Public archaeology. *European Journal of Archaeology*, 2.2, 152-8

McGimsey, C.R. 1972. *Public Archaeology*. London: Seminar Press ISSUE DESK

Okamura, K. and A. Matsuda (eds.) 2011. *New Perspectives in Global Public Archaeology*. New York: Springer. AG OKA

Renfrew, C.R. 2000. *Loot, Legitimacy and Ownership. The ethical crisis in Archaeology*. London: Duckworth. AG 20 REN

Shanks, M., & McGuire, R. H. (1996). The craft of archaeology. *American antiquity*, 75-88.

Skeates, R. 1999. *Debating the Archaeological Heritage*. London: Duckworth AG SKE

Skeates, R. et al. (eds.) 2012. *Oxford Handbook of Public Archaeology*. Oxford: OUP. AG SKE

Ucko, P.J. 1987. *Academic freedom and Apartheid*. London: Duckworth AG UCK

Walsh, K. 1992. *The Representation of the Past*. London: Routledge. MG2 WAL

Methods of assessment

This course is assessed by means of three pieces of coursework, each of 2500 words, which each contribute 33% to the final grade for the course.

Teaching methods

The course is taught through lectures (Mondays 10-12) and seminars (Wednesdays 2-4). The typical session will include a presentation from a member of UCL staff or a museums and heritage professional, followed by a (hopefully lively) discussion based on the presentation and (where given) the associated readings. In addition to the classroom sessions there are a number of additional field trips detailed in this handbook.

The current explosion of web sites means that from time to time not all web sites will have been identified in the reading lists and these will be added to from time to time during the course. Students will be expected to have covered at least part of the recommended literature in order to be able fully to follow the course. One of the key areas that do not occur in the reading lists is the press and television. Students are encouraged to read especially the broadsheet press and also to view appropriate television programmes. The journal, *Public Archaeology*, has a large number of useful articles; some will be published whilst you are doing the course!

Workload

There will be 40 hours of lectures and 40 hours of seminars for this course. Students will be expected to undertake around 120 hours of reading for the course, plus 100 hours preparing for and producing the assessed work. This adds up to a total workload of some 300 hours for the course.

There will be a minimum of four field excursions, two in term 1 and two in term 2. These will make a total of 8 days, including a number of overnight stays. Details of the trips are on included below. In addition, there may be some local field trips.

2 AIMS, OBJECTIVES AND ASSESSMENT

Aims

The course introduces students to the wide range of areas in which archaeology has an impact outside of the academic world. Many of these are interlinked, and specifically it has the following aims:

1. to provide examples of the position and control of archaeological activity in the fields of national and international legislation.
2. to examine the ways in which archaeology is manipulated and presented in the political sphere, both historically and currently, and its uses in social contexts.
3. to critically examine the ways in which archaeology is presented to the public across the world, in the media, in museums and on sites.
4. to understand the importance of archaeology in terms of economics, both in terms of the costs of archaeological activity and of the importance of archaeology for economic development.
5. to engage in the debate on the differing values attached to archaeology and archaeological activity.

Objectives

Upon successful completion of the course students should, among other matters, be aware of:

1. the potential and possibilities for developing archaeological activity in the public sphere.
2. the development and planning of archaeological presentation, and issues connected with maintenance of the archaeological resource.
3. the role of legislation in archaeology.
4. the 'values' of archaeology in society

5. the complex interrelationships between society, politics and economics that provides the framework within which archaeology exists
6. the range of stakeholders in archaeological activity

Learning Outcomes

On successful completion of the course students should be able to demonstrate critical reading and reflection with regard to archaeological sites, texts, museums, policies. They should be able to apply these critical faculties in real-world scenarios, and to be able to present their analyses through written work and oral presentations. They should have developed strongly held, well-supported opinions about a range of issues within archaeology, and be able to articulate and defend them passionately and effectively.

Coursework

Assessment tasks

The course is assessed by means of three essays, each of 2500 words. All essays should be fully referenced. Your attention is drawn to the methods of presentation and referencing in the MA and MSc students handbook. You should also be clear about the statements on plagiarism and self-plagiarism in the same handbook, these points are re-emphasized below. It is important that you note that you will undergo a brief oral assessment in term 2 or 3.

Topics and deadlines for each assessment are outlined below. If at any time you feel that you wish to discuss the nature of a topic, or if you have any further queries about any elements of the assessments or the work expected of you, do not hesitate to contact the course coordinators.

We have set topic areas for written assignments rather than essays. You are encouraged to discuss with the course coordinators the exact title for your essay within your chosen topic area. Once the essay topic has been agreed then you can proceed with writing. If this approach causes you any difficulties then the course coordinators will be happy to give you an essay title. You will note that the topics are in two groups. The first two assignments can be chosen from the first list. The third assignment should be chosen from the second list.

WRITTEN ASSIGNMENTS

Chose **TWO** topic areas from the following list for submission on:

Assignment 1: 16 December 2016

Assignment 2: 27 January 2017

- The history of public archaeology
- The effects/effectiveness of legislation in archaeology in terms of protection etc.
- The media and archaeology
- Archaeology and nationalism

- Repatriation of archaeological material
- Illicit trade in antiquities/treasure hunting
- Tourism and archaeology
- Archaeology and politics

Please note that the course tutors are happy to discuss any queries that you might have about the ways in which you approach these topics and will be happy to discuss titles - if completely lost they will even supply one for you!

Assignment 3

Chose **ONE** topic from the following for submission on **24 March 2017**

- The purpose of protecting the past - individual sites
- Commercial archaeology
- Access and communication – the appeal of archaeology
- Archaeological reconstruction
- Human remains
- Indigenous archaeology

This is only an outline list so if you feel there is something that you wish to pursue the please talk to us. We are anxious to encourage essays that involve research on your part - and into relevant topics that interest you - but it is of critical importance that you talk to us – simply because we wish to ensure that any topic you look at is framed as a question not a description! Please note again that the course tutors are happy to discuss any queries you may have about the subject areas and advice if it is required.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment. The Course coordinators are willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.

If students are unclear about the nature of an assignment, they should discuss this with the course coordinators.

Word counts

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

The acceptable word count for all three assignments is **2,375-2,625** words

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

3 SCHEDULE AND SYLLABUS

Teaching schedule

Teaching sessions will be held in on Mondays 10am-12pm, in Room 612 (Term 1) or Room 412 (Term 2), and on Wednesdays 2pm-4pm in Room 410. Field trips are scheduled separately, and detailed in the syllabus below.

Syllabus

The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the course. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

Lecture summaries

TERM 1

Oct 3 – Introduction to course (TSH and GM)

In this session we will go over the introductory reading list (see above) and deal with queries and course formalities. In the second half of the session we will discuss the nature of public archaeology and the scope of the course, focusing in particular on the different uses of the term 'public archaeology' across different countries, intellectual traditions and sectors.

Readings

King, T.F. et al. Forum: Is Public Archaeology a Menace? *AP Online Journal in Public Archaeology* 2: 5-23. (online, open access)

*Moshenska, G. 2009. What is public archaeology? *Present Pasts* 1: 46-8 (online open access)

Okamura, K. and A. Matsuda (eds.) 2011. *New Perspectives in Global Public Archaeology*. New York: Springer. (read the introduction) AG OKA

*Schadla-Hall R.T. 1999. Public archaeology. *European Journal of Archaeology* 2(2): 152-8

Oct 5 – Ayodhya and the ethno-politics of public archaeology (film)

This session will be used to fill in and discuss the case study of Ayodhya and to view the film. Ayodhya is now somewhat dated but nevertheless is still relevant in the discussion of archaeological manipulation, even though the film is largely concerned with the way in which consider the role of archaeology and the state. Ayodhya, the story of the Babri Mosque will be introduced with the 1992 film, *In the Name of God* which was only shown in India after its release was demanded by the High Court. This case study will then be used to show how the conflicting strands of politics, religion and social class combined with the activities of archaeology have all played a part in creating the Ayodhya 'problem. Ayodhya also highlights the ethical and political dimension for archaeologists when confronted by nationalism and religion.

Readings

Hassan, F. A. 1995 The World Archaeological Congress in India: Politicising the Past. *Antiquity* 69, 874-7.

Rao, N. 1996. Interpreting silences: symbol and history in the case of Ram Janmabhoomi/ Babri Masjid. In Bond G.C. and Gilliam, A. (eds), *Social Construction of the Past; Representation as Power*. London: Routledge. BD BON

Oct 10 – Nationalism and archaeology (Ulrike Sommer)

The connection between modern archaeology and nationalism has been emphasized by a number of authors. Whether this is true is highly debatable. The past and its remains have been used for political ends long before modern states came into existence, and modern states have used the remains of the past and narratives about this past in highly different ways. In this lecture, I am going to look at some examples of how the prehistoric past was used in nationalist narratives, and the way visible or "reconstructed" remains of the past were used to strengthen nationalist, chauvinist and racist ideologies in the course of the 19th and 20th century.

Essential reading

*Anderson, B. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso. (revised edition).

Díaz-Andreu, M. 2007. *A world history of nineteenth-century archaeology: nationalism, colonialism, and the past*. Oxford: Oxford University Press. INST ARCH AG DIA

*Jones, S. 1997. *Archaeology of ethnicity*. London: Routledge.

Kohl, P. 1998. Nationalism and Archaeology: On the constructions of nations and the reconstructions of the remote past. *Annual Review of Anthropology* 27, 223-246.

Richard, N. 2002. Archaeological arguments in national debates in the late 19th century France: Gabriel de Mortillet's 'La Formation de la nation française' (1897). *Antiquity* 76, 177-184. INST ARCH PERS and NET

Schnapp, A. 1996. *The discovery of the past: the origins of archaeology*. London: British Museum Press. INST ARCH AG SCH

Sommer, U. 2007. The Freedom of the woods: Antiquarian landscapes and politics. *Bulletin of the History of Archaeology* 17/2, 31-41.

Trigger, B. 1984. Alternative archaeologies: nationalist, colonialist, imperialist. *Man* #, 355-370.

collections of case-studies

Diaz-Andreu, M., Champion, T. (eds) 1996. *Nationalism and Archaeology in Europe*. London: UCL Press. #

Kohl, P., Fawcett, C. (eds) 1995. *Nationalism, Politics, and the Practice of Archaeology*. Cambridge: Cambridge University Press.

Kohl, P., Kozelsky, M., & Ben-Yehuda, N. (eds) #. *Selective Remembrances: Archaeology in the Construction, Commemoration, and Consecration of National Pasts*. Chicago: University of Chicago Press. #

Meskell, L. (ed.) 1998. *Archaeology under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East*. London: Routledge. #

Recommended reading

Grand Louvre # In: P. Norá (ed.), *Les lieux de mémoire*. Paris: Gallimard, 272-315. MAIN FRENCH A 10 NOR

Atakuman, Ç. 2008. Cradle or crucible. Anatolia and archaeology in the early years of the Turkish Republic (1923–1938). *Journal of Social Archaeology* 8, 214-235.

Brather, S. 2008. Virchow and Kossinna. From the science-based anthropology of humankind to the culture-historical archaeology of peoples. In Schlanger, N., Nordbladh, J. (eds.), *Archives, Ancestors, Practices, Archaeology in the light of its history*. London: Berghahn, 246-334.

De Moule, P. 1999. Ethnicity, culture and identity: French archaeologists and historians. *Antiquity* 73, 190-198.

Gramsch, A. 2009. Schweizerart ist Bauernart. In: Grunwald, S., Koch, J. K., Sommer, U. Wolfram, S. (eds.), *Artefact. Festschrift für Frau Professor Dr. Sabine Rieckhoff zum 65. Geburtstag*. UPAS, Bonn, Habelt, #.

Hamilakis, Y., 2007. *The nation and its ruins: antiquity, archaeology, and national imagination in Greece*. Oxford: Oxford University Press INST ARCH DAE 100 HAM; YATES A 8 HAM

Pomian, #. 1992 Vercingetorix. In: P. Norá (ed.), *Les lieux de mémoire*. Paris: Gallimard, #

Lech, J. 1997/98, Between captivity and freedom: Polish archaeology in the 20th century. *Archaeologia Polona* 35-36, 25-222. INST ARCH Pers

Rowley-Conwy, P. 2007. *From Genesis to Prehistory. The archaeological Three Age System*

and its contested reception in Denmark, Britain, and Ireland. Oxford Studies in the History of Archaeology. Oxford: Oxford University Press.

Sommer, U. 2008. A Choice of ancestors – the mechanisms of ethnic ascription in the age of patriotic antiquarianism (1815-1850). In: N. Schlanger, J. Nordbladh (eds.), *Archives, ancestors, practices, Archaeology in the light of its history.* London: Berghahn, 233-245.

Trigger, B. G. 1995. Romanticism, nationalism, and archaeology. In: Kohl, P., Fawcett, C. (eds), *Nationalism, Politics, and the Practice of Archaeology.* Cambridge: Cambridge University Press, 263-279.

Thomas, J., 2004. *Archaeology and Modernity.* London and New York: Routledge.

Oct 12 – The history of public archaeology (GM)

This session examines the phenomenon of archaeological sites as public spaces where visitors can learn about the past by observing archaeologists at work. This practice has a long and interesting history, ranging from the earliest barrow-digging antiquarians of the eighteenth century, through to the webcam equipped excavations of today. The talk covers a number of famous sites including Maiden Castle and the Rose Theatre and Temple of Mithras in London, as well as peculiar phenomena such as the Victorian fascination with watching mummies being unrolled.

Readings

Grima, R. 2002. Archaeology as encounter. *Archaeological Dialogues* 9(2): 83-9.

Matsuda, A. 2004. The concept of 'the public' and the aims of public archaeology. *Papers from the Institute of Archaeology* 15: 66-76.

Moshenska, G. 2009. Beyond the viewing platform: excavations and audiences. *Archaeological Review from Cambridge* 24(1): 39-53

Moshenska, G. 2013. The Archaeological Gaze. In González-Ruibal, A. (Ed.). *Reclaiming Archaeology: Beyond the Tropes of Modernity* (pp.211-219). Abingdon: Routledge.

Moshenska, G. and T. Schadla-Hall. 2011. Mortimer Wheeler's Theatre of the Past. *Public Archaeology* 10(1): 46-55.

Shepherd, J. 1998. *The Temple of Mithras, London: Excavations by W.F. Grimes and A. Williams at the Walbrook.* London: English Heritage.

Tilley, C. 1989. Excavation as theatre. *Antiquity* 63: 275-80.

Wheeler, R.E.M. 1955. *Still Digging: Interleaves from an Antiquary's Notebook.* London: Michael Joseph.

Oct 17 – The economics of archaeology (TSH)

Archaeology and the past are no longer seen as matters of purely academic interest. For example the recent report by Re:source, now the Museums Libraries and Archives Council, puts economic regeneration high up the list of reasons for increasing funding for museums, and several archaeological projects now use economic justification as at least one reason for their development. At the same time there is an increasing awareness that archaeology can be affected by development, and that archaeology can also bring intangible and unmeasurable benefit to the 12 economy of developing economies. Archaeology even in the UK has also resulted in more employment than ever before. This is also tied to the need to create more heritage attractions to develop employment (for example in the North East-see field trip 4, below). In addition as the requirement to demonstrate economic benefit become increasingly emphasized by government and the HE sector, it is crucial that we begin to examine transferable skills!

Readings

Peacock, A. 1995. A future for the Past: the Political Economy of Heritage. *Proceedings of the British Academy* 87: 189-243.

Throsby, D. 2001. *Economics and Culture*. Cambridge: CUP MB3 THR

Oct 19 – Surveys, economic impact assessment and business planning (David Prince)

David Prince is CEO of Prince and Pearce– a consultancy firm with a wide ranging knowledge of business planning and development. In this seminar David will give an overview, from the point of view of a consultant, on business planning, the process of marketing and the ways in which surveys can be carried out for fieldwork purposes. The aim of the seminar is to explain the basic factors that need to be taken into account when planning sustainable tourist attractions, including the importance of marketing. In addition David will assess the different types of surveys that can be carried out to gauge visitor interest, and the effectiveness of the different approaches. This is essentially a practical session and is aimed at helping students who are considering any work that involves surveys and evaluation of projects aimed at being at least self sustaining. This seminar will be accompanied with a series of handouts, and is intended to cover problems that might subsequently emerge in considering aspects of research relating to dissertations.

Oct 24 – The problems of displaying the past (TSH)

Details to follow

Oct 26 – Making money from the past (Dominic Tweddle)

Dominic Tweddle was intimately involved with the development of the Jorvik centre that is arguably one of the great archaeological successes of the final quarter of the last century- and more importantly it is still working! He has also been closely connected with the

development of heritage projects elsewhere in the world and has had to make a living by producing archaeologically based tourist and educational projects, and has pioneered a great deal of work in the VR field. He will talk about the JVC as well as a series of other projects he has worked on which are rightly seen as cutting edge in the field. It is worth noting that not everyone thinks he made the right decision in his life- but you can ask him about that! He is now Director General of the Royal Navy Museum, and a visiting professor at UCL.

He will make his powerpoint available for moodle as it is better than a reading list!

Oct 31 – The displays at the National Museum of Scotland (DC)

The national museum of Scotland was rebuilt and relaunched in the mid 1990s. The national's new display on Early peoples was overseen by David Clarke who is the Keeper of Archaeology. One feature of this gallery is the lack of reference to Scotland- for which the gallery was criticised by the Scots! Another feature was the incorporation of works of art into the gallery which were specially commissioned for it and a third aspect was the way in which the gallery was divided - not in terms of chronology but in terms of activity. Clarke, who has spent more time considering the display of archaeology in museums than anyone else in UK museums, will talk about his philosophy and experiences and the role of presenting the past in terms of museums.

Readings

Colomer L. 2002. Educational facilities in archaeological reconstructions. *Public Archaeology* 2: 85-94.

Copeland T. 1999. Past experience – the view from teacher education. In J. Beavis and A. Hunt (eds) *Communicating Archaeology*: 79-86. Bournemouth University School of Conservation Sciences, Occasional Paper 4. Oxford: Oxbow Books. INST ARCH AQ BEA

Davison P. 2001. Typecast: representations of the Bushmen at the South African Museum. *Public Archaeology* 2: 3-20.

*Garrison L. 1990. The Black historical past in British education. In P.G. Stone and R. Mackenzie (eds) *The Excluded Past: Archaeology in Education*: 231-244. London: Unwin Hyman. INST ARCH AQ STO

Hall M. 2001. Cape Town's District Six and the archaeology of memory. In R. Layton, P.G. Stone and J. Thomas (eds) *Destruction and Conservation of Cultural Property*: 298-311. London: Routledge.

Mackenzie R. and P.G. Stone 1990. Introduction: the concept of the excluded past. In P.G. Stone and R. Mackenzie (eds) *The Excluded Past: Archaeology in Education*: 1-14. London: Unwin Hyman. INST ARCH AQ STO

McManus P.M. (ed) 1996. *Archaeological Displays and the Public. Museology and Interpretation*. London: Institute of Archaeology.

Merriman, N.(ed) 1999 *Making Early Histories in Museums*. London: Leicester University Press

Merriman, N. and Swain, H. 1999. Archaeological Archives: Serving the Public Interest? *European Journal of Archaeology*, 2.2, 249-67.

Merriman N.J. 1991. *Beyond the Glass Case: the Past, the Heritage and the Public in Britain*. Leicester: Leicester University Press. INST ARCH MB 2 MER

Merriman N.J. 2000. The crisis of representation in archaeological museums. In F.P. McManamon and A. Hatton (eds) *Culture Resource Management in Contemporary Society*: 300-309. London: Routledge.

Ramos Lopes C. 2005. What is a Museum for? The Magüta Museum for the Ticuna people, Amazonas, Brazil. *Public Archaeology* 4: 183-186.

*Stone P.G. 1997. Presenting the past: a framework for discussion. In J. Jameson (ed) *Presenting Archaeology to the Public*: 23-34. New Mexico: Altamira. INST ARCH DED 100 JAM

Stone P.G. and Molyneaux B.L. 1994. *The Presented Past: Heritage, Museums and Education*. London: Routledge. INST ARCH M 6 STO

Swain H 2007 *An introduction to Museum Archaeology* Cambridge: Cambridge University Press.

Nov 2 – The role of museums in explaining Archaeology (DC)

Follow-on session from the previous, same readings apply.

Nov 7-11 – READING WEEK (NO TEACHING)

Nov 14 – Social media for museums and archaeology (Dan Pett)

This session examines the uses of social media for communication and education in museums and archaeological sites.

Readings

Pett, D. 2012. Uses of social media within the British Museum and museum sector. In C. Bonacchi (ed.) *Archaeology and Digital Communication*. London: Archetype. (see also other chapters in this volume) AK 20 BON

Nov 16 – Alternative archaeologies and the politics of the lunatic fringe (GM)

If we are prepared to accept alternative interpretations of the past from indigenous groups why do so many archaeologists question the right of groups in the UK to hold alternative views of archaeology? The role of druid groups at Stonehenge have long been a matter of debate and recent events such as the discovery of Seahenge have brought these matters to the fore again. At the same time, in recent years especially, with the proliferation of television channels there have been an increasing number of programmes that this session will aim examine, often accompanied by publication, which seem to be entirely implausible. This session aims to examine the success of 'alternative archaeology'.

Readings

Fagan, G.G. and K.L. Feder. 2006. Crusading against straw men: an alternative view of alternative archaeologies: response to Holtorf. *World Archaeology* 38(4): 718-29.

Feder, K.L. 2002. *Frauds, Myths and Mysteries: science and pseudoscience in archaeology*. London: McGraw Hill. AG 30 FED

Harrold, F.B. and R.A. Eve. 1995. *Cult archaeology and creationism*. Iowa City: University of Iowa Press. Chapters 1, 4, 6 and 11. AG HAR

Holtorf, C. 2005. Beyond crusades: how (not) to engage with alternative archaeologies. *World Archaeology* 37(4): 544-51.

Moshenska, G. 2008. The Bible in Stone: pyramids, lost tribes and alternative archaeologies. *Public Archaeology* 7(1): 5-17.

Sagan, C. 1997. *The Demon Haunted World: science as a candle in the dark*. London: Headline. Chapter on "The fine art of baloney detecting" and any others. HIST SCI W6 SAG

Schadla-Hall, T. 2004. The comforts of unreason: the importance and relevance of alternative archaeology. In N. Merriman (ed). *Public Archaeology*. London: Routledge, 255-71. AG MER

Champion, M. 2000. *Seahenge- a contemporary chronicle*. Norfolk: Barnwells Timescape DAA 410 N.5 CHA

Cope, J. 1998. *The Modern Antiquarian: A Pre-millennial Odyssey through Megalithic Britain*. London: Thorsons DAA 100 COP

Williams, S. 1991. *Fantastic archaeology. The Wild Side of American Prehistory*. Philadelphia: University of Philadelphia Press. DED 100 WIL

Nov 21 – Public archaeology below the radar (Roy Stephenson)

Roy is Head of archaeological collections at the Museum of London and is responsible for the London Archaeological Archive and Research Centre. In this seminar he is going to reflect on the achievements and also the problems and future of community archaeology and

offer case studies - and what he talks about is well worth considering in the contexts of future research.

He will be supplying a series of readings when he arrives.

Nov 23 – Working at making archaeology public (Kathryn Creed)

An introduction to careers in public archaeology by former Public Archaeology MA student Kathryn Creed, drawing on her own experience of building a career in public archaeology in museums and heritage organisations.

Readings

<http://www.londonmuseumsgroup.org/2013/10/11/low-life-early-career-museum-professionals/>

Nov 28 – The history of popular publishing in archaeology (Amara Thornton)

This session will introduce the wide variety of publications about archaeology produced in the 19th and 20th centuries for a general audience. It will explore how archaeologists marketed themselves and their discipline and how we can assess the success of these publications. What examples of popular archaeology produced in the past are still relevant today? What form(s) do(es) popular archaeology publishing take now, and what form(s) might it take in future?

Students are asked to bring an example of popular archaeology publishing (physical or virtual) with them to the session and be prepared to present why the example was chosen and what importance it has for understanding how 'popular' archaeology is presented.

Nov 30 – The work of the National Trust (Ben Cowell)

The National Trust is the largest charitable, nongovernmental owner of what are often referred to as "heritage assets" in the UK. While it is best known for its country house properties, the Trust looks after a wide range of types of heritage, including significant landscapes and some of the country's most important archaeological sites (eg Avebury). It is a membership organization (3.75m members) with an income of some £400million and an extensive staff including archaeologists. This talk will concentrate on the issues the Trust faces in interpreting its sites and properties, and on some of the problems that the Trust faces in the future. Ben Cowell has previously worked for English Heritage and at the DCMS, before taking up his present post at the National Trust.

Readings

Cowell B 2008 *The Heritage Obsession: The Battle for England's Past*. Stroud: Tempus. AG COW

Morgan Evans, D. Salway, P and Thackray D (eds) 1996 *'The Remains of Distant Times' Archaeology and the National Trust*. Suffolk. The Boydell Press AG 20 EVA

<http://www.nationaltrust.org.uk/main/>

Dec 5 - Community archaeology from the grassroots (GM)

Building on Roy Stephenson's lecture, this session looks at the variety of forms of community archaeology and important disputes within the discipline, focusing in particular on tensions between 'top-down' and 'bottom-up' approaches. It includes analyses of developer-led, museum-led, community-led, socialist and anarchist approaches to community archaeology, with a variety of case studies based on the speaker's years of experience in the field.

Readings

Faulkner, N. (2000). Archaeology from below. *Public Archaeology*, 1(1), 21-33

Faulkner, N. (2009). The sedgeford crisis. *Public Archaeology*, 8(1), 51-61

Moshenska, G and S. Dhanjal. Eds. 2012. *Community Archaeology: Themes, Methods and Practices*. Oxford: Oxbow.

Moshenska, G. S. Dhanjal and D. Cooper 2011. Building Sustainability in Community Archaeology: the Hendon School Archaeology Project. *Archaeology International* 13/14: 94-100.

Moshenska, G. 2008. Community archaeology from below: a response to Tully. *Public Archaeology* 7(1): 52-3.

Shanks, M., & McGuire, R. H. (1996). The craft of archaeology. *American antiquity*, 75-88.

Tully, G. (2007). Community archaeology: general methods and standards of practice. *Public Archaeology*, 6(3), 155-187.

Dec 7 – Archaeology, the public, popular culture and a role for museums (Hedley Swain)

Hedley Swain is currently Area director South East for Arts Council England but has had a career in archaeology, museums and museum policy. He has published widely on the role and function of museums. This session will discuss how popular culture shapes public perceptions of archaeology and the past and the extent to which museums need to engage with these perceptions in trying to be truly inclusive.

Readings

Anderson, D. 1997 *A Common Wealth: Museums and Learning in the United Kingdom*. London: DNH MF4 AND

Denford, G.T. (ed) 1997. *Representing Archaeology in Museums, The Museum Archaeologist 22. Conference Proceedings, London 1995*. Winchester: The Society of Museum Archaeologists MG2 QTO DEN

Horne, D. 1984. *The Great Museum: The Representation of History*. London: Methuen HIST 6a HOR

McManus P.M. (ed) 1996. *Archaeological Displays and the Public. Museology and Interpretation*. London: Institute of Archaeology. MG2 MCM

Merriman, N. 1991. *Beyond the Glass Case. The Past, the Heritage and the Public in Britain*. Leicester: Leicester University Press. MB2 MER

Merriman, N.(ed) 1999 *Making Early Histories in Museums*. London: Leicester University Press MG2 MER

Merriman, N. and Swain, H. 1999. Archaeological Archives: Serving the Public Interest? *European Journal of Archaeology*, 2.2, 249-67.

Merriman, N. 2000. The Crisis of Representation in Archaeological Museums, in McManamon, F. P. and Hatton, A (eds) *Cultural Resource Management in Contemporary Society*. London: Routledge AG MCM

Smardz, K.and Smith, S.J.(eds) 2000. *The Archaeology Education Handbook. Sharing the Past with Kids*. Walnut Creek: Altamira Press.

Swain, H 2007 *An introduction to museum archaeology Cambridge : Cambridge University Press 2007 INST ARCH MG 2 SWA*

Wilson, D. M. 1989. *The British Museum: Purpose and politics*. London: BMP MA42.1 BRI

Wise P.(ed) 2004 Past perfect: Studies in Museum Archaeology, *The Museum Archaeologist 29*. Colchester: SMA

Dec 12 – Folklore and (Public) Archaeology (Tina Paphitis)

This session explores the use of folklore in archaeological research and practice, emphasising the importance and influence of folklore for public archaeology. Through the investigation of the concurrent historical developments of archaeology and folklore, the changing folklore of archaeological sites, and the various ways in which folklore can be incorporated into archaeological approaches, the session will seek to demonstrate that folklore can enrich research and practice into public archaeologies of the past and present.

Anttonen, P.J. 2005. *Tradition through Modernity: Postmodernism and the Nation-State in Folklore Scholarship*. Helsinki: Finnish Literature Society SSEES F.IV ANT

Bender, B. 1993. Stonehenge – Contested Landscapes (Medieval to Present-Day), in B. Bender (ed.) *Landscape: Politics and Perspectives*. Oxford: Berg, pp. 248-279 INST ARCH BD BEN (also in Science Library – Anthropology)

Briggs, C.L. 1999. Rethinking the Public: Folklorists and the Contestation of Public Cultures. *Journal of Folklore Research* 36(2/3):283-286 Online access

Gazin-Schwartz, A. and Holtorf, C. (eds.) 1999. *Archaeology and Folklore*. London: Routledge (at least the intro, but any and all papers) INST ARCH BD GAZ

Grinsell, L.V. 1976. *Folklore of Prehistoric Sites in Britain*. Newton Abbot: David and Charles INST ARCH BE GRI (also Stores)

Matsuda, A. 2010. When a Local Legend is (Mis)Appropriated in the Interpretation of an Archaeological Site. *Archaeologies: Journal of the World Archaeological Congress* 6(3)449-467 INST ARCH Pers + Online access

Orange, H. and Laviolette, P. 2010. A Disgruntled Tourist in King Arthur's Court: Archaeology and Identity at Tintagel, Cornwall. *Public Archaeology* 9(2):85-107 INST ARCH Pers + Online access

Paphitis, T. 2013. 'Have You Come to Take the King Away?': A Survey of Archaeology and Folklore in Context. *Papers from the Institute of Archaeology* 23(1): Article 16 INST ARCH Pers + Online Access

Simpson, J. 2008. A Ghostly View of England's Past, in T. Gunnell (ed.) *Legends and Landscape*. Reykjavik: University of Iceland Press, pp. 25-38 (see also other papers in this volume, especially Gunnell's introduction, pp. 13-24, and Siikala, pp. 39-68) MAIN SCANDINAVIAN A58 GUN (also in Folklore Society Library at the Warburg Institute)

Voss, J.A. 1987. Antiquity Imagined: Cultural Values in Archaeological Folklore. *Folklore* 98(1):80-90 Online access

Also check out UNESCO's 1989 Recommendation for the Safeguarding of Traditional Culture and Folklore and 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (both online), if you're into that kind of thing

20. Dec 14 – Christmas party and seminar discussion (TSH/GM)

FIELD TRIPS

Field trip 1

22 October. Looking at sites and museums

Aim of the trip: to consider the ways in which sites and monuments, as well museums, present archaeology to the public and to consider issues such as site museums site management and effectiveness of presentation, and the factors which affect the product. The trip is aimed at taking in a series of examples which will be added to on the next excursion, in all cases the aim will be to consider how far the presentation of these sites and museums contributes to an understanding of the past for the general and specialist visitor.

Silchester Roman Town, in Hampshire is arguably the most extensive undeveloped Roman urban site in the UK. It was originally excavated in the late nineteenth century. The extant walls were taken into guardianship in the 1930s, and the whole of the site was taken into ownership by Hampshire County Council in 1980. It has subsequently been excavated by Professor Michael Fulford. The finds from the site are kept at Reading Museum, Berkshire, and in Hampshire County Museum Service. There are all sorts of problems with displaying the site and also with access. There was an interesting site museum, and no plans for any further development although we shall discuss this.

Danebury Iron Age hillfort, was the subject of a major excavation campaign by professor Barry Cunliffe in the 1970s and 1980s, and it has been more extensively excavated than any other Iron age hill in the UK. The site is now part of a country park. Things to look out for are the new tree plantings and the lack of signage

Andover Museum Of the Iron Age. Andover, Hants, was opened as part of the Andover Museum in 1989. It is intended to demonstrate the importance of the site to visitors to the area- and to Danebury. The displays attempt to make maximum use of sympathetic display systems and models. We should have time for the video

Timetable

0830ish Depart IoA in minibus
1000 Arrive at Silchester Roman Town.
1230 Lunch
1330 Visit Danebury Iron age Hillfort
1445 Visit Andover Museum of the Iron Age.
1730 Arrive back at IoA

Personal Equipment and clothing etc.

We shall be out walking and even in October it sometimes rains so please bring sensible footwear and warm clothing and even more important a real waterproof and a hat, just in case. We shall be stopping at a pub if we can find one for lunch, or but otherwise bring sandwiches. A small amount of money may be useful for souvenirs, snacks etc.

Field trip 2

19-20 November. Caring for and explaining the past

Aim of the trip. More sites and museums! There is a reason for all this concentration on sites and museums which will become clearer as the session unfolds! Please pay particular attention to the differing aims of the different projects that you will be seeing as well as whether you think they are effective. This trip aims to look at

- a) the use of a reconstructed past.
- b) the relationship between museums and sites and also the effectiveness of different types of museum.
- c) the different types of approach to caring for the past- both independent and public, as well as the relationship between natural and man made environments.
- d) the economics of the past.

SITES

Salisbury museum. Salisbury museum contains a display on General Pitt- Rivers- often referred to as the father of British Archaeology, about whom you will hear a great deal over the weekend. It also contains a display on the prehistory of the area and a display about Stonehenge - which is 20 miles away.....think about it. Dorchester museum is , like Salisbury, a semi independent museum, it was built by the County society in the late 19th century- funds were raised by amongst others, Pitt- Rivers. It contains a rather poor display - although relatively modern....see what you think about it. It also contains the display about Old Sarum. There is also an exhibition on the Society of Antiquaries

Old Sarum Salisbury

This is a complex site with a long history it is also a manned site as it were – and is run by English Heritage.

Dorchester Museum-one of the three society based independent museums in Wessex with an outstanding collection of archaeological finds and a remarkable library- but not as good as Devizes(qv)as well as Wheeler's work at Maiden Castle there are also Roman Mosaics to work on in the extension that was fundraised by Pitt-Rivers

Maiden Castle was excavated in the 1930s by Sir Mortimer Wheeler, and is one of the largest Iron Age hillforts in Southern England. It is now managed and owned by English Heritage and is , for all sorts of reasons a difficult site to access and visit . EH carried out further excavations in the 1990s, but there is not a great deal of information available for the visiting public.

Down Farm is owned by Martin Green who recently published a book on his work. Martin has his own museum on the farm which has an entirely different approach to any other museum that you will visit. he has excavated widely on the farm and the surrounding area and is now developing the area as a piece of natural history as well as archaeology. We shall look at the museum and also visit some of the sites which he has excavated. At the end of the day here is someone who through good fortune pursues his own interests, and at the same time enriches other people's lives- do ask him about what he is trying to do- you may find the answers interesting!

TIMETABLE

19 November (Saturday)

0900 Depart IoA
1230 lunch
1330 Old Sarum
1430 Depart Salisbury Museum
1600 Dorchester Museum
1700 Depart museum for Bradford Peverill and the Field Centre.
Find somewhere for an evening meal and possibly a drink
Overnight at New Barn Field Centre

20 November (Sunday)

0900 Depart New Barn Field centre after a continental breakfast
0945 Arrive Maiden Castle Iron Age Hillfort

1050 depart Maiden Castle

1200 Arrive Down Farm Woodcutts, Dorset. We may have lunch and there again we may do part of the visit...This consists of visiting the museum, and looking at the surrounding landscape which is owned and managed by Martin Green.

1500 (approx.) depart Down Farm

1800 (approx.) arrive back at IoA.

WHAT WILL YOU NEED FOR THIS TRIP?

First of all sensible clothing for being both inside and outside - sound boots or shoes...it shouldn't be particularly muddy except when you go up to Maiden Castle but then it depends on whether it has rained recently or not. Make sure you have a quality waterproof.

Overnight kit, toothbrush etc. Bring a towel.

Third enough to pay for your overnight accommodation - which should be about £20, and also enough for an evening meal and two lunches!

Other notes

We shall be staying at the New Barn Field Centre in Bradford Peverill, a little outside Dorchester. It is an education centre, and we shall have to sleep in groups, as it were, but they will be segregated - i.e. no separate individual rooms- but the price is cheap and they provide bedding but not towels. Coffee/tea making facilities exist, and the price includes continental breakfast.

APPENDIX A: POLICIES AND PROCEDURES 2016-17 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website:

<http://wiki.ucl.ac.uk/display/archadmin>

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual:
<http://www.ucl.ac.uk/srs/academic-regulations> ; <http://www.ucl.ac.uk/academic-manual/>

GENERAL MATTERS

ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. **If you are unable to attend a class, please notify the lecturer by email.**

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. **Please note that these regulations have changed for the 2016-17 session.**

The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here

<http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (**author, date and page number**; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). **Any direct quotations from the work of others must be indicated as such by being placed between quotation marks.** Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations:

<http://www.ucl.ac.uk/current-students/guidelines/plagiarism>

RESOURCES

MOODLE: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Tina Paphitis, Room 411a (t.paphitis).