

**UCL INSTITUTE OF  
ARCHAEOLOGY**



**ARCL0091**

# **PUBLIC ARCHAEOLOGY**

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**MA MODULE, 30 CREDITS**

**COORDINATORS: GABRIEL MOSHENSKA, ANDREW REID  
and TIM SCHADLA-HALL**

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**OFFICE HOURS TUESDAYS 2:30-4 BY APPOINTMENT**

**DEADLINES**

**Essay 1: 4 November**

**Essay 2: 18 December**

**Essay 3: 26 March**

## **Potential changes in light of the Coronavirus (COVID-19) pandemic**

Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#). This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have

### **General information**

Please refer to the online IoA Student Handbook (<https://www.ucl.ac.uk/archaeology/current-students/iaa-student-handbook>) and IoA Study Skills Guide (<https://www.ucl.ac.uk/archaeology/current-students/iaa-study-skills-guide>) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission

## **MODULE OVERVIEW**

### **Module description**

The MA in Public Archaeology at UCL Institute of Archaeology was developed to study the role and impact of archaeology in its wider social, economic and political context. This is fundamentally a set of ethical inquiries, critiques, discussions and debates. This is the core module for the degree, worth 30 credits.

### **Module 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 examine the ways in which archaeology is manipulated and presented in the political sphere, both historically and currently, and its uses in social contexts.
2. to critically examine the ways in which archaeology is presented to the public across the world.
3. to engage in the debate on the differing values attached to archaeology and 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.

### **Methods of Assessment**

The course is assessed by means of three essays, of 1000, 2000 and 3000 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.

## Communications

Moodle is the main hub for this course. Important information will be posted by staff in the Announcements section of the Moodle page and you will automatically receive an email notification for these.

Please post any general queries relating to module content, assessments and administration in the MS Teams Module forum. The forum will be checked regularly. For personal queries, please contact the co-ordinator by email.

## Week-by-week summary

### TERM 1

In term 1, Monday sessions (in italics) are face-to-face sessions taught in UCL Institute of Archaeology room G6, for MA Public Archaeology students only.

All students on the module take the Wednesday sessions. In Term 2 this distinction will be removed.

WEEK	DATE	TOPIC	LECTURER
1	Oct 5	<i>Introductory discussion</i>	AR
1	Oct 7	Welcome and course overview	GM
2	Oct 12	<i>What are the challenges facing public archaeology?</i>	AR
2	Oct 14	Public Archaeology at UCL: the Peter Ucko legacy	GM
3	Oct 19	<i>Does the past matter?</i>	AR
3	Oct 21	The history of public archaeology	GM
4	Oct 26	<i>How to achieve multivocality</i>	AR
4	Oct 28	Introduction to research and study skills for public archaeology	GM
5	Nov 2	<i>Indigenous archaeologies</i>	AR
5	Nov 4	Public protest in public archaeology	GM
READING WEEK			
7	Nov 16	<i>Does archaeology lend itself to protest?</i>	AR
7	Nov 18	Alternative archaeologies and the politics of the 'lunatic fringe'	GM
8	Nov 23	<i>Dealing with conspiracies, fabrications, and other alternative versions of the past</i>	AR
8	Nov 25	Introduction to reception studies for archaeologists	GM
9	Nov 30	<i>Discussion session</i>	AR
9	Dec 2	Introduction to Public Engagement at UCL	LD
10	Dec 7	<i>How to make engagement meaningful</i>	AR
10	Dec 9	Creating economic benefits from archaeology	PB
11	Dec 14	<i>Economic challenges in a developing nation</i>	AR
11	Dec 16	TBC	

### TERM 2

WEEK	DATE	TOPIC	LECTURER
1	Jan 11	Community archaeology from the grassroots	GM
1	Jan 13	Antiquities trafficking and political violence	SH
2	Jan 18	Nationalism and archaeology in Europe	US
2	Jan 20	TBC	

3	Jan 25	Archaeologists engaging with communities and communities engaging with archaeologists and the archaeological past: case studies from majority Muslim contexts in Egypt and Sudan	CN
3	Jan 27	TBC	
4	Feb 1	The Community Archaeology Geophysics Group	KL
4	Feb 3	Ancient DNA, modern controversies	GM
5	Feb 8	The new populism and the past: Brexit, empire, and extremism	AG
5	Feb 10	Public engagement with developer-funded archaeology	EJ/JS
<b>READING WEEK</b>			
7	Feb 22	Writing for public audiences	GM
7	Feb 24	Ecomuseums and community-led archaeology	GM/JFF
8	Mar 1	Presenting the past: designing museum displays for the public	CH
8	Mar 3	Archaeology and community in Latin America	CH
9	Mar 8	Disability in archaeology: ethics, exclusion and resistance	GM
9	Mar 10	Working in public engagement	LD
10	Mar 15	TBC	
10	Mar 17	Dissertation planning 1: planning, methods, ethics	GM
11	Mar 22	Dissertation planning 2: writing, editing, presenting	GM
11	Mar 24	Course evaluations and wrapping up	GM

**Lecturers and other contributors (all UCL staff and honoraries unless otherwise stated)**

AG – Andrew Gardner  
AR – Andrew Reid  
CH – Chris Hudson  
CN – Claudia Naeser  
EJ – Emily Johnson  
GM - Gabriel Moshenska  
JFF – Jesus Fernandez Fernandez  
JS – Jon Sygrave  
KL – Kris Lockyear  
LD – Louise Dredge  
PB – Paul Burtenshaw  
SH – Sam Hardy  
US – Ulrike Sommer

**Weekly Module Plan**

The module is taught through lectures and discussions. Students will be required to undertake set readings, complete pre-class activities and make (non-examined) short presentations of case study material in order to be able to actively participate in the discussion.

**Term 1:** with the exception of the first session, Mondays will be face-to-face discussion sessions held in room G6 of UCL Institute of archaeology, and led by Andrew Reid. **These are for MA Public Archaeology students only.**

The Wednesday sessions in Term 1 will be online, based on a pre-uploaded lecture and related materials, and with live online discussions based on pre-circulated readings, videos, and other materials.

**Term 2:** the distinction between Monday and Wednesday sessions will end, and all students are expected to attend both weekly sessions (online). These will all follow the pattern of the Wednesday sessions in Term 1, with pre-recorded lectures and classroom discussions of pre-circulated materials.

## Workload

This is a 30-credit module which equates to 300 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

80 hours	Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)
120 hours	Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week
100 hours	Reading for, and writing, the 3 essays

## ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Module Coordinator in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the coordinator in their office hours.

For more details see the 'Assessment' section on Moodle. The [loA marking criteria](#) can be found in the loA Student Handbook (Section 12- information on assessment) and the [loA Study Skills Guide](#) provides useful guidance on writing different types of assignment.

**Penalties for late submission:** see [UCL guidance on penalties \(Academic Manual 3.12\)](#).

### Essay 1 – deadline Weds 4 November

This assignment is in 2 parts, coming to 1000 words in total.

The first part is a short report (c.500 words) on a recent archaeological discovery of your choice, from anywhere in the world. The report must be written like a magazine article, information panel, or blog post for a public audience, using accessible language, and between 3 and 5 images.

The second part (c.500 words) should be your own description of how you made the writing accessible, and how you made it appropriate for your selected audience (e.g. adults, children, foreign tourists). You can cite relevant literature and give examples of materials you drew inspiration from.

You might find it helpful to look at examples of news reports, magazine articles, museum information panels, heritage notice boards, and press releases, to get examples of clear writing for public audiences. Think about how you are presenting and describing the discovery, and explaining its archaeological significance.

The essay must include a bibliography with at least 5 references.

## **Essay 2 – deadline Fri 18 December**

2000 word essay. Pick **one** of the following titles/questions. In each case, your answer should include one or more case studies to provide evidence for your argument.

- How have nationalist movements made use of archaeological discoveries?
- In what ways has archaeology harmed indigenous and minoritized communities, and how might these relationships be improved in future?
- Is heritage tourism good or bad for archaeology?
- What challenges do ancient human remains present to public archaeologists?
- How have archaeologists used digital media (broadly defined) to reach new public audiences? What in your opinion is the future of digital public archaeology?
- Metal detecting for archaeological finds is legal in some countries and illegal in others. Which do you think is the best approach, and why?

## **Essay 3 – deadline Fri 26 March**

3000 word essay or project paper. This can be on any of the themes raised during the course, and might be a good place to begin to explore ideas for your dissertation. We recommend that you discuss and agree your title/question with the course coordinator before you begin work. Your topic must be different to those you explored in Essays 1 and 2. Topics might include:

- 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
- The purpose of protecting ancient sites
- Digital public archaeology
- Commercial archaeology
- Access and communication
- Archaeological reconstructions
- Human remains
- Indigenous archaeology

## **RESOURCES AND PREPARATION FOR CLASS**

### **Preparation for class**

With the exception of the Term1 discussion sessions, the preparation for class in this course will be fairly standard throughout. Students are expected to:

Watch the pre-recorded lecture or lectures

Watch or read any supplemental material to the lectures

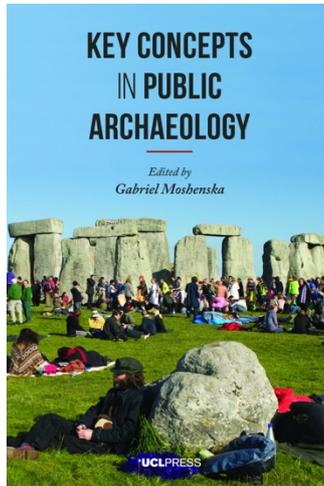
Read the required readings for the online seminar discussion – usually 3 or 4 articles

There will also be optional additional readings, videos, and other resources. It's up to you whether you have time or interest to engage with these.

Completing the required readings is essential for your effective participation in the activities and discussions that we will do, and it will greatly enhance your understanding of the material covered. **Further readings are provided via Moodle** for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.

### **Recommended basic texts and online resources**

Moshenska, G. (ed.) 2017. *Key Concepts in Public Archaeology*. London: UCL Press.



This is the key text for the course, it can be downloaded for free from [here](#).

### **BOOKS**

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

Bonacchi, C. (ed.) 2012. *Archaeology and Digital Communication: Towards Strategies of Public Engagement*. London: Archetype Publications AK 20 BON

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

Skeates, R. et al. (eds) 2012. *Oxford Handbook of Public Archaeology*. Oxford: OUP. [available online through UCL Library]

Atalay, S., Clauss, L.R., McGuire, R.H. and Welch, J.R. (eds) 2016. *Transforming archaeology: Activist practices and prospects*. Abingdon: Routledge. AH ATA

### **JOURNALS**

*Public Archaeology* – key journal, available online through UCL Library.

*AP: Online Journal in Public Archaeology* – online open access [here](#).

*Journal of Community Archaeology and Heritage* – online through UCL Library.

### **A FEW INTERESTING/CONTROVERSIAL ARTICLES TO GET STARTED WITH**

Ascherson, N. 2000. Editorial. *Public Archaeology* 1(1): 1–4.

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

González-Ruibal, A., González, P.A. and Criado-Boado, F., 2018. Against reactionary populism: towards a new public archaeology. *antiquity*, 92(362), pp.507-515.

Grima, R., 2016. But Isn't All Archaeology 'Public' Archaeology?. *Public Archaeology*, 15(1), pp.50-58.

Perry, S., 2019. The Enchantment of the Archaeological Record. *European Journal of Archaeology*, pp.1-18.

Oldham, M., 2017. Bridging the Gap: Classification, Theory and Practice in Public Archaeology. *public archaeology*, 16(3-4), pp.214-229.

Richardson, L.J. and Almansa-Sánchez, J., 2015. Do you even know what public archaeology is? Trends, theory, practice, ethics. *World archaeology*, 47(2), pp.194-211.

## SYLLABUS

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### Oct 5 Introductory discussion AR

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### Oct 7 Welcome and course overview GM

In this session we will discuss the aims and scope of the course, the assessments, go over the introductory reading list, and deal with queries and course formalities.

#### Discussion readings

Moshenska, G. 2017. Introduction: public archaeology as practice and scholarship where archaeology meets the world. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 1-13.

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

González-Ruibal, A., González, P.A. and Criado-Boado, F., 2018. Against reactionary populism: towards a new public archaeology. *antiquity*, 92(362), pp.507-515.

#### Further reading

Akira Matsuda (2016) A Consideration of Public Archaeology Theories, *Public Archaeology*, 15:1, 40-49, DOI: [10.1080/14655187.2016.1209377](https://doi.org/10.1080/14655187.2016.1209377)

Richardson, L.J. and Almansa-Sánchez, J., 2015. Do you even know what public archaeology is? Trends, theory, practice, ethics. *World archaeology*, 47(2), pp.194-211.

Shanks, M. and McGuire, R.H., 1996. The craft of archaeology. *American Antiquity*, 61(1), pp.75-88.

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### Oct 12 What are the challenges facing public archaeology? AR

General discussion trying to get the students to open their minds to potential issues which will hopefully include COVID 19, BLM, Colonialism, Brexit, the Anthropocene as well as the more standard management, engagement and presentation issues.

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### Oct 14 Public Archaeology at UCL: the Peter Ucko legacy GM

This session lays the foundations for the rest of the course, setting out the history of the UCL model of public archaeology. We will cover the story of the first World Archaeological Congress and the vision of global archaeology based on indigenous rights, social justice, and ethics.

#### Discussion readings

Read the short history of WAC at <https://worldarch.org/history-wac/>

Ascherson, N. 2000. Editorial. *Public Archaeology* 1(1): 1-4.

Zimmerman, L.J., 2006. Liberating archaeology, liberation archaeologies, and WAC. *Archaeologies*, 2(1), pp.85-95.

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**Oct 19 Does the past matter? AR**

General discussion getting the students to think about how the past has been used and for what purposes. This will hopefully encourage students to build on the ideas they have been introduced to in your lecture as well as getting them to think critically about their own backgrounds and pasts.

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**Oct 21 The history of public archaeology GM**

This session looks at the broad history of public archaeology across the world, looking at different innovations, traditions, and pioneers in the field. It also examines the long history in the UK of archaeological sites as public spaces where visitors can learn about the past by observing archaeologists at work. This ranges from the earliest barrow-digging antiquarians of the eighteenth century, through to the webcam equipped excavations of today.

**Discussion readings**

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

Moshenska, G. (2017). 'Performance and Display at the First Meeting of the British Archaeological Association, Canterbury, 1844', *World Archaeology*, 49(2): 226-236.

Perry, S. (2017). 'Archaeology on Television, 1937', *Public Archaeology*, 16(1): 3-18.

**Further reading**

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

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.

Mickel, A. (2019). 'Essential Excavation Experts: Alienation and Agency in the History of Archaeological Labor', *Archaeologies*, 15(2): 181–205. <https://doi.org/10.1007/s11759-019-09356-9>

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. 2014. Unrolling Egyptian mummies in nineteenth-century Britain. *British Journal for the History of Science* 47(3): 451-77.

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

Thornton, A. 2018. *Archaeologists in Print: Publishing for the People*. London: UCL Press. AF THO

Thornton, A., 2012. Tents, Tours, and Treks: Archaeologists, Antiquities Services, and Tourism in Mandate Palestine and Transjordan. *Public Archaeology*, 11(4), pp.195-216.

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**Oct 26 How to achieve multivocality AR**

This session will discuss strategies for generating approaches that are genuinely multi-vocal whilst also retaining their critical perspective. It will either be led by students' areas of interest or by focusing on different scenarios, where strategies need to be modified. I might have one or two examples kept in reserve if the discussion needs energising.

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**Oct 28                    Introduction to research and study skills for public archaeology                    GM**

The aim of this session is to provide a foundation for your work during this course, including essays and the dissertation. We will also discuss the kinds of skills necessary for working in public archaeology, and related forms of public engagement. The session will include discussion of forms of publication and research output, how to conduct literature searches and literature reviews, the use of Google Scholar and referencing software, and a survey of some of the most common research methods in public archaeology research. ]

Study materials will be made available through Moodle.

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**Nov 2                    Indigenous archaeologies                    AR**

A look at the different ways in which indigenous populations construct archaeology, and the contrasting strategies of ownership, participation, marketing and empowerment. A number of examples will be held in reserve in case student-led discussion falters.

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**Nov 4                    Public protest in public archaeology                    GM**

The relationships between archaeologists and the communities we work with are complicated and often fraught. Most often, these relationships are not simple binaries but are instead elaborate networks of stakeholders including communities, landowners, the state and other interest groups. There are often tensions within these networks – hidden or overt, and sometimes threatening to burst to the surface. As archaeologists, we are often beholden to one or more factions in these conflicts, and we are forced to balance our professional obligations with our personal views, our disciplinary ethics, and sometimes our morals. This lecture examines episodes in the history of archaeology when communities have claimed a stake in their archaeology, stridently and militantly, and in defiant opposition to landowners or the state. We will look in particular at the roles of archaeologists in these conflicts – often, as we will see, caught between divided loyalties to the public, the heritage, and the state.

**READINGS**

Lyon, J. 2007. The Temple of Mithras: changing heritage values in the City of London 1954–2006. *Conservation and Management of Archaeological Sites*, 9:1, 5-37.

Blakey, M. L. 2010. African Burial Ground Project: paradigm for cooperation? *Museums International* 62 (1–2): 61–8

Heritage outrage: Wood Quay. <https://www.historyireland.com/volume-22/heritage-outrage-wood-quay/>

Seahenge move defeats protestors. <https://www.independent.co.uk/news/seahenge-move-defeats-protesters-1106819.html>

Defending the Rose. <https://www.csmonitor.com/1989/0606/lrose.html>

Further resources will be provided through Moodle.

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**Nov 16 Does archaeology lend itself to protest? AR**

This session will try to explore the different scales of emphasis that drive protest. Most obvious are protests relating to loss, damage or destruction, where protest is driven by the desire for return or at least recognition of wrongdoing, as in Parthenon Marbles, Juukan Gorge, etc. However, where interpretation of archaeological excavations is involved this can be much more problematic. Ayodhya is a chilling example of how this can go badly awry.

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**Nov 18 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**

Moshenska, G., 2017. Alternative archaeologies. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 122.

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

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.

**Further reading**

JEB J. CARD and DAVID S. ANDERSON (eds). 2016. *Lost City, Found Pyramid: Understanding Alternative Archaeologies and Pseudoscientific Practices*. University of Alabama Press, Tuscaloosa. (introduction and any other chapters that interest you) AS CAR

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. AF MER

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

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

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

White, E.D., 2016. Lucifer Over Luxor: Archaeology, Egyptology, and Occultism in Kenneth Anger's Magick Lantern Cycle. *Present Pasts*, 7(1).

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

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**Nov 23 Dealing with conspiracies, fabrications, and other alternative versions of the past AR**  
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**Nov 25 Introduction to reception studies for archaeologists GM**

This session takes a first look at archaeological reception studies. Traditionally, reception studies has been a field of Classics, examining how the classical world has been represented and portrayed in culture, art, architecture etc. up to the present. There are lots of studies of archaeology and the ancient world in popular culture including video games, films, and advertisements, and through reception studies we can begin to look at these cultural representations more systematically, and come to understand them.

**Readings**

Moser, S., 2015. Reconstructing ancient worlds: reception studies, archaeological representation and the interpretation of ancient Egypt. *Journal of Archaeological Method and Theory*, 22(4), pp.1263-1308.

Moshenska, G. 2017. Archaeologists in popular culture. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 151-65.

Skeates R. 2012. Making sense of the history of archaeological representation. In: Skeates R, McDavid C, Carman J, editors. *The Oxford handbook of public archaeology*. Oxford: Oxford University Press; 2012.

**Further readings**

Moshenska, G., 2012. Digging up Pook's Hill: Archaeological Imaginaries in Kipling's Puck Stories. *Landscapes*, 13(1), pp.16-31.

Holtorf, C. 2005. *From Stonehenge to Las Vegas: Archaeology as Popular Culture*. Altamira Press. AH HOL

Holtorf, C. 2007. *Archaeology is a Brand!* Oxford, Archaeopress. AF HOL

Moshenska, G. 2006. The archaeological uncanny. *Public Archaeology* 5(2): 91-99

Moshenska, G. 2012. M.R. James and the archaeological uncanny. *Antiquity* 334.

Russell, M. (ed.) 2002. *Digging holes in popular culture: archaeology and science fiction*. Oxford: Oxbow (various chapters, esp. M. Brown's) AS RUS

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**Nov 30 Discussion session AR**  
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**Dec 2 Introduction to Public Engagement at UCL LD**

Public Engagement Manager Louise Dredge from UCL Culture will provide an overview of the work of UCL Public Engagement. This will include the principles and priorities of public engagement, such as the importance of starting with community need and generating mutual benefit, focuses on harder to reach groups, and the challenges of digital engagement. Louise's session will focus on public engagement in a higher education context, and the aims and methods of encouraging public

engagement with university research and impact activities. Louise will be returning in Term 2 for a follow-up session on working in public engagement.

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**Dec 7                    How to make engagement meaningfulAR**

Here I would use two examples to contrast a high-cost initiative with a lower budget, grass roots initiative. Possibly Bloomberg and the Mithraeum against some of my experiences in Uganda.

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**Dec 9                    Creating economic benefits from archaeology                    PB**

This lecture examines what 'economics' means in Public Archaeology, how archaeologists can approach it, and how we might measure it. It will look at how 'economic' data is used to communicate with the public and decision-makers and the pros and cons of this in furthering public archaeology objectives. It will also look at archaeologists' motivations in attempting projects which give economic benefits to local, or other, communities and what we have learnt so far in how to achieve success in doing so.

**Discussion reading**

Burtenshaw, P. 2017. Economics in public archaeology. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 31-42.

Burtenshaw, P. 2014. Mind the Gap: Cultural and Economic Values in Archaeology, *Public Archaeology*, 13:1-3, 48-58, DOI: 10.1179/1465518714Z.00000000053

**Further Readings:**

*Public Archaeology* 2014 Special Issue. *Archaeology and Economic Development*, 13(1-3).

Adams, J.L., 2010. Interrogating the equity principle: The rhetoric and reality of management planning for sustainable archaeological tourism. *Journal of Heritage Tourism* 5/2, 103-123.

Bowitz, E., and Ibenholt, K., 2009. Economic impacts of cultural heritage – Research and perspectives. *Journal of Cultural Heritage* 10, 1-8.

Dümcke, C., and Gnedovsky, M., 2013. The Social and Economic Value of Cultural Heritage: literature review. Retrieved on 03 January 2014 from World Wide Web: <http://www.eenc.info/news/the-social-and-economic-value-of-cultural-heritage-literature-review/>

Hampton, M. P., 2005. Heritage, Local Communities and Economic Development. *Annals of Tourism Research* 32/3, 735-759.

Heritage Lottery Fund, 2010. *Investing in Success: Heritage and the UK tourism economy*. London: Heritage Lottery Fund. Retrieved on 7 November 2014 from World Wide Web: <http://www.hlf.org.uk/investing-success-heritage-and-uk-tourism-economy>

Hutter, M. and Rizzo, I. (eds.), 1997. *Economic Perspectives on Cultural Heritage*. Basingstoke: Macmillan. ECON N470 HUT

Kinghorn, N. and Willis, K., 2008. Valuing the components of an archaeological site: An application of Choice Experiment to Vindolanda, Hadrian's Wall. *Journal of Cultural Heritage* 9, 117-124.

Mason, R., 2008. Be Interested and Beware: Joining Economic Valuation and Heritage Conservation. *International Journal of Heritage Studies* 14/4, 303-318.

O'Brien, D., 2010. *Measuring the value of culture: a report to the Department for Culture Media and Sport*. London: DCMS Retrieved 20 July 2013 from World Wide Web:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/77933/measuring-the-value-culture-report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/77933/measuring-the-value-culture-report.pdf)

Parks, S., 2010. The collision of heritage and economy at Uxbenká, Belize. *International Journal of Heritage Studies* 16/6, 434-448.

Rypkema, D., Cheong C., and Mason, R., 2011. *Measuring Economic Impacts of Historic Preservation: A Report to the Advisory Council on Historic Preservation*. Retrieved on 03 September 2012 from World Wide Web: <http://www.achp.gov/docs/economic-impacts-of-historic-preservation-study.pdf>

Starr, F., 2010. The business of heritage and the private sector. In: S. Labadi and C. Long (eds.), *Cultural Heritage and Globalisation*, London: Routledge, 147-169 AG LAB

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

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**Dec 14            Economic challenges in a developing nation AR**

This session will use Ntuusi as an example. Students will be provided with basic information about the site and its context and asked to suggest strategies for promoting the economic potential of the site and its resources. It has been suggested as a possible WH site, but it is some way off achieving that status and indeed such an initiative would further distance the people living around the site.

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**Dec 16            TBC**

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**Jan 11            Community archaeology from the grassroots GM**

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.

**Key readings**

Thomas, S. 2017. Community archaeology. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 14-30.

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

Fernanda Kalazich (2015) Memory as Archaeology: An Experience of Public Archaeology in the Atacama Desert, *Public Archaeology*, 14:1, 44-65.

**Further readings**

**Look at the list of readings for Claudia Näser's lecture for further readings on community archaeology as well.**

Shanks, M. and McGuire, R.H., 1996. The craft of archaeology. *American Antiquity*, 61(1), pp.75-88.

Lewis, C. (2014) 'Cooler than a trip to Alton Towers': assessing the Impact of the Higher Education Field Academy, 2005–13. *Public Archaeology*, 13 (4). pp. 295-322.

Shatha Abu-Khafajah & Riham Miqdadi (2019) Prejudice, military intelligence, and neoliberalism: examining the local within archaeology and heritage practices in Jordan, *Contemporary Levant*, DOI: [10.1080/20581831.2019.1667667](https://doi.org/10.1080/20581831.2019.1667667)

Chiara Bonacchi, Daniel Pett, Andrew Bevan & Adi Keinan-Schoonbaert (2015) Experiments in Crowd-funding Community Archaeology, *Journal of Community Archaeology & Heritage*, 2:3, 184-198, DOI: 10.1179/2051819615Z.00000000041

Lewis, C. (2014) The power of pits: archaeology, outreach and research in living landscapes. In: *Living in the landscape: essays in honour of Graeme Barker*. McDonald Institute Monographs . McDonald Institute for Archaeological Research. AH QTO BOY

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.

Peter R. Schmidt (2014) Rediscovering Community Archaeology in Africa and Reframing its Practice, *Journal of Community Archaeology & Heritage*, 1:1, 37-55, DOI: [10.1179/2051819613Z.0000000006](https://doi.org/10.1179/2051819613Z.0000000006)

Shelley Greer (2014) The Janus View: Reflections, Relationships and a Community-Based Approach to Indigenous Archaeology and Heritage in Northern Australia, *Journal of Community Archaeology & Heritage*, 1:1, 56-68, DOI: [10.1179/2051819613Z.0000000002](https://doi.org/10.1179/2051819613Z.0000000002)

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

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**Jan 13                    Antiquities trafficking and political violence    SH**

The illicit antiquities market is clandestine. The illicit trade in conflict antiquities - illicit cultural property that originates in conflict zones, or that is stolen, smuggled and/or sold to fund political violence - may be highly politicised. It very likely involves organised criminals and paramilitary organisations, government officials and state agents. And its public understanding may be connected to political projects. So that reliable, detailed information is extraordinarily difficult to access. However, using field research, and even library research, it is possible to question official histories, to develop effective policies, and thereby to combat organised crime and political violence.

**Readings**

Hardy, S A. 2015: "The conflict antiquities trade: A historical overview". In Desmarais, F (Ed.). *Countering the illicit traffic in cultural goods: The global challenge of protecting the world's heritage*, 21-31. Paris: International Council of Museums (ICOM). Available at: <https://conflictantiquities.files.wordpress.com/2015/12/hardy-2016-icom-ioitcg-conflict-antiquities-160106-preprint.pdf>

Hardy, S A. 2016: "'Black archaeology' in Eastern Europe: Metal detecting, illicit trafficking of cultural objects and 'legal nihilism' in Belarus, Poland, Russia and Ukraine". *Public Archaeology*, Volume 15, Number 4, 214-237

**Further readings**

Cox, S. 2015: "The men who smuggle the loot that funds ISIS". *BBC News*, 17<sup>th</sup> February. Available at: <http://www.bbc.co.uk/news/magazine-31485439>

Erices, R, Kuhrt, N and Wensierski, P. 2014: "East Germany's blood art: No justice for victims of regime's treasure hunt". *Der Spiegel*, 24<sup>th</sup> July. Available at: <http://www.spiegel.de/international/germany/how-east-germany-robbed-collectors-of-their-art-a-982739.html>

Giglio, M and al-Awad, M. 2015: "Inside the underground trade to sell of Syria's history". *Buzzfeed*, 30<sup>th</sup> July. Available at: <http://www.buzzfeed.com/mikegiglio/the-trade-in-stolen-syrian-artifacts>

Hardy, S A. 2014: "Using open-source data to identify participation in the illicit antiquities market: A case study on the Cypriot civil war". *European Journal on Criminal Policy and Research*, Volume 20, Number 4, 459-474. Available at: <http://dx.doi.org/10.1007/s10610-014-9250-x>

Myatt, T. 2011: "Trinkets, temples and treasures: Tibetan material culture and the 1904 British Mission to Tibet". *Revue d'Études Tibétaines*, Number 21, 123-153.

Opoku, K. 2011: "When will Britain return looted golden Ghanaian artefacts? A history of British looting of more than 100 objects." *Modern Ghana*, 5<sup>th</sup> January. Available at: <http://www.modernghana.com/news/310930/1/when-will-britain-return-looted-golden-ghanaian-ar.html>

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**Jan 18**

**Nationalism and archaeology in Europe**

**US**

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.

#### **Discussion readings**

Sommer, U. 2017. Archaeology and nationalism. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 166-86.

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.

Trigger, B. 1984. Alternative archaeologies: nationalist, colonialist, imperialist. *Man* Vol. 19, No. 3, pp. 355-370

#### **Further reading**

Anderson, B. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso. (revised edition). ANTH D6 AND

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

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

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 AF SCH

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

#### **Collections of case-studies**

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

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

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. AF KOH

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

### Recommended reading

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. AF SCH

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

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

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. AF ROW

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.

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**Jan 20                    TBC**

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**Jan 25                    Archaeologists engaging with communities and communities engaging with archaeologists and the archaeological past: case studies from majority Muslim contexts in Egypt and Sudan                    CN**

Claudia Näser is Lecturer in Egyptian Archaeology at the IoA. She has been doing fieldwork in Egypt and Sudan for more than 25 years and has led a range of archaeological research and salvage projects in the area. In this session, she will talk about the collaborative components of these projects and about her research into the role of archaeologists, archaeological sites and the archaeologically constructed past in present-day social and political contexts, ranging from sex tourism to forced displacement of local communities. Discussions will focus on the special challenges connected with doing archaeology in (post)colonial contexts of the Global South and on identifying future fields of (public) archaeological research and practice in this region (for the benefit of students who contemplate researching related topics in their dissertations and building a career in this field).

### Essential reading

Moser Stephanie, D. Glazier, J.E. Phillips, L. Nasser el Nemr, M.S. Mousa, Rascha N. Aiesh, S. Richardson, A. Conner, and Michael Seymour. 2002. "Transforming Archaeology Through Practice: Strategies for Collaborative Archaeology and the Community Archaeology Project at Quseir, Egypt." *World Archaeology* 34 (2): 220–248.

Näser, Claudia 2019. Exploring attitudes towards the archaeological past: Two case studies from majority Muslim communities in the Nile valley, *Journal of Social Archaeology* 19:3, 379–402.

#### **Further reading by category:**

#### **Selected reflections on community engagement in archaeology (including the "classic" of community archaeology in Egypt, the Quseir project)**

Derry, L (2011) Why do people become involved with archaeology? Some answers from Alabama's black belt region. *Archaeologies* 7(3): 538–553.

Mehari, Asmeret G., and Kokeli P. Ryano. 2016. "Maasai people and Oldupai (Olduvai) gorge: looking for sustainable people-centered approaches and practices." In *Community Archaeology and Heritage in Africa: Decolonizing Practice*, edited by Peter R. Schmidt and Innocent Pikirayi, 21–45. Milton Park: Routledge. DC 100 SCH

Pyburn, K. Anne. 2007. Archaeology as Activism. In *Cultural Heritage and Human Rights*, edited by Helaine Silverman, and D. Fairchild Ruggles, 172–183. New York: Springer. AG SIL

La Salle, Marina J. 2010. "Community Collaboration and Other Good Intentions." *Archaeologies* 6 (3): 401–422.

Tully, Gemma. 2009. "Ten Years On: The Community Archaeology Project Quseir, Egypt." *Treballs d'Arqueologia* 15: 63–78.

Tully G (2016) From community archaeology to civilian activism: The journey of cultural resource management through heritage dialogue in Egypt. In Tully G and Ridges M (eds) *Regenerating Practice: Collaborative Archaeology*. New Jersey: Gorgias Press, pp. 181–208.

#### **Selected background reading on the colonial context of archaeology in the study area**

Bradshaw R (2018) Fāida shenū? (What is the benefit?): A framework for evaluating the economic impacts of archaeological employment, *Sudan & Nubia* 22: 188–197.

Carruthers W (2016) Multilateral possibilities: decolonization, preservation, and the case of Egypt. *Future Anterior* 12: 36–48.

Doyon W (2018). The history of archaeology through the eyes of Egyptians. In Effros B and Lai G (eds) *Unmasking Ideology in Imperial and Colonial Archaeology. Vocabulary, Symbols, and Legacy*. Ideas, Debates, and Perspectives 8. Los Angeles: Cotsen Institute of Archaeology Press, pp. 173–200. AG EFR

Reid DM (2002) *Whose Pharaohs? Archaeology, Museums, and Egyptian National Identity from Napoleon to World War I*. Los Angeles: University of California Press. EGYPT A8 REID

Reid DM (2015) *Contesting Antiquity in Egypt: Archaeologies, Museum & the Struggle for Identities from World War I to Nasser*. Cairo and New York: The American University in Cairo Press. EGYPT A8 REID

Scham SA 2003. Ancient Egypt and the archaeology of the disenfranchised. In: Jeffreys D (ed.) *Views of Ancient Egypt since Napoleon Bonaparte: Imperialism, Colonialism and Modern Appropriations*. London: UCL Press, pp. 171–178. EGYPT A8 JEF

#### **Selected reading on the case studies discussed in class**

Näser, Claudia, and Cornelia Kleinitz. 2012. "The Good, the Bad and the Ugly: A Case Study on the Politicisation of Archaeology and Its Consequences from Northern Sudan." In *"Nihna nās al-bahar – We are the people of the river."* *Ethnographic Research in the Fourth Nile Cataract Region, Sudan Merotica* 26, edited by Cornelia Kleinitz, and Claudia Näser, 269–304. Wiesbaden: Harrassowitz.

Näser, Claudia 2013. Landscapes of desire: tourists, touts and sexual encounters at the World Heritage site of Thebes, *Archaeologies* 9:3, 398-426. (auch online unter: DOI 10.1007/s11759-013-9242-3)

Näser, Claudia und Gemma Tully, Dialogues in the making: Collaborative archaeology in Sudan, *Journal of Community Archaeology & Heritage* 6:3 (2019), 155-171.

Tully, Gemma, and Monica Hanna. 2013. "One Landscape, Many Tenants: Uncovering Multiple Claims, Visions and Meanings on the Theban Necropolis." *Archaeologies* 9 (3): 362–397.

Tully, Gemma, and Claudia Näser 2016. *Discovering Mograt Island Together – بنا نستكشف معاً جزيرة مقرات – هي*. London: Golden House.

<https://www.mogratarchaeology.com/en>

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**Jan 27            TBC**  
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**Feb 1            The Community Archaeology Geophysics Group            KL**

This lecture presents the work of the Community Archaeology Geophysics Group, a long-term project to put powerful, expensive non-invasive technologies into the hands of community archaeology groups, with excellent results. The lecture is one of a series across the course aimed at demonstrating the range of world-leading public archaeology work taking place within UCL Institute of Archaeology.

**Readings**

Lockyear, K. and Shlasko, E., 2017. Under the Park. Recent Geophysical Surveys at Verulamium (St Albans, Hertfordshire, UK). *Archaeological Prospection*, 24(1), pp.17-36.

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**Feb 3            Ancient DNA, modern controversies    GM**

In this session we begin to explore the contemporary controversies surrounding the boom in Ancient DNA research. These studies have revolutionised human origins research as well as studies of prehistoric migration and population interaction. At the same time, there have been criticisms of aDNA studies for being overly-simplistic in the presentation of their findings, of ignoring the contemporary political impacts of their work, and of generally poor ethical critical self-awareness. With the resurgence of racist nationalism across the world this is probably the most important issue in contemporary public archaeology.

**READINGS**

Susanne E. Hakenbeck (2019) Genetics, archaeology and the far right: an unholy Trinity, *World Archaeology*, DOI: [10.1080/00438243.2019.1617189](https://doi.org/10.1080/00438243.2019.1617189)

Crellin, R.J. and Harris, O.J., 2020. Beyond binaries. Interrogating ancient DNA. *Archaeological Dialogues*, 27(1), pp.37-56.

Gideon Lewis-Kraus. 2019. Is Ancient DNA Research Revealing New Truths — or Falling Into Old Traps? *New York Times* <https://www.nytimes.com/2019/01/17/magazine/ancient-dna-paleogenomics.html>

**Further reading**

Ian Holmes, 2018, What Happens When Geneticists Talk Sloppily About Race, *The Atlantic*, <https://www.theatlantic.com/science/archive/2018/04/reich-genetics-racism/558818/>

Saini, Angela. 2019. *Superior: the return of race science*. Beacon. (I generally recommend buying this book, but otherwise suggest you read extracts online or reviews in *Financial Times* and *Guardian*).

When Ancient DNA gets Politicised <https://www.smithsonianmag.com/history/when-ancient-dna-gets-politicized-180972639/>

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**Feb 8                      The new populism and the past: Brexit, empire, and extremism                      AG**

The last few years have seen identity politics reach new levels of significance. Foremost among several dramatic events, the UK referendum on membership of the European Union has brought many issues of interest to archaeologists to a crisis point. These range from entirely contemporary concerns, such as the future of research funding in Britain, to topics of more long-term significance, including the interactions between different identity groups in particular economic and political circumstances. Other political developments occurring most obviously in Europe and the US, but also in other parts of the globe from Brazil to Australia, pose the same questions. On the one hand, archaeologists have a lot to contribute to debates about identity, continuity and change; on the other, our expertise to do so is increasingly questioned in the 'post-truth' world. In this session, we will explore a range of issues at the intersection between different public discourses and archaeological interpretation, education, and presentation.

**READINGS**

Gardner, A. 2017. Brexit, boundaries, and imperial identities: a comparative view. *Journal of Social Archaeology*, 17.1, 3--26. (cf. also <https://howardwilliamsblog.wordpress.com/2017/03/29/brexit-and-archaeodeath/>)

Brophy, K. 2018. The Brexit hypothesis and prehistory. *Antiquity* 92 (366), 1650-1658 (plus comments by Bonacchi, Gardner, Schlanger, and reply by Brophy).

Gardner, A. and Harrison R. 2017. Brexit, archaeology and heritage: reflections and agendas (Forum paper with replies and response). *Papers from the Institute of Archaeology* 26/27 [<http://doi.org/10.5334/pia-544>].

**Further readings**

Bonacchi, C., Altaweel, M. and Krzyzanska, M. 2018. The heritage of Brexit: roles of the past in the construction of political identities through social media. *Journal of Social Archaeology* 18(2), 174-192.

Green, S. (ed.) 2016. Brexit referendum: first reactions from Anthropology. *Social Anthropology* 24(4): 478–502, DOI: <https://doi.org/10.1111/1469-8676.12331>

Hingley, R. 2018. Frontiers and mobilities: the frontiers of the Roman Empire and Europe. *European Journal of Archaeology* 21(1), 78-95.

Hingley, R., Bonacchi, C. and Sharpe, K. 2018. 'Are you local?' Indigenous Iron Age and mobile Roman and post-Roman populations: then, now and in-between. *Britannia* 49, 283-302.

Niklasson, E. and Hølleland, H. 2018. The Scandinavian far-right and the new politicisation of heritage. *Journal of Social Archaeology* 17(2), 138-162.

Pitts, M. 2019. Archaeology and Brexit. <https://mikepitts.wordpress.com/2019/02/08/archaeology-and-brexit/>

Popa, C.N. 2019. The responsibility of European archaeologists. *European Journal of Archaeology* 22(2), 255-268.

Schlanger, N. 2017. Brexit in betwixt. Some European conjectures on its predictability and implications. *The Historic Environment: Policy and Practice*, 8(3), 212-222. <https://www.tandfonline.com/doi/full/10.1080/17567505.2017.1358324>.

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**Feb 10                      Public engagement with developer-funded archaeology                      EJ/JS**

This lecture examines the challenges of conducting public engagement in development-led archaeology. It draws on the work of UCL's Archaeology South East, including community archaeology work and efforts to make their work accessible to the public. Commercial archaeology is the biggest employer of public archaeologists (and archaeologists generally) in the UK, and the sector is growing fast.

**READINGS**

Orange, H. and D. Perring. 2017. Commercial archaeology in the UK: public interest, benefit and engagement. In G. Moshenska (ed.) *Key Concepts in Public Archaeology*. London: UCL Press, 138-150.

Check out the Archaeology South East podcast at <https://www.ucl.ac.uk/archaeology-south-east/podcast>

Further readings will be made available through Moodle

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**Feb 22                      Writing for public audiences                      GM**

In this session we look at the skills of writing for a public audience, and examine the range of archaeology texts aimed at the public, from display boards and Wikipedia pages to magazine articles and popular books.

In preparation for this session students are asked to find good and bad examples of archaeological writing and present them for discussion, sharing them on the Moodle forum for the course.

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**Feb 24                      Ecomuseums and community-led archaeology                      GM/JFF**

Grassroots community heritage projects take many forms, as we have seen in previous lectures. This session looks at one specific form: the 'Ecomuseum' or community-owned heritage hub.

Ecomuseums are popular in southern and eastern Europe, China, and other parts of the world. Jesus Fernandez is the co-founder of the La Ponte Ecomuseum in Villanueva de Santo Adriano, Asturias, Spain. He will discuss the work of the Ecomuseum in preserving local heritage sites and cultural traditions, running community archaeology projects, and using heritage to support the local community and economy.

**Readings**

Alonso González, P and Fernández Fernández, J (2013). Rural Development and Heritage Commons Management in Asturias (Spain): The Ecomuseum of Santo Adriano. *Journal of Settlements and Spatial Planning* 2: 245–253

Navajas Corral, Oscar, and Jesús Fernández Fernández. 2017. "La Ponte-Ecomuséu: A Link Between Innovation and Community Involvement." In *Ecomuseums and Cultural Landscapes: State of the Art and Future Prospects*, edited by Raffaella Riva, 231–237. Santarcangelo di Romagna: Maggioli Editore.

Moshenska, G. and Fernández, J.F., 2017. Landscapes of the Medieval Commons in Villanueva, Asturias, Spain. *Papers from the Institute of Archaeology*, 27(1).

## Further readings

Borrelli, N. and Davis, P., 2012. How culture shapes nature: Reflections on ecomuseum practices. *Nature and Culture*, 7(1), pp.31-47.

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### **Mar 1 Presenting the past: designing museum displays for the public CH**

Chris Hudson is a well-known museum designer who has wide experience in museum design in the UK and abroad. He is also one of the few independent designers who has an understanding of museum communication and the value of museums. He designed the Sutton Hoo displays and Kilmartin House, as well as the prehistory galleries for the Wiltshire Museum in Devizes.

#### **Reading**

Chris Hudson. Close to the wind: archaeology and landscape interpretation in Scotland. *MUSEUM International* No 200, Unesco 1998.

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### **Mar 3 Archaeology and community in Latin America CH**

Following on from his last lecture, Chris will talk about his work developing a village museum in Ecuador, and the extraordinary impacts and legacies of this project in its community over several decades.

#### **Reading**

Chris Hudson, Maria-Isabel Silva & Colin McEwan (2016) Tourism and Community: An Ecuadorian Village Builds on its Past, *Public Archaeology*, 15:2-3, 65-86.

Colin McEwan, Maria-Isabel Silva and Chris Hudson. Using the past to forge the future: the genesis of the community site museum at Agua Blanca, Ecuador. In Helaine Silverman (Ed): *Archaeological Site Museums in Latin America*, UPF, 2006. DF 100 SIL

#### **Further reading**

Chris Hudson and Colin McEwan. Focussing pride in the past - Agua Blanca, Ecuador. *MUSEUM international* No 154, Unesco 1987.

Chris Hudson, Colin McEwan and Maria-Isabel Silva. Archaeology and community: a village museum in Ecuador. *MUSEUM International* No 178, Unesco 1993.

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### **Mar 8 Disability in archaeology: ethics, exclusion and resistance GM**

We will discuss the work of disability rights activists in archaeology, and the therapeutic roles of archaeology for people suffering from injuries and disabilities. This will include discussions of anti-disability discrimination, strategies for accessibility, and links to other forms of social inclusion in archaeology. We will also look at the role of archaeology projects for wounded ex-service-people in the UK.

#### **Readings (look like a lot but 3 of them are very short)**

Theresa O'Mahony (2018) Reflections in UK archaeology – a personal journey in academic life, *Journal of Community Archaeology & Heritage*, 5:3, 216-218, DOI: 10.1080/20518196.2018.1487624

Erik De'Scathebury (2018) Reflections in UK archaeology – a personal journey in professional life, *Journal of Community Archaeology & Heritage*, 5:3, 213-215, DOI: 10.1080/20518196.2018.1487622

Everill, P., Bennett, R. and Burnell, K., 2020. Dig in: an evaluation of the role of archaeological fieldwork for the improved wellbeing of military veterans. *Antiquity*, 94(373), pp.212-227.

Phillips, T. and Gilchrist, R., 2012. Inclusive, Accessible, Archaeology: Enabling Persons with Disabilities. *The Oxford Handbook of Public Archaeology*. Oxford University Press, Oxford, pp.673-693.

Steve Winterton (2014) From the Army Medical Centre to Operation Nightingale: My Entry into Archaeology, *Journal of Community Archaeology & Heritage*, 1:3, 245-247, DOI: 10.1179/2051819614Z.00000000015

### Further reading

Theresa O'Mahony. 2015. *Enabled archaeology*. BAJR Guide 41

David Farrell-Banks (2018) Can archaeology become a positive working environment for adults with autism spectrum disorders?, *Journal of Community Archaeology & Heritage*, 5:3, 198-210, DOI: 10.1080/20518196.2018.1477038

Phillips, T. Gilchrist, R. Hewitt, I. Le Scouiller, S. Booy, D. and Cook, G. 2007. *Inclusive, Accessible, Archaeology: good practice guidelines for including disabled students and self evaluation in archaeological fieldwork training*. Guides for teaching and learning in Archaeology, Number 5. London, Higher Education Funding Council for England.

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**Mar 10 Working in public engagement LD**

Building on the session in Term 1, Louise Dredge from UCL Public Engagement will be leading a discussion session focused on working and careers in public engagement.

If you have specific questions or areas of interest please let me know in advance of the session, and I will pass them on to Louise so she can prepare.

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**Mar 15 TBC**

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**Mar 17 Dissertation planning 1: planning, methods, ethics GM**

The aim of this and the following session is to prepare students for their dissertation research, laying a foundation of understanding for what constitutes an MA dissertation, the sort of strategies and approaches that students have found successful in the past, and how to avoid common pitfalls and problems. We will discuss individual ideas and workshop them as a group. By the end of the two sessions students should have a greater confidence in researching and writing a dissertation to the best of their ability.

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**Mar 22 Dissertation planning 2: writing, editing, presenting GM**

See above.

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**Mar 24 Course evaluations and wrapping up GM**

Discussion session focused on drawing out the main themes of the course, current issues in public archaeology, and areas of future activity including dissertation projects and fieldwork plans.