



The University of Western Ontario
HISTORY 2886 F/G
Fakes, Frauds & Fairs: The History of Museums

Fall/Winter 2019-20
Mondays 12:30-2:30 SSC 2024

Instructor: Michelle Hamilton

Office Hours: Tuesdays 1:30-3:30
Department of History, Office: Lawson Hall 2216
Email: mhamilt3@uwo.ca

Course Description: This course examines the history and development of museums and their changing role in society across the globe from the ancient world to the 21st century.

Antirequisite(s): MCS 2610F/G

Course Syllabus: Themes include the rise of anthropology and natural sciences; looting; repatriation; professionalization; colonialism; representation of the ‘other’; museums as political and cultural tools.

Learning Objectives:

By the end of this course, students will:

- be familiar with thematic issues in the social, cultural and political history of museums
- have conducted historical research
- have practised formulating and communicating an effective argument, demonstrating good research and writing skills
- be able to evaluate objects through material culture theory
- be able to critically evaluate exhibitions as historical sources

Course Materials: Textbooks available at the bookstore. Also available at Weldon or on OWL.

Alexander, Edward P., Mary Alexander and Juilee Decker. *Museums in Motion: An Introduction to the History and Functions of Museums*. 3rd Edition. Lanham, MD: Rowman and Littlefield, 2017. (Online library catalogue)

Macdonald, Sharon, ed. *A Companion to Museum Studies*. Malden, MA: Oxford, 2006 or 2011. (Online library catalogue)

Simmons, John E. *Museums: A History*. Lanham, MD: Rowman and Littlefield, 2016. (OWL)

Methods of Evaluation:

Participation	10%	Due: every class
Midterm Exam	30%	Due: February 10, 2020
Essay	30%	Due: March 30, 2020
Final Exam	30%	Due: Final Exam period

Research Essay: Students will write a research essay on a topic of their choice in the history of museums of 12-15 pages in length with use of a minimum of 12 books and journal articles. Endnotes should follow the *Chicago Manual of Style* format. See <https://www.chicagomanualofstyle.org/home.html>. Hard copies are due in class March 30, 2020.

Exams: Students will write a midterm exam in class. The final exam will occur during the final exam period set by the registrar. Both exams will draw from lectures, readings, films, museum tours, and websites. Questions will be of two types: identification/significance questions, and essays.

Due Dates and Late Penalties: Assignments are due in class. Penalty for late assignments is 2% each day (including Saturdays and Sundays). Extensions may be granted if legitimate circumstances are presented by the student to the instructor well in advance of the due date. Poor work planning (such as “I have XX other work due”) is not grounds for an extension. There will be no exceptions unless students provide medical documentation. For all medical and non-medical issues that might warrant accommodation, including all assignments, exams, tests, presentations, and class attendance, please go to academic counselling.

Course Schedule

January 6: Week 1: Introduction

Syllabus review.

January 13: Week 2a: What is a Museum?

What is a museum? What is its purpose? What did early museums contain? Why do humans collect? What is material culture?

Alexander et al., Chapter 1: What is a Museum? pp. 1-22.

Week 2b: The Ancient World, Greece, and Rome

We look at temple treasuries, *pinakothekai*, and other forms of museums and exhibitions in Greek and Roman culture.

Simmons, Chapter 2: Hoards and Tombs: Collections in the Ancient World (to 700 BCE), pp. 11-28.

Simmons, Chapter 3: Temple of the Muses: The Conjunction of Objects and Knowledge (classical antiquity, 700 BCE-CE 400), pp. 29-43.

January 20: Week 3a: Medieval Collecting

What was the influence of the church on collections? Why was there a link between the Crusades and collecting? What were the spiritual implications of objects?

Simmons, Chapter 4: The Power of Objects: Medieval Collections (400-1400), pp. 45-58.

Week 3b: Renaissance Museums and Enlightenment Museums

Why did private and princely cabinets of curiosity develop? What was the influence of Greek and Roman culture on collecting? How did a new scientific spirit change museums? How is the natural world curated? Why were cabinets of curiosity status symbols? What was the influence on the Enlightenment on museums? What was the role of zoos and medical museums?

Alexander et al., Chapter 3: Natural History and Anthropology Museums, pp. 59-73.

Alexander et al., Chapter 6: Botanical Gardens and Zoos, pp. 149-76.

Simmons, Chapter 5: Of Cabinets and Kings: Renaissance Collections (1400-1600), pp. 59-91.

Simmons, Chapter 6: Museum Enlightened, pp. 93-138.

January 27: Week 4a/b: Visit to the Medical Artifact Collection

We visit Western's medical collection in two groups in Lawson Hall Room 2260. Details TBA.

February 3: Week 5a: Colonialism and Collecting

Why, as European countries expanded into the Americas, did museums believe they needed to collect artifacts from "primitive" peoples who were on the supposed verge of "extinction"? What power relations were inherent in collecting objects from Indigenous peoples? What was the influence of Darwinism on collecting? How did World's Fairs legitimize racial exploitation both globally and domestically? Why did Indigenous people participate in these exhibitions? How did World's Fairs relate to ideas of nation building, colonialism, and manifest destiny?

Alexander et al., Chapter 3: Natural History and Anthropology Museums, pp. 73-89.

Macdonald, ed., Chapter 5: Museums and Anthropologies, pp. 64-80.

Week 5b: Exam Review

February 10: Week 6: Midterm Exam

Reading Week: Week 7

February 24: Week 8a: Anthropology at World's Fairs

What was the influence of Darwinism on collecting? How did World's Fairs legitimize racial exploitation both globally and domestically? Why did Indigenous people participate in these exhibitions? How did World's Fairs relate to ideas of nation building, colonialism, and manifest destiny?

Macdonald, ed., Chapter 9: Worlds' Fairs and Museums, pp. 135-49.

Week 8b: Race, Gender, and Exhibitions

We watch *The Life and Times of Sara Baartman: "The Hottentot Venus"*.

March 2: Week 9a: Fakes, Frauds, and Popular Museums

Why did museums transition from private to public institutions? What was the role of the 'nation'? What was a dime museum? What did the public want to see and how did that reflect society and culture?

Macdonald, ed., Chapter 8: The Origins of the Public Museum, pp. 115-34.

Tour Barnum's "Lost Museum" virtual exhibit <https://lostmuseum.cuny.edu/#>

Week 9b: The Outdoor Museum

We consider the development of pioneer villages and other outdoor museums.

MacLean, Terry. "The Making of Public History: A Comparative Study of Skansen Open Air Museum, Sweden, Colonial Williamsburg, Virginia, and the Fortress of Louisbourg National Historic Site, Nova Scotia," *Material History Review* 47 (1998), 21-32. (OWL)

March 9: Week 10a/b: Visit to the McIntosh Gallery

Details TBA.

March 16: Week 11a: War and Museums

Wars have caused looting and destruction of cultural heritage and yet also built some of the world's best collections. We examine this tension as well as how war is represented within museums. How do we represent the winners and losers of war? Do we represent war or peace?

Williams, Paul. Chapter 1: A Very Different Proposition: Introducing the Memorial Museum, Memorial Museums: the Global Rush to Commemorate Atrocities. Oxford: Berg, 2007, pp 1-24. (OWL)

Week 11b: Social Justice and Museums

What are national sites of conscience? Can museums promote human rights? How do we remember global atrocities?

Ševčenko, Liz. "Sites of Conscience: Heritage of and for Human Rights." *Heritage, Memory & Identity*. Ed. Helmut Anheier and Yudhishtir Raj Isar. London: SAGE, 2011. (online library catalogue)

March 23: Week 12a: Authenticity and Representation

What causes "culture wars"? Can we ethically represent other cultures?

Macdonald, ed., Chapter 29: Incivilities in Civil-(ized) Places: “Culture Wars” in Comparative Perspective, pp. 477-93.

Macdonald, ed., Chapter 30: Science Museums and the Culture Wars, pp. 494-508.

Week 12b: Repatriation

Is repatriation the answer to problems and controversies in representation? Do we mean physical, virtual or intellectual repatriation? Should human remains be treated differently than historical artifacts?

Curtis, Neil G.W. “Universal Museums, Museum Objects and Repatriation: The Tangled Stories of Things. *Museum Studies: An Anthology of Contexts*. Ed. B.M. Carbonell. Chichester: Wiley-Blackwell, 2012. Pp. 73-81. (OWL)

March 30: Week 13a/b: The Future of Museums/Exam Review

Why are museums one of the most trusted type of historical institutions in North America? What is the role of the public in contemporary museums? Do we need artifacts anymore? What is the participatory museum? What is the significance of “new museology”?

Macdonald, ed., Chapter 31: Postmodern Restructurings, pp. 509-24.

Macdonald, ed., Chapter 32: Exposing the Public, pp. 525-42.

Macdonald, ed., Chapter 33: The Future of the Museum, pp. 543-54.

Additional Statements

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:
www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you

cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject. In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available.

- Tests scheduled before February 14th – the makeup will take place Monday, February 24th at 9am.
- Tests scheduled between February 25th and March 25th – the makeup will take place Friday, March 27th at 1pm.

Students who fail to write a makeup test in one of these two time slots will receive a grade of zero.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 72 hours after the SRA has been completed. For example, if you complete a SRA on March 19th at 3pm, your new due date will be March 22nd at 3pm.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

Use of Electronic Devices

No electronic devices will be allowed in exams.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangelen@uwo.ca.