***Some context for this assignment:*** *Students completed Part I inside the classroom with images of objects. Part II took place in pairs in the anthropology museum, with students playing one of two roles: one could only touch the object, the other could only view the object.*

**ANTH 110 Archaeology: Lessons from the Past**

**Art/Artifact, Equity, & Accessibility**

**I. Whose Past is Represented and for Whom? (think equity)**

1. How is space organized in each museum?
2. What kind of objects are displayed in each museum (to the extent you know)?
3. Where would you expect to find these objects displayed—the art museum or the anthropology museum?

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | 7 |  |
| 2 |  | 8 |  |
| 3 |  | 9 |  |
| 4 |  | 10 |  |
| 5 |  | 11 |  |
| 6 |  | 12 |  |

1. Why did you categorize an object as belonging to the Wright (art) or the Logan (anthropology)?
2. Which objects surprised you? Why/how?
3. How might displaying these objects in the *other* museum change the way they are understood or valued? What does it mean for an object to be displayed with a person’s name versus a culture name or period?
4. Think about any other art, anthropology, or natural history museums you’ve visited. How might museums actively push back against the stereotypes they sometimes reproduce?
5. Who should be consulted when deciding what is displayed in museums?

**II. The Gaze, Accessible Representation, and Sensory Archaeology (think equity and accessibility)**

1. What do you know about this object? How do you know it?
2. Talk with your partner. How does what *you* know about the object differ from what your partner knows?
3. What is the impact of *looking* at an object? How does *seeing* an object affect its perceived value or meaning? How would its perceived value change if you couldn’t see it (if you were not sighted or if you were not permitted)?
4. What is the impact of *touching* an object? How does *touching* an object affect its perceived value or meaning? How would its perceived value change if you weren’t allowed to touch it or couldn’t touch it?
5. What are some other ways that you might engage your senses with this object?
6. The college is considering exhibit spaces in the new Power House. Given what you’ve learned today, how would you advise the college about what objects should be exhibited and how?