



UNIVERSITY OF
NORTHERN
COLORADO

ANT 328 Public Archaeology, 3.0 Credits
Course Syllabus, Spring 2023, January 9 – May 7
Tuesday / Thursday 9:30 – 10:45 am
Room: Candelaria Hall, room 1190

Instructor: Dr. Andy Creekmore

Email: andrew.creekmore@unco.edu

Office: Candelaria 2200c (also check the lab in 0110 on the ground floor); tel. 351 2761

Course URL: <http://unco.instructure.com/>

Office Hours: Tuesday / Thursday 11-12:30. Drop-ins welcome but please give me a heads up on email or schedule an appointment if you know in advance that you are coming.

Prerequisites: none.

Meeting style: This course takes place face to face, attendance at class meetings is expected.

Course Description

From the catalog: Covers cultural resource management, heritage law, outreach and education, stewardship of cultural heritage, research aimed at helping communities and solving practical problems, and building and maintaining relationships with the public.

Public Archaeology presents case studies of the practice of archaeology in a global context. Although academic archaeology is still the locus of leading edge, theory- and hypothesis-based research about the past, today most archaeology in the United States and much of the world is practiced to mitigate the impact of development and document cultural resources for the public. This course focuses on the role of museums, federal and state agencies, cultural resource management firms, indigenous people, and amateur archaeologists in producing and sharing knowledge about the past. The course reviews the legislation that shapes archaeological practice, media representations of archaeology and archaeologists, career paths and preparation in public archaeology, archaeological ethics, outreach and education to share archaeological knowledge with the public, community partnerships between archaeologists and the public, looting and destruction of cultural heritage, amateur archaeologists, and heritage tourism. In all cases we emphasize the importance of civic engagement. Engagement is necessary for disseminating archaeological knowledge, considering alternative views and differing impacts of archaeological research, and maintaining the relevance of archaeology in the 21st century.

Learning Objectives

Upon completion of this course you will be able to:

- Describe how archaeological resources are produced, interpreted, displayed, and curated.
- Identify and distinguish the key provisions of the major heritage laws that guide public archaeology in the United States and abroad.
- Apply heritage law to case studies of archaeological practice and evaluate the perspective of multiple stakeholders in arriving at a suitable course of action.
- Describe career opportunities in archaeology and related fields, and explain what preparation is necessary to obtain these positions.
- Apply archaeological ethics to challenging case studies of hard choices in the discipline.
- Explain the role of amateurs, heritage tourism, and looting, in the destruction and preservation of archaeological resources.
- Complete projects that have the potential to produce, interpret, or disseminate archaeological data to the public.

Required Textbook

EDITORS: Katsuyuki Okamura and Akira Matsuda

TITLE: New perspectives in global public archaeology.

PUBLISHER: Springer.

ISBN #: ebook ISBN 978-1-4614-0341-8; hardcover ISBN 978-1-4614-0340-1; softcover ISBN 978-1-4614-5874-6

DATE/EDITION: 2011

NOTE: this is available as a **free** e-book download from the UNC library.

DIRECT LINK: if posted via a **UNC campus server** this should allow you to download the PDF for free:

<https://link.springer.com/book/10.1007%2F978-1-4614-0341-8>

If the above does not work, or you are outside UNC's network, search for the book on the library web page:

https://encore.unco.edu/iii/encore/record/C_Rb2172335_Snew%20perspectives%20in%20global%20public%20archaeology_Orightresult_X6;jsessionid=5446936E0CA7ADF51AEF7FE20668FB72?lang=eng&suite=cobalt

Then click on the "access online at SpringerLink" button, enter UNC logon info if prompted, and download.

Let me know if you have any difficulty accessing the book.

Required Readings

In addition to the textbook, required readings are posted to Canvas (<https://unco.canvas.com>) or on reserve in Michener Library (if noted on the syllabus). During some weeks your reading load will be light, for others it will be heavier. Be sure to look ahead on the syllabus periodically so you can manage your preparation time effectively.

Course Policies and Expectations

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

- Make-up exams are given only when true emergencies occur, and only with proper documentation, such as a doctor's note. If you find yourself in such a situation, please contact me before the exam if at all possible. Please avoid scheduling vacations or other trips during exams and assignments as these do not constitute an acceptable conflict, and a make-up will not be allowed. The final exam is offered only on the date and time assigned to this course by the university.
- Students who add the course late should contact me immediately and complete any missed assignments within 1 week of adding the course.
- Work submitted after the due date will not be accepted unless special circumstances apply.
- Extra credit is not offered in this course.

Instructor-Student Communication

Students should not hesitate to contact me with any questions, comments, or concerns. I can be reached at the email address, phone and office above. Please contact me by email to schedule a live or virtual appointment. We use the Canvas online portal <http://unco.instructure.com/> for course content and submitting assignments, and communication. If you need assistance with Canvas, contact the Technical Support Center at <http://www.unco.edu/canvas/student-support/> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm). Canvas uses a notification system. All notifications are sent to your UNC email account and any other email accounts you add. Please update your notification preferences so that you receive all pertinent information you may need for this course--especially email, assignment comments, and conversations. Email sent about the course will go to your UNC email account. If you fail to receive important course communication due to a notification preference issue, you will not be excused or exempt. The instructor will communicate with students through Canvas using the Announcements, or by email. Emails not originating from Canvas or your bear mail will not be read or answered.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about

these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944, or consider taking the following courses: ANT 212 North American Indians (LAC Area 8); ANT 317 Contemporary Native American Issues; HIST 329 Indigenous N. America (sophomores & above).

Grading Procedures

All assignments, exams, etc., have a due date, after which they will not be accepted for grading except in special circumstances. Final grades are based on a standardized scale listed below. Extra credit is not offered. There is a deadline if you decide that you want to **drop or withdraw** from this class and there is an official drop or withdraw procedure that must be followed. If you do not follow this procedure correctly, you will receive an "F" at the end of the semester. The procedure is described here: <https://www.unco.edu/registrar/registration/add-drop-withdrawal.aspx> Please contact the registrar at that page if you have any questions about the procedure.

Grading Scale

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

SYLLABUS CONTINUES ON THE NEXT PAGE →

Course Requirements

Students are expected to attend class regularly, log on daily to our course website and check their university e-mail frequently in order to keep up with announcements and to ensure that all tasks are completed. Your grade is based on your combined score for the following activities:

- 40% Exams (Midterm 20%, Final Exam 20%). Exams may take the form of essays completed at home and submitted on a given date. Make-up exams will be given at the instructor's discretion. If an exam is missed due to unforeseen circumstances such as illness or family emergency, arrangements will be made so no penalty is imposed, but only if the legitimacy of the missed exam is adequately documented AND the instructor is contacted within 24 hours of the examination date. All make-up exams must be taken within one week after the exam. Otherwise, the student will receive a "0" for that exam.
- 30% Assignments and activities.
- 20% Project.
- 10% Attendance and participation. Attendance will be taken during all class meetings. Your presence or absence will be combined with observations of your participation during class to determine your participation and attendance grade. You should exhibit preparation for class (completed readings or assignments) and engaged participation in class activities and discussion.

COURSE SCHEDULE: TOPICS AND READINGS (Readings not in the textbook are posted to Canvas; refer to Canvas for updates to course content or assignment instructions. Please read the assigned chapter or article **BEFORE** the class meetings.

WEEK 1: Jan 9-15 Archaeologists, the Public, and Public Archaeology

Readings:

- Matsuda, Akira, and Katsuyuki Okamura (2011). Introduction: New Perspectives in Global Public Archaeology. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.1-18. New York: Springer.

Assignments:

- Discussion points for Matsuda et al. due **Thursday** (on canvas, before class begins).
- Public archaeology assignment (complete in class)

WEEK 2: Jan 16-22 Authenticity and the social construction of heritage.

Readings:

- Karlström, Anna (2015). Authenticity. In *Heritage Keywords*, edited by Kathryn Lafrenz Samuels and Trinidad Rico, pp. 29-46. Boulder: University Press of Colorado.
- Gant, Agustín Cocola (2014) The invention of the Barcelona Gothic Quarter. *Journal of Heritage Tourism* 9(1):18-34.
- Lovata, Troy. (2009). The Fake Anasazi of Manitou Springs. In *Inauthentic Archaeologies. Public Uses and Abuses of the Past*, by Troy Lovata, pp. 49-76.

Optional / for further reading:

- Zhu, Yujie (2015) Cultural effects of authenticity: contested heritage practices in China, *International Journal of Heritage Studies* 21(6):594-608,
- Zhang, Yingchun, and Zongjie Wu (2016) The reproduction of heritage in a Chinese village: whose heritage, whose pasts? *International Journal of Heritage Studies* 22(3):228-241.
- Johnson, Mark (2001). Renovating Hue (Vietnam): authenticating destruction, reconstructing authenticity. In *Destruction and Conservation of Cultural Property*, edited by Robert Layton, Peter G. Stone, and Julian Thomas, pp. 75-92. London: Routledge.

Assignments:

- Discussion points for Karlström (2015), Gant (2014), and Lovata (2009) due **Thursday** (on canvas, before class begins).
- Authenticity assignment (complete during class)

WEEK 3: Jan 23-29 Professional Archaeology and Cultural Resource Management in the United States.

Readings:

- Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry (2010). Introduction and Overview of Professional Archaeology. In *Cultural Resources Archaeology: An Introduction*, 2nd edition, by Thomas W. Neumann, Robert M. Sanford, and Karen G. Harry, pp. 1-30. Lanham, Md.: Alta Mira Press.

Quiz

- Covers Tuesday's lecture, the Neuman reading, and the WPA film (on canvas). Complete on canvas by class time Thursday (but wait to complete until after Tuesday when you have seen the lecture).

Assignments:

- Heritage Law (complete in class)

WEEK 4: Jan 30 – Feb 5 Ethics in Archaeology.

Readings:

- McGill, Dru (2014). Ethics in Archaeology. In *Encyclopedia of Global Archaeology*, edited by Claire Smith, pp. 2458-2468. New York: Springer.

Browse the codes of ethics and conduct for major associations of archaeologists, consider what they have in common and how they differ:

- Archaeological Institute of America, Code of Ethics. <https://www.archaeological.org/code-of-ethics/>
- Accessed Dec 30, 2022.
- Chartered Institute for Archaeologists, Code of Conduct. <https://www.archaeologists.net/sites/default/files/Code%20of%20conduct%20revOct2022.pdf> Accessed Dec 30, 2022.
- Register of Professional Archaeologists, Code of Conduct. <https://rpanet.org/code-and-standards>
- Accessed Dec 30, 2022.
- Society for American Archaeology, Principles of Archaeological Ethics. <https://www.saa.org/career-practice/ethics-in-professional-archaeology> Accessed Dec 30, 2022.
- World Archaeology Congress, Code of Ethics. Consists of several documents addressing specific topics. See especially the "first code of ethics," which is listed at the bottom. <https://worldarch.org/code-of-ethics/> Accessed Dec 30, 2022.

Assignments:

- Ethics assignments 1 and 2 (complete in class)
- Submit project proposal (see canvas for guidelines)

WEEK 5: Feb 6-12 Archaeology and Heritage Management as Civic Engagement and Activism

Readings:

- Little, Barbara J. (2007). Archaeology and Civic Engagement. In *Archaeology as a Tool of Civic Engagement*, edited by Barbara J. Little and Paul A. Shackel, pp. 1-22.
- **Excerpt pp. 46-47** in: Little, Barbara J., and Paul A. Shackel (2014). Heritage, Civic Engagement, and Social Justice. In *Archaeology, Heritage, and Civic Engagement*, by Barbara J. Little and Paul A. Shackel, pp. 39-52. Walnut Creek, CA: Left Coast Press.

Also read by assigned group:

Group 1

- Bernstein, Bruce, and Ortman, Scott G. (2020). From Collaboration to Partnership at Pojoaque, New Mexico. *Advances in Archaeological Practice* 8(2): 95-110.

Group 2

- Galla, Amareswar (2012). World Heritage in poverty alleviation: Hoi An Ancient Town, Viet Nam. In *World Heritage: Benefits Beyond Borders*, edited by Amareswar Galla, pp. 107-120. Cambridge: Cambridge University Press.

Group 3

- Davidson, James M., and Jamie C. Brandon (2012). Descendant Community Partnering, the Politics of Time, and the Logistics of Reality. Tales from North American, African Diaspora, Archaeology. In Robin Skeates, Carol McDavid, and John Carman (eds.), *The Oxford Handbook of Public Archaeology*, pp. 605-628. Oxford University Press: Oxford, UK.

Group 4

- Thiaw, Ibrahima (2011). Digging on Contested Grounds: Archaeology and the Commemoration of Slavery on Gorée Island, Senegal. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.127-138. New York: Springer.

Group 5

- Stahlgren, Lori C. (2010). Negotiating History, Slavery, and the Present. In *Archaeologists as Activists*, edited by M. Jay Stottman, pp. 95-109. Tuscaloosa: University of Alabama Press.

Optional / for further reading:

- Ndlovu, Ndukuyakhe (2016). Old Archaeology Camouflaged as New and Inclusive? In *Community Archaeology and Heritage in Africa*, edited by Peter R. Schmidt and Inocent Pikirayi, pp. 136-152. New York: Routledge.

Video:

- Diving with a purpose (18 minutes) available at: https://www.youtube.com/watch?v=u2l_EugvRw8
For captions click "CC" on the player bar.

Assignments:

- Discussion points for Little (2007) and your assigned group reading due **Tuesday** (on canvas, before class begins).
- Civic engagement assignment (complete during class)

WEEK 6: Feb 13-19 Legislation and policies relating to archaeology and cultural heritage in the United States.

Readings:

- Neumann, Thomas W., and Robert M. Sanford (2010). Laws, Regulations, and Protocols. In *Practicing Archaeology: an Introduction to Cultural Resources Archaeology*, 2nd edition, by Thomas W. Neumann and Robert M. Sanford, pp. 31-60. Lanham, Md.: Alta Mira Press.

Quiz

- Covers lecture, online materials, and Neuman and Sanford (2010) reading. Complete by class time Thursday.

Assignments:

- Section 106 assignment (complete during class)

WEEK 7: Feb 20-26 Native American Graves Protection and Repatriation Act (NAGPRA)

Readings:

- Creekmore III, Andrew T. n.d. *A history of collections, NAGPRA compliance, and key collectors at the University of Northern Colorado, 1890 – 2022*. Manuscript prepared for the University of Northern Colorado, Version 1.1, May 9, 2022.

- Gunn, S. J. (2009). The Native American Graves Protection and Repatriation Act at Twenty: Reaching the Limits of Our National Consensus. *William Mitchell Law Review* (36):503-532.
- National Park Service (n.d.) NAGPRA Quick Guide. <https://www.nps.gov/history/tribes/Documents/NAGPRA.pdf> Accessed Dec 30 2020.

Video:

- Overview of NAGPRA with Native voices (20 minutes) available at: <https://www.youtube.com/watch?v=eMJUstE-ftU> For captions click "CC" on the player bar.

Quiz

- Covers lecture, readings and video. Complete by class time Thursday.

Assignments:

- NAGPRA assignment (complete during class)

WEEK 8: Feb 27 – March 5 World Heritage and Ethics

Readings:

- Dekter, Lindsay (2015). Spotlight: UNESCO and the World Heritage Convention. *Center for Art Law* <https://itsartlaw.com/2015/12/23/spotlight-unesco-and-the-world-heritage-convention/> Accessed July 18, 2016.
- Omland, Alte (2006). The ethics of the World Heritage Concept. In *The Ethics of Archaeology*, edited by Chris Scarre and Geoffrey Scarre, pp. 243-259. Cambridge: Cambridge University Press.

Video:

- Winners and Losers 4: World Heritage Sites (posted to canvas).

Assignments:

- Discussion points for Dekter and Omland readings due **Tuesday** (on canvas, before class begins).
- World Heritage Assignment (complete during class)

WEEK 9: March 6-10 Careers in archaeology, public archaeology, and heritage management

Midterm due SUBMIT ONLINE by Wednesday March 8.

Readings:

- Job listings posted to Canvas.

Video:

- Presentation by Kelton Meyer

Assignments:

- Jobs assignment (complete during class)

March 11-19 **SPRING BREAK, NO CLASS**

WEEK 10: March 20-26 Archaeology, heritage, museums, and parks.

Readings:

- Little, Barbara J. (2004). Is the Medium the Message? The Art of Interpreting Archaeology in U. S. National Parks. In *Marketing Heritage*, edited by Yorke Rowan and Uzi Baram, pp. 269-286. Altamira Press: Walnut Creek.
- Breen, Colin, Sara McDowell, Gemma Reid and Wes Forsythe (2016) Heritage and separatism in Barcelona: the case of El Born Cultural Centre. *International Journal of Heritage Studies*, 22(6):434-445.

- Burch, Audra D. (2019). James Monroe Enslaved Hundreds. Their Descendants Still Live Next Door. (Links to an external site.) New York Times July 7.
- Spencer, Hawes (2016). James Monroe's Home May Not Have Been So Humble After All (Links to an external site.). New York Times May 10.
- Svrluga, Susan (2020). Descendants of enslaved Blacks explore Virginia history. (Links to an external site.) Links to an external site. Washington Post Dec. 13.

Optional / for further reading:

- Matero, Frank G. (n.d.) Heritage, Conservation, and Archaeology: An Introduction. <https://www.archaeological.org/pdfs/Matero.pdf> Accessed Dec 23, 2015.
- Wei, Qiaowei (2015). Community Archaeology and Alternative Interpretation of the Past Through Private Museums in Shanghai, China. *Archaeologies: Journal of the World Archaeological Congress* 11(2):204-219.
- Labi, Kwame Amoah (2008). Toward a Museum Culture in Ghana: Processes and Challenges *Museum Anthropology* 31(2):105-121.

Video:

- See asynchronous page link for this week on canvas.

Assignments:

- Discussion points Little (2004) and Breen et al. (2016) due **Tuesday** (on canvas, before class begins).
- Museum assignment (complete during class)
- Submit draft of project by Friday March 31 (on canvas)

Tentative Field trip this week: visit Fort Vasquez

WEEK 11: March 27- April 2 Looting, vandalism, fakes, and other threats to archaeological resources.

Readings:

- Hollowell, Julie (2006). Moral arguments on subsistence digging. In *The Ethics of Archaeology*, edited by Chris Scarre and Geoffrey Scarre, pp. 69-93. Cambridge: Cambridge University Press.
- Brodie, Neil (2006). Introduction. In *Archaeology, Cultural Heritage, and the Antiquities Trade*, edited by Neil Brodie, Morag M. Kersel, Christina Luke, and Kathryn Walker Tubb, pp. 1-24. Gainesville, Florida: University Press of Florida.

Optional / for further reading:

- Boxer, Sarah (2001). Threat to Archaeology: The Privy Diggers. New York Times, July 28. <http://www.nytimes.com/2001/07/28/arts/threat-to-archaeology-the-privy-diggers.html> Accessed November 2013.
- Excerpts from: Renfrew, Colin (2005). *Loot, Legitimacy, and Ownership*. London: Duckworth.
- Mackenzie, Simon (2002). Regulating the Market in Illicit Antiquities. *Australian Institute of Criminology, trends & issues in crime and criminal justice* 239:1-6. <http://www.aic.gov.au/publications/current%20series/tandi/221-240/tandi239.html> Accessed Dec 15, 2015.
- Pachauri, S. K. (2002). Plunder of cultural and art treasures – the Indian experience. In *Illicit Antiquities: The theft of culture and the extinction of archaeology*, edited by Neil Brodie and Kathryn Walker Tubb, pp. 268-279. London: Routledge.

Video:

- See asynchronous page link for this week on canvas.

Assignments:

- Discussion points for Hollowell (2006), and Brodie (2006) due **Tuesday** (on canvas, before class begins).
- Draft of final project due on canvas on Friday March 31 (see instructions on canvas)

WEEK 12: April 3-9 Global case studies**Readings:**

- Brempong, Osei-Tutu (2004) African American reactions to the restoration of Ghana's 'slave castles'. *Public Archaeology* 3(4):195-204.
- Apoh, Wazi, and Kodzo Gavua (2016). We will not relocate until our ancestors and shrines come with us: heritage and conflict management in the Bui Dam Project area, Ghana. In *Community Archaeology and Heritage in Africa*, edited by Peter R. Schmidt and Inocent Pikirayi, pp. 204-223. New York: Routledge.

Optional / for further reading:

- Flynn, M.K., and Tony King (2007) Symbolic Reparation, Heritage and Political Transition in South Africa's Eastern Cape, *International Journal of Heritage Studies*, 13(6):462-477.
- Ernsten, Christian (2015) The Ruins of Cape Town's District 6. *Archaeologies: Journal of the World Archaeological Congress* 11(3):342-371.
- Gavua, Kodzo, and Kofi Nutor (2014). Bringing Archaeology to the People: Towards a Viable Public Archaeology in Ghana. In *Current Perspectives in the Archaeology of Ghana*, edited by James Anquandah, Benjamin Kankpeyeng, and Wazi Apoh, pp. 264-275. Legon – Accra, Ghana: Sub-Saharan Publishers.
- Shepherd, Nick (2011) Archaeology Dreaming: Postapartheid Urban Imaginaries and the Remains of the Prestwich Street Dead. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.155-166. New York: Springer.

Video:

- See asynchronous page link for this week on canvas.

Assignments:

- Discussion points for Brempong (2004) and Apoh, Wazi, and Gavua (2011) due **Tuesday** (on canvas, before class begins).

WEEK 13: April 10-16 Global case studies**Readings:**

- Wang, Tao (2011) "Public Archaeology" in China: A Preliminary Investigation. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.43-56. New York: Springer.
- Muraki, Makoto (2011). Sharing the Pleasure of Excavation: The Public Archaeology Program at the Miharashidai Site, Japan. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.263-273. New York: Springer.

Optional / for further reading:

- Levin, Jeffrey (with Fan Jinshi, Zheng Jun, and Lu Zhou) (2016). An Evolution in Values: A Discussion about Cultural Heritage Conservation in China. *Conservation Perspectives* 31(1):19-24 (Spring 2016). The Getty Conservation Institute Newsletter. http://www.getty.edu/conservation/publications_resources/newsletters/pdf/v31n1.pdf Accessed July 12, 2016
- Mingkang, Tong (2016). Cultural Heritage Conservation in China: Practices and Achievements in the Twenty-First Century. *Conservation Perspectives* 31(1):10-12 (Spring 2016). The Getty Conservation Institute Newsletter. http://www.getty.edu/conservation/publications_resources/newsletters/pdf/v31n1.pdf Accessed July 12, 2016
- Okamura, Katsuyuki (2011). From Object-Centered to People-Focused: Exploring a Gap Between Archaeologists and the Public in Contemporary Japan. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.77-86. New York: Springer.
- Shepherd, Robert J., and Larry Yu (2013) The Social Impact of Heritage. In *Heritage Management, Tourism, and Governance in China*, by Robert J. Shepherd and Larry Yu, pp. 67-83. New York: Springer.

Assignments:

- Discussion points for Want (2011) and Makoto (2011) due **Tuesday** (on canvas, before class begins).

WEEK 14: April 17-23 Archaeology and Tourism

Readings:

- Walker, Cameron, and Neil Carr (2013). Tourism and Archaeology: An Introduction. In *Tourism and Archaeology: Sustainable Meeting Grounds*, edited by Cameron Walker and Neil Carr, pp. 11-36. Walnut Creek: Left Coast Press.

Optional / for further reading:

- Dallen J. Timothy (2014) Contemporary Cultural Heritage and Tourism: Development Issues and Emerging Trends. *Public Archaeology* 13(1-3):30-47.
- Linnekin, Jocelyn 1997 Consuming Cultures: Tourism and the Commoditization of Cultural Identity in the Island Pacific. In *Tourism, Ethnicity, and the State in Asian and Pacific Societies*, edited by M. Picard and R. E. Wood, pp. 215–50. Honolulu: University of Hawai'i Press.

Assignments:

- Discussion points for Walker and Carr (2013) due **Tuesday** (on canvas, before class begins).

Tentative Field trip this week: visit Fort Vasquez

WEEK 15: April 24-30 Present and discuss final projects

Q and A about projects.

Assignments:

- Final projects due Friday April 28 on canvas.

WEEK 16: Final Exam: Friday May 5, 8:00am – 10:30am. Submit final exam on canvas by 10:30 am.

UNIVERSITY POLICIES AND IMPORTANT INFORMATION

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Misconduct

UNC's policies and recommendations for academic misconduct will be followed. Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct: <http://www.unco.edu/dos/Conduct/codeofconduct.html> Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Repeat offenders may receive a failing grade for the course. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if it is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University

disciplinary action. For more information on this topic and university policies, consult the resources on this website: <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx>

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

Confidential Campus Resources

- Assault Survivors Advocacy Program (ASAP); Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-1490 Web: unco.edu/asap Hours: M-F, 9am-5pm; 24 Hour Hot Line: 970-351-4040
Email: advocacy@unco.edu
- UNC Counseling Center; Office Located: 2nd floor of Cassidy Hall; Office Phone: 970-351-2496
Hours: M-F, 8am-12PM, 1pm-5pm; Web: unco.edu/counseling-center
- Psychological Services; Office Located: McKee Hall Room 247; Office Phone: 970-351-1645
Web: <https://www.unco.edu/cebs/psychological-services-clinic/>
Hours: By Appointment; Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct . Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student resources, or to schedule an appointment, visit the website:

www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events .

We are located: Office: University Center 1st floor Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person; Drop-Ins: Visit our website for up-to-date information

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the [Coronavirus website COVID-19 \(coronavirus\) - University of Northern Colorado \(unco.edu\)](https://www.unco.edu/coronavirus) for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here:

<https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Computer and Technical Issues

- Canvas assistance: <http://www.unco.edu/canvas/student-support/> In this course, YOU are responsible for dealing with any computer-related problems. Contact UNC's Tech Support at 1-970-351-HELP(4357) if you need assistance with any computer issues. **For assignments designated to be submitted via Canvas, I will not accept any email attachments as submissions unless you verify with IT and me that Canvas is disabled.**
- Wireless: I recommend that you complete all timed online assignments, such as quizzes, on a hard line, not wireless, because if your connection drops then you could lose your opportunity to complete the assignment.
- EMAIL address: The default email for Canvas is your UNC Bearmail. If you would like your UNC e-mail forwarded to another mail address, your URSA student page or the helpline can assist you with changing this. When I send email to the whole class I will use the single click link on Canvas. I also make frequent use of our Canvas announcements page, so check that often too.
- To successfully complete the course you should have a general familiarity with a personal computer and be able to log onto the course Canvas page several times a week to download and upload readings and assignments, and to view announcements. Necessary equipment and software include:
 - A computer with internet access, and a web browser (free versions include Explorer <http://windows.microsoft.com/en-us/internet-explorer/download-ie> Firefox <https://www.mozilla.org/en-US/firefox/new/> , Google Chrome <http://www.google.com/chrome/> ,and Apple Safari <http://www.apple.com/safari/>).
 - Microsoft Word, or convertible software, in order to upload assignments to Canvas that I can download and open. If you don't have MS Word, be sure to convert your file or save it as a PDF or rtf (rich text file).
 - Adobe Acrobat Reader to view readings and assignments (free version <http://get.adobe.com/reader/?promoid=BUJGO>).
 - Video player (free versions include, Real Player <http://www.real.com/>, and VLC media player <http://www.videolan.org/vlc/>).