



Dr. Andy Creekmore

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Office Hours: TTh 1-2, 3:15 - 4:15; W 1-2; or by appointment.

NOTE: DUE TO THE EVOLVING SCHEDULE OF GUEST SPEAKERS AND FIELD TRIP HOST SITES, THE SYLLABUS CONTENTS AND SCHEDULE **WILL CHANGE. PLEASE KEEP UP WITH ATTENDANCE AND BLACKBOARD ANNOUNCEMENTS TO ENSURE THAT YOU ARE AWARE OF ANY CHANGES.**

Course Description

Public Archaeology examines the ways in which archaeologists disseminate their findings to the public. Although academic archaeology is still the locus of leading edge, theory- and hypothesis-based research about the past, today most archaeology in the western 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 the importance of civic engagement is emphasized. 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

In this course students will:

- Describe the manner in which 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 the 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.

Instructional Methodology

This course contains a mix of short lecture, discussion, and presentations by guest speakers. Students are expected to participate in the learning process through class discussion, activities and presentations. We will utilize the Blackboard online portal (<http://bb.unco.edu>) for access to additional readings, videos, labs, study guides, and other material. If you need assistance with blackboard, contact the Technical Support Center at <https://www.unco.edu/it/forms/callsub.htm> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm).

Instructor-Student Communication

Students should not hesitate to contact me with any questions, comments, or concerns. I may be reached at the email address, phone and office above. If my office hours conflict with your schedule then you should contact me to schedule an appointment. Grades, announcements, and assignment guidelines will be posted to **Blackboard**. (<http://bb.unco.edu> or <http://unco.blackboard.edu>) Please check Blackboard and your UNC email regularly.

Students With Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are required to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure that appropriate accommodations are implemented in a timely manner.

Course Policies

- 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 the Professor before the exam if at all possible. **DO NOT SCHEDULE 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 are expected to contact the professor immediately and complete any missed assignments within 1 week of adding the course.
- Late work is NOT accepted.
- There is NO extra credit.
- The use of electronic equipment in class, including cell phones, music players, laptops, etc., is prohibited unless special permission is granted by the Professor for note taking or an activity. *Failure to adhere to this policy will result in a reduction of your participation and citizenship grade.*

Academic Misconduct:

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/assets/pdf/StudentCodeofConduct.pdf> 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. 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 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 this website:

<http://unco.smartcatalogiq.com/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Plagiarism.aspx>

Evaluation

Your final grade is based on your combined score for the following activities:

- 25% Midterm.
- 25% Final Exam.
- 20% Assignments and activities (includes reading responses).
- 20% Project.
- 10% Participation and citizenship. See rubric for more information. Although one must be present to participate, this grade is not based solely on attendance. It includes enthusiastic, engaged participation in class activities and discussion. This grade will drop in cases of poor citizenship, including texting or fiddling with electronic devices, arriving late or leaving early without giving prior notice and explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers on group assignments.

Grading Scale (Note: Final grades are *not* negotiable).

<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

Dates of special significance, including exam and assignment due dates.

- January 25: Last day to drop the class.
- March 1: Midterm
- March 4: Tentative date of field trip to History Colorado, Denver.
- March 12-20: Spring break.
- Final Exam: Wednesday, May 4, 10:45-1:15pm in usual classroom.

Assignments: Guidelines

- Most out-of-class, individual assignments will take a few hours to complete. Group activities will take considerably longer. You should coordinate with your group members and get started early on all group projects.
- ***I will not accept late assignments*** – *late material will receive a zero (0) for the assignment.* “Late” means any time after the conclusion of class in which the activity takes place, or the conclusion of class on the due date, if announced.
- All typed assignments should be in 12 point New Times Roman Font, double-spaced with 1” margins, unless otherwise noted.
- Activities or assignments that fail to follow instructions will receive a grade of zero.
- Assignments will be graded for quality, (how well they answer the questions posed), completeness (addressing all aspects of the assignment), and integration, when necessary (e.g. paragraphs should be in essay format, not simply a list of answers to questions).
- Group projects or activities will be peer-reviewed. Persons who fail to uphold their obligations to the group will lose points on the assignment.
- Missed assignments can only be made up in cases of documented emergencies or approved academic conflicts.
- All assignments, papers, etc. are due in class, and may also be due on **Safe Assign** via Blackboard if noted in the specific assignment guidelines.

Reading Responses: Guidelines

The **purpose** of reading responses is to practice identifying scholarly arguments and evidence in course readings. They also help you think about the content of the readings before class so that you are better prepared for discussion.

Reading responses should including the following information:

- Your Name
- Bibliographic entry for the reading to which you are responding
- Concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the author’s thesis or argument with any key parts highlighted. MAXIMUM TWO – THREE SENTENCES. For example: Smith argues that maritime trade of copper ingots sparked an increase in wealth, population size, and social stratification at coastal villages throughout the Mediterranean.
- Concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the evidence the author uses to support his or her thesis. MAXIMUM THREE - FOUR SENTENCES. For example: Smith discusses the quantity of copper ingots found in shipwrecks along the coast of Turkey and Italy to demonstrate the large volume of trade. She also reviews archaeological evidence for copper ingot molds and raw material extraction at several sites in eastern Romania. Finally, Smith tracks the dramatic increase in settlement size at coastal trading villages over a 500 year period when burials also begin to show stark differences in social status.
- Concise statement of what you think about the author’s thesis and evidence, and why you hold that view. MINIMUM ONE PARAGRAPH (= 5 sentences or more). For example: I find Smith’s discussion of the quantity of copper ingots in shipwrecks to be a good proxy for shipping volume but since there are only three shipwrecks how can we be confident that those examples contained typical quantities of ingots? The evidence for settlement size increase and social distinctions in burials is clear and convincing, although as Smith acknowledges, other factors such as a decrease in warfare, growth of wool trade, and exploitation of

certain types of fish could also contribute to settlement growth. It also occurred to me that perhaps we should consider the evolving role of copper consumption and display, which was presumably driving the trade.

- If the response is for two readings, write each one separately rather than combining them except in the final statement if you need to compare the two in some fashion.
- It is *not* acceptable to simply summarize the reading, or state that you found the reading boring or difficult, liked it, or did not understand it. You must engage the piece in critical discussion regardless of how you *feel* about it. If you find a piece challenging, re-read it, make notes in the margin as you go, and attempt to identify the thesis or central issue(s).

Reading response grading rubric

Reading responses will be graded as follows. Failure to address each of these properly in the response, or committing the error of #4, will result in a lower grade.

- 1) Provides an accurate and concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the main thesis, argument or perspective of each reading. MAXIMUM TWO – THREE SENTENCES.
- 2) Provides an accurate and concise statement IN YOUR OWN WORDS – DO NOT SIMPLY QUOTE THE ARTICLE – of the evidence the author uses to support his or her thesis. MAXIMUM THREE - FOUR SENTENCES.
- 3) Provides a concise statement of what you think about the author's thesis and evidence, and why you hold that view. MINIMUM ONE PARAGRAPH (= 5 sentences or more).
- 4) Does NOT engage in extended summary. The response should consist of parts 1-3 above, not a long summary of the content of the articles.

Responses that achieve all four of these objectives will receive 10/10 points. Each objective not met reduces the grade by two points. Objectives met partially will receive partial credit.

Required Readings

Required readings are posted to Blackboard (<https://unco.blackboard.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.

Video Assignments

Some days we will watch a film or I may assign a short web video or film. You should treat these films as an extension of the readings, meaning that questions related to the videos may appear on exams.

Guidelines for Projects

You will be given a choice of project types / topics from which to complete an individual project. You will present your project to the class at the end of the semester. Further guidelines will be announced in class.

COURSE SCHEDULE: TOPICS AND READINGS (Readings not in the textbook are posted to Blackboard; refer to Blackboard for updates to course content or assignment instructions. Please read the assigned chapter or article **BEFORE** the class date for which it is listed).

WEEK 1: TTH Jan 12, 14 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.
- National Park Service (nd) So, What Does an Archaeologist Do?
<http://www.nps.gov/efmo/learn/education/so-what-does-an-archeologist-do.htm> Accessed Dec 15, 2015.
- Society for American Archaeology (2000) “Exploring Public Perceptions and Attitudes about Archaeology” <http://www.saa.org/Portals/0/SAA/pubedu/nrptdraft4.pdf> Accessed Jan 24, 2014.

WEEK 2: TTH Jan 19, 21 Ethics of Archaeology in local and global contexts.

Readings:

- Jordan, Alexis (2012). Embedded Archaeology, Cultural Heritage, and the Iraq War. *Field Notes: A Journal of Collegiate Anthropology* 3(1): 9-23.
- 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:

- Archaeological Institute of America, Code of Ethics. <https://www.archaeological.org/news/advocacy/130> Accessed Dec 15, 2015.
- Chartered Institute for Archaeologists, Code of Conduct. <http://www.archaeologists.net/codes/ifa> Accessed Dec. 15, 2015
- Register of Professional Archaeologists, Code of Conduct.
<http://www.rpanet.org/displaycommon.cfm?an=1&subarticlenbr=3> Accessed January 13, 2013
- Society for American Archaeology, Principles of Archaeological Ethics.
<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx> Accessed January 5, 2012
- World Archaeology Congress, Code of Ethics. Consists of several documents addressing specific topics. See especially the “first code of ethics.”
<http://worldarch.org/code-of-ethics/> Accessed Dec. 15, 2015.

Assignment, due in class Tuesday: Write a few paragraphs analyzing what these codes have in common and how they differ. Your answer should include at least three specific points on which the codes agree, and three on which

they differ (differ can include not only conflicting statements but statements in one code that do not have a parallel in the other. E.G. if one code says archaeologists should not buy artifacts but the other code does not mention this issue, that is a point of difference).

WEEK 3: TTH Jan 26, 28 Archaeology as Civic Engagement and Activism

Reading response due Tuesday for Little OR Little and Shackel reading.

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.
 - 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.
 - 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.
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WEEK 4: TTH Feb 2, 4 Establishing partnerships with the public, descendant and indigenous communities.

Reading responses due Tuesday for Little, Davidson readings.

Readings:

- 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.
 - Heckenberger, Michael J. (2008). Entering the Agora. Archaeology, Conservation, and Indigeneous Peoples in the Amazon. In *Collaboration in Archaeological Practice*, edited by Ship Colwell-Chanthaphonh and T. J. Ferguson, pp. 243 – 272. Plymouth, UK: AltaMira Press.
 - Little, Barbara J., and Paul A. Shackel (2014). Collaboration. In *Archaeology, Heritage, and Civic Engagement*, by Barbara J. Little and Paul A. Shackel, pp. 71-81. Walnut Creek, CA: Left Coast Press.
 - Pyburn, K. Anne (2011). Engaged Archaeology: Whose Community? Which Public? In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.29-41. New York: Springer.
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WEEK 5: TTH Feb 9, 11 Professional Archaeology and Cultural Resource Management.

Reading response due Tuesday for Lipe.

Readings:

- Lipe, William D. (2009). Archaeological Values and Resource Management. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William D. Lipe, pp. 41 – 63. School for Advanced Research Press: Santa Fe.
- CHAPTER 1 OF: Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry (2010). Cultural Resources Archaeology: An Introduction. Alta Mira Press: Lanham, Md. 2nd ed.
ACCESS THIS EBOOK VIA UNC’S LIBRARY: go to this link and click on ACCESS ONLINE VERSION.
http://encore.unco.edu/iii/encore/record/C_Rb2188989_SCultural%20Resources%20Archaeology%3A%20An%20Introduction._P0%2C1_Orightresult_X2?lang=eng&suite=cobalt

WEEK 6: TTH Feb 16, 18 Legislation relating to archaeology and cultural heritage.

Readings:

- National NAGPRA FAQ <http://www.nps.gov/nagpra/FAQ/INDEX.HTM>
- National Historic Preservation Program Overview <http://www.achp.gov/overview.html>
- READ CHAPTER 2 OF: Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry (2010). Cultural Resources Archaeology: An Introduction Alta Mira Press: Lanham, Md. 2nd ed.
ACCESS THIS EBOOK VIA UNC’S LIBRARY: go to this link and click on ACCESS ONLINE VERSION.
http://encore.unco.edu/iii/encore/record/C_Rb2188989_SCultural%20Resources%20Archaeology%3A%20An%20Introduction._P0%2C1_Orightresult_X2?lang=eng&suite=cobalt

WEEK 7: TTH Feb 23, 25 Public Education and Archaeology

Readings:

- Kehoe, Alice Beck (2012). Public Education in Archaeology in North America, the Long View. In Robin Skeates, Carol McDavid, and John Carman (eds.), *The Oxford Handbook of Public Archaeology*, pp. 537 - 551. Oxford University Press: Oxford, UK.
 - Browse the website of Project Archaeology <http://projectarchaeology.org/programs/colorado> and the Colorado Council of Professional Archaeologists <http://coloradoarchaeologists.org/> to learn more about these organizations.
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WEEK 8: TTH March 1, 3 Careers in Archaeology

MIDTERM on MARCH 1.

Readings:

- Read the example job listings posted to blackboard.
- Society for American Archaeology. Questions About: archaeology As A Career.
<http://www.saa.org/ForthePublic/FAQs/ForAdults/QuestionsAboutArchaeologyAsACareer/tabid/975/Default.aspx> Accessed Dec 15, 2015.
- Excerpts from: Prentiss, Anna Marie (2012). *Field Seasons*. University of Utah Press: Salt Lake City.

Assignment, due Tuesday:

- Consider the skills and experience requirements found in the job listings (reading assignment). Write a list of these skills, including up to ten discrete skills, and a list of at least three ways one could obtain those skills in order to qualify for the jobs.

Tentative: Friday, March 4: Field trip to History Colorado and SWCA. Depart from UNC at 9:30, return around 5:00.

Before the trip, browse the websites of each place so you know what to expect and can formulate some questions for our hosts. SWCA <http://www.swca.com/>

Office of the State Archaeologist <http://www.historycolorado.org/oahp/office-state-archaeologist>

WEEK 9: TTH March 8, 10 Archaeology and archaeologists in the media.

Reading:

- Brittain, Marcus, and Timothy Clack (2007). Archaeology and the Media. In *Archaeology and the Media*, edited by Timothy Clack and Marcus Brittain, pp. 11-65. Left Coast Press: Walnut Creek, CA.

Assignment, due Thursday:

- Write a 1- page (double-spaced, 1" margins, 12 point Times New Roman font) annotation of a newspaper or magazine article, blog, or website, that describes an archaeological find and/or is written by an archaeologist for a public audience. Identify the public (audience) to whom the piece is directed. Be prepared to share this information with the class during discussion.
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March 12 - 20 SPRING BREAK, NO CLASS

WEEK 10: TTH March 22, 24 Archaeology, museums, and parks.

Reading:

- 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.
 - Matero, Frank G. (n.d.) Heritage, Conservation, and Archaeology: An Introduction.
<https://www.archaeological.org/pdfs/Matero.pdf> Accessed Dec 23, 2015
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WEEK 11: TTH March 29, 31 Archaeology and Tourism

Reading response due Tuesday for Layton and Wallace.

Readings:

- Ho, Dennis. (2014). The Fake History of St. Augustine. *Folio Weekly*. <http://folioweekly.com/The-Fake-History-of-St-Augustine,9190> Accessed Dec 22, 2015.
- Layton, Robert, and Gillian Wallace (2006). Is Culture A Commodity? In *The Ethics of Archaeology*, edited by Chris Scarre and Geoffrey Scarre, pp. 46-48. Cambridge: Cambridge University Press.
- 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.

WEEK 12: TTH April 5, 7 Global and local publics, heritage, and meaning.

Reading response due Tuesday for Hodder OR Omland

Readings:

- Hodder, Ian (2011). Is a Shared Past Possible? The Ethics and Practice of Archaeology in the Twenty-First Century. Introduction: New Perspectives in Global Public Archaeology. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.19-28. New York: Springer.
- 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.

WEEK 13: TTH April 12, 14 Looting, vandalism, fakes, and other threats to archaeological resources.

Reading response due Tuesday for Hollowell.

Readings:

- 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.
- 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.
- Kiser, Taft (2013). Open Season on History. *New York Times*. August 2. <http://www.nytimes.com/2013/08/03/opinion/open-season-on-history.html?hp&r=0> Accessed November 2013.
- 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.
- Archaeology's Hoaxes, Fakes, and Strange Sites. *Archaeology* archive. <http://archive.archaeology.org/online/features/hoaxes/> Accessed Dec 22, 2015.
- Excerpts from: Renfrew, Colin (2005). *Loot, Legitimacy, and Ownership*. London: Duckworth.

WEEK 14: TTH April 19, 21 Project presentations part I.

WEEK 15: TTH April 26, 28 Project presentations part II.

WEEK 16: Final Exam: Wednesday, May 4, 10:45-1:15pm in usual classroom.