



Dr. Andy Creekmore

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**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 CANVAS ANNOUNCEMENTS TO ENSURE THAT YOU ARE AWARE OF ANY CHANGES.**

### *Course Description*

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 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 21<sup>st</sup> 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 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

## Instructional Methodology

This course consists of in-class and video lectures combined with in-class, outdoor, and at-home activities, readings, and videos that explore archaeological methods. We use the Canvas online portal <http://unco.instructure.com/> for all 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).

## 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 **Canvas**.

(<http://unco.instructure.com/>) Please check Canvas 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/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. 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 and the brief powerpoint presentations posted there: <http://www.unco.edu/english/wcenter/academicintegrityindex.html>

## Evaluation

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

- 50% Exams (Midterm 25%, Final Exam 25%). 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 absence is adequately documented** (doctor's excuse, accident report, etc.) **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.
- 20% Assignments and activities (includes discussion points).
- 20% Project.
- 10% Participation and citizenship. 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.

- February 9: Tentative date of field trip to Golden, Colorado.
- February 23: Midterm
- March 11-19: Spring break.
- Final Exam: Wednesday, May 3, 8:00 – 10:30am 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 Canvas if noted in the specific assignment guidelines.

### Discussion Points: Guidelines

Every student should submit to canvas **AT LEAST TWO HOURS BEFORE CLASS 2-3** discussion points for **each** assigned reading unless otherwise specified on the syllabus or in canvas announcements. The **purpose** of discussion points is to practice identifying scholarly arguments and evidence in course readings, to think critically about the readings, and to prepare you for class discussion.

Discussion points should including the following information:

- Your Name
- Bibliographic entry for the reading to which you are responding, followed by the points, and so on for each reading.
- These “points” can be a point you’d like to make about an idea expressed in the reading, a question you have about something the author covers, a critique of the author’s thesis or evidence, a striking quote that you’d like to bring into the discussion with an explanation of why you chose that quote, or any other constructive observation that you’d like to contribute to the conversation in class. You are invited to make connections between readings and across daily topics, too. In any case, show me that you’re thinking carefully and deeply about what we are reading. Note: your “points” should **NOT** be a summary of the reading.
- This assignment will be **graded** on an unsatisfactory (60-74 points) satisfactory (75-90 points) exceptional (91-100 points) basis. If you submit 2-3 constructive “points” for each reading or film on time you’ll get most of the points. If those points are especially thoughtful or insightful you will get highest points, and if you do not submit 2-3 points per reading you will receive low points.
- Regular participation and thorough preparation are important for your success in this course. Thoughtful class participation is expected and will directly impact your course grade. Active participation will increase your critical awareness, as will careful consideration of ideas expressed by your peers. All students are expected to contribute to discussion of readings and daily topics; these discussions will vary between small-group and whole-class.

### 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.

### 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 and posted to Canvas.

**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 date for which it is listed).

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**WEEK 1: TTH Jan 10, 12** 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.

Assignments:

- Discussion points for Matsuda et al. due Thursday (on canvas, 2 hours before class).
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**WEEK 2: TTH Jan 17, 19** Professional Archaeology and Cultural Resource Management.

Readings:

- Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry (2010). Introduction and Overview of Professional Archaeology. In *Cultural Resources Archaeology: An Introduction*, 2<sup>nd</sup> edition, by Thomas W. Neumann, Robert M. Sanford, and Karen G. Harry, pp. 1-30. Lanham, Md.: Alta Mira Press.
- Excerpts from: Prentiss, Anna Marie (2012). *Field Seasons*. University of Utah Press: Salt Lake City.
- Job listings posted to Canvas.

Assignments:

- Discussion points for all readings (except job listings) due Tuesday (on canvas, 2 hours before class).
  - **Due in class Tuesday:** Consider the skills and experience requirements found in the job listings (reading assignment). Write a list of these skills, including up to five discrete skills, and a list of at least three ways one could obtain those skills in order to qualify for the jobs.
  - **Due in class Thursday:** SAA survey results and write up (assignment posted to canvas).
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**WEEK 3: TTH Jan 24, 26** Legislation and policies relating to archaeology and cultural heritage.

Readings:

- Neumann, Thomas W., and Robert M. Sanford (2010). Laws, Regulations, and Protocols. In *Practicing Archaeology: an Introduction to Cultural Resources Archaeology*, 2<sup>nd</sup> edition, by Thomas W. Neumann and Robert M. Sanford, pp. 31-60. Lanham, Md.: Alta Mira Press.
- National Park Service (n.d.) National NAGPRA Frequently Asked Questions. <http://www.nps.gov/nagpra/FAQ/INDEX.HTM> Accessed August 8, 2016.
- Advisory Council on Historic Preservation (n.d.) The National Historic Preservation Program Overview <http://www.achp.gov/overview.html> Accessed January 19, 2016.
- 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.

Readings to skim for general content:

- UNESCO (1972). Convention Concerning the Protection of the World Cultural and Natural Heritage. <http://whc.unesco.org/archive/convention-en.pdf> Accessed August 8, 2016.
- UNESCO (2012). Operational Guidelines for the Implementation of the World Heritage Convention. <http://whc.unesco.org/en/guidelines/> Accessed August 8, 2016.
- Advisory Council on Historic Preservation (n.d.) Section 106 Archaeology Guidance. <http://www.achp.gov/archguide/> Accessed August 8, 2016.
- Advisory Council on Historic Preservation (n.d.) Section 106 Regulations Summary. <http://www.achp.gov/106summary.html> Accessed August 8, 2016.
- Advisory Council on Historic Preservation (n.d.). Protecting Historic Properties: A Citizen's Guide to Section 106 Review. <http://www.achp.gov/docs/CitizenGuide.pdf> Accessed August 8, 2016.
- Advisory Council on Historic Preservation (n.d.). National Historic Preservation Act of 1966, As amended through 2006 [With annotations]. <http://www.achp.gov/docs/nhpa%202008-final.pdf> Accessed January 19, 2016.

Assignments:

- Discussion points for all readings (those listed as "skim for content" can be treated as one reading with just 2-3 points for that entire list of texts) due Tuesday (on canvas, 2 hours before class).

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**WEEK 4: TTH Jan 31, Feb 2** Ethics of 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:

- 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://rpanet.org/?page=CodesandStandards> Accessed January 14, 2016
- 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.

Assignments:

- No discussion points this week.
- **Due in class Tuesday:** Write a few paragraphs analyzing what these codes of ethics 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).

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**WEEK 5: TTH Feb 7, 9** Cultural resource management careers.

Tuesday: Open Topic

Thursday: fieldtrip to Metcalf Archaeology in Golden Colorado \*time and date to be confirmed.

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**WEEK 6: TTH Feb 14, 16** Global and local publics, heritage, and ethics.

Readings:

- Hodder, Ian (2011). Is a Shared Past Possible? The Ethics and Practice of Archaeology in the Twenty-First Century. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.19-28. New York: Springer.
- 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.
- 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.
- Mason, Randall (2002). Assessing Values in Conservation Planning: Methodological Issues and Choices. In *Assessing the Values of Cultural Heritage*, edited by Marta de la Torre, pp. 5-30. Los Angeles: The Getty Conservation Institute.  
[http://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/values\\_cultural\\_heritage.html](http://www.getty.edu/conservation/publications_resources/pdf_publications/values_cultural_heritage.html)  
Accessed January 2, 2017.

Optional / for further reading:

- Breen, Colin (2014). World Heritage Sites, Culture and Sustainable Communities in Africa. In *The management of cultural world heritage sites and development in Africa: history, nomination processes and representation on the World Heritage list*, edited by Simon Makuvaza, pp. 83-91. New York: Springer.

Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class)

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**WEEK 7: TTH Feb 21, 23** Archaeology and Tourism **MIDTERM Thursday**

**Tuesday**

Readings:

- Dallen J. Timothy (2014) Contemporary Cultural Heritage and Tourism: Development Issues and Emerging Trends. *Public Archaeology* 13(1-3):30-47.
- 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.
- 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.

**Thursday: Midterm**

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## WEEK 8: TTH Feb 28, March 2 Archaeology 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.
- 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. **(Excerpt pp. 46-47)**.
- 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.
- 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.

### Optional / for further reading:

- 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.
- 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.
- Ndlovu, Ndokuyakhe (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.
- 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.

### Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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## WEEK 9: TTH March 7, 9 Authenticity and the construction of heritage.

### Readings:

- Agustín Cocola Gant (2014) The invention of the Barcelona Gothic Quarter. *Journal of Heritage Tourism* 9(1):18-34.
- 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.
- 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.
- 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.

### Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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## March 11-19 SPRING BREAK, NO CLASS

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## WEEK 10: TTH March 21, 23 Case studies: Asia

### Readings: China

- 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.
- 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.

### Readings: Japan

- 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.
- 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](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](http://www.getty.edu/conservation/publications_resources/newsletters/pdf/v31n1.pdf) Accessed July 12, 2016

### Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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## WEEK 11: TTH March 28, 30 Case studies: Africa

### Readings: South Africa

- 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.
- 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.
- Ernsten, Christian (2015) The Ruins of Cape Town's District 6. *Archaeologies: Journal of the World Archaeological Congress* 11(3):342-371.

### Readings: Ghana

- Brempong Osei-Tutu (2004) African American reactions to the restoration of Ghana's 'slave castles'. *Public Archaeology* 3(4):195-204.
- 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.
- 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.

Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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**WEEK 12: TTH April 4, 6** Archaeology, heritage, museums, and parks.

Tuesday: Guest Speaker Holly Berg.

Thursday: Field trip to Greeley History Museum. Meet at the museum.

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.

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.

Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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**WEEK 13: TTH April 11, 13** Project presentations part I.

- ➔ All projects due on April 11. Presentation dates and guidelines will be posted to canvas.

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**WEEK 14: TTH April 18, 20** Project presentations part II.

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**WEEK 15: TTH April 25, 27** 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.
- Excerpts from: Renfrew, Colin (2005). *Loot, Legitimacy, and Ownership*. London: Duckworth.
- 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.
- 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.

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.
- 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.

Assignments:

- Discussion points for all readings due Tuesday (on canvas, 2 hours before class).

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**WEEK 16:** Final Exam: Wednesday, May 3, 8:00 – 10:30am in usual classroom.