

**Semester at Sea
Colorado State University, Academic Partner**

Voyage: Fall 2017
Discipline: Anthropology
Course Number and Title: ANTH 456 Archaeology and the Public
Division: Upper
Faculty Name: Andy Creekmore
Semester Credit Hours: 3

Meeting: A Day 1100-1220, Kaisersaal Starboard

Prerequisites: One (1) introduction to pre-history course AND one (1) additional upper division anthropology course, or permission of the instructor.

COURSE DESCRIPTION

Archaeology and the Public presents case studies of the practice of archaeology in a global context. Public archaeology serves as a necessary complement to traditional academic archaeology, providing a link between the consumers and producers of information about the prehistoric and historic past. Archaeological research has changed significantly since the 1980s, today dominated by legislative based archaeology and goals of disseminating archaeological data beyond the academy. Therefore, this course explores current methods in the collection, curation, and interpretation of archaeological materials from the perspective of museums, private consulting firms, government agencies, the amateur public, and Indigenous communities. The course investigates the complex social landscape that practicing archaeologists must navigate in the modern day as well as coming decades. The course reviews the legislation that shapes archaeological practice, media representations of archaeology, career paths and preparation in public archaeology, archaeological ethics, outreach and education in archaeology, community partnerships, 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:

- Gain working knowledge of how archaeological data is created, interpreted, displayed, and stored in private and public settings.
- Examine professional ethics from multiple perspectives, including those that produce, interpret and consume archaeological data.
- Witness the diverse career tracks available within the discipline of archaeology.
- Examine the issues of both the destruction and preservation of the archaeological record, viewed from perspectives of archaeologist, museum specialists, descendent communities, looters, and collectors.
- Create projects interpreting and disseminating archaeological data using “real world” examples.

REQUIRED TEXTBOOKS

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

TOPICAL OUTLINE OF COURSE

Topics

We will cover major topics in the study of archaeology and the public, using examples from our ports of call. Although we will emphasize specific topics in each port all topics contain multiple intersecting sub-topics that we will revisit again and again. Our goal is to develop your ability to think critically about the core issues of archaeology and the public and how culture and context affect strategies and outcomes of archaeological research, public education, and the social production of heritage. You will explore these topics through study of real-world examples and your experiences in each port.

Readings and Films

Readings are listed for each class meeting. These should be completed before the class meeting and you should come prepared to discuss them with your classmates and complete in-class activities. Many readings come from our textbook, *New Perspectives in Global Public Archaeology*. All other readings and films are on electronic reserve.

NOTE: for your convenience, unless otherwise noted, all websites or weblinks listed below have been saved to PDF and posted to electronic reserve.

Activities, Assignments and Quizzes

We will complete activities in-class or for homework, and have periodic quizzes (see evaluation section below).

Depart Bremerhaven, Germany – September 9

A1–September 11: Archaeologists, the Public, and Public Archaeology.

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.

A2–September 13: Archaeology and the construction of Heritage in Barcelona.

Assignment: discussion points for Agustin and Gant (2014) and Breen et al. (2016) due on moodle one hour prior to class.

Barcelona Turisme (2006) *Barcelona's World Heritage Sites*.
<http://professional.barcelonaturisme.com/files/8684-484-pdf/bcn005ang.pdf>
Accessed July 1 2016.

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

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.

Optional / for further reading:

Ganau, Joan (2006). Invention and Authenticity in Barcelona's "Barri Gòtic" *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism* 3(2):10-23.

Lovata, Troy. (2009). Marking Culture: Torreón as Cultural Icon. In *Inauthentic Archaeologies. Public Uses and Abuses of the Past*, by Troy Lovata, pp. 77-100.

Barcelona and Valencia, Spain – September 15-18

A3–September 19: What archaeologists do and what the public thinks they do.

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.

Society For American Archaeology (n.d.). *Questions About: Archaeology As A Career*.
<http://www.saa.org/ForthePublic/FAQs/ForAdults/QuestionsAboutArchaeologyAsACareer/tabid/975/Default.aspx> Accessed July 18, 2016

A4–September 21: Archaeology as a career.

Usman, Aribidesi (2010). Being an Indigenous African Archaeologist. In *Being and Becoming Indigenous Archaeologists*, edited by George Nicholas, pp. 309-320. Walnut Creek: Let Coast Press.

Mafune, Irene Adziambei (2010). “An Encounter.” A Personal Account on Being-Becoming an Indigenous Archaeologist in South Africa. In *Being and Becoming Indigenous Archaeologists*, edited by George Nicholas, pp. 191-198. Walnut Creek: Let Coast Press.

Excerpt from: Prentiss, Anna Marie (2012). *Field Seasons*. University of Utah Press: Salt Lake City.

Job listings in archaeology.

Assignment due on Moodle by class time: Consider the skills and experience requirements found in the job listings and biographies assigned this week. Write a list of at least five discrete skills, and a list of at least three ways one could obtain those skills in order to qualify for the jobs. Finally, in a few paragraphs, compare and contrast the biographies assigned this week, focusing on what the three career paths had in common and how they differed, what challenges the individuals faced, and what obstacles they overcame.

No Class — September 23

A5—September 24: Local and global heritage

Assignment: discussion points for Breen (2014), Dekter (2015), and Hodder (2011) due on moodle one hour prior to class.

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.

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.

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.

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.
SEE PAGES 1-4

UNESCO (2012). Operational Guidelines for the Implementation of the World Heritage Convention. <http://whc.unesco.org/en/guidelines/> Accessed August 8, 2016.
SEE PAGES 1-7, 13-17.

Optional / for futher reading:

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.

A6—September 26: The social construction of heritage in Ghana.

Assignment: discussion points for Brempong (2004), Apo and Gavua (2016) due on moodle one hour prior to class.

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.

UNESCO (n.d). *Asante Traditional Buildings*. <http://whc.unesco.org/en/list/35> Accessed August 8, 2016.

UNESCO (n.d). *Forts and Castles, Volta, Greater Accra, Central and Western Regions*. <http://whc.unesco.org/en/list/34>. Accessed August 8, 2016.

Optional / for futher reading:

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.

Labi, Kwame Amoah (2008). Toward a Museum Culture in Ghana: Processes and Challenges *Museum Anthropology* 31(2):105-121.

de Witte, Marleen and Birgit MEYER (2012). African Heritage Design: Entertainment Media and Visual Aesthetics in Ghana. *Civilisations* 61(1):43-64.

Tema and Takoradi, Ghana – September 27-30

A7—October 3: Ethics of Archaeology.

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

Optional / for futher reading:

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.

A8—October 5: Archaeology and the construction of heritage in post-apartheid South Africa.

Assignment: discussion points for Flynn and King (2007), Shepherd (2011), and Ernsten (2015) due on moodle one hour prior to class.

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.

Optional / for further reading or the field class if that option is assigned by SAS:

Beyers, Christiaan (2008). The Cultural Politics of "Community" and Citizenship in the District Six Museum, Cape Town. *Anthropologica* 50(2):359-373.

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.

Shepherd, Nick (2002) The Politics of Archaeology in Africa. *Annual Review of Anthropology* 31:189-209.

Cape Town, South Africa – October 7-12

A9—October 13: Professional Archaeology and Cultural Resource Management.

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.

A10—October 15: Legislation and policies relating to archaeology and cultural heritage.

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.

National Park Service (n.d.) National NAGPRA Frequently Asked Questions. <http://www.nps.gov/nagpra/FAQ/INDEX.HTM> Accessed August 8, 2016.

No Class – October 16

A11–October 18: Public archaeology and heritage in Mauritius.

Assignment: discussion points for Boswell (2005), and Chowdhury (2015) due on moodle one hour prior to class.

Boswell, Rosabelle (2005). Heritage Tourism and Identity in the Mauritian Villages of Chamarel and Le Morne. *Journal of Southern African Studies* 31(2):283-295.

Chowdhury, Amitava (2015). Maroon Archaeological Research in Mauritius and Its Possible Implications in a Global Context. In *The Archaeology of Slavery*, edited by Lydia Wilson Marshall, pp. 255 -275. Carbondale, IL: Southern Illinois University Press.

Additional reading (read or review before completing your assignment for the field class):

Swift, Candice Lowe (2007). Privileging the Diaspora in Mauritius. *Diaspora: A Journal of Transnational Studies* 16(3):287-322.

Fowler, Peter (2004). The Idea of Cultural Landscape. In *Landscapes For The World*, by Peter Fowler, pp. 15-31. Bollington: Windgather Press Ltd.

UNESCO (n.d.). *Le Morne Cultural Landscape*. <http://whc.unesco.org/en/list/1259> Accessed August 9 2016.

Le Morne Heritage Trust Fund (2012). *Discovering Le Morne Cultural Landscape*. <http://www.lemorneheritage.org/assets/Visitor%20trail%20flyer.pdf> Accessed August 9 2016.

Ministry of Housing and Lands, Mauritius (2007). *Planning Policy Guidance 2: Le Morne Cultural Landscape*. <http://www.lemorneheritage.org/assets/policy.pdf> Accessed August 9 2016.

Apravasi Ghat Trust Fund (n.d). *Brochure*. <http://www.apravasighat.org/English/Your%20Visit/Documents/Brochure%20-%20Apravasi%20Ghat%20World%20Heritage%20Site.pdf> Accessed August 9 2016.

<http://www.apravasighat.org/English/Resources%20Buffer%20Zone/Documents/Historicall%20overview%20of%20the%20buffer%20zone.pdf> Accessed August 9 2016

Apravasi Ghat Trust Fund (2015). *Apravasi Ghat World Heritage Site*.
<http://www.apravasighat.org/English/Education/Documents/Information%20-%20Francais%20-%20English.pdf> Accessed August 9 2016

Port Louis, Mauritius – October 19

FIELD CLASS: Public Archaeology and the Production of Heritage in Mauritius

A12–October 21: Discuss the voyage thus far, what we learned and where we are headed.

No Class – October 22

A13–October 24 MIDTERM

Cochin, India – October 25-30

No Class – October 31

A14–November 2: Archaeology and civic engagement

Assignment: discussion points for Little (2007), Pyburn(2011), and Galla (2012) due on moodle one hour prior to class.

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.

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.

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.

UNESCO (2016). *Pyu Ancient Cities*. <http://whc.unesco.org/en/list/1444/> Accessed August 7 2016.

Optional / for further reading:

Department of Achaeology, National Museum & Library (Myanmar) (2016).
http://www.archaeologymm.com/php/home_about.php Accessed August 7 2016.

Higham, C.F.W. (2001). Archaeology in Myanmar: Past, Present, and Future. *Asian Perspectives* 40(1):127-138.

Yangon, Myanmar – November 4-8

A15–November 9 Archaeology and the Public in Southeast Asia

Shoocongdej, Rasmi (2011). Public Archaeology in Thailand. In *New perspectives in global public archaeology*, edited by Katsuyuki Okamura and Akira Matsuda, pp.95-111. New York: Springer.

No Class – November 11

A16–November 12: Destruction and Development of Archaeological Sites

Assignment: discussion points for Johnson (2001), and O'Reilly (2014) due on moodle one hour prior to class.

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.

O'Reilly, Dougald J.W. (2014) Heritage and Development: Lessons from Cambodia. *Public Archaeology*, 13(1-3):200-212.

Ho Chi Minh City, Vietnam – November 14-18

A17–November 19: Public Archaeology in 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.

No Class – November 21

A18–November 22: Heritage Values and Social Change in China

Assignment: discussion points for Levin et al (2016) (just one point for this reading), Mingkang (2016) (just one point for this reading), Shepherd and Yu (2013), and Zhu (2015), due on moodle one hour prior to class.

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

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.

Zhu, Yujie (2015) Cultural effects of authenticity: contested heritage practices in China, *International Journal of Heritage Studies* 21(6):594-608.

Optional / for further reading:

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.

Shanghai, China – November 24-29

A19–November 30: Public Archaeology in 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.

Kobe, Japan – December 2-6

A20–December 7: Archaeology and Tourism

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.

A21–December 9: Archaeology and the public in Hawaii.

Assignment: discussion points for Mills et al. (2013), Williams (2014), and Uyeoka (2013) (just one point for this reading), due on moodle one hour prior to class.

Mills, Peter R, and Kathleen L. Kawelu (2013). Decolonizing Heritage Management in Hawai'i. *Advances in Anthropology* 3(3): 127-132.

Williams Jr., Ronald (2014). Raising Moku'ula. *Hana Hou!* 17(5):53-59.

Uyeoka, Kelley Lehuakeapuna (2013). Huliau: A Time Of Transformation In Hawaiian Cultural Resource Management. *The SAA Archaeological Record* 13(2).
[http://onlinedigeditions.com/article/Huliau%3A A Time Of Transformation In Hawaiian Cultural Resource Management /1347794/151306/article.html](http://onlinedigeditions.com/article/Huliau%3A+A+Time+Of+Transformation+In+Hawaiian+Cultural+Resource+Management+/1347794/151306/article.html) Accessed August 8, 2016.

Hawaii Tourism Authority (n.d.) *Heritage Sites of Hawai'i*.
<http://www.hawaiitourismauthority.org/default/assets/File/brand/HawaiiHeritageSites.pdf>
Accessed August 8, 2016.

Optional / for further reading:

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.

Various Authors (1996). Approaches to Heritage. Hawaiian and Pacific Perspectives on Preservation. *Cultural Resource Management* 19(8).
<https://www.nps.gov/CRMJournal/CRM/v19n8.pdf>

A22–December 11: Final Project Presentations part I.

Final project due, including complete field notebook and paper.

A23–December 13: Final Project Presentations part II.

A24–December 15: Final Project Presentations part III.

Honolulu, Hawaii – December 16

A25–December 18; A Day Finals

San Diego, California – December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field

Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment

The Field Class for this course will take place on Thursday, 19 October, in Port Louis, Mauritius.

Class Title: Public Archaeology and the Production of Heritage in Mauritius

The Mauritius field course for ANTH 456 provides students the opportunity to tour the old city of Port Louis and two UNESCO World Heritage sites, Aapravasi Ghat and Le Morne. Aapravasi Ghat is an immigration port where hundreds of thousands of indentured workers from Africa, India, and Asia arrived between 1849 – 1920 to work in local sugar farms or transfer to other for similar work. The site includes standing structures from the depot as well as an interpretive center. After touring this site we will take a walking tour of the old city before departing for Le Morne. On the way to Le Morne we will view the sugar cane fields and discuss the history of Mauritius. The Le Morne Cultural Landscape is notable for its preservation of a spectacular mountain and beach landscape where escaped slaves from Africa to Asia took refuge and established maroon communities in the 18th to 19th centuries. We will enjoy lunch on the beach, meet with representatives from the Le Morne National Heritage Trust Fund to discuss the landscape and heritage policies, and visit a recently excavated rock shelter occupied by maroons. Our day ends at the Port Louis citadel to view the sunset over the city.

Field Class Learning Objectives:

1. Students will describe three aspects of Mauritian heritage encountered in the field course and explain why these are significant to global heritage.
2. Students will describe the archaeological contribution to the heritage sites visited during the course.
3. Students will identify the factors that distinguish heritage sites and heritage landscapes.
4. After their visit students will produce a four page essay that analyzes the sites visited during the course in the context of the above learning objectives as well as the heritage ethics, laws, practices, and other sites discussed in the course. This assignment will emphasize the archaeological, cultural, and heritage value of the sites they visited.

Independent Field Assignments: Global public archaeology and heritage (class project)

During our voyage students will have an opportunity to visit many museums, historic sites, and sites with local, national, or global heritage significance. Each student should visit at least four such sites in four different ports, not including the field class, and record observations and reflections in a field notebook. These observations should be connected to our course topics and readings, such as tourism, development, ethics, authenticity, heritage values, indigenous communities, etc. Although you will complete an individual notebook, you will work with two assigned partners to combine your findings for the final project.

At end of the semester your group will present to the class your findings and analysis along with a five page, double-spaced, times new roman font, 1” margins, group-authored essay that discusses your observations, reflections, and questions in light of the assigned readings and films for the course as well as other information that you obtain from your port visits. This presentation should rank all the sites you each visited separately or together by categories including local value and global value, identify the role of archaeology at each site, state the relevance of each site to the public, and identify stakeholder communities that should be consulted in their development. The presentation and paper should not simply summarize your notes but instead synthesize the observations and reflections of each member of your group in the context of analysis and discussion. A more detailed rubric will be provided in the future but in general the project (notes, paper, and presentation) will be graded for completeness, content, and quality.

METHODS OF EVALUATION / GRADING SCALE
GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

Attendance, participation, and class behavior	10%
Attendance is required for SAS courses. 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 behavior, including fiddling with electronic devices, sleeping, 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.	
Assignments, in-class activities, and quizzes (includes discussion points).....	10%
We will complete a number of in-class activities as well as homework assignments or pop-quizzes about the content of readings or films. Some assignments are listed on the syllabus but others will be added as needed.	
Midterm	20%
Covers all assigned readings, films, class discussion, etc. up to the date of the midterm.	
Final Exam	20%

Covers all assigned readings, films, class discussion, etc. between the midterm and the final. Some aspects of the final exam may require a comprehensive review of material covered prior to the midterm.

Field class.....	20%
See above for details.	
Class project.....	20%
See above for details.	

Discussion Points: Guidelines

When discussion points are listed as an assignment for a given day, every student should submit to moodle, **at least one hour before class**, two discussion points for **each assigned** reading unless otherwise specified on the syllabus or in subsequent 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 or a lengthy discussion of various issues.
- This assignment will be **graded** on an unsatisfactory (60-74 points) satisfactory (75-90 points) exceptional (91-100 points) basis. If you submit 2 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 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.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision

(e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: Edited by Peter R. Schmidt and Inocent Pikirayi

TITLE: Community Archaeology and Heritage in Africa

PUBLISHER: Routledge.

ISBN #: ISBN-13: 978-1138656857; ISBN-10: 1138656852

DATE/EDITION: 2016/ reprint edition

AUTHOR: Edited by 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

ELECTRONIC COURSE MATERIALS

All readings listed on the syllabus with the exception of chapters from our textbook, *New Perspectives in Global Public Archaeology*, will be placed on electronic reserve. All websites or weblinks listed in the syllabus are saved as PDF files and posted to course reserves