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
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 Amsterdam — September 9

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


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


**Optional / for further reading:**


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**Barcelona—September 15-18**

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


Job listings in archaeology.

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**A4—September 21:** Ethics of Archaeology.


Browse the codes of ethics and conduct for major associations of archaeologists:

• Register of Professional Archaeologists, Code of Conduct.  

• Society for American Archaeology, Principles of Archaeological Ethics.  

• World Archaeology Congress, Code of Ethics. Consists of several documents addressing specific topics. See especially the “first code of ethics.”  

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No Class – September 23

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**A5—September 24:** Global and local publics, heritage, and ethics.


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


Optional / for further reading:


Tema—September 27-30

**A7—October 3:** Archaeology as Civic Engagement and Activism


Optional / for further reading:


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


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


Cape Town—October 7-12

**Field Class Priority 2:** The construction of heritage in post-apartheid South Africa.

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


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


Readings to skim for general content:


Advisory Council on Historic Preservation (n.d.) Section 106 Regulations Summary.  


No Classes—October 16

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


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


Port Louis – October 19

FIELD CLASS priority 1: Public Archaeology and the Production of Heritage in Mauritius

A12—October 21: MIDTERM

No Class – October 22

A13—October 24 Looting, vandalism, fakes, and other threats to archaeological resources.


Optional / for further reading:


Cochin – October 25 - 30:

No Classes—October 31
**A14—November 2:** Archaeology and the Public in Southeast Asia


Optional / for further reading:


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**Yangon—November 4-8**

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**A15—November 9:** Establishing partnerships with the public, descendant, and indigenous communities.


Optional / for further reading:


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**No class – November 11**

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**A16—November 12:** Destruction and Development of Archaeological Sites


Ho Chi Minh City - November 14-18

**A17—November 19:** Public Archaeology in China


No Class – November 21

**A18—November 22:** Heritage Values and Social Change in China


Optional / for further reading:


Shanghai—November 24-29
A19—November 30: Public Archaeology in Japan


Kobe—December 2 - 6

A20—December 7: Archaeology and Tourism


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


Hawaii Tourism Authority (n.d.) Heritage Sites of Hawai‘i.

Optional / for further reading:

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 & Assignment
[Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Fall 2017 Courses and Field Class page when available.]

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 Priority 1: Public Archaeology and the Production of Heritage in Mauritius.
The objective of this field class is to examine the factors that make World Heritage Sites and Landscapes significant both locally and globally. Students will start the day with a visit to the World Heritage Site of Aapravasi Ghat Ghat. After a brief walking tour of Port Louis we will travel through the sugar landscape to the World Heritage Landscape of Le Morne where we will meet with heritage officials, have lunch on the beach, and visit a rock shelter inhabited by marooned slaves. Returning to Port Louis we will stop at the citadel before boarding the ship. After the field class students will produce a four page essay that analyzes the sites visited in Mauritius in the context of heritage ethics, laws, practices, and other sites discussed in the course. This assignment will emphasize the archaeological, cultural, and heritage value of the sites visited.
Field Class Priority 2: The construction of heritage in post-apartheid South Africa.
The objective of this field class is to examine how heritage is socially constructed in the context of socio-political change. In the case of Cape Town, post-apartheid shifts in political power and social values sparked efforts to present or present more accurately in museums and sites the heritage of “black” and “colored” members of society. Students will start the day with a walk along Prestwich Street, where development required the contested relocation of burials from many groups in society. Next we will visit the District 6 Museum, which presents the story of a segregated district that was later destroyed. Finally we will visit either the Castle of Good Hope or Robben Island to view a second example of heritage values displayed in a museum context. After the field class students will produce a four page essay that analyzes the sites visited in Cape Town in the context of heritage ethics, laws, practices, and other sites discussed in the course. This assignment will emphasize the archaeological, cultural, and heritage value of the sites 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, 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 four page, double-spaced, times new roman font 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 ethnographic project (notes, paper, and presentation) will be graded for completeness, content, and quality.

METHODS OF EVALUATION / 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:

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<tr>
<th>Percentage</th>
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<tr>
<td>97-100%</td>
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<td>93-96%</td>
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<td>90-92%</td>
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<td>87-89%</td>
<td>B+</td>
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<td>83-86%</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>Less than 60%</td>
<td>F</td>
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Attendance, participation, and citizenship .......................................................... 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 citizenship, including 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.

In-class activities, assignments, and quizzes .......................................................... 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.

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.

Field class .................................................................................................................... 20%

See above for details.

Class project ................................................................................................................ 20%

See above for details.

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 Innocent Pikirayi
TITLE: Community Archaeology and Heritage in Africa
PUBLISHER: Routledge.
DATE/EDITION: 2016/ reprint edition

AUTHOR: Edited by Katsuyuki Okamura and Akira Matsuda
TITLE: New perspectives in global public archaeology.
PUBLISHER: Springer.
    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.