Course Information
Saving the Plundered Past: Ethics and Controversy in Contemporary Archaeology
Course ID & Section: ANT 4105-0M01
Credit Hours: 3
Semester/Year: F2018
Location: BA2 0207
Time: 10:30-11:45am

Course Description
This course introduces students to the social, economic and political contexts surrounding contemporary archaeological research and interpretation, with an emphasis on ethics, heritage management, and law.

Instructor Contact
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Course Objectives
- Students will be able to identify the social, political, and economic forces that influence contemporary archaeology
- Students will be able to explain how archaeological knowledge about the past is used by interest groups to interpret and legitimate social, economic, and political conditions in the present
- Students will be able to list ethical standards and laws governing contemporary archaeological investigation and the management of cultural resources
- Students will write papers and create presentations using standards within the discipline of archaeology

Required Texts
Scarre, Chris, and Geoffrey Scarre. 2006. *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, Cambridge University Press, Cambridge.

Zimmerman, L.J., K. D. Vitelli, and J. Hollowell-Zimmer. 2003. *Ethical Issues in Archaeology*. Altamira Press in Cooperation with the Society for American Archaeology, Walnut Creek, California.

Supplemental Texts
Supplemental readings will be available within webcourses

Course Requirements

Readings and Class Preparation:
Up to three readings will be assigned for each class session for a total of about six readings per week to include articles, book chapters, and on-line references. All required readings must be completed prior to the class period.

Participation (5% of grade):
In-class lectures will be minimal. Instead, I will provide readings and ask you to formulate questions for in class discussion. Class time will be spent exploring your questions and comments. Full participation is required to uphold your participation grade each class session. Full participation is evaluated based upon attendance, the completion of readings, attentiveness in class, and engaged discussion and/or debate.

Weekly Assignments (10% of grade):
Each week during the online mode of the course I will ask you to complete some kind of assignment for that day. The assignment will be related to the reading/film assigned for that day and could be taking part in a discussion, a writing a personal reflection, writing an academic critique, performing internet research, or making a visit to a nearby/campus location and doing some quick research. All assignments will be due by 11:59pm Monday night via webcourses assignments.

Article Critiques (10% of grade):
Beginning the second week of the course, specific students will be required to submit a 2-3 page response paper with discussion questions based on a specific reading assigned for that week. Response papers are designed to help you critically engage the assigned material, prepare you and your colleagues for in-class discussion, and help you develop written communication skills in preparation for the longer research paper.

It may be helpful to structure the response papers in the following manner. First, restate the thesis of the author(s), then paraphrase the main arguments of the reading using specific examples from the text, finally critique the theoretical and methodological approaches that the author(s) use to interpret data, argue an opinion, critique other theories and methodologies, etc.

As part of the response paper you will need to prepare at least three discussion questions based on the readings you chose. Article critiques with discussion questions are due Monday night by 11:59pm via webcourses assignments.

Field Response Papers (3 at 10% each for a total of 30%):
We will take three field trips to different museums/events during the course of the semester in an effort to study how archaeological evidence is incorporated into historical narratives. As part of the these field trips, you will be required to write three short papers (2-3 pages) focusing on different aspects of the experiences. I will provide more details later in the semester. Total cost for field trips will range between $12 and $42 depending

on rates. While this is an extra charge, it's roughly the cost of one inexpensive text for class, and right now there are only two required texts.

Course Project: Research Paper and Presentation (45% of grade):
The final project for this class consists of five components: 1) a paper topic, 2) research paper draft, 3) a critique of another student's draft, 4) a final paper draft, and 5) a short presentation.

Paper Topic (no grade, required):
The research paper is an in-depth, critical review of one of the issues listed in the last part of this syllabus. Other topics are possible, with consultation from me. You will be required to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis about the topic.

Paper Draft (10% of grade):
The paper must be a minimum of 10 pages in length, double-spaced, 12 pt. font, one-inch margins, with at least 10 citations and references cited. The final list of references must be approved by me prior to commencement of writing. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit a draft of your paper prior to the final due date. The draft will be read by me and someone else in the class. Your colleague and I will provide feedback that you must integrate/address in your final draft. Drafts will be work-shopped in class at the end of the semester. This process is designed to introduce you to writing in the discipline of archaeology and to help you gain experience with drafting, critiquing, revising, and editing written work.

Paper Critique (5% of grade):
You will be assigned one other student's paper draft to read and critique. You will be required to write a 1-2 page critique of your colleague's paper addressing the following topics: presence/strength of thesis, logic and argumentation, use of evidence to support assertions, structure, and style. I will provide you with further guidance as the due date approaches.

Presentation (15% of grade):
The subject of the paper will be presented to the class in the form of an SAA style presentation worth 20% of the final grade. The presentation should be 10-13 minutes in length. All presenters must use presentation software (i.e., Powerpoint or Prezi). I will provide instructions for creating your presentation later in the course.

Final Paper Draft (15% of grade):
The final paper will be a revised and edited version of the paper draft that has been critiqued and work-shopped by your colleagues and me. The final paper must address and/or integrate comments from your colleagues and me. This paper represents the culmination of your academic writing experience in this class.

Missed Assignments/Make-Ups/Extra Credit
Readings and assignments are due on the day they are listed on the syllabus. Because this is a seminar style discussion based course, it is critical that everyone has her/his assignments ready the day they are due. Outside of documented extreme extenuating circumstances (i.e., family emergency and severe illness) assignments cannot be made-up. I do not anticipate offering any extra credit in this course.

Evaluation and Grading

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	< 60
A-	90-93	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Assessment	Percent	Total Points
Participation	5	25
Weekly Assignments (10)	10	50
Article Critique	10	50
Field Response (3)	30	150
Paper Topic	0	0
Paper Draft	10	50
Paper Critique	5	25
Paper Final	15	75
Paper Presentation	15	75
TOTAL	100	500

Attendance Policy
Attendance is mandatory and will be calculated as part of your participation grade.

Academic Honesty
Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright
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Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you neednotmake any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Reading and Assignment Schedule

Week	Date	Mode	Topic	Readings	Assignment	Due Date
1	21-Aug	F2F	Introduction		Student Questionnaire	24-Aug
	23-Aug	Online	Archaeological Ethics	Sabloff (2008), Wylie (2003), Lynott (2003)	Assignment 1	27-Aug
2	28-Aug	F2F	Significance and Value	Noble (2001), Coningham et al. (2006), Codes of Ethics		
	30-Aug	Online	Cultural Resource Law	NPS Archaeology Program, Cushman and Howe, 2012	Assignment 2	3-Sep
3	4-Sep	F2F	Stewardship	Young (2006), Wylie (2005)		
	6-Sep	Online	Kennewick Man	Bruning (2006), Film "Who Owns the Past?"	Assignment 3	5-Sep
4	11-Sep	F2F	Library Tutorial			
	13-Sep	Online	Shipwreck Archaeology	Bass (2003), NGS San Jose (2015), NYTimes Titanic (2012)	Assignment 4, Paper Topic	17-Sep
5	18-Sep	F2F	Looting and Collectors	Labell (2003), Hollowell (2006)		

	20-Sep	Online	Tourism	Diaz-Andreu (2013), Ardren (2004)	Assignment 5	24-Sep
6	25-Sep	F2F	Field Trip - Regional History Museum			
	27-Sep	Online	U.S. Historical Archaeology	Gable and Handler (1996), Leone et al. (1987), McBride and McBride (2010)	Field Response 1	1-Oct
7	2-Oct	F2F	Intgerating Indigenous Perspectives	Watkins (2003), Singleton and Orser (2003)		
	4-Oct	Online	Cultural Terrorism	Auwera (2012)	Assignment 6	8-Oct
8	9-Oct	F2F	Embedded Archaeology	Jordan (2012), Emberling (2008), Spirydowicz (2010)		
	11-Oct	Online	Holocaust Archaeology	Shermer 2002 (ch 13), Shermer 2002 (ch 14), Sturdy-Colls (nd), Sturdy-Colls (2012)Film "The Treblinka Archaeology Hoax"	Assignment 7	15-Oct

9	16-Oct	F2F	Holocaust Deniers and Pseudo-Archaeology	Arnold (2006), Arnold 2002, Diaz-Andreu and Ramirez Sanchez 2004		
	18-Oct	Online	Disaster Archaeology	Gould (2007), Gould, 2007 (ch 2), NYT (2011), Meskell (2002), Kerrigan (2011), https://www.911memorial.org	Assignment 8	22-Oct
10	23-Oct	F2F	Forensic Archaeology and War Crimes	Steele (2008), Flavel and Barker (2009), Congram and Sterenberg (2009)		
	25-Oct	Online	Branding Archaeology	Fagan and Rose (2003); Parker (2016)	Assignment 9	29-Oct
11	30-Oct	F2F	NO CLASS - Ghost Tour	Beisaw (2016)		
	1-Nov	Online	NO READINGS - GHOST ASSIGNMENT		Field Response 2	5-Nov
12	6-Nov	F2F	Archaeology and Education	TBA		

	8-Nov	Online	Interactive Archaeology	TBA	Assignment 10	12-Nov
13	13-Nov	F2F	Field Trip - OMA			
	15-Nov	Online	Work on Draft		Field Response 3, Paper Draft	19-Nov
14	20-Nov	F2F	Presentations			
	22-Nov	Online	Work on Critique		Paper Critique	26-Nov
15	27-Nov	F2F	Presentations			
		Online	Work on Final		Final Paper	30-Nov