I. Rationale: The roots of scientific archaeology lie in antiquarianism and colonial empire. Elite collectors assembled ancient artifacts, for aesthetic reasons or to assert links with the past, and museums developed to fulfill such functions in the public interest in emerging nation-states. This course will discuss the complex and often contentious ways that these legacies influence contemporary archaeology, museum practices, and international heritage management. The central question—who owns the past?—will be explored in both an intellectual sense and an economic one. We will discuss cooperation and conflict among archaeologists and descendant communities, issues of repatriation, and laws and policies that determine the treatment of artifacts as commodities.

GLOBAL CULTURES FLAG. This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

WRITING FLAG. This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work.
You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

II. Course Aims and Objectives:

*Aims:* Required readings and selected media (websites, videos, image galleries) will prepare students to discuss issues related to the history of museums, the regulations and laws surrounding archaeological artifacts and sites, and the interplay between antiquities trafficking and efforts at global heritage management. The course is intended to challenge students to develop a critical stance toward important issues at the intersection of law, ethics, and morality.

*Specific Learning Objectives:*

By the end of this course, students will:

- demonstrate knowledge and comprehension of key facts surrounding the central course themes by successfully completing periodic Monte Carlo quizzes related to required readings.
- show an understanding for the complex dynamics of museum curation by visiting two UT collections and preparing a reflection paper comparing the two
- exhibit a sense of national and antiquities laws by preparing an *amicus curiae* brief related to a case of antiquities or heritage law.

III. Format and Procedures: There are three important aspects to this course. The first is *individual preparation*. Each student is expected to complete the required readings prior to attending class, preparing notes in response to knowledge, comprehension, and analysis questions posted on Canvas for that day’s class. Students are encouraged to work with other students to prepare for class, but each student should prepare notes and questions for their own use. The second aspect of the course is *class* itself, which is intended to use required readings and related media as the basis for a discussion of key material, including answering student questions raised by the readings. The third part of the course is *collaborative work*, consisting primarily of the *amicus curiae* writing project, which will be done as a group throughout the term.

IV. Tentative Course Schedule: *Required article** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

**WEEK 1: INTRODUCTION AND ORIGINS**

**Tuesday, January 19:** Course Introduction

**Thursday, January 21:** Archaeology’s Colonial Past

*Readings:* Schnapp 2002

*Media:* [https://www.youtube.com/watch?v=ihD3__Nm8qA](https://www.youtube.com/watch?v=ihD3__Nm8qA) [Short (1:00) video showing the rise and fall of colonial empires around the world]
WEEK 2: THE BIRTH OF THE MUSEUM

Tuesday, January 26: The Origins of the Museum
Readings: Abt 2011; Rowan and Baram, Chapter 4 (Vinson)

Thursday, January 28: Inside the Museum (View streaming video on museum)*
Readings: Fine-Dare Chapter 1

WEEK 3: COLLECTING AND DISPLAYING NATIVE AMERICAN LIVES

Tuesday, February 2: The Exhibition of Native Americans
Readings: Fine-Dare, Chapter 2
Media: http://www.pbs.org/wgbh/amex/minik/program/intro.html [Overview of a PBS documentary on Minik Wallace, an Inuit boy taken from Greenland to live in the American Museum of Natural History]

Thursday, February 4: The Rise of the Repatriation Movement
Readings: Fine-Dare, Chapter 3

WEEK 4: NAGPRA

Tuesday, February 9: Amicus curiae proposal discussion; writing a legal brief

Thursday, February 11: NAGPRA (FILM: “Who Owns the Past”) 
Reading: Fine-Dare, Chapter 4

WEEK 5: DESCENDANT COMMUNITIES AND ARCHAEOLOGY

Tuesday, February 16: NAGPRA and UT: Visit from Stacy Drake
Reading: Fine-Dare, Chapter 5, conclusion

Thursday, February 18: Native Americans and Archaeology
Readings: McGhee 2008; Wilcox 2010
Media: https://www.youtube.com/watch?v=yCyjVHaZIew [“Breaking New Ground: Native Americans in Archaeology” Documentary on the participation of Native Americans in Cultural Resource Management (32:39)]

WEEK 6: PRESENTING THE PAST

Tuesday, February 23: Orphaned Objects/Curated Objects

Thursday, February 25: Curated Objects/Orphaned Objects

WEEK 7: PUBLIC ARCHAEOLOGY

Tuesday, March 1: Visit by Brad Jones (Texas Historical Commission)
Media: http://www2.thc.state.tx.us/index.shtml [THC site]
DUE: Reflection Paper on Curated/Orphaned Objects

Thursday, March 3: Archaeology’s Audiences
**Readings:** Read comments on the Society for American Archaeology’s public archaeology page [http://www.saa.org/publicftp/public/forArchaeologists/outreach_PAis.html#1](http://www.saa.org/publicftp/public/forArchaeologists/outreach_PAis.html#1)


**WEEK 8: THE PAST AS PROPERTY**

**Tuesday, March 8:** Archaeology on Private Land, Private Collections (*American Digger*)

**Readings:** Kiser 2013

**Media:** [https://www.youtube.com/watch?v=fqgeIFnGfZA](https://www.youtube.com/watch?v=fqgeIFnGfZA) [Video (15:30) of avocational excavation of a cellar hole in New England]; [http://www.austindiggers.com/](http://www.austindiggers.com/) [Austin Diggers site]

**Thursday, March 10:** Peer-review session: Rough drafts for *Amicus Curiae* Brief

**NOTE:** NO CLASS MARCH 15 or 17 (Spring Break!)

**WEEK 9: THE WORLD OF LOOTING**

**Tuesday, March 22:** Conflict, Poverty, and the Dynamics of Subsistence Digging

**Readings:** Hollowell 2006

**Media:** [http://traffickingculture.org/encyclopedia/terminology/subsistence-digging/](http://traffickingculture.org/encyclopedia/terminology/subsistence-digging/) [Description of “subsistence digging”]; [https://www.youtube.com/watch?v=--MB8KIOzV4](https://www.youtube.com/watch?v=--MB8KIOzV4) [Short film (8:08) Digging up Peru’s Past to Survive]

**Thursday, March 24:** Organized Crime and Antiquities Trafficking

**Readings:** Alderman 2012; Book Club Books

**Media:** [https://fivethirtyeight.com/features/the-real-life-indiana-jones/](https://fivethirtyeight.com/features/the-real-life-indiana-jones/) [“Hidden Idols” A short film on Homeland Security and antiquities trafficking (12:37)]; [https://www.youtube.com/watch?v=Lij6WP5r91c](https://www.youtube.com/watch?v=Lij6WP5r91c) [CBS report on ISIS records on antiquities looting (2:06)]

**WEEK 10: THE WORLD OF COLLECTING**

**Tuesday, March 29:** Auction Houses and Private Collections

**Readings:** Keefe 2007; Book Club Books

**Media:** [http://www.sothebys.com/en/departments/antiquities.html](http://www.sothebys.com/en/departments/antiquities.html) [Sotheby’s Ancient Sculpture Department]; [https://www.youtube.com/watch?v=Yqv5w5RPR2E](https://www.youtube.com/watch?v=Yqv5w5RPR2E) [Video (3:55) Man Discovers His Navajo Blanket is worth $300-500K]; [https://www.youtube.com/watch?v=JkALJbv1eiU](https://www.youtube.com/watch?v=JkALJbv1eiU) [Video (1:09) Record Sale of Ming Vase by Sotheby’s]

**Thursday, March 31:** Building Museum Collections with Illicit Antiquities

**Readings:** Taub 2015; Book Club Books

**Media:** [https://www.youtube.com/watch?v=8ylltnfkybg](https://www.youtube.com/watch?v=8ylltnfkybg) [Short video on Cambodian sculpture (6:40)]; [http://artsbeat.blogs.nytimes.com/2015/05/11/cleveland-museum-returns-ancient-statue-to-cambodia/?_r=0](http://artsbeat.blogs.nytimes.com/2015/05/11/cleveland-museum-returns-ancient-statue-to-cambodia/?_r=0) [Article on museum return of Cambodian sculpture]

**WEEK 11: CASE STUDIES IN GLOBAL ANTIQUITIES TRAFFICKING**

**Tuesday, April 5:** Book Club

**DUE:** Book Club Response Paper

**Thursday, April 7:** Editorial discussion of *amicus briefs*
WEEK 12: NATIONAL HERITAGE AND INTERNATIONAL REPATRIATION
Tuesday, April 12: Nationalism and Archaeology
    Readings: Arnold 2006; Rowan and Baram, Chapter 9 (James)
    Media: http://listverse.com/2015/07/18/10-bizarre-stories-of-nazi-archaeology/

Thursday, April 14: National Claims on Collected Objects
    Readings: Rowan and Baram, Chapter 3 (Kersel);

WEEK 13: CONFLICT AND THE DESTRUCTION OF HERITAGE
Tuesday, April 19: Heritage Destruction and the Creation of UNESCO
    Readings: Rowan and Baram, Chapter 2 (Magness-Gardner)

Thursday, April 21: Statelessness, Conflict, and Symbolic Destruction of Heritage
    Readings: Rowan and Baram, Chapter 11 (Golden)

WEEK 14: WORLD HERITAGE AND TOURISM
Tuesday, April 26: World Heritage and Local Archaeological Sites
    Readings: Rowan and Baram, Chapter 8 (Stark and Griffin)
    Media: http://whc.unesco.org/en/list/ [UNESCO World Heritage List];
    https://www.youtube.com/watch?v=4SSVRByUZYI [[Short (2:06) interview with Tess Davis about looting in Cambodia];

Thursday, April 28: Archaeological Tourism
    Readings: Rowan and Baram, Chapters 5, 6, 7, 10, 12, 13
    Media: https://www.archaeological.org/pdfs/AIATourismGuidelines.pdf [AIA guide to best practices in archaeological tourism]

WEEK 15: PRESENTATIONS
Tuesday, May 3: Presentation of Amicus Curiae Briefs
Thursday, May 5: Presentation of Amicus Curiae Briefs

V. My Assumptions
    I approach this course with the assumption that most students have no prior background in archaeology, and that most are taking the course to fulfill a major or minor requirement, or to satisfy one of the two flag requirements for the course. Based on this assumption, I have designed the course with media and readings that will be broadly accessible and interesting. I have invited experts to come speak with us in class, and have designed activities that will take us out of the classroom to where we can have a closer interaction with archaeological artifacts.
VI. Course Requirements:

1. Class attendance and participation policy:
Punctual attendance in class meetings is required, and students who are not present when attendance is taken will be counted absent. All students are encouraged to participate actively in class activities, and we will engage in a wide range of interactions to facilitate the broadest opportunities for everyone to take part. If there is a particular way that you feel that you could contribute to the course, please let me know!

Respect is a central expectation for our class. This means appropriate use of technology and refraining from distracting or disruptive behavior. Laptops and tablets are permitted in the lecture hall for the purposes of note-taking only—please switch off the wi-fi capabilities of these devices prior to the start of class and limit your use of them for activities in this class. Mobile phones should be switched off or into silent mode, and should not be used in the classroom. Appropriate use of technology communicates respect for other students and for the instructor; failure to do so may result in a revision of class policies allowing computers and tablets.

Religious Holy Days. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: You will read three required books, which should both be available from the Co-op, as well as a limited number of articles.

Required Books

In addition to the required books, the following articles are required readings for the course. A pdf file of each reading will be placed on Canvas prior to the class meeting. Students are responsible for accessing these readings even if they are not on Canvas.

Required Articles

3. Assignments, Assessment, and Evaluation

Make-ups: There will be NO make-ups for Monte Carlo quizzes or class absences. Students who miss class for serious health reasons or other compelling circumstances may discuss their situation with the professor, but will need to present documentation that they could not attend class. I strongly that students inform me in advance if they anticipate missing class, to the extent possible. For students whose absence is excused, missed classes and work will be excluded from the calculation of final grades. For practical reasons, there will be no make-ups for missed class presentations.

Late Work: There will be NO individual extensions for assignment deadlines. Late work will be penalized 10% for every 24-hour period following the deadline for a given assignment (including weekends), and will only be accepted in the first week following an assignment’s due date.

Final Exam: There is NO final exam for this class

Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to my attention within one week after your graded work is returned to you. Please review your graded work when it is returned and let me know if you feel that there are any problems.

4. Use of Canvas in class: This class uses Canvas for a number of Web-based course management functions. Canvas can be accessed at [http://canvas.utexas.edu/](http://canvas.utexas.edu/). The university provides support and tutorials for interested students—it is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, Canvas will be used primarily as a place to post the course syllabus, slides associated with classes, and readings from sources other than our required books.

VII. Grading Procedures: Grades will be based on:

1. **Monte Carlo Quizzes:** 30%. At the start of class, it will be determined whether a quiz is to be administered, and if so, which question will be answered. Students will be given five minutes to write their response. A full description of these quizzes will be posted on Canvas.
2. **Reflection Paper (Orphaned and Collected Objects):** 15%. A short paper (2-3 pages) pertaining to our visits to the Blanton Museum and Art Library collection. A full description of the assignment will be distributed in advance.

3. **Short Paper (Book Club):** 15%. Each student will prepare a short paper (2-3 pages) pertaining to the book that they select for our Book Club meeting. A full description of the assignment will be distributed in advance.

4. **Amicus Curiae Brief:** 35%. Student groups of 3-4 members will preparing a legal brief in the *amicus curiae* style, a type of writing intended to advise the court about a legal case. Each student will develop a specific section of the brief, and the group will edit the text collaboratively into a single document. A full description of the assignment will be distributed at the beginning of the term.

5. **Presentation of Amicus Brief:** 5%. Student groups will present their work and organize class discussion of it in the final weeks of the term.

*Grade Scale:*
*A*: 93.0+
*A*-*: 90.00-92.99
*B*+: 87.00-89.99
*B*: 83.00-86.99
*B*-*: 80.00-82.99
*C*+: 77.00-79.99
*C*: 73.00-76.99
*C*-*: 70.00-72.99
*D*+: 67.00-69.99
*D*: 63.00-66.99
*D*-*: 60.00-62.99
*F*: Below 60.00

*Note: Grades will not be rounded*
VIII. Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Any work submitted by a student in this course for academic credit must be the student's own work. Collaboration is an important part of some aspects of this course, and it is important to state precisely when collaboration is acceptable, and when it is not. Students are strongly encouraged to work together to prepare for class, and several aspects of the course will involve collaboration among student groups, including group presentations. All Monte Carlo quizzes and individual writing assignments are to be prepared individually, without consultation with other students.

IX. Other University Notices and Policies

Excused Absences for University Extracurricular Activities
Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

Use of E-mail for Official Correspondence to Students
• All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q drop Policy
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

v v v v