



ARTS

SEMESTER 2, 2019 **Course Information**

- **Course Coordinator**

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Office HSB 853, office hour Monday 1-2 pm or by appointment

We have a series of guest lecturers joining our teaching team throughout the semester.

- **Course delivery format**

2 hours of lectures (Monday 10am-12pm) and 1 hour of reading discussions/tutorials (Wednesday 2-3pm). See course schedule for more details on the schedule.

Summary of Course Description

Globally, archaeological features and historic monuments are increasingly threatened by urban development, looting, antiquities trafficking, and effects of climate change. Using an archaeological perspective, we examine state-of-the-art recording technologies, community partnerships, legislation, management systems, and the role of museums in conservation and exhibition. Case studies from Aotearoa, Pacific and elsewhere illustrate major issues, contradictions, and controversies, alongside effective heritage management.

Each week we will examine local and international case studies. Throughout the semester we ask five major questions: Why does the past matter? What constitutes heritage? Who owns the past? How should heritage be presented? How can heritage be managed?

Course outcomes

A student who successfully completes this course will have the opportunity to:

- acquire knowledge of local and global archaeological heritage issues and apply it to a variety of industry settings
- acquire knowledge of heritage legislation in New Zealand in comparison to global examples
- understand and carry out critical evaluation of archaeological heritage issues in academic and public spheres
- acquire skills in writing, critical thinking, and academic literacy

Readings:

The course 'readings' will be a combination of journal articles, book chapters, and multi-media content. The reading list is available on Talis via Canvas.

Assignments:

There are two written assignments, discussions contributions, and a final exam. Work will be accepted up to two weeks after the due date. **Submission is via Canvas only, there is no hard-copy submission required.** Please ensure you retain a backup of your assignment.

Assignment 1 (20%) due Monday 19th August (Week 5)

For Assignment 1 you must prepare a research question and annotated bibliography containing four references (peer reviewed sources) in preparation for Assignment 2. Assignment 1 should be no more than 1,000 words.

Assignment 2 (30%) due Monday 30th September (Week 9)

Assignment 2 is a 1500 word essay in which you must discuss a key issue/s in global archaeological heritage management. Your topic may be inspired by an issue discussed in class, in the readings, or from media discussions of heritage. You will develop your question as part of Assignment 1.

Discussion participation (10%)

You are required to post questions and discussion points relevant to the weekly 'readings' on Canvas. They must be unique (i.e. you can't repeat another student's point) and show some depth of consideration of the reading. These will guide discussion sessions on Friday. One question or point equals 1%.

Final Exam (40%)

The final exam is two hours long and will consist of essay questions relating to lecture content and readings discussed in the course.

- The final examination for the course will be a computer based exam, not paper based. Information will be provided during the course on the computer based exam, including a demo exam. Each student is responsible for accessing the information and ensuring that they are fully prepared for the computer based exam.

Workload:

The University of Auckland's expectation on 15-point courses, is that students spend 10 hours per week on the course. Students manage their academic workload and other commitments accordingly. Students attend two hours of lectures each week and participate in a one-hour discussion from week 2 of semester. This leaves seven hours per week outside the classroom to complete readings, prepare for discussions, assignments and the exam.

Deadlines and submission of coursework:

There are many reasons why we sometimes don't get work finished on time. If you need help or more time to complete your assignment, please don't hesitate to approach us to work with you to figure out a plan to get your work submitted.

Course Schedule:

Please see Canvas for more detail each week including readings.

Week 1

What is archaeological heritage?

Tuesday: Lecture

Friday: Introduction and discussion

Week 2

Commercialising heritage: archaeo-tourism'

Tuesday: Lecture

Friday: Discussion

Week 3

Heritage conservation

Tuesday: Lecture

Friday: Assignment tutorial

Week 4

Comparative heritage legislation

Tuesday: Lecture

Friday: Discussion

Week 5

Impact of climate and environment on heritage

Tuesday: Lecture

Friday: Discussion

Assignment 1 due on Monday

Week 6

Heritage and conflict

Tuesday: Lecture

Friday: Discussion

MID SEMESTER BREAK

Week 7

Digital archaeology

Tuesday: Lecture

Friday: Discussion

Week 8

The role of museums in heritage

Tuesday: Lecture

Friday: Discussion

Week 9

Tradition and heritage

Tuesday: Lecture

Friday: Discussion

Assignment 2 due on Monday

Week 10

Heritage and identity

Tuesday: Lecture

Friday: Discussion

Week 11

Presenting the past

Tuesday: Lecture

Friday: Discussion

Week 12

Global heritage management review

Tuesday: Lecture

Friday: Revision

In the classroom

Discussion and Decorum: Some of the themes in this course can be difficult to talk about sensitively and meaningfully. However, we (the teaching staff) believe that speaking and listening to others is an important part of learning, so we will encourage discussion and expect participation. In order to ensure that people can do so comfortably and are protected from harm we will develop some shared expectations and guidelines at the beginning of semester. These guidelines are intended to create a safe environment so that everyone can engage and participate.

Our expectation is that in class we will each think, discuss and debate as anthropologists. That is, we use concepts that are scholarly, are conscious of the language we use, as well as the way that our personal values and experiences are reflected in our views. Please be careful and sensitive when you talk about race, gender, class, faith, sexuality etc. Avoid inflammatory or exclusionary language. We reserve the right to ask you to reframe or refrain if, in our opinion, your contribution does not meet these criteria.

Honesty in coursework

Plagiarism can involve direct copying, paraphrasing, or not acknowledging your indebtedness to 'books, articles, the Internet, and other students' work. This specifically includes essays from previous years or essays purchased from online sources. Using work from either of these sources is academic cheating.

Wherever you make use of the work or ideas of other people, published or unpublished, you must properly acknowledge and cite it. You would usually acknowledge material by providing a reference, in brackets in the text to the source and then providing a list of references at the end of the essay.

The University views cheating in coursework as a serious academic offence, and will not tolerate cheating, or helping others to cheat. Any instance of cheating will be dealt with through the University of Auckland disciplinary process. The work you submit for grading must be your own work. Where you have used work from other sources, it must be properly acknowledged and referenced. This also applies to sources on the Internet.

The following chart gives a useful indication of the grading system used for your exam and assignments.

Assesment of Student Learning

Example of a Grading System and descriptors relating to student attainment

GRADE	% VALUE	DESCRIPTION
A +	90 – 100	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.
A	85 – 89	
A -	80 - 84	
B +	75 – 79	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
B	70 – 74	
B -	65 - 69	
C +	60 – 64	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.
C	55 – 59	
C -	50 - 54	
D +	45 – 49	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D	40 - 44	
D-	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.