



## CULTURES AT RISK: HUMAN RIGHTS AND HERITAGE TODAY ANTH 2380

Lecture: Hyer Hall, Room 111

Class Times: Tues, Thurs 8:00am – 9:20am

B. Sunday Eiselt

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Office Location: 428a Heroy Hall

Office Hours: M 12:00pm–2:00 pm; Tues 10:30am-12:00pm; Thurs 10:30am-12:00pm

### Course Abstract

Archaeology is generally associated with the study of the past, but more and more, it serves a modern world. Archaeologists are frequently involved in genocide and natural disaster recovery efforts, and they work with law enforcement in high-profile trafficking crimes. They assist local communities in sustainable living projects, and they advise governments and stakeholders on a wide variety of environmental concerns. They are occasionally called upon to assist in the planning of wars, and they are essential to the development of national narratives under dictatorial and democratic regimes. In the context of a world recession, archaeology generates billions of tourism dollars each year even as priceless heritage sites crumble under the lack of government funds. In this global and multi-cultural world, archaeologists must consider the implications of their practice for living people and wrestle with the many political dimensions of their work. We will explore some of these ethical dilemmas with a focus on specific case studies, and will utilize an “Ethics Bowl” format to examine the dilemmas of heritage preservation, looting, and human rights.

### What is Ethics Bowl?

Ethics Bowl is a team debate competition where student teams examine case studies that demonstrate ethical dilemmas drawn from a wide range of areas. The students determine a morally defensible resolution to the dilemmas, which they then defend before a panel of judges and a competing team. After a team presents a case and is challenged by a competing team and responds to that challenge, judges question the team to elicit more detail, raise issues not addressed in the original answers, or further challenge them. Judges evaluate the team's performance in terms of the coherence of the argument, propriety of reason, and response to challenges. This class focuses on the ethics of archaeological practice and the many predicaments that archaeologists face every day.

### Canvas

This class uses Canvas. I will send announcement alerts via Canvas to your SMU email account.

**It is your responsibility to check your SMU email account regularly to get these announcements.** The syllabus, readings, class assignments and other materials will be placed on Canvas for you. You also will be able to track your grade in the class by clicking on the My Grades link. You should monitor your grades to catch any errors that may occur. Please feel free to bring any discrepancies to my attention right away – don't wait. All completed writing assignments for the class will be submitted to Canvas for grading.

### Textbook

The required book for this class is “Ethics in Action: Case Studies in Archaeological Dilemmas” by Dru McGill, Julie Hollowell, and Chip Colwell-Chanthaphonh (2008), published by the Society for American Archaeology.

Please note that this book is NOT available at the SMU bookstore. Although you may order a hard copy of the book for as little as \$24.95 plus shipping, I recommend that you purchase the Kindle Edition for \$9.99 from the Amazon store at:

To download the free Kindle cloud reader go here: <https://www.amazon.com/gp/feature.html?docId=1000579091>

This will give you immediate access to the book at a reduced price.

### Course Format and Requirements

This course is divided into three parts. We will introduce you to the field of archaeology, frameworks for ethical reasoning and archaeological ethics during the first three weeks of class. You also will be provided with a list of 12 case studies from the Society for American Archaeology Ethics Bowl Committee. All students will be split into teams of six, and the cases will be divided among them so that each team has a student with primary responsibility for two cases. Students will be responsible for preparing the team's ethical position on the cases they've chosen, and for presenting the team's position on that case during the course of the semester. The second part of the class will consist of case study reviews and discussions. We will cover two case studies during each class period. Practice Ethics Bowl rounds will commence after fall break. The final ethics bowl tournament will take place during the scheduled final exam period.

All students are expected to be prepared for presentations and to participate in class debates and are responsible for being prepared to give at least one formal case presentation during the course of the semester. I will be with you every step of the way to provide guidance, encouragement, and direction. No prior experience with moral philosophy is required to take the course.

### Grading Basis

The course will be graded as follows:

#### Papers:

- First Paper Drafts: 10%
- Final Papers: 25%

#### Participation/Competition:

- Classroom Participation: 20%
- Readings, and Discussion Assignments: 10%
- Final Oral Argument: 20%
- Teamwork and Collaboration: 15%

A = 100% to 95% A- = 94% to 90%

B+ = 89% to 88% B = 87% to 84% B- = 83% to 80%

C+ = 79% to 78% C = 77% to 74% C- = 73% to 70%

D+ = 69% to 68% D = 67% to 64% D- = 63% to 60%

F = 59% and lower

**PLEASE NOTE:** The teamwork and collaboration portion of your grade is based on your team's performance in oral presentations (5%) and your interactions with the team (10%), including your ability to collaborate, contribute, and complete your responsibilities.

### Papers

Please note that your first paper draft is 10% of your grade. This grade will largely reflect the apparent effort put into thinking broadly and deeply about your cases. I will not expect refined and polished writing in a first draft, but the more clearly you can express your arguments, the better. Students who turn in poor first drafts will have great difficulty receiving an A in this course. Students are responsible for producing papers that articulate and defend their team's positions on the cases for which they have primary responsibility (2 cases per student). There is no hard word limit, however, it is difficult to cover cases in sufficient depth in less than 1500 words.

These papers should not be written as normal analytical or literature review papers. In particular, it is unacceptable to wait until the second half of the quarter to begin doing this written work. Ethics Bowl is an extemporaneous debate competition, and students

must be prepared to speak without notes. Preparing a good Ethics Bowl case involves developing a position substantially before the competition so that it may be practiced and refined. Accordingly, I encourage students to see these papers as a living document, begun as soon as the cases are assigned and constantly updated as the student's understanding of their case deepens or changes and they gather more support for their position.

To this end, students will submit their papers as drafts once for comments, by October 18 at 5:00pm. Please submit these directly to Canvas. Final papers are due on December 1 by 5:00pm (submitted directly to Canvas)

Papers will be graded with an eye toward their use in preparing students to perform in an extemporaneous debate setting. An excellent paper would therefore not involve things like a close textual analysis or engagement with a narrow philosophical issue, but would rather construct a comprehensive ethical stance on a case along with a broad consideration of counter-arguments and alternative ethical stances the team has rejected.

We will discuss all rubrics in class.

### **Classroom Policies**

Refrain from all peripheral activities that are not a part of this class while we are in session. This includes among other things checking mobile devices, taking phone calls (outside of emergencies), answering email, posting on Facebook, or working on assignments or on readings from other classes. **If you are unable to abide this policy, you will be asked to leave the class and your participation grade for the class period will be zero. Signing in for another individual who did not attend class, or having someone sign in for you will result in a null score (zero) for the class. This is a code of conduct violation that I will take seriously.**

### **University Policies**

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**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 or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Plagiarism:** Plagiarism is the misrepresentation of the work of another as your own and is a serious infraction of the University Honor Code. Instances of plagiarism or any other cheating will be reported to the University Honor Council, and will at the very least result in failure of this course. The University policy on plagiarism may be found at: [http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp) and in the Student Handbook at: [http://www.smu.edu/studentlife/PDF/SMU\\_Student\\_Handbook\\_06-07.pdf](http://www.smu.edu/studentlife/PDF/SMU_Student_Handbook_06-07.pdf)

**Campus Carry:** In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy)."

**Undergraduate Education Curriculum:** This course fulfills the following pillars and proficiencies.

1. Institutions and Cultures, Pillar Level 1
2. Philosophical/Religious/Ethical Inquiry, Pillar Level 2
3. Writing Proficiency (W)
4. Information Literacy Proficiency (I)
5. Oral Communication Proficiency (O)

### **Pillars and Proficiencies**

- Individuals, Institutions, and Cultures: To understand complex social systems, we will explore archaeological efforts to document and analyze the interactions of individuals, cultures, and institutions that shape modern responses to crisis and disaster in heritage management.
- Philosophical/Religious/Ethical Inquiry: Students will be able to identify ethical issues within the practice of archaeology, and to explain and evaluate responses to these issues in terms of both their factual and ethical presuppositions.
- Proficiency W: Through multiple opportunities students will demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience.
- Proficiency I: Information Literacy: We will learn how to effectively retrieve, evaluate, and apply pertinent and reliable sources and how this material relates to the wider universe of potential information on a topic through regular “In-focus” assignments and a final class project pertaining to ethics and controversies in contemporary archaeology.
- Proficiency O: Oral Communication: Through one-on-one interactions with the instructor and the production and presentation of a poster for the final class project, we will improve our abilities to design verbal messages to suit particular audiences and purposes.

### **Student Learning Outcomes (SLOs).**

With reference to the management and protection of heritage resources and human rights, and through class participation and assignments, students will be able to:

- Identify ethical issues within a particular domain, and to explain and evaluate responses to those issues in terms of both their factual and ethical presuppositions.
- Identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences.
- Summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.
- Select and use the appropriate research methods and search tools for needed information.
- Evaluate sources for quality of information for a given information need.
- Select, organize and use appropriate evidence or information to suit a specific or targeted audience.
- Use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.
- Demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience.

# August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
		Introduction to the Course, The Relevance of Archaeology to Contemporary Society		Archaeology: What we do and how we do it.		
28	29	30	31			
		Ethics in Archaeology				
		Notes:				

# September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Thinking Through Ethics		
4	5	6	7	8	9	10
	Labor Day. University offices closed	Learning From Ethical Dilemmas		Case Studies in Archaeological Ethics		
11	12	13	14	15	16	17
		Teams Assigned: Collaboration Strategies		Group Case Study		
18	19	20	21	22	23	24
		Case Discussions		Case Discussions		
25	26	27	28	29	30	
		Case Discussions		Case Discussions		
	<b>Notes:</b>					

# October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
		Case Discussions		Case Discussions		
9	10	11	12	13	14	15
	Fall break	Fall break		No Class -Meet in teams		
16	17	18	19	20	21	22
		Practice Presentation Rounds FIRST DRAFT PAPERS DUE		Practice Presentation Rounds		
23	24	25	26	27	28	29
		Practice Presentation Rounds		Practice Presentation Rounds		
30	31	<b>Notes:</b>				

# November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Practice Presentation Rounds		Practice Presentation Rounds		
6	7	8	9	10	11	12
		Practice Presentation Rounds		Practice Presentation Rounds		
13	14	15	16	17	18	19
		Practice Presentation Rounds		Practice Presentation Rounds		
20	21	22	23	24	25	26
		No Class, Work on Ethics Bowl Prep		Thanksgiving Break	Thanksgiving Break	
27	28	29	30			
	Notes:					



# December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Ethics Bowl Tournament Prep - FINAL PAPERS DUE		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	Ethics Bowl Tournament 8-11 AM					
18	19	20	21	22	23	24
25	26	27	28	29	30	31
		Notes:				