



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Archeology Abroad: Approaches to Cultural Heritage Management and Preservation Across an Ocean
Program, semester, year	International Studies Program, Spring, 2025
Credits ECTS	3 USA
Instructor's full name and email	Morgan Forrester Smith, morgan-f-smith@utc.edu
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	TBA
Requirements	TBA
Language of instruction	English
Type of teaching	In person

INTRODUCTION

The United Nations Educational, Scientific, and Cultural Organization is the world's foremost heritage management preservation group. UNESCO statements and directives represent the most up to date, expert consensus-based information on how to best ensure long-term sustainability of tangible and intangible cultural heritage. Students of archaeology (and generally) are often not aware of the anthropological but also political and legal impact UNESCO has, particularly in the United States, which has had an on-again, off-again relationship with the program, only recently rejoining UNESCO following a four-year absence. This course will summarize the impact of the UNESCO policy-making initiative, survey renowned and lesser-known sites in the home country (or region) of each student, and compare and contrast legal frameworks of heritage law on land and underwater. The latter is particularly important and follows on the heels of the recent 2024 UNESCO Conference in Barcelona, which reaffirmed the 2020's as the "Decade of Ocean Science."

COMPETENCES

General Competences (GC):

- GC1: Distinguish the UNESCO footprint, including the most geographically close UNESCO site to each student's hometown.
- GC2: Create a presentation regarding UNESCO's focus on the decade of ocean science for sustainable development of continental shelves while minimizing the impact on cultural resources.
- GC3: Evaluate case studies of the politicization of cultural heritage.
- GC4: Explore and experience at least three UNESCO events/sites while abroad in Spain.

Specific Competences (CE):

- SC1: Appraise varying efforts to preserve cultural heritage in the US and Spain (both UNESCO members).
- SC2: Discuss varying efforts to preserve cultural heritage underwater and on land.

METHODOLOGY

Course instruction will be divided into two distinct components. The first half of the class will largely be based on discussion and traditional lectures, during which students read, digest, and converse about UNESCO. The primary text of the first component will be "A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace," by Lynn Meskell (2018). Other texts will include excerpts from "The Deepest Map," by Laura Trethaway (2023), "Can Shipwrecks Lead to a World War?" by Peter Campbell (2015), and the UNESCO 2001 Convention charter and training manual for the protection of underwater cultural heritage.

The second half of class will include field trips and guest lectures from (hopefully) archaeologists and scholars familiar with Spanish UNESCO sites, if not UNESCO experts. The class will be based out of Alcalá de Henares, itself a UNESCO World Heritage Site. Primary activities of focus will be to visit the UNESCO area "Paleolithic Cave Art of Northern Spain" and the Fallas Festival; itself a UNESCO intangible cultural heritage event. Thus, between the history and architectural significance of Alcalá de Henares, the deep time expressed in the Spanish paleolithic, and the anthropological experience of Fallas, this class will showcase to students how the preservation of shared heritage benefits all of us.

PREPARATION FOR CLASS

- Students will arrive to class on-time and prepared for the day's activities, whether that includes reading the assigned text or understanding the day's discussion points.
- While in class, whether the presenter is Dr. Smith, a guest lecturer, or a student delivering a presentation, students will be attentive and ask questions that facilitate a deeper understanding of the material at hand.
- Students will take notes during class presentation and discussions. Students will be allowed to use a single index card of notes for the final exam and must be keen to pay attention to important, overarching concepts as well as specific details.

EVALUATION

- **Exams.**
Typically, students have a mid-term and a final exam.
Total : 10 %.

If the teacher finds out that the student has copied in the exam, the final grade will be 0, without the possibility of making up for the exam.

The teacher can do "surprise quizzes". These are at the beginning of the class and short (about 5 minutes). These can be considered as a classroom exercise.

- **Written work.**
It is recommended to give students a rubric so they know how this work will be assessed.
Total : 10 %

Note: teacher can deduct points from the work if the student turns in the written work late. It is necessary to say how many points each day.

- **Oral presentations.**

It is recommended to give students a rubric so they know how this work will be assessed.
Total : 20%.

- **Participation.**

It can be divided in high and low participation. Usually high participation is when students are attentive in class, they ask relevant questions, make comments and answer questions posed by teacher and other students. Their attitude shows interest and they are active taking notes.

Low participation is when students seem bored or uninterested, don't ask questions, don't make comments and almost never participate in debates, discussions or answer questions from the teacher and other students.

Total : 30%

EVALUATION

Exams	10%
Written work	10%
Oral presentations	20%
Participation	30%
¿?	30%

PLAGIARISM

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips,

to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es
Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

BIBLIOGRAHY

"A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace." Lynn Meskell, 2018.

INSTRUCTOR