

**ARH 1030: Art Crime**  
University of Florida, College of the Arts, School of Art + Art History  
**Fall 2025**

Quest 1: Justice and Power

## Syllabus

NOTE: This syllabus is subject to change, and students should consult it each week during the semester.

## General Information

Credit Hours: 3

Course Web Site: <http://elearning.ufl.edu/>

Final exam: 12/12/2025 @ 12:30 PM - 2:30 PM

## Class Meetings

Lecture: Mondays and Wednesday, Period 8, 3:00 – 3:50 pm, LIT 101

Discussion Section 27444: Thursday, Period 6, 12:50 - 1:40 pm, FAC 201

Discussion Section 27445: Thursday, Period 7, 1:55 – 2:45 pm, FAC 201

Discussion Section 27446: Thursday, Period 9, 4:05 – 4:55 pm, FAC 201

**Main Instructor:** Alice Klima

Office hours: Thursdays 1:00 – 3:00 PM

Office: FAC 119

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Phone: 352-273-3072

## Course Description

Art and cultural property crime can be defined as the theft, forgery, looting, trafficking, and censorship of art, the use of art to commit financial crime, and the violation of living artists' rights. This class explores art crime within the broader concept of cultural heritage, asking the following: Why is it important to safeguard humanity's tangible cultural heritage and make it publicly accessible, and who are its rightful owners? When art and antiquities are stolen or forged, who is harmed? What can we do to address threats to cultural heritage and make reparations?

This course addresses the global issue of art crime, which can be studied from many disciplinary perspectives: art history, archaeology, psychology, law, criminology, journalism, philosophy, history, museum studies, and economics. Throughout the semester students will explore the multiple dimensions of art crime, learn the ways in which the problem has evolved since the UNESCO Convention of 1970, and chart best practices going forward. The class will question

some of the problem's fundamental underpinnings, including ideas about ownership and authenticity, biases inherent in media coverage of the problem, and the limitations of both the nation-state and international law. We will see that the protection of cultural heritage offers many opportunities to foster mutual understanding and sustainable growth.

### Quest and General Education Credit

- Quest 1
- Humanities

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

- International (N)

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

- Writing Requirement (WR) 2000 words

This course accomplishes the Quest (<https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext>) and General Education (<https://catalog.ufl.edu/UGRD/academic-programs/generaleducation/#objectivesandoutcomestext>) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

### Required Readings and Works

- All required readings are available for free on Canvas, through the library's Course Reserves, or on the internet, as indicated on the weekly plan. If students
- prefer to read a hard copy of Michael E. Jones' *Art Law: A Concise Guide for Artists, Curators, and Art Educators*, they are encouraged to purchase it.
- For help with writing and citing, we recommend Kate Turabian's *Student's Guide to Writing College Papers*.
- To complete the assignment reviewing a film, novel, or television show, students may need to purchase a text or pay to rent the title, but there are also free options.
- Materials and Supplies Fees: N/A

### Graded Work

## Description of Graded Work

### 1. Attendance: 8%

Points assigned based on attendance at the weekly discussion sections. Includes the in-class visit to the Harn Museum of Art.

### 2. Participation: 12%

Most lectures will include short participation assignments, and each section meeting will include in-depth discussion of the week's readings and other material presented in class. Students are assigned 2 or 3 points each week based on their participation and/or their submission of short writing assignments that capture the discussions. (See the participation rubric below. A percentage is calculated based on the total number of participation points available in the semester, usually about 40. This then counts as 12% of the overall grade.)

### 3. Short critical reflection essay (600 words, WR) due Week 4: 10%

Students will be provided with two short case studies of artworks that have been stolen from their countries of origin and brought to the U.S.—objects of different media and from different cultures and time periods. Assuming only one can be investigated by the FBI, they should argue which case should be pursued for investigation, and thus examine their cultural priorities. Essay is due Thursday, September 11, 11:59 pm, submit on Canvas.

### 4. Midterm exam in Week 7: 15%

Exams consist of multiple choice questions and short essays based on class material. A study guide is provided in advance. Midterm will be held in class on Wednesday, October 1.

### 5. Film, novel, or television series review (600 words, WR) due in Week 10: 10%

Students write a critical review of a feature film, novel, or television show that deals with art theft or forgery (examples are *The Thomas Crown Affair*, *Museo*, *Night Train to Memphis*, and *White Collar*). A list of recommended options will be provided, and in the case of a television show students should watch at least four episodes. The review is due on October 23, 11:59 pm, submit on Canvas.

### 6. Abstract and bibliography for Research Paper due in Week 12: 5%

In advance of the research paper (see below), students should submit a short description of the art case they will investigate, as well as a bibliography with at least three sources (print or digital), for the professor's feedback and approval. The abstract and bibliography are due November 6, at 11:59 pm, submit on Canvas.

### 7. Research paper (1,000–1,500 words, WR) due in Week 14: 13%

Students should investigate and report on a case of art crime, forgery, censorship or copyright infringement of their choosing. They should articulate a thesis explaining how the

case furthers our understanding of the problem of art crime. The research paper is due on November 20, 11:59 pm, submit on canvas.

#### 8. Final exam: 20%

Exams consist of multiple-choice questions and short essays based on class material. A study guide will be provided in advance. The final exam is held on December 12, 12:30 pm. This time slot is assigned by the University of Florida.

### Grading Scale

For information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>  
(<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)

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

### COURSE SCHEDULE

This is a general outline of the class schedule, topics, and assignments. A detailed list of readings is on our Canvas site.

#### Week 1

**August 21** Section: No class

#### Week 2

**August 25 and 27** Topic: Introduction to the course

**August 28** Section: Introduction

#### Week 3

**September 1** No Class (Labor Day Holiday)

**September 3** Topic: Introduction to Art and Crime

**September 4** Section: Discussion and review

#### Week 4

**September 8 and 10** Topic: History

**September 11** Section: Discussion and review

**Assignment:** Short Essay due 11:59 pm, on Canvas

#### Week 5

**September 15 and 17** Topic: Desire

**September 18** Section: Discussion and review

### Week 6

**September 22 and 24** **Topic:** Authenticity  
**September 25** **Section:** Discussion and review

### Week 7

**September 29** **Topic:** Review  
**October 1** **Assignment:** Midterm exam in class  
**October 2** **Section:** Discussion and review

### Week 8

**October 6 and 8** **Topic:** War  
**October 9** **Section:** Discussion and review

### Week 9

**October 13 and 15** **Topic:** Money  
**October 16** **Section:** No Class (Fall Holiday)

### Week 10

**October 20 and 22** **Topic:** Artists' Rights  
**October 23** **Section:** Discussion and Review  
**Assignment:** Review essay due 11:59 pm, on Canvas

### Week 11

**October 27 and 29** **Topic:** Artworks in Transit  
**October 30** **Section:** Discussion and review

### Week 12

**November 3 and 5** **Topic:** Roles of Museums  
**November 6** **Section:** Discussion and review  
**Assignment:** Abstract and bibliography, due 11:59 pm, on Canvas

### Week 13

**November 10 and 12** **Topic:** Regional Case Studies, Italy and Peru  
**November 13** **Section:** Discussion and review

### Week 14

**November 17 and 19** **Topic:** Solutions  
**November 20** **Section:** Discussion and review  
**Assignment:** Research paper due, 11:59 pm, on Canvas

### Week 15

**November 24 – 28** **No Class – Thanksgiving Break**



### Week 16

**December 1 and 3 (last day of class)** **Topic:** Conclusions

### Exam Week

Assignment: **Final Exam, December 12 @ 12:30 PM - 2:30 PM**

## Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the **Quest**  (<https://catalog.ufl.edu/UGRD/academic-programs/general-education/>) and **General Education**  (<http://undergrad.ua.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>) learning outcomes as follows:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).* Students demonstrate competence in the legal, art historical, technical, and philosophical concepts, theories, and methodologies used to study and combat the theft and forgery of objects considered art. Class discussions and activities, papers, and exams are all opportunities to achieve these outcomes.

- **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* Students evaluate the different perspectives of individuals and entities involved in cases of art crime, and consider multiple variables to chart solutions going forward. They develop sensitivity to the ways the problem varies between world regions. They consider critically the ways the problem is represented in popular culture and recommend improvements. Class discussions and activities, the critical reflection essay, the film/novel/TV series review, and the research paper are the primary opportunities to achieve these outcomes.

- **Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Students communicate content, analyses, and evaluations in written and oral forms. All class assignments are opportunities to achieve this outcome.

- **Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.* Students examine their own preferences and values related to cultural heritage with the critical reflection essay and with their choice of a topic for the research paper.

- **International:**

- \* *Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.* Except for Week 2 (which gives historical background), the course is focused on the contemporary international phenomenon of art crime. All class assignments, but especially the film/novel/TV series review and the research paper, allow for this outcome.

- \* *Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.* The class considers art crime in various parts of the world, and the ways in which the problem is graver in some areas more than others. Class discussions of course readings allow for comparisons between regions and understanding of interconnections.

NOTE: The course is geared toward studying art crime as an international phenomenon. While there is some coverage of Native North American art theft, and much consideration of what U.S. museums and collectors do with art from around the world, throughout the class we consider the issue from the vantage point of Europe, Africa, South America, and Central America.

**• Humanities:**

*\*Identify, describe, and explain the history, underlying theory and methodologies used. As an interdisciplinary course there are various opportunities to compare and contrast different disciplinary methodologies. For example, those of journalists, lawyers, and art historians will be explained and compared. Class discussions of course readings (and discussion with the invited speaker), the Harn experiential assignment, and the research paper are the main opportunities for this.*

*\*Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. The class considers the ways in which various disciplines approach art crime, and the various biases and/or priorities they operate from. Class discussions of course readings and discussion with the invited speaker are the main opportunities for this.*

## Quest Learning Experiences

### 1.Details of Experiential Learning Component

Students will visit the Harn Museum of Art with their section group and see a presentation by a Harn curator and/or registrar on how museums authenticate and ascertain the legal provenance of artworks. Classes will discuss the information provided by museum labels and artworks themselves and how they can evaluate them for provenance information. Then students will be allowed to choose individual works on display at the Harn to investigate independently and share the results of their findings as a participation assignment.


### 2.Details of Self-Reflection Component

Students will be provided with two short case studies of artworks that have been stolen from their countries of origin and brought to the U.S.—objects of different media and from different cultures and time periods. Assuming only one can be investigated by the FBI, they should argue which case should be pursued for investigation, and thus examine their cultural priorities. This assignment is due at the beginning of the semester, and at the end we will have a discussion about whether students would revise or change their opinions.

## Required Policies


### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>   
(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)




### **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting


<https://disability.ufl.edu/students/get-started/>  (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at


<https://gatorevals.aa.ufl.edu/students/>  (<https://gatorevals.aa.ufl.edu/students/>). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>  (<https://ufl.bluera.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>  (<https://gatorevals.aa.ufl.edu/public-results/>).

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>  (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Note that it includes the submission of academic writing that is not your own, and this applies to the use of AI tools such as ChatGPT. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<https://counseling.ufl.edu/about/location-hours-contact/>  (<https://counseling.ufl.edu/about/location-hours-contact/>), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/>  (<http://writing.ufl.edu/writing-studio/>) or in 2215 Turlington Hall for one-on-one consultations and workshops.



### **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**A link to academic policies and resources online can be found here:**

**<https://go.ufl.edu/syllabuspolicies>**.