



**Arch 5112 Issues in Archaeological Science
2020 Fall**

Fridays 2:30 – 5:30 pm

Instructor: **Dr. Jessica Metcalfe**, BB 2001D, 807-343-8276, jmetcal1@lakeheadu.ca

Office Hours: Email me to schedule a meeting. You may also post questions in the General Course Discussions folder on the course website. All students are encouraged to use this board to help each other. I will check and respond at least weekly.

Theme: **Science, Objectivity, and Community Collaboration**

Summary: Why do we do archaeology? How is archaeological knowledge produced? Who controls archaeological research questions, interpretations and results? Whose history are we telling? How can we work towards a more equitable and ethical archaeology? This course will delve into these subjects, asking you to try to think about science, objectivity, and archaeological research from different points of view. We will explore theory and case studies of community collaboration and Indigenous-led approaches to archaeological research, many of which suggest that despite significant challenges these approaches can improve the relevance and rigour of our discipline.

Learning Objectives: By the end of this module students will

- Recognize that **science and objectivity** can be construed in multiple ways
- Discuss the importance of **standpoint** in knowledge production, including determining research questions, designing methodologies, and conducting ethical research
- Recognize inequalities in the **balance of power** in archaeological research, both past and present
- Discuss the challenges and successes of **collaborative archaeology** with reference to specific examples from various parts of the world
- Demonstrate skills in critically analyzing research papers, engaging in written and oral critiques, providing constructive feedback, and leading seminar discussions

Class Format: Live Zoom discussion seminars (Friday 2:30 – 5:30 pm) and asynchronous online discussions.

Course Materials:

- Required text [available for purchase through the LU Bookstore website or alternative sources, or can be viewed as an e-book through the LU Library]:
Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds), 2020. Archaeologies of the Heart. Springer, Switzerland.
- Selected journal article readings (see course schedule) posted on the course website

Requirements: This course is reading-intensive and is based primarily on in-class (Zoom) and online (myCourseLink) discussions. Participation in this class therefore requires close analysis of and active engagement with the assigned readings. You must read all the assigned articles before each class and develop your own comments and questions for discussion. Reading response assignments, online discussion boards, and in-class discussions will be based on the assigned readings. Each student will lead two seminar discussions based on selected readings.

Evaluation

Participation:	15%
Reading Responses: (5 x 5% each)	25%
Seminars (2 x 20% each)	40%
<u>Final Reflection Paper</u>	<u>20%</u>
TOTAL:	100%

Participation (15%): Attendance, active participation in-class, and regular posts to online discussion boards (i.e., comments on reading responses) are crucial. Effective participation includes asking questions, making comments, providing respectful critiques and creative suggestions, listening carefully, thinking about what others have said, and contributing ideas based on your experience and your understanding of the readings. You will also be providing feedback on your classmates' participation; the quality of feedback you provide to them and their assessment of your participation will also contribute to your final participation grade.

Reading Responses (25% total): Each student must post at least five reading responses over the course of the term. Each response should be roughly one page long. The response is not meant to be a comprehensive summary or critique of every aspect of the readings, and you do not need to reference all the week's readings in your response. Rather, your response should focus on one or more issue(s), topic(s), or argument(s) in the readings that you found intriguing, problematic, or in need of explanation. Drawing on more than one of the week's reading is encouraged but not required. You are encouraged to discuss your own personal experiences and other research in your responses. Overall, you should aim to craft a thoughtful critical analysis of the reading(s), raising questions and introducing examples you would like to discuss in class. The goal of these responses is to inspire you and others to think deeply about the issues introduced in the readings.

- **All students must post a reading response** to the course website **during weeks 2, 8, and 9. Your other two responses must be in weeks 3 - 7.** You must not post a reading response during the same week you are presenting a seminar.
- **Reading responses are due by 7 am on the Thursday before the seminar** in which the readings will be discussed. A 50% deduction of the assignment grade will apply to late posts. The reason is that late assignments will not prepare you or your classmates for the in-class discussion of the readings, thus missing the point of the assignment.
- For your reading responses, please **start a new thread** in the appropriate **Discussion folder** (see course website). I recommend you prepare your response offline and then paste it into the online discussion board. Do not attach a Word document or pdf.
- **Each week**, regardless of whether or not you posted a reading response, you should **read and comment on other students' primary responses.** Comments on reading responses must be posted **by 7 am on the Friday** during which the readings will be discussed. These online discussion board comments will be part of your participation grade. Please be respectful. Quality of thought is preferred over quantity.
- Reading responses will be graded based on depth of analysis, level of insight, use of logic/evidence to back up opinions, and clarity of expression. Your response should be well-written. Please proofread carefully!
- Responses should be written in the first-person. Please be professional in your writing style. Include in-text citations and a reference list (including relevant assigned course readings and other references if applicable).
- Include a title that summarizes the theme of your response.

Student Seminars (2 x 20%): Each student will lead two seminars as part of this course.

Seminar 1 (20%): One student will present a seminar in each of weeks 3-7. Each student will select one of the pre-assigned readings marked in the course schedule with an arrow (⇨) as the basis for the student-led seminar. The student seminar will take up the final hour of class. The student should prepare a short presentation that recaps the article (no more than 5 minutes on the article content, since all students should have read it already), plus a critical analysis (~5-10 minutes) that extends/critically analyzes the article with reference to other readings and the student's experience. After this brief presentation, the student will lead the class in a discussion. The most critical element of an effective class discussion is creating a good discussion question. You should come prepared with a list of several well-crafted discussion questions, but please present only one question at a time. (You can move on to the next question if/when the discussion flags, or after a predetermined period of time. There may not be time to discuss all of your questions – that means the discussion went well!).

Tips on creating discussion questions:

- Questions should ask students to critically think about the text or extend their knowledge/understanding
- Questions should be open-ended, not seeking specific 'correct' answers
- Questions should provide some direction for the discussion; if they are too broad participants may be at a loss for what to talk about
- Consider asking participants to draw on their personal experiences
- Seek connections with articles previously discussed in class and probe these connections
- Look for problematic reasoning or gaps in the article's arguments
- Think about broader implications of the article
- Try linking the article to current events or developments in the discipline

Seminar 2 (20%): During weeks 10 and 11, each student will lead a second seminar. These will each be based on a case study of collaborative archaeology. A list of possible articles is provided at the end of this course outline, but you are not limited to these. Your choice of article must be confirmed with the instructor by week 8, so that the readings can be posted to the course website and students have the opportunity to read the selected articles prior to class. The format of these seminars will be similar to Seminar 1: a 10-15 minute presentation including a brief content recap and critical analysis, followed by a class discussion based on well-crafted discussion questions. The entire seminar should be approximately 45 minutes to 1 hour in length. *Note:* Last year's students found that the seminar time went by very quickly, and most went over-time! A 10 minute presentation is actually very short, so be judicious in what you choose to present. A few well thought-out discussion questions should easily fill the time. **Tip:** With regards to these case studies, think about **process** as much as **product**.

Peer Feedback & Self-Assessments: After each student seminar, every student (including the presenter!) will complete a feedback form. The presenter will use the form to reflect on their own work. Those who did not present will offer constructive criticism, highlighting both strengths and weaknesses of the seminar. The feedback form can be accessed in the Content – 'Course Outline and Other Materials' folder. Please download a blank form before the first seminar! The instructor will read all feedback and then share it with the presenter. Providing timely and good-quality feedback will be part of your participation grade. Feedback forms should be uploaded to the appropriate Assignments folder by noon on the Monday following the seminar.

Final Reflection Paper (20%): At the end of the course, you will write a critical reflection paper that summarizes the themes of the course and reflects on your personal learning in relation to those themes. Detailed instructions are available on the course website in a separate document.

Video/Audio Recording: When all students are in attendance, seminars will not be recorded. If a class recording is made, it will be confidential and are intended only for the use of the course students and instructors. It may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. Recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Todd Randall, Dean of Science and Environmental Studies, Lakehead University, 955 Oliver Rd, Thunder Bay, Ontario.

Course Schedule (Subject to Modification)

Week 1 – Sept. 11: Introduction to the Course

Week 2 – Sept. 18: (Social) Science and Objectivity

Reading response post is required from all students.

- Bernard, H.R., 2006. Ch. 1 Anthropology and the Social Sciences. *In: Research Methods in Anthropology*, Sixth Edition, AltaMira Press, Oxford, pp. 1 - 27.
- Hodson, D., Wong, S.L., 2014. From the horse's mouth: Why scientists' views are crucial to nature of science understanding. *International Journal of Science Education* 36, 2639-2665.
- Sarewitz, D., 2016. Saving science. *The New Atlantis* 49, 4-40.
- Ingold, T., 2018. From science to art and back again: the pendulum of an anthropologist. *Interdisciplinary Science Reviews* 43, 213-227.
- Harding, S., 1995. "Strong objectivity": A response to the new objectivity question. *Synthese*, 104(3), 331-349.
- Wylie, A., 2018. Objectivity. Video prepared for UBC's Indigenous/Science Research Excellence Cluster. Available at: <https://youtu.be/ORN4mzJAcJQ>

Week 3 – Sept. 25: Archaeological Knowledge Production

Students must post 2 reading responses during weeks 3 – 7 (excluding the week in which they are presenting their seminar). Students should comment on other students' responses every week.

- Wilk, R.R., 1985. The Ancient Maya and the Political Present. *Journal of Anthropological Research* 41, 307-326.
- Nicholas, G.P., Wylie, A., 2009. Archaeological finds: legacies of appropriation, modes of response. *In: Young, J.O., Brunk, C.G. (Eds.), The ethics of cultural appropriation*, Blackwell Publishing Ltd., Oxford, pp. 11-54.
- Wylie, A., 2017. How archaeological evidence bites back: strategies for putting old data to work in new ways. *Science, Technology, & Human Values* 42, 203-225.
- Ferris, N., Dent, J., 2020. Wringing hands and anxious authority: Archaeological heritage management beyond an archaeologist's ontology, *Archaeologies* 16, 29-56.
- ⇒ Zimmerman, L.J., 2007. Plains Indians and resistance to "public" heritage commemoration of their pasts. *In: Cultural Heritage and Human Rights*, Springer, pp. 144-158. [*Student Seminar*]

Week 4 – Oct. 2: Native American DNA

Students must post 2 reading responses during weeks 3 – 7 (excluding the week in which they are presenting their seminar). Students should comment on other students' responses every week.

- Guglielmi, G., 2019. Facing up to injustice in genome science. *Nature* 568, 290-293.
- Matisoo-Smith, E. 2019. Working with Indigenous communities in genomic research: A Pacific perspective. *SAA Archaeological Record* May 2019, pp. 14-19
- Bardill, J., Bader, A.C., Garrison, N.A., Bolnick, D.A., Raff, J.A., Walker, A., Malhi, R.S., 2018. Advancing the ethics of paleogenomics, *Science* 360, 384-385.
- Claw, K.G., Anderson, M.Z., Begay, R.L., Tsosie, K.S., Fox, K., Bader, Alyssa C., Bardill, J., Bolnick, Deborah A., Brooks, J., Cordova, A., Malhi, R.S., Nakatsuka, N., Neller, A., Raff, Jennifer A., Singson, J., TallBear, K., Vargas, T., Yracheta, J.M., Garrison, N.A., 2018. A framework for enhancing ethical genomic research with Indigenous communities, *Nature Communications* 9, 2957.
- ⇒ Reardon, J., TallBear, K., 2012. "Your DNA Is our history": Genomics, Anthropology, and the construction of whiteness as property. *Current Anthropology* 53, S233-S245. [*Student Seminar*]

Week 5 – Oct. 9: Repatriation

Students must post 2 reading responses during weeks 3 – 7 (excluding the week in which they are presenting their seminar). Students should comment on other students' responses every week.

- Bruchac, M.M., 2010. Lost and found: NAGPRA, scattered relics, and restorative methodologies, *Museum Anthropology* 33, 137-156.
 - Atalay, S., Shannon, J., Swogger, J.G., 2017. Journeys to complete the work. *NAGPRA Comics* 1. Creative Commons, USA.
 - Hole, B., 2007. Playthings for the foe: The repatriation of human remains in New Zealand, *Public Archaeology* 6, 5-27.
 - Harlin, E.-K., 2019. Sámi archaeology and the fear of political involvement: Finnish archaeologists' perspectives on ethnicity and the repatriation of Sámi cultural heritage, *Archaeologies* 15, 254-284
 - 'We were horrified:' Fights to repatriate Indigenous ancestral remains continue worldwide. CBC, March 15, 2020. <https://www.cbc.ca/news/canada/british-columbia/indigenous-remains-repatriation-efforts-1.5489390>
 - Return of Indigenous remains, artifacts vital part of reconciliation: adviser. *National Post*, June 20, 2020. <https://nationalpost.com/pmn/news-pmn/canada-news-pmn/indigenous-repatriation-projects-get-new-funding-from-bc-government>
- ⇒ Atalay, S., 2019. Braiding strands of wellness: How repatriation contributes to healing through embodied practice and storywork, *The Public Historian* 41, 78-89. [Student Seminar]

Oct. 12 – 16 Fall Study Break. No classes.

Week 6 – Oct. 23: Community-Based Archaeology: Paradigm Shift or Business as Usual?

Students must post 2 reading responses during weeks 3 – 7 (excluding the week in which they are presenting their seminar). Students should comment on other students' responses every week.

- La Salle, M.J., 2010. Community collaboration and other good intentions. *Archaeologies* 6, 401-422.
 - La Salle, M., Hutchings, R., 2016. What makes us squirm: A critical assessment of community-oriented archaeology, *Canadian Journal of Archaeology* 40, 164-180.
 - Supernant, K., Warrick, G., 2014. Challenges to critical community-based archaeological practice in Canada. *Canadian Journal of Archaeology / Journal Canadien d'Archéologie* 38, 563-591.
 - Wylie, A., 2015. A plurality of pluralisms: Collaborative practice in archaeology. In: Padovani, F., Richardson, A., Tsou, J.Y. (Eds.), *Objectivity in Science: New Perspectives from Science and Technology Studies*, Springer International Publishing, Cham, pp. 189-210.
- ⇒ Wylie, A., 2019. Crossing a threshold: Collaborative archaeology in global dialogue. *Archaeologies* 15, 570-587. [Student Seminar]

Week 7 – Oct. 30: Community-Based Archaeology Part II

Students must post 2 reading responses during weeks 3 – 7 (excluding the week in which they are presenting their seminar). Students should comment on other students' responses every week.

- Colwell, C., 2016. Collaborative archaeologies and descendant communities. *Annual Review of Anthropology* 45, 113-127.
- Cipolla, C.N., Quinn, J., Levy, J., 2018. Theory in collaborative Indigenous archaeology: Insights from Mohegan, *American Antiquity* 84, 127-142.
- Nicholas, G., Hollowell, J., 2016. Ethical challenges to a postcolonial archaeology: The legacy of scientific colonialism. *Archaeology and Capitalism*, Routledge, pp. 59-82.
- Atalay, S., 2019. Can archaeology help decolonize the way institutions think? How community-based research is transforming the archaeology training toolbox and helping to transform institutions. *Archaeologies* 15, 514-535.

- ⇒ Stahl, A.B., 2020. Assembling "effective archaeologies" toward equitable futures, *American Anthropologist* 122, 37-50. [*Student Seminar*]

Week 8 – Nov. 6: Archaeologies of the Heart I: Guides for Practice and Engagement

Reading response required from all students this week.

- Lyons, N., Supernant, K., 2020. Introduction to an archaeology of the heart. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 1-19.
- Hoffmann, T., 2020. "We ask only that you come to us with an open heart and an open mind." The transformative power of a humble archaeology of the heart. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 59-68.
- Surface-Evans, S.L., 2020. "I could feel your heart." The transformative and collaborative power of heartfelt thinking in archaeology. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 69-82.
- Hodgetts, L., Kelvin, L., 2020. At the heart of the Ikaahuk Archaeology Project. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 97-115.

Week 9 – Nov. 13: Archaeologies of the Heart II: Heart-Centred Encounters with the Archaeological Record

Reading response required from all students this week..

- Baxter, J.E., 2020. Emotional practice and emotional archaeology. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 125-140.
- Abbott, C., 2020. Lithics and learning: Lithic technology as heart-centred practice. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 163-182.
- Chang, M.L., Nowell, A., 2020. Conceiving of 'them' when before there was only 'us'. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 205-223.
- Armstrong, C.G., Anderson, E.N., 2020. Ecologies of the heart: People, land, and heritage management in the Pacific Northwest. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer, Switzerland, pp. 39-58.

Week 10 – Nov. 20: Global Case Studies in Collaborative Archaeology I

Student seminars

- Readings to be selected by studies from 'Case Studies' list

Week 11 – Nov. 27: Global Case Studies in Collaborative Archaeology II

Student seminars

- Readings to be selected by studies from 'Case Studies' list

Week 12 – Dec. 4: Course Wrap-Up

- No required readings; summative discussion of course content and discussion of research papers.

Case Studies in Collaborative Archaeology – Options for Week 10 & 11 Student Seminars

These are collaborative archaeology case studies you can choose for your second seminar. The list is not exhaustive. If you have a case study in collaborative archaeology you would like to present that is not on this list, please discuss with the instructor.

Africa

- Ichumbaki, E.B., Cherin, M., Masao, F.T., Moggi-Cecchi, J., 2019. Local people's interpretations of the hominin footprints at Laetoli, Tanzania. *Journal of Community Archaeology & Heritage* 6, 122-138.
- Lane, P., 2011. Possibilities for a postcolonial archaeology in sub-Saharan Africa: indigenous and usable pasts. *World Archaeology* 43, 7-25.
- Näser, C., Tully, G., 2019. Dialogues in the making: Collaborative archaeology in Sudan, *Journal of Community Archaeology & Heritage* 6, 155-171.

Caribbean

- González-Tennant, E., 2014. The "Color" of Heritage: Decolonizing Collaborative Archaeology in the Caribbean. *Journal of African Diaspora Archaeology and Heritage* 3, 26-50.

Eurasia

- Atalay, S., 2010. 'We don't talk about Çatalhöyük, we live it': sustainable archaeological practice through community-based participatory research. *World Archaeology* 42, 418-429.
- Pyburn, K.A., 2009. Practising archaeology — as if it really matters. *Public Archaeology* 8, 161-175.

Australia / South Pacific

- Brady, L.M., May, S.K., Goldhahn, J., TaÇOn, P.S.C., Lamilami, P., 2020. What painting? Encountering and interpreting the archaeological record in western Arnhem Land, northern Australia. *Archaeology in Oceania* 00, 1-12.
- Smith, C., Jackson, G., 2006. Decolonizing Indigenous Archaeology: Developments from down Under. *American Indian Quarterly* 30, 311-349.
- Smith, A., 2007. Building capacity in Pacific Island heritage management: Lessons from those who know best, *Archaeologies* 3, 335.

Asia / Southeast Asia

- Rizvi, U.Z., 2020. Community-based and participatory praxis as decolonizing archaeological methods and the betrayal of new research. In: Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds.), *Archaeologies of the Heart*, Springer International Publishing, pp. 83-96.
- Stark, M.T., 2020. Collaboration, engagement, and Cambodia: Archaeological perspectives on cultural heritage, *Journal of Community Archaeology & Heritage* 7, 215-231.
- Yakal, M., Lising, C.M.Q., Martin, M., Acabado, S., May 2020. Education and heritage conservation in the Philippines: Archaeology's role in curricular change (Part 1), *The SAA Archaeological Record* 20, 6-11.

Canada

- Schaepe, D.M., Angelbeck, B., Snook, D., Welch, J.R., 2017. Archaeology as therapy: connecting belongings, knowledge, time, place, and well-being. *Current Anthropology*, 502-533.
- Lepofsky, D., Armstrong, C.G., Mathews, D., Greening, S., 2020. Understanding the past for the future: Archaeology, plants, and First Nations' land use and rights. *Plants, People, and Places: The Roles of Ethnobotany and Ethnoecology in Indigenous Peoples' Land Rights in Canada and Beyond* 96, 86.

USA

- Bernstein, B., Ortman, S.G., 2020. From Collaboration to Partnership at Pojoaque, New Mexico. *Advances in Archaeological Practice*, 1-16.

- Franklin, M., Lee, N., 2020. African American descendants, community outreach, and the Ransom and Sarah Williams Farmstead Project, *Journal of Community Archaeology & Heritage* 7, 135-148.
- Gonzalez, S.L., Kretzler, I., Edwards, B., 2018. Imagining Indigenous and archaeological futures: Building capacity with the Confederated Tribes of Grand Ronde. *Archaeologies* 14, 85-114.

South America

- Endere, M.L., 2005. Talking about others: archaeologists, indigenous peoples and heritage in Argentina, *Public Archaeology* 4, 155-162.
- Machado, J.S., Tschucambang, C., Fonseca, J.R., 2020. Stones, clay and people among the Laklãnõ Xokleng Indigenous People in Southern Brazil, *Archaeologies* online pre-publication.
- Vilches, F., Garrido, C., Ayala, P., Cardenas, U., 2015. The contemporary past of San Pedro de Atacama, Northern Chile: public archaeology?, *Archaeologies* 11, 372-399.

Central America

- Leventhal, R.M., Chan Espinosa, C., Moo Pat, E., Poot Cahun, D., 2014. The Community Heritage Project in Tihosuco, Quintana Roo, Mexico, *Public Archaeology* 13, 213-225.
- McAnany, P., 2020. Imagining a Maya archaeology that is anthropological and attuned to Indigenous cultural heritage, *Heritage* 3, 318-330.
- Novotny, C., 2020. Between government and grassroots: Archaeology as advocacy in Southern Belize, *Public Archaeology*, 1-14.

Multiple Locations

- González-Ruibal, A., 2019. Ethical issues in Indigenous Archaeology: Problems with difference and collaboration, *Canadian Journal of Bioethics/Revue canadienne de bioéthique* 2, 34-43.