ANT 351-003/580-001 Special Topics: Community Archaeology
Fall 2022
Thursday 2:00-4:30pm || Lafferty Hall 213

Instructor   Office Hours:
Dr. Elena Sesma   Tuesdays, 2-4pm.
Assistant Professor, Anthropology   Via Zoom (see Canvas for access link)
elenasesma@uky.edu   Or by appointment (contact via email to
                                                         schedule)

COURSE DESCRIPTION
Public, engaged, community-based, collaborative. There are many ways for archaeologists to
work with and for the broader public and even more reasons for doing so. In this course, we'll
focus on the wide spectrum of publicly engaged and collaborative forms of archaeology, why
archaeologists should and do orient their work towards different stakeholders and community
groups, and how that work gets done in the field, in the lab, in the meeting room, and even
online. In this special/advanced topics seminar, we will discuss the origins of public and
community archaeology, addressing the inequities and injustices at the foundation of the
archaeological discipline and the ways that marginalized and oppressed groups demanded and
pushed for more just and responsible archaeological research. This course will also closely
examine disciplinary ethics from major professional organizations with the intention of
understanding how engagement and collaboration fit into our own conceptualizations of our
work. There is no set formula for public and community-based archaeology. However, this
course will introduce various methodologies and tools that facilitate meaningful relationship-
building in archaeological research and enable productive and insightful data collection with the
communities who are already caretakers and descendants of the histories and sites that we study.

Course goals and learning outcomes
At the end of the course, students will be able to
  - Explain the origins and development of public and community archaeologies
  - Identify the range of the collaborative spectrum in archaeology
  - Differentiate between outreach, engagement, collaboration and community-based
    participatory research
  - Understand the professional archaeological principles of ethics in relation to community
    engagement
  - Describe a methodological framework for public and community-based archaeologies
  - Envision and/or apply a community-based framework to archaeological research

ACTIVITIES AND ASSIGNMENTS
Your grade for this course comes from several different components.

Participation/Collegiality
We all learn in different ways and feel comfortable contributing to the learning environment in
ways that vary depending on our respective skills. Rather than assessing your participation
strictly in terms of how often you speak, this grade reflects all the ways you contribute to a lively

and collegial class environment. You may earn 2 points towards your participation/collegiality grade each week by doing any of the following:

- Contribute to in-class discussion through conversation, posing/answering questions, connecting themes between readings.
- Take notes and share after class. Each week I will ask for 1 notetaker who will post their notes online (notes can be handwritten/scanned into a pdf or typed during class).
- Timekeeping. I will provide an outline/schedule for each class session to a timekeeper and you will help me (and all of us) stay paced against the clock.
- Email an author of a text we read in class and tell them how this reading affected you or your thinking about the topic. (Be sure to either cc me on the email or forward it to me)
- Post to our general class forum any questions, thoughts, or recent news/current events of discoveries related to our course.
- Annotate a course readings and share it with your colleagues on Canvas/Perusall. Learning to take notes and annotate our readings is a great skill that all of us could benefit from practicing. This can also help us connect on questions we might all have about a reading.
- Any form of mutual aid for the class or for classmates (proof reading, sharing texts/pdfs, showing others where the library is or how to use Google Drive, etc).

Course readings
You are expected to complete assigned readings noted on the syllabus and on Canvas. Grad students may be assigned additional readings, which will be noted on Canvas. It is up to you to complete the readings before coming to class and to come prepared with questions/discussion points based on the texts.

Discussion Facilitation (graduate students)
Twice during the semester, graduate students (those enrolled in ANT580 or 790) will be asked to lead an in-class discussion of our assigned readings. As the discussion facilitator for the week, you are responsible for presenting a basic summary of the reading(s) that highlight key information about the text(s), including contextual information about any case studies (the who, what, and where), the theoretical or methodological approaches to the case study (the how and the why), and prepare several questions or prompts for discussion amongst your peers. Student facilitators must submit an outline of their discussion plan at least one day prior to the class meeting (by 9pm, Wednesday).

Weekly reflections
Each week you are responsible for submitting a 200-300 word reflection that considers the theme of the week, a specific case study from our readings, or an argument made by one of the authors. This is intended to demonstrate your engagement with our course materials and contribution to our in-class discussions. Reflections should be submitted no later than noon on the day of class and will not be accepted for points after that time. Each reflection is worth 4 points. The lowest 5 reflection grades will be dropped.

Public education/outreach proposal
We will collaborate in class on a set of proposals for public outreach in archaeology. How might archaeologists teach the public about archaeology? What are the most important things that the

public should understand about archaeology? How does the audience change our objectives and approach to teaching about archaeology?

Methods exercise: Later in the semester you will have the opportunity to test some participatory research methods. You will practice one of these methods and reflect on the utility and potential effects of integrating the method into archaeological research. More information to come.

Knowledge mobilization: What tools are available to archaeologists to share their findings with the broader public? To what degree do these different methods enable various levels of interaction, co-production of knowledge, continued communication? How are some methods and means of communication more suited to one community or demographic over another? In this assignment, you will assess one example of knowledge mobilization, either one that you have experience with in the past, or one that you have observed and learned about in this course. More information to come.

Final portfolio: At the end of the semester, you will submit a final portfolio of your work from throughout the semester. This will include your methods and knowledge mobilization exercises. Additionally, the final portfolio will include the following:

Annotated bibliography: At least ten (undergrad students) or fifteen (grad students) annotations from course readings (or related texts) throughout the semester. The readings are up to you, whatever texts resonated most with you or seemed especially useful for conceptualizing public and community archaeological frameworks, or those that will contribute the most to your future studies and graduate research. In these annotations, you should summarize the main arguments of the text, consider its utility and contributions to the larger discourse around public and community archaeology, and address any shortcomings or issues you would have liked to see engaged more in the text. Make these annotations useful to you!

Application of public/community frameworks: The form of this final assignment is flexible and up to you and your interests/needs. A few possibilities include (1) apply a virtual knowledge mobilization strategy to your existing research, (2) create a storymap of the topic of your choice, (3) write a proposal for community-based work or how you might integrate these frameworks into your graduate research, (4) review and reflect on a past engagement activity, ongoing project or interface that you have interacted with or been a part of in the past. There are many options for this final, but the goal again is to make this useful for your own trajectory.

ASSIGNMENT	Undergraduate students	Graduate students
Participation	28	28
Methods	50	50
Knowledge Mobilization	25	25
Public Education	20	20
Weekly reflections	32	32
Discussion facilitation	-	10
Final Portfolio		
Annotated bibliography	50	75
Application of public/community framework	25	25
TOTAL	230	265

Grading Scale

Grading scale for undergraduate students	Grading scale for graduate students
207-230 points = A	238-265 points = A
184-206 points = B	212-237 points = B
161-230 points = C	185-211 points = C
138-230 points = D	Below 184 points = E
Below 137 points = E	

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the Academic Calendar.
(http://www.uky.edu/registrar/content/academic-calendar)

Extra Credit You may receive extra credit by attending an Anthropology department colloquia (or affiliated department/campus events) & submitting a short summary of the talk (up to 3 pts).

Attendance Policy

The university holds the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

Attendance *will not* directly count towards your final grade. However, absences from class may affect your ability to absorb the information from this course, and multiple unexcused absences may begin to affect your participation grade. Given the ongoing COVID-19 pandemic, there is a possibility that students may fall ill, be asked to quarantine, or may face unexpected challenges that make attendance difficult or impossible. Under these circumstances, we all must be flexible and understanding towards each other. If you anticipate an absence (for religious holiday, for example), please let me know in advance. If you are ill and unable to attend class, please notify me (if you are able). **Good communication is going to be key in moving forward through this semester. I am happy to work with you to make up any missed material, either through online office hours discussions or some other creative alternative that suits our needs.**

ASSIGNMENT POLICIES
Assignment Submissions

You may be asked to submit assignments online (via Canvas) or turn in a physical copy during class meetings. The submission of assignments will be specified within the instructions for each assignment, discussed in class, and made clear on Canvas.

Late work and makeup opportunities

Late work (without a valid excuse) will receive an automatic deduction of 1 point per day, unless otherwise specified on each assignment prompt. If you miss an assignment and have a valid

excuse (see excused absence policy above), you will have an opportunity to make up the assignment within one week.

General accommodation/bereavement policy for this course
Please come talk to me (or email/request a zoom meeting) if you are experiencing any kind of issues that are preventing you from attending class regularly or completing coursework. I will not ask you to divulge more than you are able or to prove that you are suffering. We can discuss ways to help get you through whatever situation it may be, to complete any work, and make sure you complete the semester successfully and healthfully. Please do not ghost this class- doing so could have a negative effect on your academic and even financial standing with the university. Let me know if and how I can help you.

Communication
The best way to reach me is by email or via Canvas messages. I generally do not reply between (6pm-8am) or on weekends, but will usually get back to you within 24 hours during the week. If there is an emergency and you need my attention right away, please make sure you include "URGENT" in the subject line of your message (forgetting a deadline does not count as an emergency). Please include "ANT351/580 CommunityArch" in all email subject lines regarding this class.

ACADEMIC POLICIES
For full list and description, visit the University Senate's Academic Policy webpage. (https://www.uky.edu/universitysenate/acadpolicy)

Academic integrity (see Senate Rules 6.3).
Students shall not plagiarize, cheat, or falsify or misuse academic records.
Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found on the University Senate's Academic Offenses Rules page (https://www.uky.edu/universitysenate/ao). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. All academic work, written or otherwise, submitted for this course is expected to be the result of your own thought, research, or self-expression. If you are ever unsure about citing other work, please consult me before submitting. Cheating and/or plagiarism may result in an automatic 0 for the assignment, and repeated problems will result in more severe repercussions.

Academic Offenses
See Rules Regarding Academic Offenses. (https://www.uky.edu/universitysenate/ao)
- **Plagiarism** includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

- **Cheating** includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

STUDENT RESOURCES
The University of Kentucky offers a variety of resources to its students, many of which are listed on the University Senate's website (https://www.uky.edu/universitysenate/student-resources).
- UK Libraries provides access to the resources you will need for this class and many other classes you will take as a UK student. If the UK Library does not have the book, article, report, etc. that you need, you can request a copy from another library through Interlibrary loan (https://libraries.uky.edu/page.php?lweb_id=8). For a quick and easy way for you to get help at point of need and find a librarian who has expertise in your subject area, visit the "Ask Us" service. (https://libraries.uky.edu/#uklibAskUs) These services and many others are provided free to you as a student. Bookmark the UK Libraries homepage. (http://libraries.uky.edu)
- Robert E. Hemenway Writing Center: The Writing Center offers free and friendly help to all UK students, faculty, and staff. They assist with writing, speaking, and multimedia assignments across the curriculum, and can offer advice on academic, creative, and professional projects.
- Free Tutoring and Coaching Resources (https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources)
- For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the ITS Customer Services page. (https://www.uky.edu/its/customer-support-student-it-enablement/customer-services)

DIVERSITY, EQUITY, AND INCLUSION
The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.
We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

ACCOMMODATIONS DUE TO DISABILITY
In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office

hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit their website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

CLASSROOM POLICIES
Classroom Behavior, Decorum, Civility
This instructor, department, college, and university respect the dignity of all individuals and we value differences among members of the academic community. We recognize the importance of discussion and scholarly debate in academic discovery and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In our classroom, we will conduct ALL discussions with respect, civility and responsibility**. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave or will be removed from the classroom.** In this course, the display of racist or derogatory imagery, symbols, or words on masks, clothing, backpacks, or other visible objects will be considered a breach of the class policy on decorum and civility and will be treated accordingly. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

Use of laptops, tablets, cell phones
You are permitted to use mobile devices in the classroom for the purpose of note-taking, in-class activities and research, and for maintaining access to digital readings and other course materials. However, if your use of these technologies for any other purpose distracts or otherwise infringes on the ability of the professor or your classmates to stay engaged in the classroom, you may be asked to close/put away the device. Simply put, please stay off social media, news, online shopping, gaming, etc, sites and applications while in the classroom.

Masking and social distance policies
Masks are now optional at the University of Kentucky. However, we are still living through an ongoing pandemic and we know that masking and social distancing remain some of the simplest ways we can protect ourselves and others in our community. Though this precaution is no longer mandatory on campus, I strongly encourage you to continue the practices that we know keep each other safe and healthy. Many may choose to continue masking to protect themselves and others while others may choose to not mask for other reasons. Each individual is responsible for their own choice and we will all be courteous of each other's decisions.

Remote learning
In the last year we have all become very flexible when it comes to pivoting to remote learning in the classroom. **This course is being taught in person**. However, if you are asked to quarantine due to a positive COVID-19 test, exposure to a known case, or if you are feeling unwell and are not yet certain of the cause, *please stay home*. Please notify me as soon as possible if you cannot attend class because of a COVID-19 quarantine/isolation order, or if you are sick from non-

COVID related illness. In these cases, you may be able to Zoom into class if you are well enough to attend remotely. In case of instructor illness, class may either be cancelled or moved to Zoom for the safety of everyone. **Do not come to class if you are sick.**

In case of remote classes or remote attendance:
Due to the nature of our discussion-based seminar, you are encouraged to have your camera on during any Zoom meetings to facilitate a more engaged conversation that more closely replicates our in-person meetings. However, it is not required to have your camera on, and you will *not* be penalized for turning your camera off. You are welcome to use Zoom backgrounds during the class meeting to block off your peripheral surroundings, so long as the background does not contain hate speech, offensive material or branding, and does not prove distracting for your peers. Students are welcome and encouraged to use the chat function during Zoom meetings.

CLASS RECORDING NOTIFICATION
The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.
If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

COURSE COPYRIGHT
All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

<u>**COURSE SCHEDULE**</u>
Weekly Readings, subject to change
Readings available on Canvas and through the UK Libraries
*** Denotes a reading required for graduate students, optional for undergraduates

<u>**WEEK 1**</u> – Introductions, course expectations; Course vocabulary; Discussion of professional ethics in archaeology

Battle-Baptiste, Whitney. 2007. "The Other from Within: A Commentary." In *Past Meets Present: Archaeologists Partnering with Museum Curators, Teachers, and Community Groups*, edited by John H. Jr. Jameson and Sherene Baugher, 101–6. New York: Springer.

<u>**WEEK 2**</u> – The basics, what is community and what is collaboration?

Agbe-Davies, Anna S. 2010. "Concepts of Community in the Pursuit of an Inclusive Archaeology." *International Journal of Heritage Studies* 16 (6): 373–89.

Nicholas, George P. 1997. "Education and Empowerment: Archaeology with, for, and by the Shuswap Nation." In *At a Crossroads: Archaeology and First Peoples in Canada*, edited by George P Nicholas and Thomas D Andrews, 85–104. Burnaby, BC: Archaeology Press.

Colwell-Chanthaphonh, Chip, and T.J. Ferguson. 2008. "Introduction: The Collaborative Continuum." In *Collaboration in Archaeological Practice: Engaging Descendant Communities*, 1–32. Lanham: AltaMira Press.

***Little, Barbara J., and Larry J. Zimmerman. 2010. "In the Public Interest: Creating A More Activist, Civically Engaged Archaeology." In *Voices in American Archaeology*, 131–59.

<u>**WEEK 3**</u> – Roots of public/community archaeology

Leone, Mark P., Parker B. Potter, Paul A. Shackel, Michael L. Blakey, Brian. Durrans, Joan M Gero, G P Grigoriev, et al. 1987. "Toward a Critical Archaeology [and Comments and Reply]." *Current Anthropology* 28 (3): 283–302.

LaRoche, C J, and M L Blakey. 1997. "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." *Historical Archaeology* 31 (3): 84–106.

Watkins, Joe. 2000. "American Indians and Archaeologists: A Stormy Relationship." In *Indigenous Archaeology: American Indian Values and Scientific Practice*, 3–22. AltaMira Press.

***Watkins, Joe. 2000. "Indigenous Archaeology." In *Indigenous Archaeology: American Indian Values and Scientific Practice*, 169–81. Walnut Creek, CA: AltaMira Press.

<u>**WEEK 4**</u> – Working with descendants

Burton, Jeffery Franz. 2017. "Excavating Legacy: Community Archaeology at a Japanese American World War II Incarceration Site." *Journal of Community Archaeology & Heritage* 4 (3): 160–72.

Franklin, Maria, and Nedra Lee. 2020. "African American Descendants, Community Outreach, and the Ransom and Sarah Williams Farmstead Project." *Journal of Community Archaeology and Heritage* 0 (0): 1–14.

Meskell, Lynn, and Lynette Sibongile Masuku Van Damme. 2008. "Heritage Ethics and Descendant Communities." *Collaboration in Archaeological Practice: Engaging Descendant Communities*, 131–50.

Lippert, D. (2008). Not the End, Not the Middle, But the Beginning: Repatriation as a Transformative Mechanism for Archaeologists and Indigenous Peoples. In C. Colwell-Chanthaphonh & T. J. Ferguson (Eds.), *Collaboration in Archaeological Practice: Engaging Descendant Communities* (pp. 119–130). AltaMira Press.

WEEK 5 – Working with local communities

Stroulia, Anna. 2018. "A Cave, a Village, and the Sea in between: Community Outreach Efforts in the Southern Argolid." *Journal of Eastern Mediterranean Archaeology and Heritage Studies* 6 (4): 285–310.

Moser, Stephanie, Darren Glazier, James E. Phillips, Lamya Nasser el Nemr, Mohammed Saleh Mousa, Rascha Nasr Aiesh, Susan Richardson, Andrew Conner, and Michael Seymour. 2002. "Transforming Archaeology through Practice: Strategies for Collaborative Archaeology and the Community Archaeology Project at Quseir, Egypt." *World Archaeology* 34 (2): 220–48. https://doi.org/10.1080/0043824022000007071.

Praetzellis, Mary, Adrian Praetzellis, and Thad Van Bueren. 2007. "Remaking Connections: Archaeology and Community after the Loma Prieta Earthquake." *Archaeology as a Tool of Civic Engagement*.

WEEK 6 – Archaeology and Education

Edwards-Ingram, Ywone. 1997. "Toward 'True Acts of Inclusion': The 'Here' and the 'out There' Concepts in Public Archaeology." *Historical Archaeology* 31 (3): 27–35.

Odewale, Alicia, Justin Dunnavant, Ayana Flewellen, and Alexandra Jones. 2018. "Archaeology for the Next Generation." *Anthropology News* 59 (1): e210–15.

Barnes, Jodi A. 2018. "Public Archaeology Is Citizen Science in Arkansas." *Journal of Community Archaeology and Heritage* 5 (1): 4–16.

White, N. M. (2000). Teaching Archaeologists to Teach Archaeology. In K. Smardz & S. J. SMith (Eds.), *The Archaeology Education Handbook: Sharing the Past with Kids* (pp. 328–339). AltaMira Press.

*** Jones, A. (2022). Archaeology for a New Generation: Exploring Education and Intersectionality. *Archaeologies*, *18*(1), 287–309. https://doi.org/10.1007/s11759-022-09440-7 *[Grad students should read this instead of White]*

In class: Public education exercise

<u>**WEEK 7**</u> – Participatory research methods

Nardi, Sarah De. 2014. "Senses of Place, Senses of the Past: Making Experiential Maps as Part of Community Heritage Fieldwork." *Journal of Community Archaeology & Heritage* 1 (1): 5–22.

Dedrick, Maia. 2018. "Photovoice as a Method for the Development of Collaborative Archaeological Practice." *Journal of Community Archaeology and Heritage* 5 (2): 85–100.

Sesma, Elena. 2020. "Photo elicitation as a tool for expanded participation in community archaeology." *Journal of Community Archaeology and Heritage.*

Hussain, Z. (2021). 'Drawing in' other worlds: Addressing fragile heritage landscapes through cosmopolitical maps. *Journal of Community Archaeology and Heritage*, *8*(2), 127–141. https://doi.org/10.1080/20518196.2021.1894765

In class: Introduce methods assignment. Due Week 10. See Canvas for details.

<u>**WEEK 8**</u> – Collaboration and shared goals in research

Clark, Bonnie J. 2019. "Collaborative Archaeology as Heritage Process." *Archaeologies* 15 (3): 466–80.

Kuwanwisiwma, L. J. (2008). Collaboration Means Equality, Respect, and Reciprocity: A Conversation about Archaeology and the Hopi Tribe. In C. Colwell-Chanthaphonh & T. J. Ferguson (Eds.), *Collaboration in Archaeological Practice: Engaging Descendant Communities* (pp. 151–169). AltaMira Press.

Ralph, J., Smith, C., Jackson, G., Pamkal, I. B., Willika, J., Rubio Perez, R., Brown, N., Rankin, G., Kanungo, A. K., & Choksi, N. (2021). Recording Unmarked Graves in a Remote Aboriginal Community: The Challenge of Cultural Heritage Driving Sustainable Development. *Archaeologies*, *17*(1), 53–78. https://doi.org/10.1007/s11759-021-09417-y

***Howard, J. J. (2019). An Ethnographic Approach to African Diaspora Archaeology: The Bocas Way. *Transforming Anthropology*, *27*(2), 133–148. https://doi.org/10.1111/traa.12155

WEEK 9 – Community-based, participatory research

Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press.

***Graduate students will have additional reading from *The Community-Based PhD: Complexities and Triumphs of Conducting CBPR*. Sonya Atalay and Alexandra McCleary, Eds. Tucson: University of Arizona Press.

WEEK 10 – Community-based, participatory research, cont'd

Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press.

***Graduate students will have additional reading from *The Community-Based PhD: Complexities and Triumphs of Conducting CBPR*. Sonya Atalay and Alexandra McCleary, Eds. Tucson: University of Arizona Press.

DUE: Participatory methods assignment.

WEEK 11 – Knowledge mobilization

Atalay, Sonya, Jen Shannon, and John G. Swogger. 2017. *Journeys to Complete the Work*.

Dawson, Peter, Richard Levy, and Natasha Lyons. 2011. "'Breaking the Fourth Wall': 3D Virtual Worlds As Tools for Knowledge Repatriation in Archaeology." *Journal of Social Archaeology* 11 (3): 387–402.

Slotten, C. (2022). Podcasting as public archaeology. *Journal of Community Archaeology and Heritage*, *9*(2), 134–137. https://doi.org/10.1080/20518196.2021.1928449

In class: Introduce knowledge mobilization assignment. Due Week 13, see Canvas for details.

WEEK 12 – Community heritage implications

Abrampah, D. A. M. (2021). Haggling over graves and shrines: The intersection of archaeology, the community, and dam authorities at the Bui dam area in Ghana. *Journal of Community Archaeology and Heritage*, *8*(4), 229–244. https://doi.org/10.1080/20518196.2021.1911122

Eisvand, S. F., Hariri, N., & Zadeh, A. J. (2018). Subsistence Digging in Iran's Archeology and the Cultural Heritage. *Archaeologies*, *14*(3), 527–552. https://doi.org/10.1007/s11759-018-9350-1

Stark, M. T. (2020). Collaboration, engagement, and Cambodia: Archaeological perspectives on cultural heritage. *Journal of Community Archaeology and Heritage*, *7*(3), 215–231. https://doi.org/10.1080/20518196.2020.1766172

***Pyburn, K. A. (2014). Preservation as "disaster capitalism": The downside of site rescue and the complexity of community engagement. *Public Archaeology*, *13*(1–3), 226–239. https://doi.org/10.1179/1465518714Z.00000000070

In class: Watch excerpts of "When the Statues Fall" webinar

WEEK 13 – Complicating the Collaborative

Chilton, Elizabeth S., and Siobhan M. Hart. 2009. "Crafting Collaborative Archaeologies: Two Case Studies from New England." In *Collaborative Archaeologies*, 2:87–107. University of Nebraska Press.

Supernant, Kisha, and Gary Warrick. 2014. "Challenges to Critical Community-Based Archaeological Practice in Canada." *Canadian Journal of Archaeology* 38 (2): 563–91.

Horning, A. (2019). Collaboration, Collaborators, and Conflict: Archaeology and Peacebuilding in Northern Ireland. *Archaeologies*, *15*(3), 444–465. https://doi.org/10.1007/s11759-019-09378-3

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DUE: Knowledge mobilization assignment.

WEEK 15 – A final case study: Homeless Heritage

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WEEK 16 – Final portfolios due by Thursday December 15.