DECOLONIZING ARCHAEOLOGY

(ANT 351-002/580-002/581-019)

Spring 2023

Tuesdays & Thursdays 12:30-1:45 || Lafferty Hall 201C

Instructor

Dr. Elena Sesma

Assistant Professor, Anthropology

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Office Hours:

Tuesdays, 2-4pm.

Via Zoom (see Canvas for access link)

Or by appointment (contact via email to schedule)

# COURSE DESCRIPTION

What are the colonial roots of anthropology and archaeology? How can we build a more equitable & sustainable archaeology that challenges conventional modes of research and centers the concerns, needs, and worldviews of Indigenous, Black, and other minoritized communities in archaeology? The course will examine the colonial roots of archaeology and American anthropology, histories of colonialism and the use of anthropology and archaeology as a tool of colonial and imperial projects. The course will review critiques of the discipline, social movements that pushed for accountability and transformation of field methods and theory, and models of indigenous, community-based, and decolonized approaches to anthropological archaeology. The course will include discussion of archaeological research, museums, academic programs, and heritage management.

## Course goals and learning outcomes

At the end of the course, students will be able to

* Identify the role of colonialism in conventional archaeological theory and method from the discipline’s earliest roots
* Understand how extractive archaeological practices uphold power differentials, colonialism/imperialism, and silencing of diverse and oppressed voices
* Connect Indigenous and Black critiques of archaeological research to transformation in the field’s canon.
* Appreciate and incorporate a diversity of ways of knowing and being in the world, which inform research practices in the social sciences
* Assess the effectiveness of collaborative, restorative, and reparative work in the context of archaeological research, repatriation, and stewardship.

# Required course materials

Students are not required to purchase any books for this class. All readings, including books, book chapters, and articles will be available on Canvas or through the UK library. When readings are available through UK Libraries or other open source platforms, copies may not be provided on Canvas. Each online view or download of some of these texts can contributs to readership numbers and the accounting of the author’s “impact factor,” which can be a powerful demonstration of the usefulness of this scholarship to early career and underrepresented minorities in academia. In these cases, your download of these texts for this class helps establish the importance of this kind of literature in the fields of anthropology, archaeology, heritage studies, etc.

We will read the majority of the following books, and you may like to purchase a copy for yourself (especially if you plan on studying archaeology further or incorporating this literature into your own research development).

* Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London.
* Steeves, Paulette. 2021. *The Indigenous Paleolithic of the Western Hemisphere*. Lincoln: University of Nebraska Press.
* Colwell, Chip. 2017. *Plundered Skulls and Stolen Spirits*. Chicago: University of Chicago Press. https://doi.org/10.7208/chicago/9780226299044.001.0001.
* Mickel, Alison. 2021. *Why Those Who Shovel Are Silent: A History of Local Archaeological Knowledge and Labor*. Louisville: University Press of Colorado.
* Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press.
* Kimmerer, Robin. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants.* Minneapolis: Milkweed Editions.

# 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 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.
* Participate in making a class contract for shared expectations for the semester. We will collectively build this in our first two class meetings.
* Participate in our collaborative course evaluation and reflection at the end of the semester.
* 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. Whenever possible, 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 reading and share it with your colleagues on Canvas. 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 581) will be asked to lead an in-class discussion of our assigned readings and weekly theme. 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 biographical information on the author (the who), contextual information about any case studies (the what, and where), the theoretical or methodological approaches to the case study (the how and the why), and prepare several big-picture 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, Monday or Wednesday).

### Weekly reflections

Each week you are responsible for posting to our class discussion board ahead of class on Tuesday or Thursday (not both). You may either submit a 200 word (approx.) reflection that considers the theme of the week, a specific case study from our readings, or an argument made by one of the authors OR you may pose 2 well developed questions based on our readings for discussion in class. This is intended to demonstrate your engagement with our course materials and contribution to our in-class discussions. Discussions should be posted on Canvas no later than 10AM on the day of class (Tuesday or Thursday) and will not be accepted for points after that time. Each reflection is worth 2 points. All students must post to the discussion board at least 10 times throughout the semester.

### Autoethnographic notes

Each student will have access to their own “field notebook” on Google Drive, which will serve as your personal notebook for the course. You will be asked to respond to 3-5 different prompts throughout the semester, each focusing on a different theme or question from the associated week’s materials. These will only be visible to you and Dr. Sesma, and will be graded primarily as a matter of ✔- (incomplete), ✔(complete), or ✔+ (exceptional). Dr. Sesma may occasionally leave comments on your notebook responses, but this is generally an opportunity for honest personal reflection for yourself.

### Collaborative annotated bibliography

We will collectively build an annotated bibliography on decolonizing archaeology throughout the semester. Though the field seems relatively new and still developing, the literature is vast and diverse, and the texts included in this course are only a small representative fraction of the full discourse on decolonizing theory and methodologies. Students will be required to submit 6 (undergraduates) or 10 (graduates) references that are not included in the course syllabus. These submissions should include the full bibliographic citation, 3-5 keywords, and a short (1-2 paragraph) summary and discussion of the text. You may use the subject headings from our syllabus schedule as inspiration to search the literature, dive into our readings’ bibliographies, or explore an underdeveloped theme, region, or other topic that suits your interests, so long as it relates back to the course subject. Annotations should be added to the running document on our course google drive folder (see Canvas for link).

### Final paper

Your final term paper will address a topic of your choosing, so long as it relates to decolonizing archaeology. You may explore an area discussed in our class or something that was not fully discussed in the course. Alternatively, you may focus on a specific archaeological site, region, case study, or explore connections between different theoretical approaches to decolonizing research. Term papers should demonstrate your comprehension of the major theories, themes, and methods of decolonizing archaeology or decolonizing research (broadly) and illustrate your familiarity with literature from this course and beyond. This paper should also show your ability to conduct research and make theoretical connections in your own words. While the format is a term paper, you are welcome to write in non-conventional ways, using first-person narrative, poetry, reflection, or other creative style.

You will be expected to submit your paper topic for feedback at least 4-5 weeks before the end of the semester. You should have a detailed outline and bibliography of at least 5 references at that time. More information will be provided by Week 9 of the semester.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENT** | **Undergraduate students** | **Graduate students** |
| **Participation** | **42** | **42** |
| **Weekly reflections** | **20** | **20** |
| **Discussion facilitation** | **-----** | **8** |
| **Autoethnographic notes** | **8** | **10** |
| **Annotated bibliography** | **30** | **50** |
| **Final paper** |  |  |
| **Outline** | **10** | **10** |
| **Early bibliography** | **5** | **5** |
| **Term Paper** | **60** | **80** |
| **FINAL GRADE TOTAL** | **175** | **225** |

## Grading Scale

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| --- | --- |
| **Grading scale for undergraduate students** | **Grading scale for graduate students** |
| 158-175 points = A | 203-225 points = A |
| 140-157 points = B | 180-202 points = B |
| 123-139 points = C | 158-179 points = C |
| 105-122 points = D | 157 points or below = E |
| 104 points or below = 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 (1 point per event summary, 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 “ANT351/580/581 DecolonizingArch” 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. The format of this class and the classroom we meet in is not always conducive to zooming in, but if you are interested and able, you may be able to request to listen in on class via Zoom without expectations of participation. 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.

# 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.

# Course Schedule

ALL READINGS ARE SUBJECT TO CHANGE

|  |  |  |
| --- | --- | --- |
| 1 | Tu 1/10 | Course introduction, expectations |
|  | Th 1/12 | Colonization | Excerpt, Orser, Jr., Charles E.. A Historical Archaeology of the Modern World, Springer, 1996. ﻿Smith, Linda Tuhiwai. 2021. Decolonizing Methodologies: Research and Indigenous Peoples. Edited by Bloomsbury. Third. London. Intro only. |
| 2 | Tu 1/17 |  | Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization Is Not a Metaphor.” *Decolonization: Indigeneity, Education and Society* 1 (1): 1–40.William T. D. Wadsworth, Kisha Supernant, and Ave Dersch. 2021. “Integrating Remote Sensing and Indigenous Archaeology to Locate Unmarked Graves.” *Advances in Archaeological Practice* 9 (3): 202–14. https://doi.org/10.1017/aap.2021.9. |
|  | Th 1/19 |  | Smith, Linda Tuhiwai. 2021. Decolonizing Methodologies: Research and Indigenous Peoples. Edited by Bloomsbury. Third. London. Chapters1&2.Schneider, Tsim D., and Katherine Hayes. 2020. “Epistemic Colonialism: Is It Possible to Decolonize Archaeology?” *American Indian Quarterly* 44 (2): 127. https://doi.org/10.5250/amerindiquar.44.2.0127. |
| 3 | Tu 1/24 | Ontologies & indigenous ways of knowing | Kimmerer, Robin. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants.* Minneapolis: Milkweed Editions. Part 1, *Planting Sweetgrass.*Battle-Baptiste, Whitney. 2011. *Black Feminist Archaeology*. Walnut Creek: Left Coast Press. Chapter 1. Montgomery, Lindsay M., and Severin Fowles. 2020. “An Indigenous Archive: Documenting Comanche History through Rock Art.” *American Indian Quarterly* 44 (2): 196–220. https://doi.org/10.5250/amerindiquar.44.2.0196.**Grad student required reading:**Todd, Zoe. 2016. “An Indigenous Feminist’s Take On The Ontological Turn: ‘Ontology’ Is Just Another Word For Colonialism.” *Journal of Historical Sociology* 29 (1): 4–22. https://doi.org/10.1111/johs.12124. |
|  | Th 1/26 | Thinking outside our box(es) | Fryer, Tiffany C. 2020. “Reflecting on Positionality: Archaeological Heritage Praxis in Quintana Roo, Mexico.” *Archaeological Papers of the American Anthropological Association* 31 (1): 26–40. https://doi.org/10.1111/apaa.12126.Dowson, Thomas A. 2010. “Why Queer Archaeology? An Introduction.” *World Archaeology* 32 (2): 161–65.Verdesio, Gustavo. 2013. “Indigeneity and Time: Towards a Decolonizaiton of Archaeological Temporal Categories and Tools.” In *Reclaiming Archaeology: Beyond the Tropes of Modernity*, edited by Alfredo González-Ruibal, 168–80. New York: Routledge.**Grad student required reading:**Blackmore, Chelsea. 2011. “How to Queer the Past Without Sex: Queer Theory, Feminisms and the Archaeology of Identity.” *Archaeologies* 7 (1): 75–96. https://doi.org/10.1007/s11759-011-9157-9. |
| 4 | Tu 1/31 |  | Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London. Chapters 3-5.Steeves, Paulette. 2021. *The Indigenous Paleolithic of the Western Hemisphere*. Lincoln: University of Nebraska Press. Chapters 1-3. |
|  | Th 2/2 |  | Steeves, Paulette. 2021. *The Indigenous Paleolithic of the Western Hemisphere*. Lincoln: University of Nebraska Press. Chapters 7-8. Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London. Chapters 6-7. |
| 5 | Tu 2/7 |  | Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press. Chapters 1-4. |
|  | Th 2/9 |  | Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press. Groups will read one chapter from second half. Watkins, Joe. 2000. *Indigenous Archaeology: American Indian Values and Scientifid Practice*. Walnut Creek, CA: AltaMira Press. Chapters 1 & 11.Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London. Chapters 8-9.**Grad student required reading:**Excerpt, Deloria, Vine Jr. *Custer Died for your Sins*. |
| 6 | Tu 2/14 | Writing history | Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. Chapters 1 & 4. |
|  | Th 2/16 | Decolonizing antiquity | Overholtzer, Lisa. 2013. “Archaeological Interpretation and the Rewriting of History: Deimperializing and Decolonizing the Past at Xaltocan, Mexico.” *American Anthropologist* 115 (3): 481–95. https://doi.org/10.1111/aman.12030.Pikirayi, Innocent. 2013. “Great Zimbabwe in Historical Archaeology: Reconceptualizing Decline, Abandonment, and Reoccupation of an Ancient Polity, A.D. 1450-1900.” *Historical Archaeology* 47 (1): 26–37. https://doi.org/10.1007/BF03376887. |
| 7 | Tu 2/21 | Power differentials in archaeology | Mickel, Alison. 2021. *Why Those Who Shovel Are Silent: A History of Local Archaeological Knowledge and Labor*. Louisville: University Press of Colorado. |
|  | Th 2/23 |
| 8 | Tu 2/28 | Archaeology of colonial encounters | Handsman, Russell G. 2018. “Survivance Strategies and the Materialities of Mashantucket Pequot Labor in the Later Eighteenth Century.” *Historical Archaeology* 52 (1): 51–69. https://doi.org/10.1007/s41636-017-0076-5.Two Bears, Davina R. 2022. “Decolonizing Research for My Diné (Navajo) Community: The Old Leupp Boarding School Historic Site.” *Archeological Papers of the American Anthropological Association* 33 (1): 55–72. https://doi.org/10.1111/apaa.12157. |
|  | Th 3/2 | “Colonization in reverse” or turning colonial research on it’s head | Coelho, Rui Gomes. 2019. “An Archaeology of Decolonization: Imperial Intimacies in Contemporary Lisbon.” *Journal of Social Archaeology* 19 (2): 181–205. <https://doi.org/10.1177/1469605319845971>.Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London. Chapters 10-11. |
| 9 | Tu 3/7 | NAGPRA, repatriation | Gray, Robin R R. 2022. “Rematriation: Ts’msyen Law, Rights of Relationality, and Protocols of Return.” *Native American and Indigenous Studies* 9 (1): 1–27.Atalay, Sonya, Jen Shannon, and John G. Swogger. 2017. *Journeys to Complete the Work*.Colwell, Chip. 2017. *Plundered Skulls and Stolen Spirits*. Chicago: University of Chicago Press. https://doi.org/10.7208/chicago/9780226299044.001.0001. |
|  | Th 3/9 | Museums & Monuments | Colwell, Chip. 2017. *Plundered Skulls and Stolen Spirits*. Chicago: University of Chicago Press. https://doi.org/10.7208/chicago/9780226299044.001.0001.Cain, Artwell. 2015. “Slavery and Memory in the Netherlands: Who Needs Commemoration?” *Journal of African Diaspora Archaeology and Heritage* 4 (3): 227–42. https://doi.org/10.1080/21619441.2015.1124589. |
| 10 | Tu 3/14 | SPRING BREAK (no class) |
|  | Th 3/16 |
| 11 | Tu 3/21 | Repatriation, restoration, reparations | Balanzátegui Moreno, Daniela Catalina. 2018. “Collaborative Archaeology to Revitalize an Afro-Ecuadorian Cemetery.” *Journal of African Diaspora Archaeology and Heritage* 7 (1): 42–69. https://doi.org/10.1080/21619441.2018.1480117.Supernant, Kisha. 2020. “From Haunted to Haunting: Métis Ghosts in the Past and Present.” In *Blurring Timescapes: Subverting Erasure: Remembering Ghosts on the Margins of History*, edited by Sarah Surface-Evans, A. E. Garrison, and Kisha Supernant, 85–101. New York: Berghahn Books. |
|  | Th 3/23 | Flewellen & Dunnavant, *An Archaeology of Redress.*Hartemann, Gabby Omoni. 2022. *Unearthing Colonial Violence: Griotic Archaeology and Community-Engagement in Guiana*. *International Journal of Historical Archaeology*. Vol. 26. https://doi.org/10.1007/s10761-021-00596-6. |
| 12 | 3/28 | SAA Meeting (no class) |
|  | 3/30 |
| 13 | Tu 4/4 | Bioarchaeology | Lans, Aja M. 2021. “Decolonize This Collection: Integrating Black Feminism and Art to Re‐examine Human Skeletal Remains in Museums.” *Feminist Anthropology* 2 (1): 130–42. https://doi.org/10.1002/fea2.12027.Watkins, Rachel J. 2020. “An Alter(Ed)Native Perspective on Historical Bioarchaeology.” *Historical Archaeology* 54 (1): 17–33. https://doi.org/10.1007/s41636-019-00224-5.Blakey, Michael L. 2020. “Archaeology under the Blinding Light of Race.” *Current Anthropology* 61 (S22): 183–97. https://doi.org/10.1086/710357. |
|  | Th 4/6 |  | Odewale, Alicia. 2020. “Restorative Justice Archaeology: Unearthing the Aftermath of the Tulsa Race Massacre, September 24.” Rice University Center for African and African American Studies, in collaboration with the university’s Task Force on Slavery, Segregation and Racial Injustice and BRIDGE (Building Research on Inequality and Diversity to Grow Equity). https://youtu.be/qBD-uO48HbI. |
| 14 | Tu 4/11 | Stewardship & sovereignty | Jamaica Kincaid, *A Small Place.*  |
|  | Th 4/13 | Acabado, Stephen, and Marlon Martin. 2020. “Decolonizing the Past, Empowering the Future: Community-Led Heritage Conservation in Ifugao, Philippines.” *Journal of Community Archaeology and Heritage* 7 (3): 171–86. https://doi.org/10.1080/20518196.2020.1767383.Loney, Marguerite L. De. 2019. “Agents of Coloniality: Capitalism, the Market, and My Crisis with Archaeology.” *Historical Archaeology* 53 (3–4): 686–701. https://doi.org/10.1007/s41636-019-00202-x.McAnany, Patricia. 2020. “Imagining a Maya Archaeology That Is Anthropological and Attuned to Indigenous Cultural Heritage.” *Heritage* 3 (2): 318–30. https://doi.org/10.3390/heritage3020019. |
| 15 | Tu 4/18 | Decolonial Futures; Imagining better | Atalay, Sonya. 2019. “Braiding Strands of Wellness.” *The Public Historian* 41 (1): 78–89. https://doi.org/10.1525/tph.2019.41.1.78.Flewellen, Ayana Omilade, Justin P. Dunnavant, Alicia Odewale, Alexandra Jones, Tsione Wolde-Michael, Zoë Crossland, and Maria Franklin. 2021. “The Future of Archaeology Is Antiracist: Archaeology in the Time of Black Lives Matter.” *American Antiquity* 86 (2): 224–43. https://doi.org/10.1017/aaq.2021.18. |
|  | Th 4/20 |  | Gonzalez, Sara L., Darren Modzelewski, Lee M. Panich, and Tsim D. Schneider. 2006. “Archaeology for the Seventh Generation.” *The American Indian Quarterly* 30 (3): 388–415. https://doi.org/10.1353/aiq.2006.0023.Excerpts. Supernant, Kisha, Jane Eva Baxter, Natasha Lyons, and Sonya Atalay. 2020. *Archaeologies of the Heart*. *Archaeologies of the Heart*. Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-36350-5. |
| 16 | Tu 4/25 | Course wrap up, evaluation  | Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. Edited by Bloomsbury. Third. London. Chapters 12-14. |
|  | Tu 5/2 | FINAL PAPERS DUE |