

# **Indigenous Archaeologies**

**ANTH 554M – Spring 2017**

**F 8:30-11:30, S1-141B**

**Instructor: Randall McGuire**

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**Hours: T 1:15-2:15, W 10:30-11:30, or by appointment**

This graduate seminar introduces the student to the growing international movement for an Indigenous archaeology. Indigenous archaeology is archaeology informed by Indigenous values and agendas. It is archaeology conducted by and for Indigenous people. I require Graduate standing for the course but no prior course work in archaeology is necessary. I will assume that each student has a basic grounding in Anthropology. The course will prepare graduate students in archaeology to incorporate Indigenous archaeology into their practice. It will give students in the other three sub disciplines of anthropology an introduction to archaeological research and it will address a variety of concerns about Indigenous peoples that cross cut the sub-disciplines.

The course is principally intended for graduate students in anthropology. The course counts towards the sub-field distribution requirement for graduate students in Socio-Cultural Anthropology, Biological Anthropology and Linguistics.

There are four key facets to the praxis of Indigenous archaeology. First, Indigenous archaeology serves the interests of Indigenous communities. Second, the method of working with these communities is collaboration. Third, collaboration requires that many voices be heard. And finally that archaeology should be of use to indigenous peoples. This course will focus on the development of Indigenous archaeology in the United States and link those developments to the international scene. It will begin with a review of the legal, economic, cultural and political realities of Native Americans in the United States today. Based on this review, the course will consider the how these realities have shaped relations between archaeologists and indigenous communities. Repatriation will be a major topic of the course.

## Format:

The course will be taught in a seminar format. The class will begin with a short lecture style presentation and move to discussion.

My experience has always been that the students make or break a seminar. We will be meeting 3 hours a week to engage in a dialogue on the issues raised for that week. To this end it is absolutely imperative that you come to class prepared. This means that you must do the readings, but more importantly, you must **THINK** about the readings before you come to class. I will try to give you an idea of the issues and questions before each session to help you do the readings.

## Learning Objectives:

At the end of this course, the student will understand the theory and practice of Indigenous Archaeology and be able to identify contemporary trends in the field. The course will aid students in developing a professional level proficiency in critical and constructive thought and to communicate complex ideas in writing and speaking. Students who complete this course will be able to:

- Take a position and defend it on the key issues of Indigenous rights, including Indigeneity, Sovereignty, and Heritage
- Review U.S. Indian Policy and its relationship to Indigenous rights and archaeology
- Define Indigenous Archaeology and its key concepts
- Initiate dialogues with Indigenous communities about collaboration
- Compare and contrast international approaches to Indigenous archaeology
- Discuss and critically assess the current state of Indigenous Archaeology
- Define and defend a thesis on the future of Indigenous Archaeology

## Requirements:

***Research Paper: due May 5, 2017*** (40% of your grade)

The topic of the research paper is very open but it must relate to indigenous archaeology and must require you to do some type of creative analysis. We will discuss the research project in detail at the first class meeting. During the class meetings of March 10 I will ask each of you to present a brief summary of what your paper will be about. At that time I will expect

everyone to have a well-formulated research question, each person to have a clearly defined research goal, and some preliminary research to have been done.

**Presentation of Research Paper: TBA - Finals Week** (10% of your grade)

Each student will present a 15-minute paper to the class on his/her project on a date to be scheduled during finals week. These presentations will follow the format of the Society for American Archaeology meetings.

**Class Presentation on a particular Indigenous Community: due throughout the semester** (20% of your grade)

The class focuses on broad issues of Indigenous archaeology that are global or national in scale. Each of you will do a 15 minute presentation to the class that focuses on heritage and archaeological issues in a specific Indigenous context. We will assign dates for all presentations in the second class meeting.

Your presentation will:

1. Pick a specific Indigenous Nation. Describe the Nation. This description should include a discussion of the geographic location of the community, the culture of the people, the size of the community, and the current political and economic condition of the community. This is the modern context for the issue of heritage.
2. Describe their experience in the 20th century. This answer should focus on how the community was affected by changes over the century with specific reference to topics referred to in class such as assimilation, education, allotment, termination, relocation, the IRA, AIM etc. You should analyze how the community responded to these various changes and identify how the current heritage issues facing the community developed from this experience.
3. Analyze and critique the heritage issues that you have identified. What current efforts are being made to resolve this issue? How does archaeology figure in these issues? What recommendations would you make for addressing the issues in the future?

**Class Participation:** (30% of your grade)

## **Texts:**

Bruchac, Margaret M., Siobhan M. Hart and H. Martin Wobst  
2010 *Indigenous Archaeologies: A Reader on Decolonization*. Left Coast Press, Walnut Creek, CA.

Harvard Project on American Indian Economic Development  
2007 *The State of the Native Nations: Conditions under U.S. Policies of Self-Determination*. Oxford University Press, Oxford.

Tall Bear, Kimberly  
2013 *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. University of Minnesota Press, Minneapolis.

Chari, Sangita  
2013 *Accomplishing NAGPRA: Perspectives on the Intent, Impact, and Future of the Native American Graves Protection and Repatriation Act (First Peoples)*. Oregon State University Press, Corvallis.

## Course Schedule

January 20 - Introduction: A brief History of U.S. Indian Policy

- Harvard Project, Introduction
- *Indigenous Archaeologies: A Reader on Decolonization*, Chapter 1
- Murray, Tim. Archaeologists and Indigenous People: A Maturing Relationship? *Annual Review of Anthropology* 2011. 40:363–78
- Castanha, Tony, The Doctrine of Discovery: The Legacy and Continuing Impact of Christian “Discovery” on American Indian Populations. *American Indian Culture and Research Journal* 2015. 39(3):41-69.

January 27 – - Sovereignty & Treaty Rights

- Harvard Project Read Book
- Wickstrom, Stefanie. 2002 Competing Views: Indian Nations and Sovereignty in the Intergovernmental System of the United States, *The American Indian Quarterly* 26(4):509-525.
- <http://www.onondaganation.org/> Onondaga Nation
- Bordewich, Fergus, 1996 *Killing the White Man's Indian*. pp.9-21, 302-333
- Riley, Naomi Schaefer, 2016 *The New Trail of Tears*. Part 1, pp. 3-80.

February 3 – Who is an Indian?

- Haley, Brian D. & Larry R. Wilcoxon, 2005 How Spaniards Became Chumash and Other Tales of Ethnogenesis. *American Anthropologist* 107(3):432-445
- Redshirt, Delphine, 2002 Persona Non Grata, *The American Indian Quarterly* 26(4): 641-642
- Redshirt, Delphine, 2002 These Are Not Indians, *The American Indian Quarterly* 26(4) 643-644

- Tveskov, Mark A., 2007, Social Identity and Culture Change on the Southern Northwest Coast, *American Anthropologist* 109(3):431–441.
- *Indigenous Archaeologies: A Reader on Decolonization*, Chapter 21 & 22
- Lightfoot et al. The Study of Indigenous Political Economics and Colonialism in Native California: Implications for Contemporary Tribal Groups and Federal Recognition. *American Antiquity* 78(1):89-104.

## February 10 – Native Americans, Archaeology & the Euro-American Imagination

- McGuire, Randall H. 1992 Archaeology & The First Americans, *American Anthropologist* 94(4):816-836
- *Indigenous Archaeologies: A Reader on Decolonization*, Ch. 7, 18,
- Sprague, Roderick 1974 American Indians & American Archaeology, *American Antiquity* 39(1):1-2
- Trigger, Bruce 1980 Archaeology & the Image of the American Indian, *American Antiquity* 45:662-676
- Finn, Christine 1997 Leaving More than Footprints: Modern Votive Offerings at Chaco Canyon Prehistoric Site. *Antiquity* 71:169-178.

## February 17 - Native Points of View on Origins, History, & the Past

- Read a Native American Origin Story & summarize it in class
- Deloria, Vine 1969 *Custer Died for Your Sins*. Chapter 4, pp.78-100
- Deloria, Vine 1997 *Red Earth, White Lies*. Chapter 4, 67-92
- *Indigenous Archaeologies: A Reader on Decolonization*, Chs. 5, 6, & 20.
- Mason, Ronald J. 2000 Archaeology & Native American Oral Tradition. *American Antiquity* 65(2):239-266.
- Echo-Hawk 2000 Ancient History in the New World: Integrating Oral Tradition & the Archaeological Record *American Antiquity* 65(2):267-290.
- Whiteley, Peter 2002 Archaeology & Oral Tradition: The Scientific Importance of Dialogue. *American Antiquity* 67(3):405-416.
- Crowell, Aron L. and Wayne K. Howell, 2013 Time, Oral Tradition and Archaeology at Xakwnoowú, A Little Ice Age Fort in Southeastern Alaska. *American Antiquity* 78(1):3-23.

## February 24 - Repatriation, Bone Lickers, & NAGPRA

- <http://worldarch.org/code-of-ethics/> World Archaeology Congress Code of Ethics on Human Remains
- *Accomplishing NAGPRA*: Read Book
- <http://www.saa.org/Portals/0/SAA/repatriation/SAA%20Comments%20on%20CUHR-Final-may2010.pdf>

## March 3 – No Class, Winter Break

## March 10 - Indigenous Archaeology (Discuss Term Papers)

- Lippert, Dorothy 2005 Comments on Dwelling at the Margins. *Archaeologies* 1(1):63-65.
- *Indigenous Archaeologies: A Reader on Decolonization*. Ch 19 & 25
- Clark, G.A. 1996 NAGPRA and The Demon Haunted World. *Archaeological Record* 14(5):3.
- Gonzales, Sara L. 2016 Indigenous Values and Methods in Archaeological Practice: Low-Impact Archaeology through the Kashaya Pomo Interpretive Trail Project. *American Antiquity* 81(3):533-549.
- <http://www.burkemuseum.org/blog/kennewick-man-ancient-one>
- Bruning, Susan B. 2006 Complex Legal Legacies: The Native American Graves Protection and Repatriation Act, Scientific Study, and Kennewick Man. *American Antiquity* 71(3)501-522.

## March 17 - What Does it Mean to be Indigenous?

- *Indigenous Archaeologies: A Reader on Decolonization*. Section II and Chs. 11, & 26
- Echo-Hawk & Zimmerman 2006 Beyond Racism: Some Opinions about Racialism & American Archaeology. *American Indian Quarterly* 30(3&4): 461-485
- Barnard, Alan 2006 Kalahari revisionism, Vienna and the 'Indigenous Peoples' Debate\*, *Social Anthropology* 14:1-16 and read comments pp. 17-31
- Kuper, Adam 2003 CA Forum: The Return of the Native, *Current Anthropology* 44(3): 389-402
- Strang, Veronica, 2006 A Happy Coincidence? Symbiosis and Synthesis in Anthropological and Indigenous Knowledges. *Current Anthropology* 47(6):981-1008.
- Warburton, Miranda 2002 Ethnic Equity in Archaeology: A View from the Navajo Nation Archaeology Department. *SAA Archaeological Record* 2(4):20-23.
- McGhee, Robert 2008 Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity* 73(4):579-597.
- United Nations Declaration on the Rights of Indigenous Peoples
- <http://www.washingtontimes.com/news/2010/dec/16/obama-adopts-un-manifesto-on-rights-of-indigenous-/?page=all>

## March 24 – Indigenous Methodologies

- *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Read Book
- *Indigenous Archaeologies: A Reader on Decolonization*. Chs 5, 6 & 24

## March 31 – Collaboration (We will need to reschedule due to conflict with the Society for American Archaeology meeting).

- *Indigenous Archaeologies: A Reader on Decolonization*. Chs 8, 9 & 23
- Colwell-Chanthaphonh, Chip and T.J Ferguson, 2008 Introduction: The Collaborative Continuum, in *Collaboration In Archaeological Practice: Engaging Descendant Communities*. Pp 1-32

- Clifford, James 2004 Looking Several Ways: Anthropology and Native Heritage in Alaska. *Current Anthropology* 45(1):5-30.
- Zimmerman, Larry 2005 First, Be Humble: Working With Indigenous Peoples and Other Descendent Communities. In *Indigenous Archaeologies: Decolonizing Theory and Practice*. ed. by C. Smith and H.M. Wobst, pp. 301-314.
- Nicholas, George 2004 What do I Really Want From A Relationship With Native Americans? *SAA Archaeological Record* 4(3):29-33.
- Welch, John, Mark Altaha, Doreen Gatewood, Karl A. Hoerig & Ramon Riley. 2006 Archaeology, Stewardship & Sovereignty *SAA Archaeological Record* 6(4):17-20.
- Silliman, Stephen and T. J. Ferguson. 2010 Consultation and Collaboration with Descendant Communities. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy T. Lippert, and Barbara J. Mills, pp. 48-72. Society for American Archaeology, Washington, D.C.

#### April 7 - Intellectual Property Rights

- *Indigenous Archaeologies: A Reader on Decolonization* Chs. 12, & 13
- Nicholas, George, Welch, John, Goodman, Alan, McGuire, Randall. 2010. Beyond the Tangible: Repatriation of Cultural Heritage, Bioarchaeological Data, and Intellectual Property. *Anthropology News*, March: 11-12.
- Nicholas, George, Hollowell, Julie. 2007. Ethical Challenges to a Postcolonial Archaeology: The Legacy of Scientific Colonialism. In *Archaeology and Capitalism*, ed(s). Hamilakis, Yannis, Duke, Philip, 59-82 Left Coast Press, Inc.
- Beteille, Andre 1998 The Idea of Indigenous People *Current Anthropology* 39(2):187-192.
- Brown, Michael F. 1998 Can Culture be Copyrighted? *Current Anthropology* 39(2):193-222
- Sillitoe, Paul 1998 The Development of Indigenous Knowledge: A New Applied Anthropology *Current Anthropology* 39(2):223-253.
- <http://www.sfu.ca/ipinch/>

#### April 8 – 17 - Easter and Passover Break – No Class

April 21 – Collecting, & Exhibiting Indians (We will need to reschedule due to my absence).

- National Museum of the American Indian <http://www.nmai.si.edu/> Read web page and view several of the exhibits <http://www.nmai.si.edu/explore/exhibitions/washington/>
- Atalay, Sonya 2006 No Sense of Struggle, *American Indian Quarterly* 30(3&4):597-618.
- Cobb, Amanda J. 2005 Interview with W. Richard West, Director, National Museum of the American Indian. *American Indian Quarterly* 29(3&4):517-537.
- Clifford, James 1990 "Four Northwest Coast Museums: Travel Reflections," in *Exhibiting Cultures: The Poetics and Politics of Museum Display*, 215.
- Howe, Craig 2005 The Morality of Exhibiting Indians, ch 9 in *Embedding Ethics*, ed. by L. Meskell & P. Pels, pp.219-237

- Mithlo, Nancy Marie, 2004 "Red-Man's Burden": The Politics of Inclusion in Museum Settings. *American Indian Quarterly* 28(3&4):743-763.

April 28 - International Indigenous Archaeology (Oceania and Latin America – the Settler States)

- *Indigenous Archaeologies: A Reader on Decolonization*. Ch. 10, Sections IV and VI

May 5 - **RESEARCH PAPERS DUE** International Indigenous Archaeology (Africa, Asia, and Europe)

- *Indigenous Archaeologies: A Reader on Decolonization*. Sections VII, VIII, IX and Ch. 51

TBA - Presentation of Research Papers