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

Tall Bear, Kimberly

Chari, Sangita

Course Schedule

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

- Harvard Project, Introduction
- Indigenous Archaeologies: A Reader on Decolonization, Chapter 1

January 27 – Sovereignty & Treaty Rights

- Harvard Project Read Book
- http://www.onondaganation.org/ Onondaga Nation
- Bordewich, Fergus, 1996 Killing the White Man's Indian. pp.9-21, 302-333

February 3 – Who is an Indian?

- Redshirt, Delphine, 2002 These Are Not Indians, The American Indian Quarterly 26(4) 643-644
- *Indigenous Archaeologies: A Reader on Decolonization*, Chapter 21 & 22

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

- *Indigenous Archaeologies: A Reader on Decolonization*, Ch. 7, 18,

**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.

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

- *Accomplishing NAGPRA*: Read Book

**March 3 – No Class, Winter Break**
March 10 - Indigenous Archaeology (Discuss Term Papers)

- *Indigenous Archaeologies: A Reader on Decolonization*. Ch 19 & 25
- http://www.burkemuseum.org/blog/kennewick-man-ancient-one

March 17 - What Does it Mean to be Indigenous?

- *Indigenous Archaeologies: A Reader on Decolonization*. Section II and Chs. 11, & 26
- United Nations Declaration on the Rights of Indigenous Peoples

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

**April 7 - Intellectual Property Rights**

• *Indigenous Archaeologies: A Reader on Decolonization* Chs. 12, & 13
• [http://www.sfu.ca/ipinch/](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/](http://www.nmai.si.edu/) Read web page and view several of the exhibits [http://www.nmai.si.edu/explore/exhibitions/washington/](http://www.nmai.si.edu/explore/exhibitions/washington/)
• Howe, Craig 2005 The Morality of Exhibiting Indians, ch 9 in *Embedding Ethics*, ed. by L. Meskell & P. Pels, pp.219-237

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