

# Anthro 3AS3: Archaeology and Society

Instructor: Shanti Morell-Hart <smorell@mcmaster.ca>



**Course Schedule:** Tuesdays 12:30-13:20; Fridays 12:30-14:20

**Course Location:** Kenneth Taylor Hall, Room 122B

**Office Hours:** Thursdays, 11:00-13:00

**Office:** Chester New Hall, Room 534

## **Course description:**

How has archaeology shaped modern social thought and action—from personal dietary regimes to broad public policy decisions? How have social norms and shifts informed archaeological interpretation and practice—from general philosophical trends to particular historical moments?

In this course, we will explore the intersections between archaeology and society. We will engage with readings that address their mutual impacts, considering topics such as Paleodiets, legacies of colonialism, establishment of heritage sites, and apocalyptic imaginings. We will critically evaluate how the trajectory of archaeology has influenced environmental policy and even military strategy. We will also consider the areas where archaeology may be of greater use, and debate the ethics of making such judgments.

The course will proceed as part lecture and part seminar, incorporating hands-on materials, workshops, interactive activities, films, and small field trips. You will be evaluated on consistent participation in class discussion (in the classroom and/or the online forum) (20%), a set of reading responses (30%), a final outline and paper (40%), and a final presentation (10%).

## **Textbooks and Required Readings:**

Most of the course readings will be posted online on Avenue to Learn. All of the required readings for each week (with the exception of our very first meeting) must be completed before the first class meeting of each week (i.e., due Monday evenings).

## **Course requirements:**

Our course meets twice per week. Classes will be divided between informal lectures, discussions, and activities. Your grade in the course will be based on your performance in completing the following assignments:

**Class participation: 20% of total grade.**

Class participation is based partially on attendance, and partially on contributions to discussion. It is necessary for you to join class dialogue, through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

**\*ALSO REQUIRED\***: Schedule a 10 minute meeting with me during office hours to discuss your paper topic, within the second to fifth week of class.

**\*ALSO REQUIRED\***: Feedback on the final presentations of two of your peers.

**Daily reading responses: 30% of total grade. Due each Monday by 10 pm.**

You will be responsible for a 300 word (roughly ¾ page, double-spaced) response to **one** of the assigned readings-- *NOT including readings in italics*-- the evening before the first class meeting of the week. These are to be posted on Avenue to Learn, before 10 pm, each Monday evening. Individual readings will be divvied up between class members for responses, but everyone is responsible for completing all of the assigned readings for each week's discussion.

Each reading response should include the following:

-Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the SAA Style Guide:

[http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide\\_Final\\_813.pdf](http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

-A set of 5 keywords (list), just below the citation

-Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

-What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

-What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? (3 sentences)

-What types of materials/data/evidence are used to address these objectives? (1 sentence)

-What is one key thing you drew from this reading? (1 sentence)

-What else would you like to see the author address? (A short critique, or a request for more or different types of data.) (2 sentences)

-What does this make you reflect on-- in the news, your own daily practice, or your own experiences? or, What other class readings does it remind you of, and why? (1-2 sentences)

-What questions do you have about the reading? (1-2 sentences)

**-\*OPTIONAL\***: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

**Final paper: 40% of total grade.**

Your final paper will be broken up into two components: paper outline and annotated bibliography (10%), and the final paper itself (30%). I will post a set of potential paper topics online, and circulate a copy in class.

***Final paper outline and annotated bibliography: 10% of total grade. Due Friday, Oct. 21 by 10 pm.***

This is a 2-page assignment that includes a 1-page (single-spaced) outline (roughly 250 words), and a 1-page (single-spaced) list of sources with a brief annotation for each source.

The outline must include: 1) your main thesis questions and objectives, 2) the general layout of your paper and structure of your argument, and 3) the contributions from source material you will be using. In your outline, the authors and dates of the readings you plan to cite will go in parentheses next to every applicable outline subheading. Also, provide a rough page number count for each major section of your paper.

On a separate page, provide an alphabetical list of 8 sources you will use in your paper: articles, book chapters, databases, and/or other scholarly materials. At least 5 of these readings must come from sources outside of assigned class readings. All of your sources should be scholarly in nature, and listed with full bibliographic reference information. Make sure to use the AAA Style guide for your bibliographic information ( [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf) ). For each source, you will need to include a brief (1-sentence) description of how the material will contribute to your paper.

I will post an example of a final paper outline online, and talk over the template in class.

***Final paper: 30% of total grade. Due Friday, Dec. 9, by 10 pm.***

This is a 2400 word assignment (roughly 8-pages of narrative, double-spaced, 12-pt font, 1-inch margins). Be sure to include a title page and bibliography on separate pages (and outside the word count). Again, you will need to use at least 8 sources, 5 of which must be outside of class readings.

I will post an example of the evaluation sheet I will use for your final paper online, and talk over the format in class, so that you have an idea of how to structure your paper.

After completing your final paper, please consider updating relevant Wikipedia articles on your paper topic(s), especially if you have chosen a more obscure topic with little or no information already on Wikipedia!

***Final Presentation: 10% of total grade.***

Final research presentations will take place during the last two weeks of the term. You will need to prepare a short (5 min) PowerPoint (or similar) presentation. This will cover your research questions, analysis, and preliminary interpretations as you have prepared them for your final paper. Basically, condense the text of your paper into 1.5 pages, and then craft roughly 4 slides to graphically illustrate your research. The goal of the presentations is to make you conversant in your own hard work!

As a reminder: part of your Class Participation grade is providing feedback on the presentations of two of your peers. This feedback will help them (and you!) polish the final paper.

## **Expectations and General Guidelines:**

<b>Letter<sup>1</sup></b>	<b>%</b>	<b>GPA<sup>1</sup></b>	<b>Verbal<sup>2</sup></b>	<b>Definition<sup>2</sup></b>
A+	90-100	12		Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11	Distinction	
A-	80-84	10		
B+	77-79	9		Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8	Superior	
B-	70-72	7		
C+	67-69	6		Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5	Average	
C-	60-62	4		
D+	57-59	3		Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2	Marginal	
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

**The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.**

### **Academic Dishonesty:**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

### **Faculty of Social Sciences E-mail Communication Policy:**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must

originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

### **Special accommodations:**

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly. Student Accessibility Services (linked below) can help to guide you in this process.

### **Student Accessibility Services:**

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require accommodation should contact SAS as early in the term as possible. <http://sas.mcmaster.ca>

### **Office of Human Rights and Equity Services:**

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life. <http://www.mcmaster.ca/hres/index.html>

### **Personal Counselling and Mental Health at the Student Wellness Center:**

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources. <http://wellness.mcmaster.ca/counselling.html>

### **Requests for Relief for Missed Academic Term Work:**

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". **Please note these regulations have changed beginning Spring/Summer 2015.**

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

For missed academic work worth less than 25% of the final grade, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only once per term. It is your responsibility to immediately

follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. <https://www.mcmaster.ca/msaf/index.html>

If you are absent for reasons other than medical reasons, are missing for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you MUST visit your Associate Dean's Office (KTH 129). You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

### **Writing Support Services:**

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

### **Research Help**

A Service Desk is located near the entrance of each library on campus. Students may drop by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: <https://library.mcmaster.ca/justask>

### **Research Consultations**

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks.

<https://library.mcmaster.ca/forms/research-consultation-request>

### ***Images from the top of the syllabus:***

*Art by Edgar Saner Flores.*

<http://artfoundout.blogspot.mx/2014/02/saner-informed-by-heritage.html>

*Photo by unknown photographer.*

<http://searchoflife.com/secrets-of-the-stonehenge-2014-02-08>

*Art by Ben Chen.*

<http://www.flickr.com/photos/39325907@N04/8385497728/>

## **Course Schedule:**

(Reminder: You are responsible for a 300 word response to **one** of the assigned readings-- *NOT including readings in italics*-- the evening before the first class meeting of the week.)

### **1. Sept. 6: Where does archaeology, as an academic discipline, fit within society?**

**Lecture:** Overview of the course. Archaeology: definitions of. Relationship between archaeology and other disciplines. Questions, methods, and interpretations. Traditional disciplinary boundaries and inter-disciplinarity.

### **Sept. 9: What is the relationship between archaeology and anthropology?**

**Lecture:** The role of archaeology in anthropology. The importance of the long durée in anthropology. Materiality as a particular emphasis of archaeology.

**Discuss:** J Hill 1992; L Hill 2015; *Minnis 2008*; Taylor 2008

**Activity:** Uncomfortable objects.

### **\*\*Monday, Sept. 12: First reading response due by 10 pm for Sept. 13 readings\*\***

(due every Monday hereafter)

### **2. Sept. 13 and 16: Why is the historical development of archaeology important?**

**Lecture:** The legacy of anthropology in archaeology: the Great Chain of being; the progress narrative; "civilization;" colonialism. Cross-cultural comparisons, the phenomenology of culture, and cultural relativism. Hobbes, Rousseau, Boas, Durkheim, Said, and friends.

**Discuss:** Herzfeld 2001 (Ch.3; Ch.8); McNiven and Russell 2005 (Ch.2; Ch.3).

**Activity:** Spot the colonialist.

### **3. Sept. 20 and 23: What are the roles of archaeology in the community, and responsibilities of archaeology to the community?**

**Lecture:** Critical archaeology and stakeholder ship. Archaeological ethics.

**Discuss:** Agbe-Davies 2010; Leone et al. 1987; Marshall 2002; *SAA, WAC, AAA, CAA codes of ethics*.

**Activity:** Debating archaeological ethics.

### **\*\*Bring in an article for the Friday, Sept. 30 class\*\***

### **4. Sept. 27 and 30: How does archaeology make you... you?**

**Lecture:** Heritage and identity. Place, history, gender, sexual orientation, ethnicity, religion, and other axes of identity. The contributions of archaeology.

**Discuss:** Coningham and Lewer 2000 (\*2 parts\*); Balme and Bulbeck 2008; *Hall 2013*; Labadi 2010; Marks 2014.

**Activity:** The archaeology of your identity.

### **5. Oct. 4 and 7: Heritage: what is at stake, and who are the stakeholders?**

**Lecture:** Patrimony and intrinsic cultural value. Heritage and public policy. Preservation and patrimony. UNESCO membership; registers of historic places, people, and monuments.

**Discuss:** De Cesari 2010; Lipe 2009; Meskell 2014; Watkins 2005.

**Activity:** Nominate a UNESCO World Heritage Site.

### **\*\*Oct. 8-16: Mid-term recess\*\***

### **6. Oct. 18 and 21: How does archaeology factor into national and international tensions?**

**Lecture:** Heritage as proxy; heritage as syndrome. Social tensions that play out in archaeology. Archaeology as political tool. State propaganda and national identity. "Cradle of civilization" as a concept.



**Discuss:** Arnold 1990; Kohl 2011; Ferguson 1996; Hamilakis 1996.

**Workshop:** Final papers and presentations.

**\*\*Friday, Oct.21: Final Paper Outline due by 10 pm\*\***

**7. Oct. 25 and 28: How does archaeology factor into narratives of sustainability and "ecocide"?**

**Lecture:** Ethnoecology and climate change. Public policy and ancient history. Why archaeologists are angry at Jared Diamond. Why archaeologists are angry at the History Channel.

**Discuss:** *Levin and Wilson 2009*; Lightfoot et al. 2013; Middleton 2012; Rockman 2011; van der Leeuw 2009.

**Activity:** Collapse bingo!

**8. Nov. 1 and 4: How does archaeology factor into narratives of social collapse and resilience?**

**Lecture:** Collapse narratives. Malthus v. Geertz v. Boserup v. Brookfield v. Wittfogel v. Kirch. The Maya "Collapse," and why that word is in quotes.

**Discuss:** Carneiro 2003; Fowles 2014; *Frank 2014*; Rampino et al. 1988; Sheets 2012.

**Activity:** Joya de Cerén, GIS, and future volcanic eruptions.

**9. Nov. 8 and 11: How does patrimony become possession?**

**Lecture:** Heritage and commercial enterprise. Archaeology and industry. Archaeology as a selling point. Looting. Ownership of the past. Replicas, reconstructions, and re-enactments.

**Discuss:** Kobiałka 2014; Nicholas and Bannister 2004; Rozentel 2014; Sansone 2013.

**Activity:** Colonial Williamsburg: depictions of enslavement.

**10. Nov. 15: What are the challenges of archaeology situated in the community?**

**Lecture:** Community-based archaeology. Public outreach and public archaeology. Multi-media, online collaborations, virtual museums. Accessibility of patrimony. Virtual vs. physical.

**Discuss:** Ardren 2002; Champion 2006; Croes 2010; Dudley 2012.

**Activity:** Investigating virtual museums OR field trip to Royal Ontario Museum.

**\*\*American Anthropological Association meetings, Nov. 16- Nov.18\*\***

**\*\*Royal Ontario Museum activity during class meeting on Friday, Nov.18\*\***

**11. Nov. 22 and 25: What is the future role of archaeology in society?**

**Lecture:** The social construction of knowledge. Long bets. The movement of archaeological knowledge and disciplinary reflexivity. Archaeology.... of the *fuuuuuuuuure*.

**Discuss:** Holtorf 2013; Pasqualetti 1997; Rountree 2007; Smith 2010; Stannard et al. 2004.

**12. Nov. 29 and Dec.2: Final Presentations**

**13. Dec. 6: Final Presentations**

**\*\*Friday, Dec. 9th: Final Papers due by 10 pm\*\***



## Course Readings:

Agbe-Davies, Anna S.

2010 Concepts of Community in the Pursuit of an Inclusive Archaeology. *International Journal of Heritage Studies* 16(6):373-389.

Ardren, Traci

2002 Conversations about the production of archaeological knowledge and community museums at Chunchucmil and Kochol, Yucatán, México. *World Archaeology* 34(2):379-400.

Arnold, Bettina

1990 The Past as Propaganda: Totalitarian Archaeology in Nazi Germany. *Antiquity* 64(1990):464-478.

Balme, Jane and Chilla Bulbeck

2008 Engendering Origins: Theories of Gender in Sociology and Archaeology. *Australian Archaeology* 67(1):3-11.

Carneiro, Robert L.

2003 The Role of Warfare in Political Evolution: Past Results and Future Projections. In *Effects of War on Society*. Boydell Press.

Champion, Erik

2006 Playing with a Career in Ruins: Game Design and Virtual Heritage. *Treballs d'Arqueologia* (12):45-61.

Coningham, Robin and Nick Lewer

2000 Archaeology and Identity in South Asia—Interpretations and Consequences. *Antiquity* 74(285):664-667.

Croes, Dale R.

2010 Courage and Thoughtful Scholarship= Indigenous Archaeology Partnerships. *American Antiquity* 75(2):211-216.

De Cesari, Chiara

2010 World Heritage and Mosaic Universalism: A View from Palestine. *Journal of Social Archaeology* 10(3):299-324.

Dudley, Sandra

2012 Materiality Matters: Experiencing the Displayed Object. *University of Michigan Working Papers in Museum Studies* 8(2012):1-9.

Ferguson, Thomas J.

1996 Native Americans and the Practice of Archaeology. *Annual review of anthropology*:63-79.

Fowles, Severin M.

2015 Writing Collapse. In *Social Theory in Archaeology and Ancient History: The Present and Future of Counternarratives*, edited by G. Emberling. Cambridge University Press, Cambridge, UK.

- Frank, Adam  
2014 Lessons from the Last Time Civilization Collapsed. *National Public Radio* ([www.npr.org](http://www.npr.org)) August 19, 2014.
- Franquesa, Jaume  
2013 On Keeping and Selling: The Political Economy of Heritage Making in Contemporary Spain. *Current Anthropology* 54(3):346-369.
- Greer, Shelley, Rodney Harrison and Susan McIntyre-Tamwoy  
2002 Community-based archaeology in Australia. *World Archaeology* 34(2):265-287.
- Hall, John  
2013 Zut alors! Archaeologists uncover 'Heston Blumenthal-style' feast at 8,000-year-old dig site that proves Brits were the first to eat frogs' legs - not the French. *The Independent* October 16, 2013.
- Hamilakis, Yannis  
1996 Through the Looking Glass: Nationalism, Archaeology and the Politics of Identity. *Antiquity* 70(270):975-978.
- Herzfeld, Michael  
2001 *Anthropology: Theoretical Practice in Culture and Society*. Blackwell, Malden, MA.
- Hill, Jonathan D.  
1992 Contested Pasts and the Practice of Anthropology. *American Anthropologist* 94(4):809-815.
- Hill, Lisa J.  
2015 Human Geography and Archaeology: Strange Bedfellows? *Progress in Human Geography* 39(4):412-431.
- Holtorf, Cornelius  
2013 The Need and Potential for an Archaeology Orientated towards the Present. *Archaeological Dialogues* 20(01):12-18.
- Kobiałka, David  
2014 Archaeology and communication with the public: archaeological open-air museums and historical re-enactment in action. *European Journal of Post-Classical Archaeologies* 4:313-332.
- Kohl, Philip L.  
2011 Ethnic Identity and the Anthropological Relevance of Archaeology. In *Archaeology in Society*, edited by M. Rockman and J. Flatman, pp. 229-236. Springer, New York, NY.
- Labadi, Sophia  
2010 World Heritage, Authenticity, and Post-Authenticity. In *Heritage and Globalisation*, edited by S. Labadi and C. Long. Routledge, London, United Kingdom.
- Leone, Mark  
1987 Toward a Critical Archaeology. *Current Anthropology* 28(3):283-302.

- Levin, Josh and Chris Wilson  
2009 How Is America Going to End? *Slate* (August 2009).
- Lightfoot, Kent G., Rob Q. Cuthrell, Chuck J. Striplen and Mark G. Hylkema  
2013 Rethinking the study of landscape management practices among hunter-gatherers in North America. *American Antiquity* 78(2):285-301.
- Lipe, William D.  
2009 Archaeological Values and Resource Management. In *Archaeology and Cultural Resource Management: Visions for the Future*, edited by L. L. Sebastian and W. D. Lipe. School for Advanced Research Press, Santa Fe, NM.
- Marks, Jonathan  
2014 The Genes Made Us Do It: The New Pseudoscience of Racial Difference. *In These Times* May 12, 2004.
- Marshall, Yvonne  
2002 What is Community Archaeology? *World Archaeology* 34(2):211-219.
- McNiven, Ian J. and Lynette Russell  
2005 *Appropriated Pasts: Indigenous Peoples and the Colonial Culture of Archaeology*. Rowman Altamira.
- Meskill, Lynn  
2014 States of Conservation: Protection, Politics, and Pacting within UNESCO's World Heritage Committee. *Anthropological Quarterly* 87(1):217-243.
- Middleton, Guy D.  
2012 Nothing Lasts Forever: Environmental Discourses on the Collapse of Past Societies. *Journal of Archaeological Research* 20(3):257-307.
- Minnis, Paul E.  
2006 Answering the Skeptic's Question. *The SAA Archaeological Record* November 2006:17-20.
- Nicholas, George P. and Kelly P. Bannister  
2004 Copyrighting the Past? Emerging Intellectual Property Rights Issues in Archaeology. *Current Anthropology* 45(3):327-350.
- Pasqualetti, Martin J.  
1997 Landscape Permanence and Nuclear Warnings. *Geographical Review* 87(1):73-91.
- Rampino, Michael R., Stephen Self and Richard B. Stothers  
1988 Volcanic Winters. *Annual Review of Earth and Planetary Sciences* 16:73-99.
- Rockman, Marcy  
2011 Introduction: A L'Enfant Plan for Archaeology. In *Archaeology in Society*, edited by M. Rockman and J. Flatman, pp. 1-20. Springer, New York, NY.
- Rountree, Kathryn

2007 Archaeologists and Goddess Feminists at Çatalhöyük: An Experiment in Multivocality. *Journal of Feminist Studies in Religion* 23(2):7-26.

Rozental, Sandra

2014 Stone Replicas: The Iteration and Itinerancy of Mexican Patrimonio. *The Journal of Latin American and Caribbean Anthropology* 19(2):331-356.

Sansone, Livio

2013 The Dilemmas of Digital Patrimonialization: The Digital Museum of African and Afro-Brazilian Memory. *History in Africa* 40(01):257-273.

Sheets, Payson D.

2012 Responses to explosive volcanic eruptions by small to complex societies in ancient Mexico and Central America. In *Surviving Sudden Environmental Change*, edited by J. Cooper and P. D. Sheets, pp. 43-63. University Press of Colorado, Boulder, CO.

Smith, Michael E.

2010 Sprawl, squatters and sustainable cities: Can archaeological data shed light on modern urban issues? *Cambridge Archaeological Journal* 20(02):229-253.

Stannard, Clive, Niek van der Graaff, Alan Randell, Peter Lallas and Peter Kenmore

2004 Agricultural Biological Diversity for Food Security: Shaping International Initiatives to Help Agriculture and the Environment. *Howard Law Journal* 48(1):397-430.

Taylor, Timothy F.

2008 Prehistory vs. Archaeology: Terms of Engagement. *Journal of World Prehistory* 21(1):1-18.

van der Leeuw, Sander E.

2009 What Is an "Environmental Crisis" to an Archaeologist? . In *The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience*, edited by C. T. Fisher, J. B. Hill and G. M. Feinman. University of Arizona Press, Tucson.

Watkins, Joe E.

2005 Through Wary Eyes: Indigenous Perspectives on Archaeology. *Annual Review of Anthropology* 34:429.