

Anthro 3AS3: Archaeology and Society
Course Syllabus 2014

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

Course Schedule: Tuesdays 13:30-14:20; Thursdays 12:30-14:20

Course Location: Burke Science Building, Room 104

Office Hours: Tuesdays 14:30-15:30; Thursdays 14:30-15:30

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? 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, the legacy of colonialism, establishment of heritage sites, and apocalyptic imaginings. We will consider how the trajectory of archaeology has influenced environmental policy and even military strategy. We will also consider the areas where archaeology may potentially 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 (25%), a final paper (45%), and a final presentation (10%).

Textbooks and Required Readings

Most of the course readings will be posted 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:

This course meets twice a 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:

Daily reading responses: 25% of total grade.

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 8 pm (usually 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 AAA Style Guide: http://www.aaanet.org/publications/style_guide.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? (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? Where did the article fall short? Was the data really appropriate to the question? Did the authors really ANSWER their own questions? (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? (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.

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.

Final paper: 45% of total grade.

Your final paper will be broken up into several components: paper topic narrative (5%), paper outline and annotated bibliography (10%), and the final paper itself (30%).

Paper topic narrative: 5% of total grade.

This assignment is meant to provide you feedback on your initial final paper topic idea. You are responsible for turning in a 400 word narrative (roughly 1-page, double-spaced) that includes: 1) your main thesis questions and objectives, 2) the kinds of source material you will be using, and 3) a list of five key words that would describe your paper. Imagine this as a sort of reverse-engineered reading response, where you are providing a summary of your own (future) work. Ideally, this narrative could be used verbatim in the introduction to your final paper.

On a separate page, provide a list of 5-8 outside sources you will use in your paper: articles, book chapters, databases, and/or other materials. All of your sources should be scholarly in nature, and listed with full bibliographic reference information.

This assignment is **due by 8 pm on Friday, October 3rd**. I will post a set of potential paper topics online, and circulate a copy in class. However, if you have a topic that falls outside of these suggestions, meet with me to discuss your options. I will give you feedback on your paper topic narratives and provide suggestions for additional resources by the following week.

Final paper outline and annotated bibliography: 10% of total grade.

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 and brief annotations. You will need to include a minimum of 10 readings you are going to cite in your paper. At least 5 of these readings must come from sources outside of assigned class readings. In your outline, the author and date of a reading you wish to cite will go in parentheses next to every applicable outline subheading. In the list of sources and annotations, you will need to provide complete citation information, and a brief (1-sentence) description of how each source will contribute to your paper. Make sure to use the AAA Style guide for your bibliographic information (http://www.aaanet.org/publications/style_guide.pdf).

This assignment is **due by 8 pm on Friday, November 7th**. I will post an example of a final paper outline online, and talk over the template in class. I will give you feedback on your paper outlines by the following week.

Final paper: 30% of total grade.

This is a 3500 word narrative (roughly 10-pages, double-spaced, 12-pt font, 1-inch margins), in addition to a title page and bibliography, which will be on separate pages (and outside the word count). Again, you will need to use at least 10 sources, 5 of which must be outside of class readings.

The final paper is **due by 8 pm on Friday, December 5th**. I will post an example of the evaluation sheet I will use for your final essay online, and circulate a copy 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 (5-6 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, imagine condensing the text of your paper into 1 1/2 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

Letter ¹	%	GPA ¹	Verbal ²	Definition ²
A+	90-100	12	Distinction	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		
A-	80-84	10		
B+	77-79	9	Superior	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		
B-	70-72	7		
C+	67-69	6	Average	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		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
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:

Students who require accommodation for documented issues 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.

<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.

<http://wellness.mcmaster.ca/counselling.html>

Writing Support Services

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

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. 4

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.

Readings: Hill 2014; excerpts from Introduction to archaeology textbooks.

Monday, Sept. 8: First reading response due, for Sept 9/11 readings by 8 pm

(due every Monday hereafter)

2. Sept. 9/11

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: Hill 1992; Kelley and Williamson 1996; Minnis 2008; Taylor 2008a; Taylor 2008b.

Activity: Uncomfortable objects.

3. Sept. 16/18

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 (excerpts); McIntosh 1999; McNiven and Russell 2005 (excerpts).

Activity: Spot the colonialist.

4. Sept. 23/25

What are the roles of archaeology in the community, and responsibilities of archaeology to the community?

Lecture: Critical archaeology and stakeholdership. Archaeological ethics.

Discuss: Bourke 2013; Leone 1987; Marshall 2002; Agbe-Davies 2010. SAA, WAC, AAA, CAA codes of ethics.

Activity: Debating archaeological ethics.

5. Sept.30/Oct.2

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; Engelstad 2007; Fortuna 2013; *Hall 2013*; Labadi 2010; Marks 2014.

Activity: The archaeology of your identity.

****Friday, October 3rd: Final Paper Narrative due by 8 pm****

6. Oct. 7/9

Why is heritage important?

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; Dongoske et al. 1997; Lipe 2009; Meskell 2013; Watkins 2005.

Activity: Nominate a site to UNESCO.

7. Oct. 14/16

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; Ferguson 1996; Chakrabarty 2000 (excerpts); Hamilakis 1996; Meskell 2014.

Workshop: Final papers and presentations.

8. Oct. 21/23

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: Diamond 2003; Hunt and Lipo 2012; *Levin and Williams 2009*; Middleton 2012; van der Leeuw 2009.

Activity: Collapse bingo!

9. Oct. 28

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: Butzer and Endfield 2012; Carneiro 2003; *Frank 2014*; Morell-Hart 2012; Rampino et al. 1988.

Oct. 30: Mid-term recess

10. Nov. 4/6

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: Franquesa 2013; Kobiałka 2014; Nicholas and Bannister 2004; Rozenal 2014; Sansone 2013; *Schreier 2014*.

Activity: Colonial Williamsburg: depictions of enslavement.

****Friday, November 7th: Final Paper Outline due by 8 pm****

11. Nov. 11/13

****Bring laptops to class on Thursday, November 11****

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. actual.

Discuss: Ardren 2002; Champion 2006; Croes 2010; Dudley 2012 (excerpts); Greer et al 2002.

Activity: Investigating virtual museums. **[Bring laptops to class!]**

12. Nov. 18/20

What is the future role of archaeology in society?

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

Discuss: Bogenschneider et al. 2013; Kaplan 1986; Rountree 2007; Smith 2010; Stannard et al. 2004.

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

13. Nov. 25/27

Final Presentations

14. Dec. 3

Final Presentations

****Friday, Dec. 5th: Final Papers due by 8 pm****

Course Readings:

Agbie-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, Yucatan, Mexico. *World Archaeology* 34(2):379-400.

Arnold, Bettina

1990 The Past as Propaganda: Totalitarian Archaeology in Nazi Germany. *Antiquity* 64(244):464-478.

Bogenschneider, Karen, Olivia M. Little and Kristen Johnson

2013 Policymakers' Use of Social Science Research: Looking Within and Across Policy Actors. *Journal of Marriage and the Family* 75(April):263-275.

Bourke, A.

2013 Universities, Civil Society and the Global Agenda of Community-Engaged Research. *Globalisation, Societies and Education* 11(4):498-519.

Butzer, Karl W and Georgina H Endfield

2012 Critical Perspectives on Historical Collapse. *Proceedings of the National Academy of Sciences* 109(10):3628-3631.

Carneiro, Robert L.

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

Chakrabarty, Dipresh

2000 *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, Princeton, NJ.

- 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
2000a Archaeology and Identity in South Asia: Interpretations and Consequences. *Antiquity* 74(285):664-667.
2000b The Vijayan Colonization and the Archaeology of Identity in Sri Lanka. *Antiquity* 74(285):707-712.
- 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.
- Diamond, Jared
2003 The Last Americans: Environmental Collapse and the End of Civilization. *Harper's Magazine* June 2003:43-51.
- Dongoske, Kurt E., Michael Yeatts, Roger Anyon and T.J. Ferguson
1997 Archaeological cultures and cultural affiliation: Hopi and Zuni perspectives in the American Southwest. *American Antiquity* 62(4):600-608.
- Dudley, Sandra H. (editor)
2012 *Museum Objects: Experiencing the Properties of Things*. Routledge, New York, NY.
- Engelstad, E
2007 Much More than Gender. *Journal of Archaeological Method and Theory* 14(3):217-234.
- Engelstad, Ericka
1991 Images of Power and Contradiction: Feminist Theory and Post-Processual Archaeology. *Antiquity* 65(248):502-514.
- Ferguson, T.J.
1996 Native Americans and the Practice of Archaeology. *Annual Review of Anthropology* 25:63-79.
- Fortuna, Carlos
2013 Heritage, Tourism, and Emotion. *Revista Crítica de Ciências Sociais Annual Review* 5(5).
- Frank, Adam
2014 Lessons from the Last Time Civilization Collapsed. *National Public Radio* (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).
- 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, J.D.
1992 Contested Pasts and the Practice of Anthropology. *American Anthropologist* 94:809-815.
- Hill, Lisa Julie
2014 Human Geography and Archaeology: Strange Bedfellows? *Progress in Human Geography*.
- Hilliard, Kyle
2014 Extraterrestrial Excavation: Seeking the Fabled Atari Cache in a Pile of Trash. *Game Informer* 255:98-99.
- Hunt, Terry L. and Carl Philipp Lipo
2012 Ecological Catastrophe and Collapse: The Myth of 'Ecocide' on Rapa Nui (Easter Island). *Property and Environment Research Center Working Paper* (12/3).
- Kaplan, M. F.
1986 Mankinds Future - Using the Past to Protect the Future - Archaeology and the Disposal of Highly Radioactive-Wastes. *Interdisciplinary Science Reviews* 11(3):257-268.
- Kelley, Jane H. and Ronald F. Williamson
1996 The positioning of archaeology within anthropology: A Canadian historical perspective. *American Antiquity*:5-20.
- Kobiałka, Dawid
2014 Archaeology and Communication with the Public: Archaeological Open-air Museums and Historical Re-enactment in Action. *European Journal of Post-Classical Archaeologies* 4:315-332.
- 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).
- Lipe, William D.
2009 Archaeological Values and Resource Management. In *Archaeology and Cultural Resource Management: Visions for the Future*, edited by L. L. Sebastian, William D. 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, 2014).
- Marshall, Yvonne
2002 What is community archaeology? *World Archaeology* 34(2):211-219.
- McIntosh, Susan Keech
1999 Pathways to Complexity: An African Perspective. In *Beyond Chiefdoms: Pathways to Complexity in Africa*, pp. 1-30. Cambridge University Press.
- McNiven, Ian J. and Lynette Russell
2005 *Appropriated Pasts: Indigenous Peoples and the Colonial Culture of Archaeology*. Altamira Press, New York, NY.
- Meskill, Lynn
2013 UNESCO's World Heritage Convention at 40: Challenging the Economic and Political Order of International Heritage Conservation. *Current Anthropology* 54(4):483-494.

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.
2008 Answering the Skeptic's Question. *The SAA Archaeological Record* November 2006:17-20.
- Morell-Hart, Shanti
2012 Foodways and Resilience under Apocalyptic Conditions. *Culture, Agriculture, Food and Environment* 34(2):161-171.
- Nicholas, George P. and Kelly P. Bannister
2004 Copyrighting the Past? Emerging Intellectual Property Rights Issues in Archaeology. *Current Anthropology* 45(3):327-350.
- Rampino, Michael R., Stephen Self and Richard B. Stothers
1988 Volcanic Winters. *Annual Review of Earth and Planetary Sciences* 16:73-99.

- 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.
- 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
2008a Materiality. In *Handbook of Archaeological Theories*, edited by R. A. Bentley, H. D. G. Maschner and C. Chippindale, pp. 297-320. AltaMira Press, Lanham, MD.
2008b Prehistory vs. Archaeology: Terms of Engagement. *Journal of World Prehistory* 21:1-18.
- Trigger, Bruce G.
1980 Archaeology and the Image of the American Indian. *American Antiquity* 45(4):662-676.
- van der Leeuw, S.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
2005 Through Wary Eyes: Indigenous Perspectives on Archaeology. *Annual Review of Anthropology* 34:429-449.