

Department of Anthropology
ANTH9125A-001 Contested Heritage and Landscapes
COURSE OUTLINE
Fall 2023



Version date: September 1, 2023

Instructor and course information:

Class day/time: Tuesday 1:30 – 4:30pm

Classroom: SSC 3315

Instructor: Dr. Trish Markert (she/her)

Office: SSC 3433

Office hours: Monday and Thursday, 10am-12pm or by appointment

Email: pmarkert@uwo.ca

Credit Value: 0.5

Course Description:

In this course, we investigate the ways the past remains in dialogue with the present through landscapes, sites, and places, particularly through the lens of heritage in anthropology and archaeology. At its simplest, heritage is defined as that which that has been “passed down” or an “inheritance,” but it can hold deeply contested meanings and values for communities, scholars, and the public. The same is true of landscapes. Far from passive containers for people, events, and places, landscapes themselves are meaningful forms in process; as Barbara Bender argues, they are “not a record but a recording, and this recording is much more than a reflection of human agency and action; it is creative of them” (2002). Landscapes and heritage are shaped by — and shape — communities, memory, and narratives, and they reflect ongoing processes of power, trauma, erasure, and resistance. As such, they are deeply personal and always political. This course asks: when we approach heritage and landscape as in conversation with each other, as

mutually constitutive, how does that inform the ways we approach difficult, contested, and obscured pasts?

We will examine how interdisciplinary approaches can apply to the study of contested landscapes and heritage. Through case studies, readings, and class discussion, you will be asked to engage with the ways that landscapes impact heritage in the present (and vice versa), and how this might challenge ideas of what the past is, how we construct it, and to what uses it is put today. We will bring these questions to bear on a range of topics including colonialism, conflict, home and place-making, movement and diaspora, ruins and hauntings, and monuments and memorials. We will touch on methods for recording archaeological and heritage landscapes, doing ethnography of heritage sites, and working with digital resources. Work at heritage sites and landscapes involve multiple communities, so we will also discuss the ethics and implications of working with people, methods for community-based research, and presenting research to audiences beyond the academy.

Course Structure:

This class is a seminar discussion. Students should complete all readings and come to class prepared with discussion points and questions (see "Preparing for Class" below). A few of our class periods may be used for workshoping writing, methods demonstrations, guest lectures, and student presentations. A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's OWL site before the first day of class.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain how landscapes actively shape heritage narratives and practices, and vice versa, and why this is important
- Discuss the ethical implications of working on sites of contested heritage
- Apply theoretical approaches on landscape and heritage to relevant discussions in scholarly and public discourse
- Critically evaluate the relationships between landscapes, heritage, and forces such as power, colonialism, and nationalism
- Understand and assess a range of methods from anthropology that can be applied to heritage and landscape research
- Make critical, informed, and thoughtful contributions to conversations about the ways heritage and landscape impact/are impacted by communities and local/global politics
- Use media to creatively communicate aspects of contested heritage and landscape to a public audience
- Develop and execute independent research that offers a novel contribution to course themes of contested landscapes and heritage
- Communicate scholarly concepts and ideas in a professional manner using written and oral modes of presentation

Course Materials:

Required readings will be posted on OWL and accessible by the first day of class under the Course Readings feature. Readings will generally consist of PDFs of journal articles and book chapters. We will also select and read one full book-length work as a class. If the book we choose is not available online, you may be required to purchase a copy (used or digital is fine!). I will also make two physical copies available for “check out” from my office.

Evaluation:

Dialogues (x 4)	20%
Landscape Project	25%
Final Paper/Presentation	40%
Participation	15%

Dialogues (20%)

Four times during the semester, you will find and read a peer-reviewed article or book chapter that has not been assigned and write a short (app. 1000 word) discussion that puts it in dialogue with that week’s readings.* This is an exercise in thinking across literature and articulating the ways that different case studies, arguments, and approaches generate knowledge. Keep in mind that synthesizing literature is a generative practice that includes you as the author! Rather than summarizing what the articles says, you should put them in conversation and share your own insights into a particular topic or theme. You are welcome to draw directly on any of these assignments as part of your final paper, so use them strategically to explore topics and literature you might like to write about later. I will accept Dialogue submissions at the start of each class period. They are due on a rolling basis. Submissions should be on the readings assigned the week you turn them in, unless otherwise arranged with the instructor. I will only accept one submission per week. Be mindful to spread them out so that you do not run out of weeks at the end of the term.

*One of your four Dialogues must be on the book we select and read as a class. The week you turn this in can be any class period after we complete the book and before the last day of class.

Relevant deadlines: one per class on a rolling basis; all must be submitted by Friday, December 8 at 11:59pm for credit.

Landscape Project (25%)

This assignment exercises the creative, visual, and multi-media outlets we have available to explore topics of contested heritage and landscapes. Rather than a written essay, you will create an alternate media presentation on a landscape that relates to course themes and represents a contested aspect of heritage. The landscape you choose can be somewhere you are able to physically visit, somewhere you’ve been in the past, or somewhere you can access remotely or digitally. You should be able to articulate how the landscape relates to course themes, as well as the communities to whom it matters and why it is contested. The form this takes is open, but you might consider visual media like maps, photographs, and models; audible media like podcasts and soundscapes; and digital media like Esri Storymaps, GIS applications, social media, and websites. We will workshop ideas during the first several weeks of class and you will share your completed project to the class around mid-semester in a 3-5-minute flash presentation.

Relevant deadlines: Landscape Presentation in class, Tuesday, October 24; final Landscape Project due on OWL, Friday, October 27 by 11:59pm.

Final Paper and Presentation (40%)

You will write an approximately 6,000 word paper on a topic of your choice that relates to a theme we discussed during the semester. Your paper should have a clear thesis and engage with relevant scholarly literature. Citations should follow the American Antiquity style guide. As part of the assignment, you should identify a peer-reviewed journal that is a good fit for your topic and prepare your paper according to their specifications (other than word limit!). You are welcome and encouraged to relate this assignment to themes in your own research, though it is not required. I will provide detailed assignment instructions around mid-semester. During the final class period, we will host a symposium where you will give a 15-minute conference-style presentation of your research.

Relevant deadlines: Topic, draft thesis, and journal due by email, Friday, November 10; final presentation in class, Tuesday, December 5; final paper due on OWL, Friday, December 8 by 11:59pm.

Participation/Engagement (15%)

Participation in class discussion is an important part of the course. You are expected do all required readings and come prepared to contribute to class discussions. That said, I recognize that participation and engagement can take different shapes for different people. Participation is not an individual project but a collective one. I want to encourage everyone to hone the skill of speaking in a group discussion, which includes speaking up and also making room for others to speak. I welcome working with students to develop strategies that make this goal accessible. This might look like sending questions to me ahead of time so that I can help find an opening in the conversation; working in smaller groups to make sure all voices are heard; or finding a time for one-on-one discussions during office hours.

Class Discussion and Activities:

Preparing for class:

To prepare for each class:

- Read all weekly readings and come prepared with 2-3 questions or discussion points.
- Make a list of methods and approaches from the readings that you'd like to discuss further. We will add these to a running "Methods Catalogue" in class.
- Plan ahead which weeks you will submit your Dialogue assignments. Do this strategically (e.g., by picking weeks where you are particularly interested in the topic, know you don't have other deadline or conflicts, want to get assignments out of the way early, etc.).
- Bring your computer and notes for easy reference. We will discuss strategies for organizing notes and citations on the first day of class.

Full Book (in class, part of participation grade):

In addition to articles, reading and annotating longer scholarly texts from start to finish is a useful skill to develop. As a class, we will select one book-length work on themes related to heritage and landscape to read during the semester. I will provide a few possible titles and encourage you to bring your own suggestions. We will make this selection during the second week of class and come

up with a timeline for chapter completion. You will write one Dialogue assignment on the completed book before the end of the term.

Ethics Statement (in class, part of participation grade):

During the third week of class, we will examine the ethical responsibilities of doing work with contested heritage and landscapes. Different disciplines, and even organizations within disciplines (e.g., AAA, SAA), have ethical statements that outline ethical practice. As a class, we will discuss our ethical obligations — what do we owe, and to whom? — and generate our own document to guide the class. To prepare, each person should read through several ethical documents and come prepared to discuss them and their formats, outline their own perspectives and positions, and contribute to the class exercise.

Methods Catalog and Workshops:

We will keep a running list of methods and approaches to heritage and landscape from our readings. This will be a collaborative group document that all members of the class can add to. We will update it each class period and highlight methods we want to discuss further. Throughout the term, we may set aside class time to discuss or practice different methods, have guest speakers, or do short class visits to resources on campus.

Final Day Article Selection:

One week before the last day of class, I will ask everyone to submit one reading for the class that relates to the theme "Heritage and Landscape Futures." This can be an article (or excerpt of an article) that you read for one of your Dialogues, your final paper, or something else entirely. Popular articles, media like podcasts and film, and fiction are also acceptable. The class will read these for a short discussion on the last day of class.

Late Policy for Assignments

This course has an "ask for what you need" policy. If you have circumstances that prevent you from submitting an assignment on time, let me know before the due date and propose a deadline that you can meet. All assignments must be turned in by the last day of the semester, December 8, 2023 for credit.

If you do not contact me to arrange an alternate deadline in advance, there will be a 5% reduction of the assignment grade for each day that it is late after the provided due date (including weekends and holidays). Unless accommodation is granted, assignments that are not handed in within 10 days of the due date (including weekends and holidays) may receive a grade of zero.

Dialogue assignments are due on a rolling basis at the beginning of class. You may only turn one in per class period. This means that if you wait until the last three weeks of class, you will only be able to submit three Dialogues and receive a 0 for one, and so on. I will not accept these late. Please plan accordingly!

Use of OWL:

I will use Western's online course management program to provide the final course outline and weekly schedule (Syllabus page); provide, submit, and return assignments (Assignments page,

TurnItIn.com); communicate with the class (Announcements and Messages tools); and provide PDF copies of weekly readings and links to course materials (Lessons, Resources, or Course Reserves pages). All grades will be posted in the OWL Gradebook.

Academic Statements and Policies:

Academic Integrity - Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing (American Antiquity). It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Please read and familiarize yourself with the "[Academic Offences](#)" section of the University's Academic Policies. These offenses are taken very seriously by the University and are treated as such. Penalties range from a failing grade for the assignment or the course to suspension or even expulsion from the University. I will provide you with the tools to properly reference and acknowledge other's work in class. Never hesitate to ask if you have a question about academic honesty.

Assignment Submission:

All written assignments must be submitted to the course's OWL site and to TurnItIn.com (links provided on OWL), unless otherwise specified in the assignment instructions. The citation style we will be using for all class assignments is [American Antiquity](#). Please make sure all submissions adhere to this style.

Course Specific Conditions Required to Pass this Course:

In order to pass this course, students must complete and submit the final paper and presentation.

Missed Class Policy:

We meet 13 times during the semester and will be covering a lot of material each class period. Attendance and participation in class discussion are large parts of succeeding in the course. That said, things happen and life is unpredictable! Familiarize yourself with the following policy in the event of absence:

1. *Free absence:* Everyone gets one free absence, no questions asked, and no notice required. You should keep up with readings and contact me to find out what else you missed. There is no penalty for this absence. If you miss an in-class activity or presentation, you will be required to make it up during the next class period. This option does not apply to the final class period, when we will be doing final presentations.
2. *Zoom participation:* If you need to miss class because of unforeseen circumstances but would like to join on Zoom, you may arrange this with me at least one day ahead of class time. This option is available if you have unexpected travel, a minor illness, or a COVID exposure but would still like attend class and participate in discussion. I will not be able to guarantee Zoom participation without 24 hour's notice.

3. *Excused absence*: If you are unable to attend class in any capacity, you must send me an email in advance and arrange a time to meet with me to go over missed material for an excused absence. If you use this option more than two times during the semester, I will request a meeting with you to assess how you are doing in the course and whether you need additional support.
4. *Unexcused absence*: If you do not contact me in advance or arrange a time to meet, this will be an unexcused absence. Each unexcused absence will result in a 5-point deduction from your final course grade.

This policy is meant to lend flexibility in the case of minor illness, travel, or unexpected conflicts. If you need to be absent from class on medical, compassionate, legal grounds, etc., you may also request academic accommodation based on a professionally documented reason (see [Academic Policies, Academic accommodation](#)).

A note on sickness: if you are feeling ill or believe you might be contagious, it is important to take care of yourself and others by staying home! Do not hesitate to email me if you are concerned about missing class due to an illness and want to talk about your options. I will also always have masks available for anyone who would like to use them during the term.

Use of Generative AI Tools Policy:

There are many discussions going on about the use and future of generative AI in higher education. You may be experimenting with the use of these tools yourself. While I welcome perspectives and insights during class discussion about how tools like ChatGPT factor into the practice of heritage, education, archaeology, anthropology, and landscape, I will not accept any use of generative AI for assignments in this graduate-level course. All research, notes, outlining, brainstorming, ideas, presentations, and writing should be your own. This is less a reflection on AI, which you may choose to use strategically in other contexts, and more a commitment to making sure you develop foundations for the skills you need to succeed in graduate-level courses and beyond. We will discuss other tools that you can use to develop these skills (e.g., management software, note-taking apps).

Accommodation Policies:

It is important to communicate with me as soon as you know you will need additional accommodations (beyond course policies) to complete coursework or assignments. Please see your academic counsellor immediately if you will be seeking academic consideration based on medical or compassionate grounds ("[What is Academic Consideration](#)"). It is your responsibility to keep me informed about accommodations and provide the appropriate documentation so that I can work with you on ways to stay caught up in class. All missed work must be made up by the end of the exam period in the applicable term.

Accessible Education:

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

Academic Rights and Responsibilities:

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

Weekly Topics and Readings:

Any additions or adjustments to this schedule will be announced in advance in class and on OWL. Where more than five readings are listed, you may choose **five** articles to read for class. On weeks that you submit a Dialogue assignment, you may choose four to read in-depth. Please strategically skim any others (e.g., abstract, introduction, conclusion). Dialogue assignments can be turned in on OWL any week by the start of class.

Week 1 (no class) Welcome to the class! Term starts Thursday, Sept. 7.

Week 2 (Sept. 12) Thinking through Heritage and Landscape

Tilley, Christopher (2006) Introduction: Identity, Place, Landscape, and Heritage. *Journal of Material Culture* 1/2(11):7-32.

Fryer, Tiffany (2023) Heritage as Liberation. *American Anthropologist* 125(2):420-434.

Menzies, Diane and Chris Wilson (2020) Indigenous Heritage Narratives for Cultural Justice. *Historic Environment* 32(1):54-69.

Baird, Melissa (2017) Chapter 1: Landscapes as Heritage. In *Critical Theory and the Anthropology of Heritage Landscapes*, pp. 4-16, University Press of Florida, Gainesville.

Week 3 (Sept. 19) Landscape, Space, Place Book Selection (in class)

Bender, Barbara (2002) Time and Landscape. *Current Anthropology* 43(S4):S103-S112.

Ashmore, Wendy (2002) "Decisions and Dispositions": Socializing Spatial Archaeology. *American Anthropologist* 104(4):1172-1183.

Knapp, Bernard and Wendy Ashmore (1999) Archaeological landscapes: constructed, conceptualized, ideational. In *Archaeologies of Landscape: Contemporary Perspectives*, pp. 1-21. Blackwell, Malden.

Basso, Keith (1996) Preface and Chapter 1: Quoting the Ancestors. In *Wisdom Sits in Places*, xiii-36. New Mexico Press, Albuquerque.

Goeman, Mishuana (2008) From Place to Territories and Back Again: Centering Storied Land in the discussion of Indigenous Nation-building. *International Journal of Critical Indigenous Studies* 1(1):23-34.

Supernant, Kisha (2022) Archaeology Sits in Places. *Journal of Anthropological Archaeology* 66:1-4.

Week 4 (Sept. 26) Heritage and Ethics

Class Ethics Statement (in class)

Read four (4) of the ethical codes and strategically skim the others. Read both short blog posts in addition to the three articles.

Society for American Archaeology, "[Principles of Archaeological Ethics](#)"

Canadian Archaeological Association, "[Principles of Ethical Conduct](#)"

American Anthropological Association, "[AAA Statement on Ethics](#)"

International Council on Monuments and Sites, "[ICOMOS Ethical Statement](#)"

UNESCO, "[Ethics and Intangible Cultural Heritage](#)"

United Nations, "[United Nations Declaration on the Rights of Indigenous Peoples](#)"

Ethics and Heritage (Discussions from AAA Ethics Forum)

"[The Missing Ethics of Heritage](#)" (2016), by Bonnie J. Clark

"[Where We Draw the Lines: Weighing Commitments to Community and Heritage](#)" (2016), by Steve Kosiba

Meskill, Lynn (2010) Human Rights and Heritage Ethics. *Anthropological Quarterly* 83(4):839-859.

Ireland, Tracy and John Schofield (2014) The Ethics of Cultural Heritage. In *The Ethics of Cultural Heritage*, edited by T. Ireland and J. Schofield, pp. 1-10. Springer, New York.

Morini, Ryan S. (2019) "What Are We Doing to these Shoshone People?" The Ontological Politics of a Shoshone Grinding Stone. *American Anthropologist* 121(3):628-640.

Week 5 (Oct. 3) Memory, Museums, and Monuments

Alcock, Susan E. (2002) Archaeologies of Memory. In *Archaeologies of the Greek Past: Landscape, Monuments, and Memories*, pp. 1-35. Cambridge University Press, Cambridge.

Sturani, Maria Luisa (2022) Landscape as heritage in museums: A critical appraisal of past and present experiences. In *Landscape as Heritage: International Critical Perspectives*, edited by Giacomo Pettenati, pp. 289-298.

Engmann, Rachel Ama Asaa (2022) Contested heritage and absent objects: Archaeological representation at Ghana's forts and castles. In *The Oxford Handbook of Museum Archaeology*, edited by A. Stevenson, pp. 197-220. Oxford Academic, Oxford.

Sánchez Laws, A.L. (2015) A Matter of Trust: The Organisational Design of the Museo de la Libertad y la Democracia, Panama. In *The Ethics of Cultural Heritage* (Ethical Archaeologies: The Politics of Social Justice, Vol 4.), edited by T. Ireland and J. Schofield, pp. 185-196. Springer, New York.

Schiffrin, Deborah (2001) Language and Public Memorial: 'America's Concentration Camps'. *Discourse & Society* 12(4):505-534.

Fryer, Tiffany C. La Vaughn Belle, Nicholas Galanin, Dell Upton, and Tsione Wolde-Michael (2021) As the Statues Fall: An (Abridged) Conversation about Monuments and the Power of Memory. *Current Anthropology* 62(3):373-384.

Week 6 (Oct. 10) *Rewriting Histories, Landscapes, and Geographies*

McKittrick, Katherine (2006) Chapter 4. Nothing's Shocking: Black Canada. In *Demonic Grounds: Black Women and the Cartographies of Struggle*. University of Minnesota Press, Minneapolis.

Reid, Chardé (2022) "It's Not About Us": Exploring White-Public Heritage Space, Community, and Commemoration on Jamestown Island, Virginia. *International Journal of Historical Archaeology* 26:22-52.

Montgomery, Lindsay M. (2019) Memories that haunt: layered landscapes of historical trauma on the American plains. *International Journal of Heritage Studies* 25(7):736-749.

Flewellen, Ayana O. (2020) African Diasporic Choices - Locating the Lived Experiences of Afro-Crucians in the Archival and Archaeological Record. *NTiK* 8(2):54-74.

González-Ruibal, Alfredo (2007) Making things public: Archaeologies of the Spanish Civil War. *Public Archaeology* 6(4):203-226.

Week 7 (Oct. 17) *Mapping and the Digital Landscape*

Morgan, Colleen (2022) Current Digital Archaeology. *Annual Review of Anthropology* 51:213-31.

Warner-Smith, Alanna (2020) Mapping the GIS Landscape: Introducing "Beyond (within, though) the Grid". *International Journal of Historical Archaeology* 24:767-779.

González-Tennant, Edward (2013) New Heritage and Dark Tourism: A Mixed Methods Approach to Social Justice in Rosewood, Florida. *Heritage & Society*, 6(1):62-88.

Sletto, Bjorn (2009) We drew what we imagined: Participatory mapping, performance, and the arts of landscape making. *Current Anthropology* 50(4):443-476.

Hunt, Dallas and Shaun A. Stevenson (2017) Decolonizing geographies of power: indigenous digital counter-mapping practices on turtle Island. *Settler Colonial Studies* 7(3):372-392.

Week 8 (Oct. 24) Ruins, Heritage (and Ghost Stories)

Landscape Presentations (in class)

Landscape Projects Due on OWL by Friday, Oct. 17, 11:59pm

Choose three (3) readings this week as you prepare for your Landscape Project presentation.

Dawdy, Shannon (2010) Clockpunk Anthropology and the Ruins of Modernity. *Current Anthropology* 51(6):761-793.

Pétursdóttir, Þóra (2014) Things out of hand: The aesthetics of abandonment. In *Ruin Memories: Materiality, Aesthetics, and the Archaeology of the Recent Past*, edited by Bjørnar Olsen and Þóra Pétursdóttir, pp.335-364. Routledge, New York.

Gordillo, Gordon (2011) Ships Stranded in the Forest. *Current Anthropology* 52(2):141-167.

Benedicto, Bobby (2013) Queer Space in the Ruins of Dictatorship Architecture. *Social Text* 31(4):25-47.

Supernant, Kisha, April Beisaw, A.E. Garrison, and Sarah Surface-Evans (2020) Epilogue Ghosts, Haunting, and Refusals to Erasure. In *Blurring Timescapes, Subverting Erasures: Remembering Ghosts on the Margins of History*, edited by S. Surface Evans, A.E. Garrison, and K. Supernant, pp. 185-195. Berghan Books, New York/Oxford.

Week 9 (Oct. 30 – Nov. 5) Reading Week

Week 10 (Nov. 7) Heritage/Landscapes of Borders, Migration

McGuire, Randall H. (2020) The Materiality and Heritage of Contemporary Forced Migration. *Annual Review of Anthropology* 49:175-191.

Soto, Gabriella (2018) Object Afterlives and the Burden of History: Between "Trash" and "Heritage" in the Steps of Migrants. *American Anthropologist* 120(3):460-473.

Basu, Paul (2001) Hunting Down Home: Reflections on Homeland and the Search for Identity in the Scottish Diaspora. In *Contested Landscapes: Movement, Exile and Place*, edited by B. Bender and M. Winer. Berg, Oxford. [16 pages]

Russell, Lynette (2012) Remembering places never visited: Connections and context in imagined and imaginary landscapes. *International Journal of Historical Archaeology* 16(2):401-417.

Pisk, Marjeta and Špela Ledinek Lozej (2022) Cross-border landscape as heritage? Insights from Slovenian borderlands. In *Landscape as Heritage: International Critical Perspectives*, edited by Giacomo Pettenati, pp. 136-147.

Week 11 (Nov. 14) Heritage, Bodies, and Burials

La Roche, Cheryl Janifer, and Michael L. Blakey (1997) Seizing Intellectual Power: The Dialogue at the New York African Burial Ground. *Historical Archaeology* 31(3): 84-106.

Zimmerman, Larry J. (1998) When data become people: archaeological ethics, reburial, and the past as public heritage. *International Journal of Cultural Property* 7(1):69-86.

Pereira, Edilson and Leonardo Vilaça Dupin (2022) Remaking a landscape after the trauma: The Brumadinho dam catastrophe and the Memorial for the victims. In *Landscape as Heritage: International Critical Perspectives*, edited by Giacomo Pettenati, pp. 148-157.

Chadha, Ashish (2006) Ambivalent Heritage: Between Affect and Ideology in a Colonial Cemetery. *Journal of Material Culture* 11(3):339-363.

Nolin, Catharina (2017) Framing children's sections in cemeteries. In *Heritage of Death: Landscapes of Emotion, Memory and Practice*, edited by M. Frihammar and H. Silverman, pp. 38-49. Routledge, London.

Roberts, Andrea (2020) Haunting as agency: A critical cultural landscape approach to making black labor visible in Sugar Land, Texas. *ACME* 19(1):210-244.

Week 12 (Nov. 21) Communities and Collaboration

Agbe-Davies, Anna (2010) Concepts of community in the pursuit of an inclusive archaeology. *International Journal of Heritage Studies* 16(6):373-389.

Atalay, Sonya (2012) Chapter 1: A Sustainable Archaeology. In *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press, Berkeley and Los Angeles.

De Nardi, Sarah (2014) Senses of Place, Senses of the Past: Making Experiential Maps as Part of Community Heritage Fieldwork. *Journal of Community Archaeology & Heritage* 1(1):5-22.

Supernant, Kisha and Gary Warrick (2018) Challenges to Critical Community-based Archaeological Practice in Canada. *Canadian Journal of Archaeology* 38(2):563-591.

Hollowell, Julie and George Nicholas (2009) Using Ethnographic Methods to Articulate Community-Based Conceptions of Cultural Heritage Management. *Public Archaeology* 8(2/3):141-160.

Week 13 (Nov. 28) Decolonizing Heritage and Landscape

Final article submission by email by Friday, Nov. 28, 11:59pm

Rizvi, Uzma (2019) Archaeological Encounters: The Role of the Speculative in Decolonial Archaeology. *Journal of Contemporary Archaeology* 6(1):154-167.

González-Tennant, Edward (2014) The "Color" of Heritage: Decolonizing Collaborative Archaeology in the Caribbean. *Journal of African Diaspora Archaeology and Heritage* 3(1):26-50.

Miranda, Marcelo Marques, Jully Acuña Suárez, Silvia Jamióy Juajibioy and Milena Aguillón Chindoy (2022) The Intimate Place: Towards a Decolonising Approach to Protect and Maintain the Territory and Cultural Heritage of the Kamëntšá People. In *Landscape as Heritage: International Critical Perspectives*, edited by Giacomo Pettenati, pp. 114-126.

Smiles, Deondre (2023) Anishinaabeg in Space. In *The Routledge Handbook of Social Studies of Outer Space*, edited by J.F. Salazar and A. Gorman, pp. 252-262.

Week 14 (Dec. 5) Heritage and Landscape Futures

Final Presentation Symposium (in class)

Short readings TBD by class.

Final papers are due by 11:59pm, Friday, December 8, 2023 on OWL.