

ARCHAEOLOGICAL ETHICS

Spring 2022

11:00 AM - 12:15 PM | DSUBABLE 206

TUES / THURS





Let's get ethical!

Dear Students,

As we embark on a new semester in an ongoing pandemic, I want to emphasize my commitment to fostering a space where all feel welcome and safe (and hopefully, **happy**). In these uncertain times, the typical stress associated with the university experience can be exponentially worse. If you ever need anything (or just a friendly ear), please do not hesitate to reach out. **I am here for you.**

INSTRUCTOR

Prof. Dana Bardolph
(she/her/hers)
dbardolph@niu.edu

Office Hours: Tues/Thurs
12:15 - 1 PM in SB 271

**or by appointment
in person or virtual**

Be well and go huskies!

Dana Bardolph



ANTH 419/519 |
ARCHAEOLOGICAL ETHICS



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We all encounter dilemmas in our everyday lives.

Course Description

Oftentimes, the situations we find ourselves in do not present a clear solution, forcing us to ponder the morals and codes we live by and the manner in which we attempt to present logical responses to ethical conundrums.

The field of archaeology may, at first, seem like an odd candidate for discussion of ethics given that it studies past peoples. You will learn that archaeology is indeed **heavily situated in the present** and has many ties to such subjects as identity, notions of nationhood and nation-building, collective memory, and historical revision.

This class will explore the legal and ethical dimensions of modern archaeology through a consideration of the archaeology as a profession, professional codes on archaeological ethics, the relationship between archaeology and others (the public, descendant stakeholder groups, collectors, etc.), international and national approaches to archaeological heritage management, the antiquities trade, cultural resource management in the United States, equity and safety issues, and anti-racist and decolonizing efforts, among other topics.



Student Learning Outcomes

1. You will be able to **identify the various stakeholders** in contemporary archaeology and assess their values and interests in issues such as the treatment, ownership, and disposition of human remains, heritage sites, cultural resources, and antiquities.
2. You will **develop the critical thinking skills** necessary to be able to formulate, discuss, and defend your own set of archaeological values through critical study and analysis of contemporary and past professional codes of ethics in the field.
3. You will **develop the skills to be able to prepare an effective advocacy position** in order to support and defend the preservation of archaeological heritage.
4. You will be able to **assess and evaluate contemporary issues of archaeological ethics and law** in the context of the modern professional practice of archaeology.
5. You will **gain confidence in your research, writing, and public speaking skills** by learning how to develop an effective argument, participating in debates with your peers, working on presentations, and workshopping your ideas with classmates during group work sessions.



GRADING SCALE

>93: A	87-89: B+
90-92: A	83-86: B
	80-82: B-
77-79: C+	60-69: D
70-76: C	
<59: F	

GRADE COMPONENTS

Learning Contract: 3 pts

Contracts allow students to provide information about their backgrounds and learning styles, as well as to reflect on their motivations, study habits, and expectations for the course.

Seminar Participation: 15 pts

Class discussions provide an opportunity for you to showcase that you have read and thought about the readings, and to practice public speaking in a small group!

In-Class Debates: 10 pts

You will debate an ethical case study in a small group at one point during the semester in a live class session.

Discussion Leading: 10 pts

Discussion Leaders will submit discussion questions in advance for each week and help facilitate our seminar in a critical dialogue about each theme.

Reading Responses: 15 pts

You will submit thoughtful responses to the readings each week that reflect on course themes.

Writing Assignments: 45 pts

Various opportunities to engage the material in critical and creative ways!

Course Reflection: 2 pts

A way to look back on your learning contract and assess how motivations and understandings have changed.

REQUIRED TEXTS

None! All readings will be uploaded as PDFs or links to the course Blackboard site.

YOU ARE EXPECTED TO COME TO CLASS HAVING READ ALL THE ASSIGNED READINGS AND BE READY TO DISCUSS!



Course Policies and Classroom Conduct



Classroom Etiquette

In this course, you will have a chance to engage with your fellow classmates. Much of this course focuses on classroom discussion, group work, presentations, and debate. Please be respectful of your fellow classmates' opinions.

Keep an open mind and above all, **maintain mutual respect** with your peers. If you find yourself speaking a lot, ask yourself, is this a point already made? Am I taking space from other people who would like to speak?

Attendance and Participation

Regular attendance is expected as seminar participation is a portion of your grade. **You may miss two class meetings without penalty.** Exceptions include illness or family emergencies. If you experience COVID-19 symptoms, self-quarantine immediately even if you are vaccinated, and notify the university by completing the COVID-19 [screening checklist](#) and follow instructed guidelines.

If you know you will be absent in advance or expect to miss more than two class periods, please email me to let me know so that we can make a plan for how to make up missed work.

Policies, continued

Missed Coursework

You are expected to submit **assignments on time**. Exemptions are granted for family emergencies or illness and any pre-approved arrangements. If you experience any difficulties with completing assignments, please let me know. You do **not** need to provide details!

Email Policy

For short questions, feel free to email me. Please put ANTH 419 or ANTH 519 in the subject line and allow 24 hours for me to respond before following up with another email. **If have an in-depth question or would like input on writing or reading strategies, please see me in office hours.**

Laptop Policy

During discussion, **laptops and tablets may be used to take notes and to reference readings and materials.** Please refrain from using your laptop for other non-class related activities.



Accessibility Statement

All students should have equal access to educational opportunities at Northern Illinois University. If you have a disability-related need, please contact the [Disability Resource Center](#) as soon as possible. In addition, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your requested accommodations.

In general, please refrain from using your cell phone during class unless granted permission or requested for in-class activities such as polling apps.

Policies, continued

Written Assignments

Written assignments will be typed in size 12, Times New Roman font, double-spaced on pages with 1" margins. Sources will be cited in text and included in a **bibliography formatted according to the Society for American Archaeology style conventions.**

Academic Integrity

It is expected that students attending NIU understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work.

We will discuss what academic honesty and plagiarism mean in an academic environment. We will cover how to properly cite others' work as well as the specific academic conventions within the field of archaeology.



- Any work submitted should be your own and prepared for this course and not another,
- All assignments must use proper attribution, meaning that you have identified the original source of work that you quote or paraphrase in your assignments.
- Do not collaborate or work with other students on assignments or projects unless you have been given permission or instruction to do so.
- If you are unclear about expectations, please ask!

Students who engage in academic dishonesty may receive a grade of F for the course and are subject to suspension or dismissal from the university. Please familiarize yourself with the full policy on [Academic Misconduct](#) at NIU.

Winter Weather Information

In the event that NIU declares an official campus closure due to winter weather, class will not be held. Official campus closures will be posted on the [NIU Home Page](#), NIU's official [Facebook page](#), and the university's [Twitter feed](#). You can also call the Toll-Free Weather Status Hotline at 753-OPEN (6736) or 888-464-8673.

Any schedule adjustments as a result of campus closures will be emailed and/or posted to Blackboard. During winter months, please use caution and personal judgment in your travels to and from campus, regardless of whether campus is officially closed. If you need to miss class due to winter weather travel constraints, please email me to let me know,

NIU is also offering a **\$35 per night** short-stay option in the Holmes Student Center Hotel to students who would like to stay overnight due to inclement weather or for academic purposes. Visit go.niu.edu/HSCshortstay to learn more or to request a short stay.

COVID-19 Protocols

All employees, students and guests, regardless of vaccination status, are required to **wear a mask** indoors while on campus. Any student or employee who is experiencing symptoms of COVID-19 or who has been exposed to COVID-19 can test on campus at the Student Health Center using the free SHIELD Illinois saliva-based PCR test. Schedule an appointment online by choosing the "NIU 'Sick Only' Student Health Center" location in the [SHIELD testing portal](#). Please do not go to the SHIELD testing site in the Holmes Student Center if you are symptomatic.

For more information about COVID-19 policies and recommendations, see the [Protect the Pack](#) website.

Weekly Schedule



Welcome and Overview

- 01* Welcome to Archaeological Ethics!
We will go over the outline of the course and course policies. What does archaeology have to do with ethics?
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02 Stewardship and Professional Ethics

Why is archaeology important? To whom and to what are archaeologists accountable? How do professional organizations engage with ethics, and are they doing enough?

03 The Practice (and Praxis) of Archaeology

Who gets to practice archaeology? What structures have historically favored or inhibited certain groups from participating in the discipline?

04 Toward an Anti-Racist Archaeology

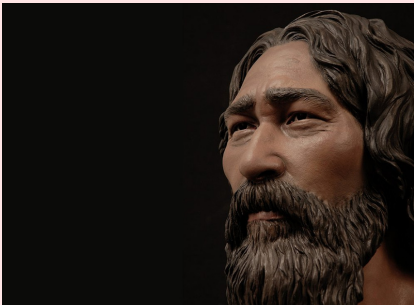
How can we find ways to engage concretely with the long-standing problem of systemic anti-Black racism and examine our own practice?



Stakeholder Communities

05

Local and descendant communities all have vested interests in the past. How are they impacted by archaeological work, particularly when religious, cultural, and/or scientific viewpoints collide?



06

Reclaiming Ancestors

Who owns the past? And who has the right to decide this ownership, particularly when the objects are sacred or, in the case of skeletal remains, human?



Museum Matters

07

Museums serve many roles for different stakeholders, from education to entertainment to storytelling to sites of healing. Who gets to tell those stories? Who should decide what is stored and curated in these facilities?



08

Collecting the Past

The global antiquities market is a complex economic system. Is it ever acceptable for archaeologists to analyze looted artifacts? For museums to house or display “grandfather collections?” For local stakeholders to participate in “subsistence” digging?



09 SPRING BREAK

Take a break!

Heritage at Home

10 Cultural Resource Management (CRM) archaeologists make decisions about historical and archaeological sites. How does current US policy balance interests in preservation while privileging public access and private property rights?

Debating Ethics

11 We will continue to debate archaeological dilemmas using case studies, laws, and codes. Best of luck to the NIU SAA Ethics Bowl Team!!



12 Heritage Abroad

What agreements are made among and between nations to protect the past? How should sites, monuments, and artifacts be protected during times of armed conflict? How do we preserve cultural sites of global importance?





13 Archaeology and #metoo

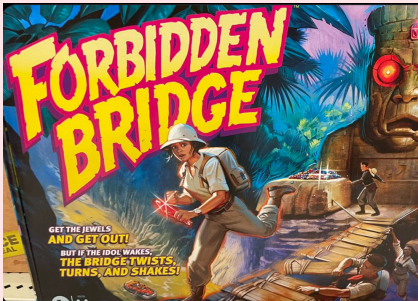
How does archaeology, like many other fields, suffer from equity and safety issues that stem from its historical development and culture of practice? What can be done about it?

[Content advisory: we will be reading and discussing harassment and discrimination in archaeology, including accounts of sexual assault]



14 Collaboration and Community

What do true collaborative relationships look like? What and who is community archaeology for? Are archaeologists effective in their decolonizing efforts?



15 Tourism and Pop Culture

How is archaeology represented in the public eye, and how does that differ from the realities of its practice? If sites entice the interests of tourists, what are the ramifications for bringing visitors into and out of the area?



16 Course Wrap Up

What other important ethical issues in archaeology should we consider? Have your interests and stakes in archaeology changed since the onset of the course? Will this course ever end?



Readings

WEEK 1 - Welcome and Overview

Tuesday:

- Grad School Survival Guide: How to Read (PDF) (note: not just for grad students! Undergrads in ANTH 419 should read this piece too)

Thursday:

- Colwell-Chanthaphonh, C., J. Hollowell-Zimmer, and D. McGill. (2008) Thinking through Ethics. In *Ethics in Action: Case Studies in Archaeological Dilemmas*. Washington, D.C.: Society for American Archaeology Press, pp. 29-52. (PDF)
- Wylie, A. (2003) On Ethics. In *Ethical Issues in Archaeology*. L.J. Zimmerman, K. Vitelli, and J. Hollowell-Zimmer, eds. Walnut Creek, CA: AltaMira Press, pp. 3-21. (PDF)
- Ramos, M. and D. Duganne. (2000) Exploring Public Perceptions and Attitudes about Archaeology. Harris Interactive, Inc. for the Society for American Archaeology. (PDF)

WEEK 2 - Stewardship and Professional Ethics

Tuesday:

- Colwell-Chanthaphonh, Chip and T.J. Ferguson (2006) Trust and Archaeological Practice: Towards a Framework of Virtue Ethics. In *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, edited by C. Scarre and G. Scarre, pp. 115-130. Cambridge University Press, Cambridge, UK. (PDF)
- Wylie, A. (2005) The Promise and Perils of an Ethic of Stewardship. In *Embedding Ethics*. L. Meskell and P. Pells, eds. New York: Berg, pp. 468–474. (PDF)
- McManamon, F.P. (1991) The Many Publics for Archaeology. *American Antiquity* 56:121–130. (PDF)

Thursday:

- Lynott, M.J. (1997) Ethical Principles and Archaeological Practice: Development of an Ethics Policy. *American Antiquity* 62: 589–599.
- Groarke, L. and G. Warrick. (2006) Stewardship Gone Astray? Ethics and the SAA. In *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*. C. Scarre and G. Scarre, eds. New York: Cambridge University Press, pp. 164–177.
- Rowe, S. and P.A. McAnany (2015) Beyond Stuff-based Ownership: Do Archaeologists have an Obligation to People? ([link](#))



Readings, continued

WEEK 3 - The Practice (and Praxis) of Archaeology

Tuesday:

- McGuire, R. (2008) Archaeology as Political Action (introduction) (PDF)
- Delise, T. (2019) "Decolonizing Everyday Praxis/Space" (link)
- Sapiens article, "Why English Might Let Go of "He" and "She" (link)

Thursday:

- Leighton, Mary (2016) Indigenous Archaeological Field Technicians at Tiwanaku, Bolivia: A Hybrid Form of Scientific Labor" (PDF)
- Heath-Stout and Hannigan (2020) "Affording Archaeology: How Field School Costs Promote Exclusivity" (PDF)
- Miller (2018) "In Some Disciplines, Heavy Drinking is Part of the Culture. That Can be a Problem" ([link](#))

WEEK 4 - Toward an Anti-Racist Archaeology

Tuesday:

- Blakey, M. (2020) "Archaeology Under the Blinding Light of Race" (PDF)
- Franklin, M., et al. (2020) "The Future is Now: Archaeology and the Eradication of Anti-Blackness." (PDF)
- Sapiens, "Why the Whiteness of Archaeology is a Problem" (link)

Thursday:

- "Preparing for the SAA Ethics Bowl" (PDF)
- Ethics Bowl Case Study (PDF)
- IN CLASS ACTIVITY: In-Class Ethics Debate



Readings, continued

WEEK 5 - Stakeholder Communities

Tuesday:

- Wright, Alice P. (2015) "Private Property, Public Archaeology: Resident Communities as Stakeholders in American Archaeology" (PDF)
- Kroot, Matthew, and Lee Panich (2020) "Students are Stakeholders in On-Campus Archaeology" (PDF)
- Flewellen, Ayana Omilade et al. (2021) "The Foundations of the Estate Little Princess Archaeology Project in St. Croix, United States Virgin Islands" (PDF)

Thursday:

- Egloff et al. (2006) "Finding Common Ground: The Role of Stakeholders in Decision Making" (PDF)
- Brown, Shan Estelle (2017) "Thinking and Writing Like an Anthropologist" (PDF)

WEEK 6 - Reclaiming Ancestors

Tuesday:

- Carrying Our Ancestors Home (COAH) video, "The Time Has Come: Tribal Practices and Repatriation" ([link](#))
- Watkins, Joe (Choctaw) (2005) "The Politics of American Archaeology: Cultural Resources, Cultural Affiliation, and Kennewick" (PDF)
- Science magazine, "An Archaeology Society Hosted a Talk Against Returning Indigenous Remains" ([link](#))
- Inside Higher Ed magazine, "Much More Than Bones" ([link](#))

Thursday:

- SAA Statement Concerning Human Remains (Revised April 2021) (PDF)
- Dunnavant, J. et al. (2021) "Craft an African American Graves Protection and Repatriation Act" (PDF)
- Science Magazine, "Museum Kept Bones of Black Children Killed in 1985 Police Bombing in Storage for Decades" ([link](#))



Readings, continued

WEEK 7 - Museum Matters

Tuesday:

- Gazi, Andromache (2014) "Exhibition Ethics: An Overview of Major Issues" (PDF)
- González et al. (2001), "Toward an Ethnography of Museums: Science, Technology, and Us" (PDF)
- NPR, "New York City's Natural History Museum has Removed a Theodore Roosevelt Statue" ([link](#))

Thursday:

- Northern Star, "What is the Pick Museum of Anthropology?" ([link](#))
- AAM Code of Ethics for Museums ([link](#))

WEEK 8 - Collecting the Past

Tuesday:

- Brodie, N. and D. Gill (2003) "Looting: An International View" (PDF)
- Matsuda, D. (1998) "The Ethics of Archaeology, Subsistence Digging, and Artifact Looting in Latin America: Point Muted Counterpoint" (PDF)
- ICIJ article (2021), "From Temples to Offshore Trusts, A Hunt for Cambodia's Looted Heritage Leads to Top Museums" ([link](#))

Thursday:

- Ethics Bowl Case Study (PDF)
- IN CLASS ACTIVITY: In-Class Ethics Debate

WEEK 9 - SPRING BREAK!

WEEK 10 - Heritage at Home

Tuesday:

- No readings!
- IN CLASS ACTIVITY: Peer Review Workshop



Readings, continued

WEEK 10 - Heritage at Home (Cont.)

Thursday:

- Tainter, J. (2004) "Persistent Dilemmas in American Cultural Resource Management" (PDF)
- Kimball and Banks (2021) "Advocating for Preservation: What is Advocacy and How to Be an Archaeology Influencer" (PDF)
- Atlantic article (2021) "Return the National Parks to the Tribes" (PDF)

WEEK 11 - Debating Ethics

Tuesday:

- No readings! Come prepared to cheer your classmates on and discuss/ask questions about their debate responses
- IN CLASS ACTIVITY: In Class Debates (final practice round for the SAA Ethics Bowl Team!)

Thursday:

- No readings! Professor and NIU Ethics Bowl team at SAA meetings in Chicago

WEEK 12 - Heritage Abroad

Tuesday:

- Kersel, M., and A. Hill (2019) "The (W)hole Picture: Response to a Looted Landscape" (PDF)
- Brodie, Neil, and M. Kersel et al. (2021) "Why There is Still an Illicit Trade in Cultural Objects and What Can We Do About It" (PDF)

Thursday:

- Omland, A. (2008) "The Ethics of the World Heritage Concept" (PDF)
- Gibson, M. (2008) "The Looting of the Iraq Museum in Context" (PDF)
- Smithsonian magazine, (2022) "UNESCO Sounds the Alarm Over Threats to Ukrainian Cultural Heritage" ([link](#))



Readings, continued

WEEK 13 - Archaeology and #metoo

Tuesday:

- Bardolph, Dana (2014) "A Critical Evaluation of Recent Gendered Publishing Trends in America Archaeology" (PDF)
- Sterling, Kathleen (2021) "Beyond Leaking Pipelines and Glass Ceilings: Equity Issues on the Academic Track" (PDF)
- Viglione, Giuliana (2020) "Are Women Publishing Less During the Pandemic? Here's What the Data Say" (PDF)

Thursday:

[Content advisory: we will be reading and discussing harassment and discrimination in archaeology, including accounts of sexual assault]

- Colannino, Carol et al. (2020) "Creating and Supporting a Harassment- and Assault-Free Field School" (PDF)
- Sapiens article, #MeToo Anthropology and the Case Against Harvard ([link](#))
- Klancy, Kathryn, et al. (2020) "Use Science to Stop Sexual Harassment in Science Education" ([link](#))

WEEK 14 - Collaboration and Community

Tuesday:

- Douglass, Kristina (2020) "Amy ty lilin-draza'ay: Building Archaeological Practice on Principles of Community" (PDF)
- Douglass, Kristina, Eréndira Quintana Morales, et al. (2019), "Toward a just and inclusive environmental archaeology of southwest Madagascar" (PDF)

Thursday:

- Cajete, Gregory (Tewa) (2018) "Native Science and Sustaining Indigenous Communities," (PDF)
- Laduzinsky, Paige (2018) "Why Integrating Indigenous Voices is Key in Tackling Ecological Problems" ([link](#))
- Modern Hiker, The Autry's New California Continued Exhibit Shows a Hopeful Way Forward" ([link](#))



Readings, continued

WEEK 15 - Tourism and Pop Culture

Tuesday:

- Holly, Donald H. (2015) "Talking to the Guy on the Airplane." (PDF)
- Hall, Mark A. (2017) "Romancing the Stones: Archaeology in Popular Cinema" (PDF)

Thursday:

- Walker, C. and N. Carr (2013) Tourism and Archaeology: An Introduction (PDF)
- Ardren, T. (2004) Where are the Maya in Ancient Maya Archaeological Tourism? Advertising and the Appropriation of Culture (PDF)
- Gable, E. and R. Handler (2004) Deep Dirt: Messing up the Past at Colonial Williamsburg (PDF)
-

WEEK 16 - Course Wrap Up

Tuesday:

- Smith, Monica (2014) "Citizen Science in Archaeology" (PDF)
- Rivera-Collazo, Isabel C. (2021) "Climate Change and Archaeological Sites: A Case Study for Partnering Cultural Heritage and Climate Action" (PDF)

Thursday:

- No readings!
- IN CLASS ACTIVITY: End-of-semester Potluck

Have a great semester!

