



Transitional ASTt lance
Lagoon Site, Banks Island

ANTHROPOLOGY 2230G
Arctic Archaeology
Course Outline

Winter 2018, Friday 9:30 am – 12:20 pm
SSC 2257

Instructor: Lisa Hodgetts

Office: SSC 3423

e-mail: lisa.hodgetts@uwo.ca

Office Hours: Fridays 1-2 pm or by appt.



Inuvialuit Elder Lena Wolki
with kamik at PWNHC

TA: Becky Goodwin

e-mail: rgoodwi3@uwo.ca; Office: 3436; Office Hours: Wednesdays 2:00 – 3:00 pm or by appointment

Objectives and Content:

This is both an exciting and challenging time to do archaeological research in Canada's Arctic. New collaborative endeavours between northern Indigenous peoples and archaeologists are changing the way we understand and conduct archaeology in the north. At the same time, climate change, which is dramatically impacting the Arctic, is rapidly destroying the arctic archaeological record and driving new approaches to documenting threatened sites and mitigating these impacts. We will reflect on how these parallel developments are reshaping archaeological practice in the north.

To create a foundation for discussing these broader developments, the course will first introduce the main cultural periods in Canadian Arctic history, highlighting the material evidence used to define them and the main differences between each of these groups. We will then examine archaeology's colonial roots, the ways in which archaeological practice historically disenfranchised Inuit (and other Indigenous peoples in settler societies) and discuss recent efforts to decolonize Arctic archaeology. Rather than just talking about these new research directions, this class will involve you directly in the efforts of the Inuvialuit Living History (ILH) project, the research project that I currently lead in Canada's Western Arctic. Welcome to the team! Our project aims to generate, document and share Inuvialuit and archaeological knowledge about the culture and heritage of the Inuvialuit people – the Inuit of the Northwest Territories and Yukon. In addition, we will discuss circumpolar efforts to mitigate climate change impacts on the Arctic archaeological record. Finally, we will explore some of the major research questions in Arctic archaeology in light of recent human DNA evidence (published in 2014) from past and present Arctic occupants. Ultimately, I hope the course will give you a sense of Canada's rich arctic past, and insight into how and why archaeological approaches to understanding that past have changed in recent years.

About the instructor:

I've been doing archaeology in the Arctic since I started my PhD in 1995. I've worked on northern hunter-gatherers in the far north of Norway, Newfoundland, northern Manitoba (on

Hudson Bay) and most recently in the Inuvialuit Settlement Region (northern part of NWT and Yukon) in the western Canadian Arctic. Until I began working with Inuvialuit on Banks Island in 2008, I had not worked in a region where the modern inhabitants were largely direct descendants of the people I studied in the archaeological record. Working among and with Inuvialuit, whose ancestors' remains I have been studying over the last decade, has changed how I understand the role of archaeology and archaeologists, and led me in rewarding new directions. I'm excited to introduce you to Arctic Archaeology in Canada, involve you in my research, and help you strengthen your abilities as a collaborator, improve your written and oral communication skills for a range of audiences, and become a stronger critical thinker. All of these skills will be valuable whatever you go on to do after university.

Learning Outcomes:

By the end of this course, you should be able to:

- Describe the material remains and lifeways of each of the main archaeological cultures represented in the Canadian Arctic
- Discuss the changing role of Inuit communities in archaeological research and reflect on how and why this change is influencing archaeological practice in the Canadian Arctic
- Articulate and defend informed opinions on how archaeologists should engage with Inuit communities and how arctic archaeologists should deal with climate change impacts on the arctic archaeological record
- Synthesize and evaluate key debates in Arctic archaeology
- Assess the strength of archaeological interpretations in light of new evidence
- Develop and implement strategies for writing/creating in collaboration with your peers
- Implement the principles of effective communication in a range of formats for different audiences

Required Readings:

There is no required text for this course. Weekly readings will be drawn from a variety of sources including journal articles, edited volumes, websites and Dumond's book *The Eskimos and Aleuts* (available as an e-book through the library). You will find links to all of the required readings on OWL (all free!).

Evaluation:

Culture History quiz/test	15%	Feb 2
Group project	25%	Due March 16
Conference Poster + ILH web content	30%	Due April 6 (Draft due March 23)
Course reflection	15%	Due April 5
Participation	15%	

Culture History "Quest": This "Quest" (shorter than a test, but more substantial than a quiz!) will be a series of short-answer questions that evaluate your understanding of the sequence of archaeological cultures in the Canadian Arctic, covered in the first 3 weeks of class. Depending on the number of points for each question, your answers will range from a few words to a short paragraph.

Group Projects: Archaeological research is a team effort and requires collaboration with other scholars and with community members. To build your collaboration skills, and give you experience in communicating archaeological research to Indigenous communities and the public at large, you will work in groups of 4-5 students to design a digital resource (video, podcast, e-magazine, interactive map, virtual journey – use your imagination) that conveys information about Inuvialuit archaeology and heritage to a general audience. It should be something that

could ultimately feature on the Inuvialuit Living History website (www.inuvialuitlivinghistory.com), which the ILH team is currently expanding. You will plan the resource (outline its structure), and generate at least some of the content (text and images, if the latter are appropriate). You can also include placeholders for content that will be created later by the ILH team (e.g. “insert audio recording of Elder describing visits to this archaeological site as a child”). Each group will have up to 10 minutes to present their work to the class on March 16. The quality of the presentation will contribute to the overall project grade. The whole group will receive the same grade for the final product. If you have accommodations through SSD that may affect your ability to participate in group work, please see me so that we can make any necessary arrangements.

Conference Poster and ILH website content: For this assignment, you will conduct research on one of the following: 1) an archaeological site within the Inuvialuit Settlement Region, 2) an artifact category or individual artifact recovered from the region, or 3) an archaeologist who has worked in the region (select one from the list of options available on OWL). You will present your research in two formats for two different audiences: 1) a conference poster for an academic audience and 2) a short text (illustrated with photos, maps etc. as appropriate) for the Inuvialuit Living History Website, which targets a more general audience.

Conference Poster: Archaeologists often use posters to present their research to other scholars at conferences. Your poster should be argumentative rather than descriptive. In other words, it must make a claim and support it with evidence. Just because a poster includes fewer words than a research paper, does not mean that it is less work to produce. (Consider this a heads up!)

ILH Website Text: You will also create a short summary (roughly 300-400 words) of the key points of your poster, written for a general audience, which we will ultimately include on the ILH website. Include any images you think would be useful for illustrating the text for the ILH target audience.

To encourage you begin work early, you will submit a brief synopsis of your poster that states its claim, briefly summarizes some of the evidence you have already gathered to support the claim (you will obviously continue to gather more), includes a few key images (that may or may not end up in the final poster) and lists at least 5 academic peer-reviewed sources on your topic. Depending on your topic, it could be tricky to find 5 peer-reviewed sources – if you’re having trouble, see me. **Synopses are due in class on February 9.** Failure to hand in a synopsis will result in a 10% deduction from your final grade for this assignment. Detailed instructions about formatting and submitting this assignment will be posted on OWL. We will workshop the posters/web texts on **March 23**, so you need to have drafts ready that day. Final posters and web texts are due on **April 6**, when you will also present a 3-minute summary of your poster to the class. The quality of your presentation will contribute to your overall poster grade.

Course reflection: Experiential learning, and indeed any learning, is most effective when we reflect critically on what we have learned and use those insights to guide future actions. In that spirit, you will submit a brief written reflection (1000-1200 words) that addresses the following questions: 1) What did you learn about the challenges of collaborative research through the group projects, and about your own strengths and weaknesses as a collaborator? Strong reflections will illustrate these points using concrete examples (no need to name the individuals involved) 2) What did you learn through all of the assignments in this course about presenting information effectively in different formats? (Are there things you would do differently in hindsight?) 3) What do you see as the three most important things you will take away from this

course? Strong reflections will draw explicitly on the course readings in answering this question. Reflections are due on **April 13, one week after our last class.**

Participation: The success of this course depends on your willingness to engage with the material both in and outside of class. The more you put into it the more you will get out of it. Attendance is obviously an important starting point for a good participation grade, but attendance alone does not constitute active participation. Your participation grade is a measure of the strength of your contributions (in terms of both quality and quantity) to our group discussions and the online forums in OWL. It also reflects your performance on: weekly quizzes that will assess your familiarity with the assigned readings in Weeks 5-11, the quality of your feedback on peers' work, and your level of engagement during in-class activities. Being prepared for class by doing the readings and formulating questions about them (lower order questions about the authors' meaning and, more importantly, higher order questions about the strength of the arguments and how they relate to course themes) will help you do well in this aspect of the course. Each of you will post discussion questions based on the week's readings (in Weeks 5-11) at least twice over the course of the semester. Make sure to post your questions to the relevant forum before 9am on the day of the class. I will assign each of you to one week (see the list posted on OWL); you can choose the other.

If you have to miss a class, please let me know in advance whenever possible, or as soon as possible afterwards. Things do come up and missing a class is sometimes unavoidable. If you have a good reason for being absent, it will not affect your participation grade. However, if I do not hear from you or from academic counselling to explain an absence, I will have to assume that you chose not to participate that week.

Other Course Information (PLEASE READ CAREFULLY):

Prerequisites: ANTH 1020E OR 1026F/G is a prerequisite for this course. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Student Responsibilities: We may need to adjust this syllabus throughout the term. You are responsible for attending class for information about any changes. Any updates to the syllabus will appear on the course site in OWL.

- You are responsible for ALL assigned readings unless notified otherwise by the instructor.
- Course readings and attendance are important. Please keep in mind that all material presented in class (much of which is not in the readings) and in the readings is fair game on in-class quizzes/assignments that will take place throughout the semester. If you are unable to attend a class, please be sure to obtain notes from a classmate.

Use of Electronic Devices: You are welcome to use a laptop or tablet for taking notes and consulting course readings during class. I may also ask you to search the internet for particular content from time to time. Other uses that do not relate directly to this course are distracting to those around you. For this reason, if we see that you are using your laptop/tablet for some other purpose, I'm afraid we will no longer allow you to have it in the classroom. Please ensure that you turn off all other electronic devices (e.g. cell phones) during class.

- Electronic devices (mobile phones, tablets etc) are not permitted during quizzes, tests and other in-class evaluations.

Support Services:

A range of student services is available through:

Student Center: <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Student Development Centre: <http://www.sdc.uwo.ca/>

Health and Wellness: http://uwo.ca/health/mental_wellbeing/

Accessibility, Plagiarism and Scholastic Offences, Medical Accommodation:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation.

These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

CLASS SCHEDULE - Lecture Topics, Readings and Deadlines:

Week 1 (January 12) Course Intro

Read before class (or after! Since it's the first week and all):

Rowley-Conwy, Peter

1999 Introduction: Human occupation of the Arctic. *World Archaeology* 30(3):349-353.

In class: Expectations

Experiential learning – Inuvialuit Living History Project

Essential background: Arctic environment, Idiot's guide to Arctic material culture

Week 2 (January 19) Arctic Small Tool Tradition

Read before class:

McGhee, Robert

2010 Prehistory – Arctic. *The Canadian Encyclopedia*.

<http://www.thecanadianencyclopedia.ca/en/article/prehistory/> - use the link on the right of the page to jump straight to the Arctic section. Read to the bottom of the page ("Arctic", "Dorset People" and "Thule Inuit")

Wright, J.V.

1995 Early Palaeoeskimo Culture

<http://www.historymuseum.ca/cmce/exhibitions/archo/hnpc/npvol21e.shtml>

1999 Middle Palaeoeskimo Culture

<http://www.historymuseum.ca/cmce/exhibitions/archo/hnpc/npvol30e.shtml>

Dumond, Don E.

1987 Chapter 5: People of the Later Tundra. In *The Eskimos and Aleuts (revised edition)*. London: Thames and Hudson. Pp. 79, 86-100 ("Eastern Arctic").

In class: Everything you need to know about ASTt

Poster topic signup

Library Research – locating academic research on your poster topic

Week 3 (January 26) Thule Inuit

Read before class:

Dumond, Don E.

1987 Chapter 7: People of the Northern Coasts. In *The Eskimos and Aleuts (revised edition)*. London: Thames and Hudson. Pp. 139-150 ("Migration to the East" onwards).

Friesen, T. Max and Charles Arnold

2008 The Timing of the Thule Migration: New Dates from the Western Arctic. *American Antiquity* 73(3): 527-538.

In class: Everything you need to know about Thule Inuit

Review for next week's "quest" – Pub quiz with prizes (no beer though – sorry! ☺)

Week 4 (February 2) Culture history quiz/test, Group project topic selection

No readings for this week

In class: Quest

Presentations by the ILH grad students

Group Project topic selection, group formation and workflow planning

Week 5 (February 9) Community-based archaeology in the Arctic

Deadline today: Poster synopsis with references due

Read before class:

Weetaluktuk, Daniel

1978 Canadian Inuit and Archaeology. Manuscript, 2 pp. Direction de l'Archéologie et de l'Ethnologie, Ministère des Affaires culturelles, Québec.

<http://canadianarchaeology.com/caa/about/awards/daniel-weetaluktuk-award/canadian-inuit-archaeology>

Griebel, Brendan

2010 A Conflict of Interest: a case study for community archaeology in Nunavut, Canadian Arctic. *Museum International* 62(1-2):75-80.

Lyons, N., P. Dawson, M. Walls, D. Uluadluak, L. Angalik, M. Kalluak, P. Kigusiutuak, L. Kiniksi, J. Karetak and L. Suluk

2010 Person, Place, Memory, Thing: How Inuit Elders are Informing Archaeological Practice in the Canadian North. *Canadian Journal of Archaeology* 34(1): 1-31.

In class: Discussion questions

Designing effective conference posters

Group meetings – brainstorming session – IAP grad students will answer questions

Week 6 (February 16) Arctic Archaeology and Climate Change

Read before class:

Blankholm, Hans Peter

2009 Long-Term Research and Cultural Resource Management Strategies in Light of Climate Change and Human Impact. *Arctic Anthropology* 46: 17-24

Olynyk, D.

2007 *Case Studies on Climate Change and World Heritage*.

Paris: UNESCO World Heritage Centre. **READ:** pp.12-14, 52-53, 58-59

Jensen, Anne

Distributed Observing Networks of the Past: Using Archaeological Sites to Study Global Change. Poster presented at the Society for American Archaeology Annual Conference, San Francisco, April 17 2015.

Take a good look at these two related websites that represent a Scottish attempt to deal with climate change impacts to the archaeological record:

Scape trust: <http://www.scapetrust.org/index.html>

Scape's Citizen science project: <http://www.ssharp.co.uk/>

In class: Discussion questions

Group project updates and meetings

Week 7 (February 23) READING WEEK — no class

Week 8 (March 2) DNA evidence settles big debates in Arctic Archaeology (or does it?)

Read before class:

Raghavan, Maanasa et al.

2014 The Genetic Prehistory of the New World Arctic. *Science* 345: 1255832-1-1255832-9.

Park, Robert

2014 Stories of Arctic Colonization. *Science* 345: 1004-1005.

In class: Discussion questions

Group project check-in (progress updates)

Work on group projects

Week 9 (March 9) Dorset-Thule Succession

Read before class:

Park, R.W.

1993 The Dorset-Thule Succession in Arctic North America: Assessing Claims for Culture Contact. *American Antiquity* 58(2):203-234.

McGhee, Robert

1997 Meetings between Dorset Culture Palaeo-Eskimos and Thule Culture Inuit: Evidence from Brooman Point. In *Fifty Years of Arctic Research: Anthropological Studies From Greenland to Siberia*. R. Gilberg and H.C. Gulløv, editors. Ethnographical Series, Vol. 18. Department of Ethnography, National Museum. Pp. 209-213.

In class: Discussion questions
Providing constructive feedback
Work on group projects

Week 10 (March 16) Inuvialuit Living History Project – Community products

Deadline today: Group projects due

In class: Group project presentations

Week 11 (March 23) Dorset-Norse Interaction

Deadline today: DRAFT posters and ILH website content due – bring 5 printed copies of your poster and the accompanying ILH text for peer review

Read before class:

Park, Robert

2008 Contact between the Norse Vikings and the Dorset culture in Arctic Canada. *Antiquity* 82:189-198.

Sutherland, Patricia D.

2009 The Question of Contact Between Dorset Paleo-Eskimos and Early Europeans in the Eastern Arctic. In: *The Northern World AD 900-140*, edited by H. Maschner, O. Mason and R. McGhee, pp. 279-299. Salt Lake City: University of Utah Press.

In class: Discussion questions
Poster and ILH website content peer review session

Week 12 (March 30) GOOD FRIDAY – no class

Week 13 (April 6) Student Conference

Deadline today: Conference Poster and ILH website content due today

In class: 3 min poster summaries

FRIDAY APRIL 13 – final course reflections due