



Transitional ASTt lance
Lagoon Site, Banks Island

ANTHROPOLOGY 2230G
Arctic Archaeology
Course Outline

Winter 2016, Tuesday 11:30am–2:30pm
SSC 3102

Instructor: Lisa Hodgetts

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Office Hours: Tues. 2:30-3:30pm or by appt.



Inuvialuit Elder Lena Wolki
with kamik at PWNHC

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 being experienced most dramatically in 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 Ikaahuk Archaeology Project (IAP), the research project that I currently lead on Banks Island in Canada's Western Arctic. Welcome to the team! Our project aims to engage local Inuvialuit in the study of their archaeological past. We will also 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 are changing rapidly 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 on Banks Island in the western Canadian Arctic. Until I began working on Banks Island in 2008, there were few ties between the people who created the archaeological remains that I studied and the modern occupants of the regions in which I worked. On Banks Island, those ties are much stronger, and that relationship has changed the way I work 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
- Demonstrate an understanding of 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). Links to all of the required readings can be found on OWL (all free!).

Evaluation:

Culture History quiz/test	10%	Jan 26
Facebook Post	10%	Due Jan 19
Group project	30%	Due March 8
Research Poster	30%	Due April 5
Course reflection	10%	Due April 12
Participation	10%	

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.

Facebook Post: Each student will create a post for the Ikaahuk Archaeology Project Facebook page. You will select one item from the list of topics provided on OWL and provide a brief summary (250-300 words) of its creation and/or content and/or role in the IAP, comment on why it might be of interest to followers of our page, highlight any connections to other web content or aspects of IAP research, etc. If relevant, be sure to include images, weblinks etc.

Group Projects: Archaeological research is a team effort and requires collaboration with other scholars and with community members. Each group of 5-6 students will work together to develop a product (video, magazine, cartoon, handout, newsletter, radio documentary etc. – use your imagination) that presents one aspect of IAP research to community members in Sachs Harbour and the broader Inuvialuit community. Each group will have up to 10 minutes to present their work to the class on March 8. The quality of the presentation will contribute to the final 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: Archaeologists often use posters to present their research to other scholars at conferences. You will create a poster for an academic audience synthesizing others' research on your chosen topic in Arctic Archaeology. Your poster should be problem-oriented rather than descriptive. In other words, it must examine archaeological evidence to try to answer a question about the Arctic past or about archaeological practice in the Arctic. Just because a poster includes fewer words than a research paper does not mean that it is less work to produce. To encourage you begin work early, you will submit a brief synopsis of your poster that outlines your research question, 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. Synopses are due in class on March 1. Failure to hand in a synopsis will result in a 10% deduction from your final poster grade. Detailed instructions about poster format and submission will be posted on OWL. You will present a 3 minute summary of your poster to the class on March 29. 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 (800-1000 words) that addresses the following questions: What did you learn about the challenges of collaborative research through the group projects, and about your own strengths and weaknesses as a collaborator? What did you learn about presenting information effectively in different formats? (Are there things you would do differently in hindsight?) What do you see as the three most important things you will take away from this course?

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. 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, as well as your comments on the IAP Facebook page. It also reflects the quality of your in-class presentations, feedback on peers' work, and any in-class activities, "pop" quizzes or short written in-class assignments that are not assessed individually. 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. Attendance is obviously an important starting point for a good participation grade, but attendance alone does not constitute active participation. 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: This syllabus may be adjusted as required throughout the term. You are responsible for attending class for information in this regard. Updates will be reflected in the syllabus on the course site in OWL.

- Students 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 "pop" 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. Remember that attendance is an element of your participation grade and you can expect short “pop” quizzes/assignments throughout the semester.

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 are not directly related to this course are distracting to those around you. If you are found using your laptop/tablet for some other purpose, you will no longer be allowed to have it in the classroom. Please ensure that all other electronic devices (e.g. cell phones) are turned off during class. •No electronic devices (mobile phones, tablets etc) will be allowed during quizzes, tests and other in-class evaluations.

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, including the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

All written assignments in this course are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Evidence of suspected plagiarism or other scholastic offences will be reported to the Department Chair, who will give the student an opportunity to respond to the allegation. Where a determination of plagiarism or another scholastic offence has been made, the Chair shall assess appropriate penalties up to and including a zero on the assignment and failure in the course. The case will be reported to the Dean, who may assess additional penalties.

Accessibility: Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. Western’s commitment to Accessibility, visit: <http://wss.uwo.ca/Student%20Services%20Organizational%20Units/Accessibility%20at%20Western/index.html>

Student Development Services <http://www.sdc.uwo.ca/ssd/> has staff members who specialize in assisting students with various disabilities to adjust to the university environment. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Students who require special accommodations for disabilities should make a formal request through Student Development Services as early in the semester as possible.

Support Services: A range of student services is available at:

<https://studentservices.uwo.ca/secure/index.cfm>

Other resources include Student Support Services: <http://westernusc.ca/services>

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

Lecture Topics and Readings:

Week 1 (January 5) Course Intro

Read before class:

Rowley-Conwy, Peter

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

In class: Expectations

Experiential learning

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

Choose Facebook post topics

Week 2 (January 12) 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.

Wright, J.V.

1995 Early Palaeoeskimo Culture

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

1999 Middle Palaeoeskimo Culture

<http://www.historymuseum.ca/cmhc/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.

In class: Everything you need to know about ASTt

Effective writing

Week 3 (January 19) Thule Inuit

Deadline today: Facebook posts due

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.

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 (January 26) *Culture history quiz/test, Library Research, Group project topic selection*

No readings for this week

In class: Quest

Library Research – locating academic research on your poster topic
Presentations by the IAP grad students
Group Project topic selection and group formation

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

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. Uluađuak, 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

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

Week 6 (February 16) **READING WEEK — no classes**

Week 7 (February 23) *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, 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
Designing an effective Conference poster
Group project updates and meetings

Week 8 (March 1) *DNA evidence speaks to big debates in Arctic Archaeology (or does it?)*

Deadline today: Poster proposals with references due

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
Poster proposal whip around (what did you pick?)
Group project check-in (progress updates)

Week 9 (March 8) *Ikaahuk Archaeology Project – Community products*

Deadline today: Group projects due

In class: Group project presentations
Discussion questions

Week 10 (March 15) *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

Week 11 (March 22) Dorset-Norse Interaction

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.

2008 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 peer review session

Week 12 (March 29) Student Conference

Deadline today: Posters Due

No readings this week

In class: 3 min poster summaries

Week 13 (April 5) “Community Meeting” – with food and door prizes

Deadline today: Reflections Due

No readings this week

In class: Share the highlights of your reflections with the group, or present them as a piece of art, limerick, cartoon, skit etc – bonus participation marks for thinking outside the box.