

WHAT'S NEW IN AUSTRALIAN ARCHAEOLOGY? STANFORD UNIVERSITY SPRING, 2023/4

ARCHLGY 122/ANTHRO 122B

Instructor

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Classes: Tue/Thu 3.00-4.20

Co-working space:

Individual office hours: by appointment

Course Description

New techniques, new questions, and new approaches are changing our understanding of more than 50,000 years of human life in Australia. When did people first come to Australia? How did humans adapt to the unique, and changing, environment? At the same time, public debates are pushing archaeologists and heritage professionals to be more accountable, leading to questions like, what are the best practices for community-led archaeology? How should Australians commemorate the settler past? What about repatriation? This course will introduce the archaeology of Australia by exploring the latest research and debates playing out in the academic and public spheres. No prior archaeological experience required.

In this class you will:

- develop an awareness of the key events, topics, and debates in Australian archaeology
- consider how lessons from Australia are applicable to their other areas of knowledge
- learn how archaeological knowledge is produced and disseminated to the public
- develop and practice skills in synthesis and critical analysis

Classroom Expectations

This class should challenge you, but every one of you has the ability to succeed in it with effort and dedication. I highly encourage everyone to visit me in office hours or to set up a meeting, even if you don't feel that you have questions. I want to get to know you and support you in this learning experience! The best way to reach me is by email (see contact information above).

To facilitate that, you can expect me to:

- guide your learning and challenge you to engage with new ideas
- strive for an inclusive and collaborative classroom
- do my best to give you the tools, feedback and support you need to succeed

In return, I expect my students to be:

- **Active participants** in class activities and discussions
- **On time** to classes
- **Respectful** of others and their opinions
- **Prepared** for class by having done assigned readings and exercises

Coursework

This is a reading-intensive and writing-intensive course which consists of two 80-minute classes per week. The first will generally develop core knowledge of that week's topic, while the second will deep understanding with discussion of the readings and hands-on activities. In addition, you are expected to complete required readings, prepare weekly reading analysis notes, and complete outside reading, research, and writing under the direction of the instructor.

Students enrolled in 3 units or C/NC:

- | | |
|---|-----|
| - Reading analyses (4 over the course of the quarter) | 40% |
| - Participation | 10% |
| - Research Project | 50% |

Students enrolled in 4 units:

- | | |
|---|-----|
| - Reading analyses (6 over the course of the quarter) | 40% |
| - Participation | 10% |
| - Research Project | 50% |

Students enrolled in 5 units:

- | | |
|---|-----|
| - Reading analyses (8 over the course of the quarter) | 40% |
| - Participation | 10% |
| - Research Project | 50% |

Participation (10%) – Completion of assigned quizzes, active participation in class discussion and activities, and contributions to shared class resources.

Reading Analysis (40%) – 500 word analysis (not a summary) of the assigned readings in which you discuss your reaction to the reading; connections between different readings or between the readings and the lecture; things that you disagreed with or didn't understand; and/or further questions that you now have. After your analysis include:

- two substantive questions that you would like to talk about during class
- two references from the readings which you would like to follow up and why. These should be properly referenced in the Chicago (author-date) style.

Research Project – (50%) – For this assignment you will select a recent research article (published in 2018 or later) of your choice from *Australian Archaeology*, *Archaeology in Oceania*, or *Australasian Historical Archaeology*. For details see Canvas.

a) Choice of Article and Reflection – Week 6 (10%)

In the first stage of this assignment, you will choose your article, explain your choice and what you think is 'new' about it, and find three other academic sources that help contextualize this article.

b) Article Review – Week 8 (20%)

In the second stage, you will write a review of your chosen article in which you explain the question(s) it is answering with reference to outside literature; the methods; the results; and offer a critical analysis of the article.

c) Public Content– Finals Week (20%)

In the final stage, you will produce a piece of public-facing content which explains your chosen article to a non-academic audience. This could be a newspaper article, blog post, podcast episode, video for social media, or something else! Make sure you meet with me by the end of week 8 to discuss your idea.

Assignment formatting – please submit all written work as a Word document or PDF, 1.5 or double spaced, in size 12 Times New Roman font. For references use the Chicago (author-date) citation style, with a reference list at the end of the document. Include page numbers for multi-page documents. All assignments should be submitted through Canvas.

Course and University Policies

Assessments

Assignments are due at 11.59 PM on the due date and should be submitted through the class Canvas site. The assignment portal will close at this time and any late assignments should be emailed to the instructor with an explanation. Emergencies (sudden illness or hospitalization, bereavement etc.) will not be penalized.

Across all assignments (except the presentation) you have two flex days, allowing you to submit items late. You can choose when you would like to apply them, and whether to use them together or separately. Please include in your explanation email how many flex days you intend to use. Once these days have been used, late work will be marked down 10% per day.

Attendance

Consistent attendance and active participation is an important part of doing well in this course, and the decision to enroll in the class is a decision to attend the classes and do the required readings and assignments. Having said that, I know that life happens, and some circumstances are beyond our control. Up to two absences do not require documentation, although please do let me know that you will not be present. For any absences, you are responsible for making up for missed work and class materials by liaising with your peers.

Planned absences - If you know that you will be absent for a class (e.g. travel for a university sporting event), contact the instructor in advance to make arrangements. If you know in advance that you will be absent when an assessment is due, it is your responsibility to submit your work ahead of the due date.

Illness – If you are sick and unable to participate or if you are contagious, please do not come to class. Contact the instructor as soon as practicable to let them know you will not be attending and to make arrangements to catch up on work once you are better. The instructor may request medical documentation for protracted or frequent absences due to illness.

Accommodations

If you have a disability or chronic illness which will affect your learning in this course, please let me know as soon as possible so we can discuss the best ways to meet your needs. I also

encourage you to contact the Office of Accessible Education (OAE) to register. Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter. By making a plan with OAE you can ensure you get the accommodations you need in all your classes without having to disclose your diagnosis to instructors. To get started visit oae.stanford.edu.

If you already have an Academic Accommodation Letter, I invite you to share your letter with me early in the quarter so that we can identify any barriers to access and inclusion that you might encounter in this course.

Academic Integrity

Academic integrity is a commitment undertaken by all scholars—students, faculty and researchers alike—to honest, fair and responsible scholarship. At Stanford, students and faculty are expected to work in accordance with the Honor Code (<https://communitystandards.stanford.edu/policies-and-guidance/honor-code>) and the Fundamental Standard (<https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard>). Among other things, these prohibit plagiarism, unauthorized aid, copying from another’s work, and representing someone else’s work as your own. Violating these standards is a serious offense, even when it is unintentional. You are responsible for understanding these rules and you should familiarize yourself with them. If you have any questions, please see me to discuss them.

Use of Generative AI

Learning to write and learning to think are both foundational goals of higher education and of this course. Meeting these goals is only possible if you do the work yourself, rather than relying on generative AI to complete your assessments. In this class, use of generative AI in any form will be considered a form of unauthorized aid and a violation of the Honor Code.

For the Stanford Office of Community Standards policy on AI, see <https://communitystandards.stanford.edu/generative-ai-policy-guidance>.

Course Privacy Statement

As noted in the University’s [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Electronic Devices

You are welcome to use laptops in class for notetaking but should not be using them for other purposes which distract you from class. Phones should be turned to silent and should not be used during class time.

University Resources

The last few years have been challenging for all of us and we are still facing new uncertainties, responsibilities, and emotions. Especially under such conditions, I appreciate your participation in this course, and will do everything I can to support you. There are also campus resources, such as [accommodations](#), [undergraduate advising directors](#), [well-being coaches](#), [counselors](#), [academic coaches](#), [Hume Center writing tutors](#), and the [FLI opportunity fund](#) for broader needs you might have. If there are additional ways I can support you in the course, please feel free to reach out to me.

Class Materials

Technology

You will need to have access to a device that connects to the internet so that you can access email and Canvas. All course details and materials will be posted on our Canvas course site. Students can borrow equipment and access other learning technology from [the Lathrop Learning Hub](#).

Readings

Readings, or links to readings, are posted on Canvas.

WEEKLY SCHEDULE

April 2 Week 1 Introductions – introduction to instructor and course, overview of assessments, class expectations. Background on Australia and terminology.
Section: First Footprints

April 9 Week 2 The Archaeology of Australia Pt 1 – Ancient Sahul

Section:

Readings:

- Hiscock, Peter. 2008. *The Archaeology of Ancient Australia*. London: Routledge. Chapter 1.
- Spry, Caroline, Brian Armstrong, Neil Ingram (Wiradjuri Elder), Alice Williams (Wiradjuri Elder), James Williams (Wiradjuri Knowledge Holder), Greg Ingram (Wiradjuri Traditional Custodian), Ian ‘Doug’ Sutherland (Wiradjuri and Kamilaroi Traditional Custodian), et al. 2023. “Investigating Wiradjuri Marara (Carved Trees or Dendroglyphs) and Dhabuganha (Burials) in the Central Tablelands, Southeastern Australia.” *Australian Archaeology* 89 (3): 209–26.
<https://doi.org/10.1080/03122417.2023.2219378>.

Public Content

- Spry, Caroline, Brian J. Armstrong, Greg Ingram, Ian Sutherland, and Lawrence Conyers. 2023. “Carved Trees and Burial Sites: Wiradjuri Elders Share the Hidden Stories of ‘Marara’ and ‘Dhabuganha.’” *The Conversation*. November 22, 2023.

<http://theconversation.com/carved-trees-and-burial-sites-wiradjuri-elders-share-the-hidden-stories-of-marara-and-dhabuganha-216539>.

April 16 Week 3 – The Archaeology of Australia Pt 2 – Australia Since 1788

Section:

Readings:

- Lawrence, Susan, and Peter Davies. 2011. *An Archaeology of Australia Since 1788*. Contributions To Global Historical Archaeology. New York: Springer-Verlag. <https://doi.org/10.1007/978-1-4419-7485-3>. Chapter 1.
- Tuffin, Richard, and Martin Gibbs. 2020. “The Archaeology of the Convict Probation System: The Labor Landscapes of Port Arthur and the Cascades Probation Station, 1839–55.” *International Journal of Historical Archaeology* 24 (3): 589–617. <https://doi.org/10.1007/s10761-019-00523-w>.

Public Content:

- <https://convictlandscapes.com.au/portarthur/>

April 23 Week 4 – New Depths - Peopling Australia

Section: Madjedbebe Deep Dive

Readings

- McCarthy, John, Chelsea Wiseman, Katherine Woo, David Steinberg, Michael O’Leary, Daryl Wesley, Liam M. Brady, Sean Ulm, and Jonathan Benjamin. 2022. “Beneath the Top End: A Regional Assessment of Submerged Archaeological Potential in the Northern Territory, Australia.” *Australian Archaeology* 88 (1): 65–83. <https://doi.org/10.1080/03122417.2021.1960248>.
- Clarkson, Chris, Zenobia Jacobs, Ben Marwick, Richard Fullagar, Lynley Wallis, Mike Smith, Richard G. Roberts, et al. 2017. “Human Occupation of Northern Australia by 65,000 Years Ago.” *Nature* 547 (7663): 306–10. <https://doi.org/10.1038/nature22968>.

Public Content:

- Fleur, Nicholas St. 2017. “Humans First Arrived in Australia 65,000 Years Ago, Study Suggests.” *The New York Times*, July 19, 2017, sec. Science. <https://www.nytimes.com/2017/07/19/science/humans-reached-australia-aboriginal-65000-years.html>.

April 30 Week 5 – New Questions – Historical Archaeology

Section:

Readings

- Barker, Bryce, Lynley A. Wallis, Heather Burke, Noelene Cole, Kelsey Lowe, Ursula Artym, Anthony Pagels, et al. 2020. “The Archaeology of the ‘Secret War’: The Material Evidence of Conflict on the Queensland Frontier, 1849–1901.” *Queensland Archaeological Research* 23 (July): 25–41. <https://doi.org/10.25120/qar.23.2020.3720>.
- Dooley, Tom, Tiina Manne, and Alistair Paterson. 2021. “Power in Food on the Maritime Frontier: A Zooarchaeology of Enslaved Pearl Divers on Barrow Island,

Western Australia.” *International Journal of Historical Archaeology* 25 (2): 544–76.
<https://doi.org/10.1007/s10761-020-00575-3>.

Public Content:

- “What Can Archaeology Tell Us about Australian South Sea Islanders?” 2021. *The Queensland Museum Network Blog* (blog). April 19, 2021.
<https://blog.qm.qld.gov.au/2021/04/19/what-can-archaeology-tell-us-about-australian-south-sea-islanders/>.
- “Queensland Native Mounted Police.” n.d. Queensland Native Mounted Police. Accessed January 19, 2024. <https://frontierconflict.org>.

Guest Lecture

May 7 Week 6 – New Debates – Dark Emu

Section:

Readings (read in this order):

- Pascoe, Bruce. 2015. *Dark Emu: Black Seeds: Agriculture or Accident?* Broome, Western Australia: Magabala Books Aboriginal Corporation. Introduction.
- Sutton, Peter, and Keryn Walshe. 2021. *Farmers or Hunter-Gatherers?: The Dark Emu Debate*. Carlton, Victoria: Melbourne University Publishing. Introduction.
- Forum on Dark Emu in *Australian Archaeology* 2021

Public Content:

- Touma, Rafqa. 2023. “The Dark Emu Story: The Legacy – and Controversy – of Bruce Pascoe’s Groundbreaking Book.” *The Guardian*, July 18, 2023, sec. Film.
<https://www.theguardian.com/film/2023/jul/18/dark-emu-story-bruce-pascoe-controversy-legacy-abc>. – including watching the trailer

Article Choice Due

May 14 Week 7 – New Frontiers - Australian Heritage Beyond Australian Borders

Section:

Readings:

- Clarke, Amy. 2017. “Heritage Beyond Borders: Australian Approaches to Extra-National Built Heritage.” *Archaeologies* 13 (1): 153–74.
<https://doi.org/10.1007/s11759-017-9313-y>.
- Beaumont, Joan. 2016. “The Diplomacy of Extra-Territorial Heritage: The Kokoda Track, Papua New Guinea.” *International Journal of Heritage Studies* 22 (5): 355–67.
<https://doi.org/10.1080/13527258.2016.1153496>.
- Ross, Victoria, and Sarah Midford. 2020. “Uncovering the Classics in the Sinai and Palestine Campaign: The Australian First World War Archaeological Excavation of the Shellal Mosaic.” *History Australia* 17 (2): 308–27.
<https://doi.org/10.1080/14490854.2020.1756866>.

Public Content:

- State Library of New South Wales 2015. "Found in the trenches." Text. December 16, 2015. <https://www.sl.nsw.gov.au/stories/found-trenches>.
- "Remains of Australian Soldiers Unearthed off Kokoda Track." 2023. July 25, 2023. <https://www.abc.net.au/news/2023-07-25/remains-of-australian-soldiers-unearthed-off-kokoda-track/102644800>.

May 21 Week 8 – New Futures - Repatriation

Section: SUAC visit

Readings:

- Gibson, Jason, Iain G. Johnston, and Michael Cawthorn. 2023. "Repatriation of Aboriginal Sacred Objects: Prospects for the Return of the Poorly Provenanced." *Museum Management and Curatorship* 38 (6): 643–61. <https://doi.org/10.1080/09647775.2023.2263847>.
- Fforde, Cressida, C. Timothy McKeown, and Honor Keeler. 2020. *The Routledge Companion to Indigenous Repatriation: Return, Reconcile, Renew*. Milton, UNITED KINGDOM: Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/usyd/detail.action?docID=6129518>. Chapter 51 – Let Them Rest in Peace
- Sculthorpe, Gaye, and Daniel Simpson. 2023. "Will My Boomerang Come Back? New Insights into Aboriginal Material Culture of Early Sydney and Affiliated Coastal Zone from British Collections." *Australian Archaeology* 89 (2): 149–71. <https://doi.org/10.1080/03122417.2023.2214336>.

Public Content:

- Payne, Anne Maree, and Heidi Norman. 2022. "Ancestral Remains of First Nations People Were Once Stolen for Trophies. Now They Will Have a National Resting Place." *The Conversation*. January 23, 2022. <http://theconversation.com/ancestral-remains-of-first-nations-people-were-once-stolen-for-trophies-now-they-will-have-a-national-resting-place-174537>.

Article Review Due

May 28 Week 9 – New Rules - Managing Heritage

Section:

Readings:

- Pearson, Elizabeth. 2023. "Developments (or Devolutions?) In Australia's First Nations Art and Cultural Heritage Law." *Art, Antiquity & Law* 28 (3): 197–222.
- Bennion, Lily, and Juanita Kelly-Mundine. 2021. "Clashes in Conservation: First Nations Sites, Communities and Culture in Australian Cultural Heritage Management." *Journal of the Institute of Conservation* 44 (3): 170–82. <https://doi.org/10.1080/19455224.2021.1969259>.

Public Content:

- "Juukan Gorge." n.d. Accessed January 19, 2024. <https://www.riotinto.com/en/news/trending-topics/juukan-gorge>.

- Ham, Anthony. 2023. "Park of the Covenant." *The Monthly*, <https://www.themonthly.com.au/issue/2023/december/anthony-ham/park-covenant#mtr>

June 4 Week 10 – Wrapping Up

Section: (no section this week)

Reading:

- The Australian Archaeological Association, dir. 2022. *Archaeology for the Future*. <https://www.youtube.com/watch?v=-vGjsTefOfk>.

Public Content Due