**Anti-colonial Archaeology Textbook (Final Project)**

**ANTH 110 Archaeology: Lessons from the Past**

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| **Date** | **What is due** |
| Monday 11/20 | Bring outline for final project completion to class. Include a list of tasks to be completed, their current state of progress, and who is responsible for each with pending deadlines leading up to 12/8. |
| Friday 12/8 | Draft is due in class. Peer review in class with teams exchanging work. A draft can take many forms (could be audio, graphical, etc.) and should represent a bona fide effort to outline the progress completed thus far. This class time is yours to make the most of. |
| Saturday 12/16 @ 5 pm (end of final exam period) | Final project due on Moodle. Upload all files. |

Purpose: This assignment is designed to meet all the course learning goals: to critique archaeological epistemologies, to compare global cases; and to link lessons from the past to solutions for the present.

Specifically, this assignment is a response to the way that traditional archaeology textbooks may promote scientism, offer a teleological view of human development, and relegate critical thought to “alternative” categories. This assignment is inspired by the challenges outlined by Rich Hutchings and Marina La Salle (2014)[[1]](#footnote-0).

Assignment details: As a group of three, you will write and design an entry for an anti-colonial textbook on which we are all collaborating. Choose a theme on which to focus and one to two case studies to illustration the theme. You may not repeat a pairing of theme and region/period/culture we have already covered in this course. If you do, you must take a distinct approach to it (seek approval from the professor). For examples of traditional textbook entries and topics, see the myriad archaeology textbooks on reserve for our course at Morse Library. Nevertheless, allow yourself to be creative and think outside the box of the traditional textbook format.

All entries must include some combination of the following media.[[2]](#footnote-1) You may include as many or as few types as you wish. See the second rubric in order to calculate a combination that gets you to the grade you desire.

1. Prose
2. A photograph or drawing (your original work; if not original, must include copyright information) (this may be a map) (try Powerpoint for editing and composing images or Adobe Lightroom)
3. Infographic (try [Piktochart](https://piktochart.com/), Powerpoint. For comics, try [Powtoon](https://www.powtoon.com/index/), [Pixton](https://www.pixton.com/), [Toondoo](http://www.toondoo.com/))
4. Video, animation, or narrated slideshow (try [GoAnimate](https://goanimate.com/), iMovie, [Hitfilms Express](https://hitfilm.com/express), Adobe Premiere/Adobe Clip, [TimelineJS](http://timeline.knightlab.com/), [StorymapsJS](https://storymap.knightlab.com/), or [Prezi](https://prezi.com/start/))[[3]](#footnote-2)
5. Podcast (try [Audacity](http://www.audacityteam.org/home/))[[4]](#footnote-3)
6. Discussion questions
7. Callout boxes with keywords and definitions or short description of a related point

**Evaluation of textbook entries (graded out of 44 possible points—24 from Universal rubric, 20 from A la carte rubric):**

**Universal rubric (earn up to 24 points toward 44 total)**

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| --- | --- | --- | --- |
| **Extraordinary** | **Satisfactory** | **Fair** | **Poor** |
| **4** Theme is relevant to multiple, diverse stakeholders | **3** Theme may only appeal to specialists/ academics and one other demographic | **2** Theme is relevant only to specialists/ academics | **1** Theme is not relevant to others |
| **4** Treatment of theme questions normative viewpoints and centers marginalized peoples and/or perspectives | **3** Authors state that there are multiple perspectives and detail them, but present Euro-American perspectives as superior | **2** Little diversity of epistemology is explored | **1** Treatment of theme is normative and restates old assumptions about humans based on Euro-American ideologies |
| **4** One to two case studies are well researched, illustrate the theme, and represent diverse global contexts | **3** Case studies are well researched and illustrate the theme, but do not represent diverse global contexts | **2** Case studies have been researched superficially OR are not germane to the theme chosen | **1** Case studies are not relevant to the theme OR there is little evidence of research to support the case studies presented |
| **4** Entry indicates how to identify solutions to human challenges through archaeology and makes suggestions for such | **3** Entry describes how to identify solutions but does not provide suggestions | **2** Entry mentions that cases are relevant, but not with detail | **1** No offer of solutions is apparent |
| **4** Textbook entry is formatted in single file, with non-text media linked through hyperlinks to a permanent repository such as YouTube. File is organized, attractive, and clear to the “reader” and could be disseminated to the public immediately | **3** Work has been placed into a single file, but formatting is not polished; may have an unfinished appearance | **2** Work has been placed in a single file, but is difficult to follow and disorganized; media is not accessible | **1** Work is located in separate files that have not been formatted |
| **4** Bibliography of at least four recent scholarly and credible sources is included and is formatted in Chicago B style (reference list style) | **3** Only three sources cited OR sources are poorly formatted | **2** Only two sources cited OR bibliography has multiple issues | **1** A single source is cited |

**“A la carte”-style rubric (earn up to 20 points toward 44 total)[[5]](#footnote-4)**

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| **Medium** | **Significant element** | **Intermediate element** | **Fair element** | **Poor element** |
| **Prose** | **8** 1500+ words written clearly and free of errors in spelling, grammar, syntax, and structure. | **6** 1500+ words with some issues with clarity and technical attributes that distract the reader. | **4** 700-1499 words with little to no writing errors. | **2** Writing is riddled with errors that make it challenging to understand OR fewer than 700 words. |
| **Photograph or drawing (may include up to three)** | **-** | **2** Original photograph or illustration that enhances textbook entry. | **1** Non-original photograph or illustration to enhances textbook entry and whose source is cited. | **-** |
| **Infographic** | **8** Well organized and attractive infographic that illustrates a major, complex concept and augments the entry. | **6** Well organized and attractive infographic that illustrates a minor concept and augments the entry. | **4** Infographic is not clear and better illustrates a concept while augmenting the entry. | **2** Infographic is not clear and illustrates a concept, but does not augment the entry. |
| **Video or animation** | **9** Two- to five-minute original video that enhances reader understanding of the theme or case study and that is communicated in a way accessible to diverse audiences. | **7** Two- to five-minute original video that enhances reader understanding of the theme or case study, but is too jargon-laden or inaccessible to those outside the course. | **5** One-to two-minute original video that enhances reader understanding of the theme or case study and that is communicated in a way accessible to diverse audiences. | **2** One- to two-minute original video that enhances reader understanding of the theme or case study, but is too jargon-laden or inaccessible to those outside the course. |
| **Podcast** | **8** Ten- to 15-minute podcast that enhances reader understanding of the theme or case study and that is communicated in a way accessible to diverse audiences. | **6** Ten- to 15-minute podcast that enhances reader understanding of the theme or case study, but is too jargon-laden or inaccessible to those outside the course. | **4** Five- to 10-minute podcast that enhances reader understanding of the theme or case study and that is communicated in a way accessible to diverse audiences. | **2** Five- to 10-minute podcast that enhances reader understanding of the theme or case study, but is too jargon-laden or inaccessible to those outside the course. |

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| **Discussion questions** | **-** | **2** Three clearly posed discussion questions that urge the reader to critically analyze the topic. | **1** Three questions that are unclear or do not urge critical engagement. | **-** |
| **Callout box (may include up to two)** | **-** | **2** Three clear definitions of keywords OR three links to relevant external sources OR a paragraph describing a parallel, brief concept | **1** Two or fewer clear definitions of keywords OR one to two links to relevant external sources | **-** |

Here’s an **example** of how one could create a combination of media that add up to 20/20 points for the “A la carte”-style rubric:

**8** points: One 10- to 15-minute podcast that enhances reader understanding of the theme or case study and that is communicated in a way accessible to diverse audiences

**6** points: Well organized and attractive infographic that illustrates a minor concept and augments the entry.

**4** points: 700-1499 words of prose with little to no writing errors

**2** points: Three clearly posed discussion questions that urge the reader to critically analyze the topic

* **20 points total (out of 20 possible on a la carte rubric)**

1. Hutchings, Rich, and Marina La Salle. 2014. “Teaching Anti-Colonial Archaeology.” *Archaeologies* 10(1):27-69. [↑](#footnote-ref-0)
2. Here, students are directed to campus staff who specialize in media tools. [↑](#footnote-ref-1)
3. Must be available through hyperlink embedded in textbook entry that links to a permanent repository such as YouTube. Do not use Google Drive as a repository. [↑](#footnote-ref-2)
4. Same as footnote above. [↑](#footnote-ref-3)
5. Should you wish to include another type of media not listed here, request approval from the instructor. You will write the rubric for the proposed media in consultation with the instructor. [↑](#footnote-ref-4)