

## Archaeologies, Issue 1.2

### English abstracts

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#### 1. Past Pedagogy

K. Anne Pyburn, Indiana University, USA

Abstract. If archaeology can be so readily support political violence, there must be a way to pre-empt this situation by putting archaeology to work promoting peaceful solutions to political conflicts. The key to revolution in archaeology lies in recognizing the subtle messages we perpetuate with received wisdom and learning to teach within new anti-colonial frameworks.

#### 2. Teaching Maya Art History

Marvin Cohodas, University of British Columbia, Canada

Abstract. 30 years of teaching experience have led the author to recognize important issues raised in presenting Maya Art history. Realizing the political ramifications of his efforts, he has begun to take responsibility for them by involving Maya people in his teaching and in his constructions of the past, which he argues have improved both the quality of his teaching and the ethics of his practice.

#### 3. Fact or Speculation? How a Feminist Perspective Can Help Students Understand What Archaeologists Know and Why They Think They Know It

Julia A. Hendon, Gettysburg College, USA

Abstract. If we are serious about the importance of public education and communication, then we need to consider archaeological pedagogy. Teaching undergraduates about archaeology will be most successful when issues of method, theory, and ethics are brought forward as integrated and central aspects of archaeological practice. Drawing on examples from my teaching experience in several different American academic institutions, I discuss how feminist inspired research serves as a pedagogically useful approach to introducing students to the realities of research design, use of multiple lines of evidence, and verification of interpretations.

#### 4. The revolution *will* be televised<sup>1</sup>: African archaeology education and the challenge of public archaeology – some examples from southern Africa<sup>2</sup>

Alinah Kelo Segobye, Cambridge University, UK

Abstract. Archaeology is now recognized as a critical source for heritage development in Africa. However, archaeology education is acutely underfunded. This paper highlights some of the challenges and opportunities for developing public archaeology in Africa drawing on examples from Botswana and southern Africa.

#### 5. Teaching Revolutionary Archaeology: African Experiments in History Making and Heritage Management

Peter R. Schmidt, University of Florida, USA

Abstract. This paper focuses on the experience of African students attempting to study and accomplish heritage management in Tanzania and Eritrea. The author illustrates the need for practical approaches that emphasize independent decision-

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<sup>1</sup> This phrase is adapted from Gil Scott-Heron's poem 'The revolution will not be televised' (BMG 1989) and I acknowledge its inspiration of my conviction of the importance of teaching African archaeology.

<sup>2</sup> This paper was prepared while I was a visiting Senior Research Fellow at Wolfson College, Cambridge. I thank my sponsors The Smuts Memorial Fund and Wolfson College for their support. I thank the reviewers of this paper and acknowledge their contributions. The University of Botswana granted me leave to pursue my research.

making and the growth of professional self-confidence in contexts of rapid development and political upheaval. These teaching perspectives elicit a positive response from students who see opportunities to do the archaeology of their own heritage from their own point of view.

#### **6. Make Believe Rituals: Reflections on the Relationship Between Archaeology and Education Through the Perspective of a Group of Children in Rio de Janeiro, Brazil.**

Marcia Bezerra, Catholic University of Goiás (UCG), Brazil

Abstract. This paper reports on research among a group of Brazilian school children who were interviewed to see how they regarded archaeology, how their knowledge of the past affects their understanding of the present, and how their experience of the present informs their views of the past.

#### **7. Mesolore: Teaching to Think Critically**

Liza Bakewell and Byron Ellsworth Hamann, Brown University

Abstract. The authors are the creators of Mesolore, an interactive multidisciplinary educational program designed to teach students about Mesoamerican cultures, past and present. They describe the structure and intent of their multidisciplinary and multivocalic engagement with archaeology.

#### **8. Teaching with Intent: The Archaeology of Gender**

Bettina Arnold, University of Wisconsin-Milwaukee, USA

Abstract. This paper discusses the relationship of teaching to political expression, in particular the role of feminist critique in the development of archaeology and the place of this critique in the classroom.

#### **9. Whose World and Whose Archaeology? The Colonial Present and the Return of the Political.**

Yannis Hamilakis, University of Southampton, UK

Abstract. The author identifies an increasingly aggressive colonial project at work in Iraq and Afghanistan and considers the catastrophic failure of the western archaeological community to respond appropriately to the conditions in either nation. The manner of emphasis on archaeology is actively contributing not only to the legitimacy of an illegal and unethical war, but also to the reproduction of the regime of power and truth that the war seeks to establish. He calls on WAC to 'de-centres' the world as seen from Western metropolitan centres, enabling the 'periphery' to take the initiative, set the agenda, advocate alternative archaeological epistemologies.

#### **10. Discovering Eastern Europe: perspectives on WAC's future cooperation with Bulgaria and Eastern European Countries**

Tsoni Tsonev, Institute of Archaeology and Museums, Bulgaria

Abstract. In this article I reveal the relationship between the formation of WAC as a moral and political reaction to the apartheid regime in South Africa and the changes in Europe after the fall of the Berlin wall. Archaeology as a discipline in its own right can no longer hide behind false objectivism. The need to re-evaluate the troubled nationalistic pasts of most European states creates an imperative for reassessing the links between archaeology and the Nazi and Communist regimes. Further, I consider post-communist realities in Bulgaria and the ways archaeologists react to the commercialization of Cultural Heritage Management. I outline domains that are important for cooperation between WAC and Bulgaria and other Eastern European countries. Most important are cooperative efforts between WAC and archaeologists from the Balkans to humanize of the discipline. During the 1990s it became obvious

that through its 'visual representations' archaeology contributed enormously to the maintenance of nationalistic attitudes that promoted war in the Balkans.

### **11. Post-Colonial Criticism in One World Archaeology: Where is North Africa's Place?**

Elena A.A. Garcea, Università di Cassino, Italy

Abstract. North Africa has long been considered an extension of southern Europe. When it became clear that North African archaeologists followed non-European dynamics, they were excluded from current debates and updated reviews. This paper offers post-colonial criticism derived from many years of fieldwork in two North African Arab countries: Libya and Sudan. I begin by deconstructing the subject/object roles of the archaeologist, which leads to an engendered view of the present. Next, I discuss the archaeologist's perspective on economic development and resource exploitation. Finally, I suggest repositioning of North Africa in the current archaeological debate, as well as in relation to ongoing social and political events.