

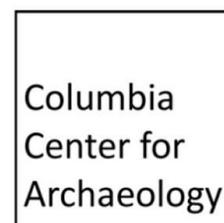
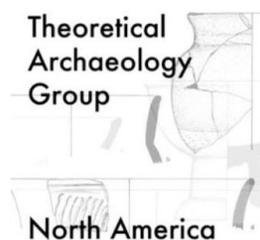
# “Archaeology in the Time of Black Lives Matter” Resources List

**A working document  
compiled by:**

The Society of Black Archaeologists  
The Theoretical Archaeology Group (North America)  
The Columbia Center for Archaeology

And participants in the ‘Archaeology in the Time of Black Lives Matter’ [online salon](#) and follow-up workshops in June-July 2020.

Sponsored by:



Society of Black Archaeologists 2020

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# List of resources associated with the ‘Archaeology in the Time of Black Lives Matter’ online salon

The resources listed below were either mentioned during the panel or suggested by participants in online discussion during or after the event. This is therefore a very partial list, designed to provide links for those who wish to follow up on the discussion during the webinar or workshops. Thanks to everyone for their contributions. **Recording from June 25th 2020:**

<https://vimeo.com/433155008>

## Organizations

**Society of Black Archaeologists** - works to increase the number of professionally trained archaeologists of African descent through the promotion of social responsibility, academic excellence and the creation of spaces that foster the SBA's goals and activities.

<https://www.societyofblackarchaeologists.com/>

**Indigenous Archaeology Collective** (formerly the Coalition of Indigenous Archaeologists) - network of Indigenous and non-Indigenous scholars within archaeology and related fields

<https://twitter.com/indigarchs>

<https://www.facebook.com/indigarchs/>

**Multiculturalism, Race & Ethnicity in Classics Consortium (MRECC)**

<https://multiculturalclassics.wordpress.com/>

**Museum Hue** - the leading organization dedicated to advancing Black, Indigenous, and other People of Color in the cultural field.

<https://www.museumhue.com/>

**Museum Detox** - UK-based network for museum and heritage workers who identify as of color

<https://www.museumdetox.org/>

**Intellectual Property Issues in Cultural Heritage (IPinCH)**

project based at Simon Fraser University, BC, Canada. Explores the rights, values, and responsibilities of material culture, cultural knowledge and the practice of heritage research.

<https://www.sfu.ca/ipinch/>

**Association for the Study of African American Life and History**

<https://asalh.org/>

**Archaeology Social Media Directory** - a list of digitally-forward, cultural institutions searchable by name, platform, location and industry

<https://www.archaeological-analytics.com/directory-index>

**The Red Nation** - dedicated to the liberation of Native peoples from capitalism and colonialism through direct action, advocacy, mobilization, and education.

<https://therednation.org/>

**Many more relevant organizations are listed at:**

<https://www.societyofblackarchaeologists.com/related-sites>

## **Institutional work**

Model letter for holding your institution accountable for racial justice

<https://www.patreon.com/posts/37905478>

Bill White's blog post: The 2020 Race Uprisings and Archaeology's Response

<http://www.succinctresearch.com/the-2020-race-uprisings-and-archaeologys-response/>

"This Work Isn't For Us" - Report by Jemma Desai's on the the history of diversity policies in the Arts in the UK

<https://twitter.com/jemjemdesi/status/1272161302107099138?s=21>

Practical resources for a diverse and inclusive faculty workplace

<https://www.interfolio.com/resources/blog/3-resources-diverse-inclusive-faculty/>

Dan-el Padilla Peralta's discussion of racism and white supremacy in Classical Studies

<https://medium.com/@danelpadillaperalta/some-thoughts-on-aia-scs-2019-d6a480a1812a>

## **Artists engaging with anti-racist themes relevant to archaeology and the material culture of the past**

**LaVaughn Belle** - Visual artist who takes up questions of historical and contemporary racism and colonialism, often incorporates artifacts into her work.

<http://www.lavaughnbelle.com/>

**Gabrielle Civil** - Performance artist to aims to "open up space"

<https://www.gabriellecivilartist.com/>

**Nicholas Galanin** - See recent piece of a 'grave' in the earth for the Captain Cook monument

<https://www.vulture.com/2020/06/nicholas-galanin-shadow-on-the-land.html>

**Kiyan Williams** - Works with archaeological and historic materials, and with forms of land art to address questions of slavery, identity, and racist history in the US and elsewhere  
<http://www.kiyanwilliams.com/>

## **Scholarship and citation - sources mentioned during the panel**

Cite Black Women

<https://www.citeblackwomenscollective.org/our-story.html>

Founder of CBW, Christen Smith

<https://liberalarts.utexas.edu/anthropology/faculty/cs23775>

bell hooks Institute

<http://www.bellhooksinstitute.com/>

The Undercommons. Fugitive Planning and Black Study

<https://www.minorcompositions.info/wp-content/uploads/2013/04/undercommons-web.pdf>

## **Teaching and advising**

Archaeology in the Community, Dr. Alexandra Jones' nonprofit dedicated to archaeological outreach and education: <http://www.archaeologyincommunity.com/> and youth reading list: <http://www.archaeologyincommunity.com/youth-reading-list/>

## **Helpful texts\***

Alexander, M. J. (2006). *Pedagogies of Crossing. Meditations on Feminism, Sexual Politics, Memory, and the Sacred*. Duke University Press  
<https://www.dukeupress.edu/pedagogies-of-crossing>

Collins, P. H. (2002). *Black Feminist Thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.

Collins, P. H., & Bilge, S. (2020). *Intersectionality*. John Wiley & Sons.

Combahee River Collective (1983). The Combahee River Collective statement. *Home girls: A Black feminist anthology*, 264-74.

Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K., eds. (1995). *Critical Race Theory. The Key Writings that formed the Movement*. The New Press, New York.

Duster, T. (2005). Policy forum "Race and reification in science" *Science* 18 Feb 2005:

Vol. 307, Issue 5712, pp. 1050-1051. DOI: 10.1126/science.1110303

Estes, N. (2019). *Our History is the Future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance*. Verso.

**\*Also see Pedagogy and Curriculum section of this document**

## **Archaeological and historical research**

### **Resource compilations**

Oral histories of the experiences of African descendant people in archaeology (SBA)

<https://www.societyofblackarchaeologists.com/services>

Maps and databases compiled by SBA

<https://www.societyofblackarchaeologists.com/resources>

Related sites and resources compiled by SBA

<https://www.societyofblackarchaeologists.com/related-sites>

### **Archaeology research & resources mentioned during the panel**

#### **New Philadelphia**

[www.newphiladelphiail.org](http://www.newphiladelphiail.org)

#### **Ransom and Sarah Williams Farmstead**

<https://www.texasbeyondhistory.net/ransom/index.html>

Franklin, M., & Lee, N. (2020). African American descendants, community outreach, and the Ransom and Sarah Williams Farmstead Project. *Journal of Community Archaeology & Heritage*, 7(2), 135-148.

#### **Tulsa and 'Black Wall Street' history**

<https://greenwoodculturalcenter.com/>

#### **#TulsaSyllabus**

Compiled by Alicia Odewale and Karla Slocum with assistance from Moriah James and Nkem Ike

<https://tulsasyllabus.web.unc.edu/moving-forward/>

#### **John Hope Franklin Center for Reconciliation**

<https://www.jhfcenter.org/>

**Public Understandings of the Legacies of Transatlantic Slavery - research on monuments  
by Winston Phulgence:**

<https://eurotast.eu/eurotast-video-winston-phulgence/>

## Scholarship/fellowship opportunities

Society for Historical Archaeology

<https://sha.org/committees/gender-minority-affairs-committee/awards/>

Black Trowel Collective Microgrants

<https://blacktrowelcollective.wordpress.com/>

Society for American Archaeology

<https://www.saa.org/career-practice/scholarships-and-grants>

American Anthropological Association

<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2208&navItemNumber=799&navItemNumber=654>

# Workshop Template

There are many different possible formats for holding a workshop on anti-racism topics. This template is based on the workshops run by the Society of Black Archaeologists, the North American Theoretical Archaeology Group and the Columbia University Center for Archaeology in July 2020. It is designed to run over 1 hour and 50 minutes and can be run in person or over Zoom. In the rest of this document you will see the results of the workshops we carried out compiled as a working document.

## Topics

Topics we discussed included those listed below. Other workshops could focus on similarly wide-ranging themes, or could hone in on aspects of any one of these topics.

- Capacity building and recruitment and retention of colleagues and students
- Community engagement
- Field schools and field research
- Graduate student issues and pedagogy
- Organizing and Activism
- Museums and Heritage
- Pedagogy and curriculum

## Preparation

We recommend emailing participants with the proposed structure and questions to be addressed ahead of time.

- If possible, set up google documents ahead of time so that participants can see and annotate them in real time
- Participants can be randomly assigned to groups, or they can be asked to select the topic they want to workshop ahead of time.
- If topics and groups are assigned ahead of time, it can be useful to assign a facilitator and ask them to contact the focus group members before the workshop.
- The facilitator can also be made an administrator for a focus group google document and can add members to it ahead of the workshop. A scribe should also be assigned for each group to take notes during the workshop.

## After the workshop

It is useful to follow-up after the workshop to aid in implementation of workshop action points. This can take a variety of forms

- Encourage focus groups to continue to work together and/or reach out to other participants
  - Create an email list or lists of participants
  - The facilitator can play a key role in continuing the conversation
- Working documents can be compiled and circulated based on the recording made during the conference (as with this resources list)
  - Encourage discussion of how the google document might act as a starting point for action in their own fields, practices and institutions
- Consider continuing the conversation as part of a conference session, publication, blog or website

## **Suggested workshop structure**

Welcome and introduction to whole group (20 minutes)

Outline of workshop structure

- Outline of topic/s to be addressed
- Expectations

Please note that for a large workshop (e.g. 60+ people) it can take some time for people to be placed in breakout groups by Zoom. Make sure to include time for this.

Focus groups (60 minutes)

Break into focus groups and come up with action plans

- We suggest a maximum of 10 people per focus group.
  - Depending on desired outcomes, focus groups can address the same or different topics, or each group can be assigned a different aspect of one theme for in-depth discussion
- Make sure each group has a facilitator, scribe, and spokesperson.
  - Facilitator: this person will keep the group to time and on-topic and coordinate follow-up actions
  - Scribe: this person will keep notes on a google document
  - Spokesperson: this person will report back to the entire group on the focus group's discussion

Return back as a group (30 minutes)

Report back on the main debates and conclusions of each focus group

## **Discussion outline for focus groups**

### **[TOPIC TO BE DISCUSSED]**

Hello, and welcome! Thanks for participating in this workshop group, designed to come up with actionable recommendations. These recommendations will be compiled and shared via email/online after the workshop. Below are the questions that we'd like to address with this group. We'll have an hour for in-group discussion, and below we've mapped out guidelines for how to organize the available time.

#### **Introductions - please keep to 1 minute each! (10 minutes)**

- Name, affiliation
- What brought you here

#### **Challenges (10 minutes)**

What challenges do you see in **[TOPIC TO BE DISCUSSED]**

#### **Best Practices (10 minutes)**

What practices or resources do you know about that could help with this goal?

#### **Opportunities (10 minutes)**

What opportunities or other possibilities should we be thinking about in doing this work?

#### **Action items (20 minutes)**

What are the takeaways from this discussion?

Draft of a bullet point action plan:

# Organizing and Activism

## With contributions by:

Jodi Barnes, Megan Gannon, Laura Hampden, Allison Mickel, Anne Pyburn, Elisabeth Rios-Brooks, Lisa Small, Camilla Sturm,

## What is activism?

- Creativity in approach
- Changing the norms, goes beyond protesting, and 'clicktivism'
- Organizing, creating new spaces
- Atmosphere of care for individuals
- Challenging own practice (eg how archaeological narratives help maintain status quo)

## Organizing & Activism: Challenges

### Resistance of institutions to change

- Can include a culture of fear
  - Activists seen as a problem rather than credible provocateurs of change
- Change is often prompted from bottom up rather than top down
- Bureaucratic processes and structures that hinder progress
  - Institutional buffers: decision makers at the 'top' don't engage with front liners.
- Activism/organizing is seen as an 'extra-curricular' activity when it should be embedded within all practice.
- University anti-racist trainings can be disempowering
  - Those with power stay in the room so that participants don't feel free to say what they mean / express grievances fully
  - Angela Davis noted: - diversity isn't the same as justice. Adding diversity doesn't mean less suffering
  - Universities lean on Black students and faculty to understand problems, but don't acknowledge the scope and demands of this consultation
  - The most vulnerable people in an organization are expected to undertake uncompensated anti-racism work
- Censorship of views
  - Black people are asked to undertake the work, yet their contributions are 'diluted' or watered down those in power to make them more palatable

## Problems with narrative and storytelling

- How do we build stories and narratives that incite activism?
- Different 'buy-in' by different constituencies
  - E.g., prehistoric archaeologists not invested in creating change in the discipline - because it is not seen as relevant to their work
  - How to narrate the need for change so that all understand their involvement?
- Dominant narratives/orientations inhibit and constrain different possibilities
- Media repeats old narratives
- Narratives often of oppression and liberation
  - need to move beyond to more complex stories

## Structural biases

- In the allocation of funding for research projects
- Exclusive nature of archaeological community
  - Failure to reach out to BIPOC communities,
  - Or to fully acknowledge that they are working on Black or indigenous sites.
- Those trained in Anthropology can be reluctant to admit their anti-racist failings and lack of expertise in diversity
  - Can threaten identity as Anthropologists
  - Creates inertia as a result
- Unacknowledged barriers put in place by white people and organizations
  - People who talk about diversity are sidelined as always talking about diversity.
- Archaeological and Museological organizations (predominantly white) either lean too much on BIPOC members or do not consult at all
  - Failure to dedicate money towards resources
  - Need to recognize the discomfort that is needed to do anti-racist work.
  - Lack of understanding of what anti-racism is.

## Organizing & Activism: Best Practices

### Creating activist spaces for coalition building

- Offering safe places for people to be heard
  - Museum Detox (<https://www.museumdetox.org/>) and IPinCH (<https://www.sfu.ca/ipinch/>) as models
  - (See also notes in Museums & Heritage section of this document)
  - Importance of after care to buffer the harm that institutional racism causes.
- Sharing resources and activism
  - Reimagining how Black people, communities, and archaeologists are involved in the process- not a tick box exercise at the end of a project

- White people need to carry the weight of creating change
- Focus groups should include those for people who are predominately white to discuss their own whiteness, and institutionalized whiteness.
- Consider what can we do to support people who are doing the work

## Organizing & Activism: Opportunities

- Multi-vocality
- Rethinking hierarchies
- Redefining activism
- Transference and sharing of power

## Organizing & Activism: Action items

- **Accountability:** We need groups that sit outside of a particular organisation to agitate and hold organisations to account. (Anti-racism audits)
- **Remuneration:** Divert funds to activist groups. Develop scholarships and paid internships for Black students.
- **Recruitment** of BIPOC students and colleagues (See section on Capacity Building in this document)
- **Proportionate responsibility:** Responsibility sharing. Activism work should not fall on the vulnerable. White people need to carry the weight of creating change.
- **Safe spaces:** Create safe spaces for BIPOC to be activists without fear of repercussion. Build autonomous Black organizations and spaces to foster social bonds, collaboration, and joy. White affinity spaces are also needed for white people to examine and work out their own white supremacy without violence to people of color.
- **Culture of care:** Decompression time, self-care resources, and after care should be factored into every agenda to recognize the emotional toll discussions of racism have.
- **Service and expectations:** Tenure and promotion guidelines should take into account the trauma under represented groups endure that may not be seen on a CV. Acknowledge and institutionally recognize the service work and other unrecognized demands that BIPOC carry.
- **Create subversive networks and coalitions:** power mapping and examining who is making decisions. Develop resource boards

# Capacity Building, Recruitment and Retention

## With contributions by:

Jessica Brannock, Chenzira Davis, Kait Kenel, Laura Heath-Stout, Brooke Persons, Matthew Reilly, Christopher Sims, Diane Wallman, William White.

## Capacity Building: Key Challenges

- Availability of qualified individuals
- Need for ongoing mentorship
- Fostering projects and companies specifically developed by and for POC
- Financial restrictions to capacity building / inclusion is not a financial priority
- Upper-level buy-in needed to provide that financial backing
- Scholarships only a partial remedy
- Need to widen access and develop a pipeline for new students
- Need to change environment (pedagogy, research themes, attitudes)
- Lack of engagement / hostility from colleagues or administration
- Need to encourage a shift to culture of inclusion
- Need to be aware of intersection of racism with other forms of discrimination

## Capacity Building: Best Practices

Positive examples can set the stage for growth and more diversity throughout the field (academically and CRM). How can these be fostered and developed?

### Mentorship

- Needs to extend beyond academic institutions.
- Ideally sponsorship / financial support for student involvement
- Should include advocacy - speaking up for others when they are not present/in the room
- An anti-racism committee opens a place for these issues to be addressed, monitored and raised.

### Research projects

- Accessibility
  - Promote projects that are closer to host institutions rather than long-distance field experiences
  - Offer for credit or as internships
  - Make different levels of engagement possible
  - Enable flexible or short term participation
  - Provide opportunities to do lab work or mapping work at home

- Be clear on the time required, the schedule and skill-sets needed and developed
- Seek opportunities for engagement to reach wider audience
- Outreach
  - Develop partnerships with local Community Colleges and HBCUs
  - Find ways to develop projects that start with the community - perhaps implementing field programs into projects that already exist
  - Financial support necessary to solidify partnerships and student participation

A good example of a local field school is Cameron Monroe's project at Watsonville  
<https://news.ucsc.edu/2017/05/castro-adobe.html>

PaleoWest has a non-profit attached to the firm that offers grants/scholarships for Indigenous studies. Possibility of expanding this program to include African Diaspora work and community-focused work

## Capacity Building: Opportunities

### Better community engagement

- Fosters new networks of professionals and community members
  - Connecting of University or CRM firm to wider world through festivals, civic gatherings, cultural events etc
- Increases training resources
- Broader range of mentors who can plug people into their whole network
- Subcontracting to specialists who aren't necessarily archaeologists, including local experts and/or non-academics

### Widening access

- Widening the range of voices and perspectives involved in producing archaeological knowledge will also widen the range of possibilities for interpretation and analysis
  - Opportunities to rethink and challenge inherited Eurocentric frameworks (eg contact/precontact) that still orient how the past is written
  -

## Capacity Building: Action items

### Policy and administration

- Public policy should lead to sustainable practices to lessen systemic problems
- CRM - changes need to be made across the board so that every firm is responsible
- NAGPRA and Section 106 afforded Indigenous communities to comment

- Need to create advisory councils for comment to provide Diaspora communities that same right, which could also provide financial support
- Re-prioritize academic responsibilities: credit for community work, service and committee work
- Prioritize diversity in recruitment to bring about more robust change

## Research

- Hold our funders accountable - budgeting to pay students, pay local experts
  - National Geographic now includes questions about community engagement - we should include \$\$ for that in the budgets
- Find ways to offer payment or course credit for internships
- Shift what counts as an acceptable field school - forge partnerships with local schools and institutions
- Create opportunities to foster a sense of ownership in research, whether academic or CRM
- Reorient and strengthen community planning so we don't need words like "diversity" and "inclusivity"
- Value and prioritize home-grown cultural heritage alongside academic knowledge production

## Advising and mentoring

- Support and widen the network of mentors so that mentorship work does not only fall to those who are marginalized
- Listen to and believe students and mentees, and be honest with them in advising them on opportunities and careers
- Build professionalization events and courses
- Encourage interdisciplinary networks to avoid constraints of one discipline or speciality

# Pedagogy and Curriculum Development

## With contributions by:

April Beisaw, Hannah Chazin, Pam Crabtree, Carolin Fine, Maria Franklin, Alicia Odewale, Katherine Patton, Cameron Petrie, Lisa Pieraccini, Fay Stevens

## Pedagogy & Curriculum: Challenges

### Curriculum

- Rigidity of curriculum at some institutions (and who is in charge of setting the curriculum vs. who is interested in decolonizing and anti-racist pedagogy).
  - This includes power differentials: tenured faculty vs. untenured, graduate students, adjuncts
- Your identity as an instructor impacts the material you're expected to teach and the expectations that students have
- How to teach a history of archaeology that is decolonial/anti-racist
  - How to avoid only teaching dead white men
  - How to avoid valorizing problematic and harmful ideas from the discipline's past and present
  - Textbooks are not set up for this kind of pedagogy
  - Need to connect the racist past of the discipline to its racist present → avoid acting like the problems are always in the past/dealt with
- All of these challenges are within the larger curricular contexts that are organized around ideas about "western civilization"

### Pedagogy

- How can instructors (with less institutional power) safely teach these issues in the face of resistance/reaction from students?
  - This is discussed in the literature on anti-racist/feminist pedagogy (see suggested readings below)
  - Maybe we can make a **reading list of relevant sources**? Especially ones with practical suggestions of how to manage/engage with students in classroom spaces.
  - Picking your battles is a reasonable strategy! Anti-racist pedagogy is a process; start by implementing several strategies by making changes to pedagogy and course content and gradually incorporate more.
  - Special responsibility of tenured faculty to take this on (role models; institutional changes can happen not just from the bottom up, but from the top down)
- Some of the challenge can be the ideas and biases that students bring into the classroom, rather than what the instructor puts on the syllabus.

- Challenge of our own limitations as experts and how to meet that within teaching beyond our comfort zone.
- Are faculty capable of doing this kind of work?
- Teaching without proper preparation might perpetuate harm!
- If not, how do departments and disciplines work to develop that capacity?
- Creating a sense of community among students who come from different backgrounds and positions of power.
  - Emphasize collaborative learning, and refrain from “competitive learning styles” (Kishimoto 2016:549).
- “Safe spaces”: while developing relationships of trust are necessary before students and their instructor can dialogue on sensitive and difficult subject matter such as white supremacy and racism, these spaces are not meant to be comfort zones (Hanna 2019:233, 238; Kishimoto 2016:548-549). Discomfort is a sign of progress.

## **Pedagogy & Curriculum: Best Practices**

### **Building Capacity**

- Faculty (and graduate students) can and should work together to develop collective capacities to teach in a decolonial and/or anti-racist frame
  - Share syllabi, run workshops, etc.
  - Explicit pedagogical training in methods and practices!

### **Curriculum**

- Should explicitly address what race, racism, structural racism, individual vs. institutional racism, etc.
  - Students may not know (or assume they know key concepts)
- Integrating the material within the curriculum, not isolating it in the “Race” week
- Integrating work on race, racism, colonialism, etc. in a wide range of courses across the curriculum.
  - Course content needs to address racism and include the voices of people of color across the semester.
  - Focus on diversity of experiences within communities of color (intersectional analysis), refrain from reducing their experiences down to victimhood
  - How have Black, Indigenous, and other people of color in the past mobilized resistance in both public and everyday actions?
- Resist the move to reduce discussions of racism to multiculturalism
  - importance of using critical race theory: “race is a social construct”, etc.
- As a profession, what is the discipline’s status quo: demographics, citation practices, leadership roles, etc
- Knowledge production

- What counts as legitimate knowledge claims, and why?
- How does knowledge production in archaeology perpetuate white supremacy?
- Knowledge production as transformative: Indigenous and other archaeologists of color and alternative ways of knowing, politicizing the discipline, social justice agendas

## Pedagogy

- Strategies to avoid letting students assume that archaeologists are white or male.
  - For example, having students look up and learn about the author of an article or book assigned (where Indigenous and black archaeologists are included on the syllabus).
- Self-reflection: Importance of doing the work of addressing your own preconceptions and assumptions before stepping into the classroom.
  - For students and instructors: what social positions do we inhabit, what perspectives/politics do we need to own up to and address, how do we understand our positionality within the broader context of race and power?
- Critical White Pedagogies
  - Important to not center white students in a classroom where there are students of color.
- Ensuring that students of color are not put in the role of having to
  - share their pain for the benefit of white students,
  - serve as instructors on race
  - comfort white classmates who finally realized they're racist (Blackwell 2010).
- Validate the student's experience first (take it seriously) and help them conceptualize how structural racism relates to it, how they can navigate such experiences moving forward.
- Importance of critical approaches to the question of and desire for objectivity in the discipline and how it connects to racism and colonialism.
- When bringing public archaeology into the classroom make sure that relationships are not exploiting others:
  - power and inequality between archaeologists and various publics, communities.
  - In terms of community engagement with African Americans: understand that white students benefit from experiential learning experiences in black communities and that this can be one-sided.

## Opportunities

- Opportunity to develop a thoughtful and informed pedagogical practice
  - Since many of us get limited or no pedagogical training.
- Opportunity to think with our students, in our courses, about what an anti-racist archaeology look likes.
- Opportunity to bring people into the classroom → people who look like them in archaeology.
- Opportunity to open new kinds of interdisciplinary conversations between archaeologists

- One way to break down assumptions about ideas like “civilization”, “primitive”, etc.
- Networking within and between our professional organizations around anti-racist pedagogy.
- Opportunity to change our citation practices and our textbooks.
  - An interim step might be to collect things into a reader!

## **Pedagogy & Curriculum: Action items**

- Removing words like “primitive”, “barbaric”, “civilization” from our teaching (and writing) vocabulary.
- Make it clear that your class is discussing racism on the syllabi, so students know what to expect.
  - Framing racism through Critical Race Theory
- Create a healthy sense of community in the classroom by setting ground rules and expectations.
  - Supporting students but also pushing them to grow and change.
- Not limit our interventions to our own syllabus → we also need to transform curriculums at the departmental and university level
- Need for collaboration to build a long-lasting intervention:
  - Think about how we can centralize resources
  - Sharing and workshopping syllabi both within and across departments
  - Generate a bibliography of pedagogical ideas/advice from the literature on anti-racist and feminist pedagogies as a resource to develop our pedagogical capacities
- Collectively develop an anti-racist and decolonial reader as a teaching resource
  - Two different audiences, two different readers?
    - One to use as a classroom textbook resource.
    - One to serve as an educational resource for instructors looking to expand their pedagogical skills.
  - Select readings and explain how you use them in the classroom
  -

## **Pedagogy & Curriculum: Recommended readings (cited above):**

1. Blackwell, Deanna M. (2010), Sidelines and Separate Spaces: Making Education Anti-racist for Students of Color. *Race, Ethnicity, and Education* 13(4)473-494, DOI: 10.1080/13613324.2010.492135

2. Kandaswamy, Priya (2007), Beyond Colorblindness and Multiculturalism: Rethinking Anti-Racist Pedagogy in the University Classroom. *The Radical Teacher* 80:6-11. Stable URL: <http://www.jstor.com/stable/20710420>
3. Kishimoto, Kyoko (2018), Anti-racist Pedagogy: From Faculty's Self-reflection to Organizing Within and Beyond the Classroom. *Race, Ethnicity, and Education* 21(4):540-554, DOI: 10.1080/13613324.2016.1248824
4. Hanna, Karen Buenavista (2019), Pedagogies in the Flesh: Building an Anti-Racist Decolonized Classroom. *Frontiers: A Journal of Women Studies* 40(1):229-244.

## Syllabi, and Online Resources

### Archaeology syllabi

#### **Society for Historical Archaeology Syllabus Clearinghouse**

<https://sha.org/students-and-teachers/higher-education-institutions/syllabus-clearinghouse/>

#### **Archaeology of Racism Bibliography**

Compiled by April M. Beisaw

[https://docs.google.com/document/d/1D6pMXn1xXZ62sRyKF1t39prpaymmopKMq\\_maZbNOxko/edit](https://docs.google.com/document/d/1D6pMXn1xXZ62sRyKF1t39prpaymmopKMq_maZbNOxko/edit)

#### **MRECC bibliography on antiracism**

<https://multiculturalclassics.wordpress.com/job-posts-and-resources/>

#### **#TulsaSyllabus**

Compiled by Alicia Odewale and Karla Slocum with assistance from Moriah James and Nkem Ike <https://tulsasyllabus.web.unc.edu/moving-forward/>

### General syllabi and bibliographic resources

<https://guides.beloit.edu/hashtagsyllabi>

#### Sample syllabi

<https://nationalhistorycenter.org/decolonization-resource-collection-sample-syllabi/>

“We’re Still Marching: An Annotated Bibliography” by Dr. Mia Carey :

[https://drive.google.com/file/d/1c5tOQwa4spc0ZoZS197og5mTBP8DYXFO/view?fbclid=IwAR2vDIZL\\_\\_RSqTnnkG30jlemVhK54vrncy7Hj0ufe10njyy-kbfeWdsiGa0](https://drive.google.com/file/d/1c5tOQwa4spc0ZoZS197og5mTBP8DYXFO/view?fbclid=IwAR2vDIZL__RSqTnnkG30jlemVhK54vrncy7Hj0ufe10njyy-kbfeWdsiGa0)

### Decolonizing the syllabus - literature and links

Grant, C., & Price, D. (2020). Decolonizing Art History. *Art History*, 43(1), 8-66.

<https://onlinelibrary.wiley.com/doi/10.1111/1467-8365.12490>

Tuck, E. and Yang, K.W., (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1):1-40.

St Clair, D., & Kishimoto, K. (2010). Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University. *Multicultural Education*, 18(1), 18-24.

Teaching guide to indigenizing classics and decolonizing antiquity

<https://everydayorientalism.wordpress.com/2019/05/23/indigenizing-classics-a-teaching-guide/>

Discussion of decolonizing the syllabus

<https://theactivistclassroom.wordpress.com/2018/09/17/decolonizing-the-syllabus-part-1/>

<https://civiclaboratory.nl/2019/08/12/decolonizing-your-syllabus-you-might-have-missed-some-steps/>

<http://www.criticalethnicstudiesjournal.org/blog/2019/1/21/do-not-decolonize-if-you-are-not-decolonizing-alternate-language-to-navigate-desires-for-progressive-academia-6y5sg>

Revolutionizing my syllabus:

<https://www.brynmawr.edu/tli/syllabusdesign/theprocess>

Why is my curriculum white? campaign

<https://www.nus.org.uk/en/news/why-is-my-curriculum-white/>

<https://theoccupiedtimes.org/?p=14056>

# Pedagogy and Advising as a TA

## With contributions by:

Mackenzie Cory, Evin Grody, Shayla Monroe, Alexandria Mitchem, Brendon Murray, Leslie Perkins, Jennifer Todaro

## TA/Graduate Student Challenges

### Failure by faculty and students to communicate effectively

- Faculty culture can act and teach as if problems don't exist
- Diverse pedagogy is not always anti-racist pedagogy
- Student fear of faculty and of repercussions
  - Worries by TAs about offending a professor by pointing out problematic material
  - Fear of criticism, retaliation, resentment
  - Fear of being labeled as angry or radical or a "bad fit"
- Fear by faculty that graduate students will go too far in designing their courses
  - E.g., that syllabi will be too erudite for undergraduates
  - Fear of raising questions of anti-racism
- How do students interface when we don't feel that we can trust faculty response?
  - External moderators?

### Disempowered space that graduate students occupy as TAs.

- Partial autonomy in how we run our sections,
  - Don't choose the way the course is conducted overall
  - Includes the material, assignments, readings etc.
  - Activities assigned by the professor leave less room for TAs to be creative in how they present information
- In large courses, section material needs to be consistent amongst TAs so all students get the same information
  - How can we find ways for TAs to insert and implement their own ideas to better help their students?
  - Needs to be done before the course starts
  - Uniformity and the lack of TA leeway can be used to mitigate effects of racist and sexist TAs.
  - Need to develop a trust that all of your TAs are at a certain point in their anti-racist education to allow more freedom of development.
- TAs often don't know what class they will teach for until it is almost time for classes to start.
  - Need to assign TAships as early as possible
  - This will allow collaboration between TAs and Instructors to happen effectively.

- Problems are often specific to departments
- Graduate student representatives on faculty meetings are required to leave the room when faculty are speaking on certain subjects.
- Faculty can brush off your concerns
- No centralized mechanism to do this work together.
- Problematic language used in classes (e.g. in course titles)

## Challenge of knowledge base

- TAs have to teach a variety of classes, including ones we are not specialized in
  - It takes time to figure out anti racist teaching in that subject area
  - Departments may not agree that certain behavior is offensive or problematic
  - A lack of responsible films (e.g., about Kennewick Man) leads to offensive and racist viewing materials
  - TAs have to spend time unteaching media crafted for a public audience
- Anthropology faculty are often not familiar with each other's subfields
  - Don't have the background to do anti-racist teaching in other subdisciplines
  - Leaves TA to fill in the gaps

## TA/Graduate Student Best Practices

### Opening spaces for discussion and support

- Town Halls and other specific, transparent places
  - To explore and express issues of harassment, discrimination, and racism within the department
  - Town Halls can be a difficult space to speak out in and to be heard
  - A range of formats for expression
- Anti-racism reading group
  - Be aware that can be extra labor
- Buddy systems
  - Bring in cohorts of students of similar background (e.g from same country or region) to avoid alienation
  - Buddy up senior faculty with younger faculty and graduate students to work towards anti-racism.

Article in the Chronicle for teachers in general a useful starting point:

[https://www.chronicle.com/interactives/20190719\\_inclusive\\_teaching#2](https://www.chronicle.com/interactives/20190719_inclusive_teaching#2)

### Find ways to collaborate on course design

- Go through syllabus with plenty of advance notice

- Opportunities for graduate students to voice their thoughts and ideas on how to make courses more inclusive and anti-racist
- Enable graduate student suggestions on readings, assignments, section material, and basic practices like attendance, participation, exam formats, grading rubrics etc.
- Often we teach “old” to “new”, i.e. beginning with the canon.
  - Alternatively we can teach a more diagnostic approach
  - Begin with current issues and recent writings on them, and then working backwards
  - Start with where we are trying to get to in terms of our scope and orientation

### How to build an audience for accountability?

- Remember resources of Dean’s office
- Link up with related institution/s
  - Role of larger consortiums and conferences
  - Consortiums are good way to find faculty allies for both graduate students and junior faculty
- Students who are All But Dissertation (in US context) are perhaps less vulnerable to punitive action
  - may do and say things that newer students might not feel comfortable doing

## TA/Graduate Student Opportunities

### Working cross-institutionally

- e.g. League of Anti-Racist Research Centers
- Provides a collective bargaining kind of platform within and between universities for the interdepartmental groups that are often the cutting edge of thinking but chronically underpowered from the standpoint of administrative power.
- Creates an echo chamber to amplify anti-racist voices across universities by duplicating the message across a broad array of departments
- Creates a broad support network across large institutions, especially those with chronic siloing that supports those who may otherwise be alone in this agenda within their own departments.
- Provides opportunities for more innovative forms of collaboration between groups with Anti-racist agenda’s.
- Provides a dedicated space to document and emphasize the anti-racist activities, agenda’s, programming, and other efforts that occur with departments across an institution.
  - Perpetuates continual reinvestment in these agendas

- Reduces opportunities for these agendas to be self-congratulatory or framed as “complete” or “enough.”

## TA/Graduate Student Action Items

### Syllabi

- Graduate students and faculty should collaborate on syllabi **at least** 2 months prior to the next quarter or semester starting. This means admin **must assign TAships as early in the quarter as possible** so those conversations can begin happening.
- Focus should be on letting the TAs present their ideas for changes to the syllabus (regarding everything I mentioned above) - with faculty **actively listening and being open to change**. TAs don't need total control, but they need *some* say in what they will be reinforcing/teaching in their sections.
- A workshop on course design and on the politics of getting a course accepted.
  - Learn to navigate/subvert the system
  - Pull in senior allies

### Training and education

- Turn TAing into actual professional training
  - Most departments have graduate students enroll in “Teaching Units” when they TA
  - Make that a space where anti-racist syllabus development and teaching can be nurtured
- Mandatory departmental readings, to have these conversations across the department.
  - Standardization of anti-racist courses

### Specific Recommendations for Professors that can help TAs and Students

- Use a platform such as **Piazza** to redirect questions on course content you may receive via e-mail (whose public answer can benefit other students). It also allows for **anonymous** posts, so students who are afraid to ask questions can feel safe asking them there.
- Give students some control:
  - **Make traditional exams more inclusive.** E.g., a mix of multiple choice, matching, short answer. Everyone learns differently, and everyone tests differently. By having an equal amount of various question types, someone who struggles with multiple choice but excels with short answers can show you what they know.
  - **Offer chances for learning and gaining points back on exams.** Some students have testing anxiety. Develop a way for students to revise wrong answers and to earn credit for showing that they learned why the answer was wrong. Knowing this option exists before an exam will also reduce anxiety about taking the tests.

- **Collaborate with TAs on creating assignments where students can exhibit their knowledge in lieu of traditional exams.** Although universities require some form of testing, if we can do the minimum of traditional exams and replace them with projects that let students be creative, it will help them stay interested, and challenge their thinking.
- Prioritize community engagement across the spectrum of archaeology as a foundational element of the curriculum.
  - (Also see section on [Community Engagement](#) in this document)
  - Reshapes the public perception of the role of archaeology
  - Not just a vital correction to the perception of the field, but is a much-craved subject matter
  - Attracts more students
  - Inspires more creative and far-reaching collaborations with other departments and research centers

### Suggestions for TAs

- Listen to and act on undergraduate concerns - ask for feedback from undergraduates at different points during the course.
- Take 5 minutes per discussion section to profile a working archaeologist of color, giving a brief resume: Where they graduated from, places they've worked, research focus.
  - Gives undergraduates a richer perspective on the "face of archaeology" today,
  - Can be an opportunity to demonstrate some of the scope of potential research focuses available, which can be hard to comprehend as an undergraduate.
- Show undergraduates how to find quality sources from BIPOC authors
- Address the real world logistics of community engagement in the same depth as (e.g.) stratigraphy or human evolution
- Treat this as a necessary part of the introduction to Archaeology
- Undergraduate and graduate alliances:
  - Increase communications to advocate in solidarity for our common concerns
  - While acknowledging that not all graduate student concerns will be shared by undergraduates

### Non-pedagogical action items (see also other sections in this document)

- Active engagement with local high schools especially via guidance counselors on career days etc.,
- Sponsoring events that take place in more highly trafficked spaces on and off campus, rather than relying on interested parties to find us.

# Community Engagement

## With contributions by:

Keitlyn Alcantara, Maddy Aubey, Maureen Boyle, Kate Crossan, Ayana Flewellen, Alexandra Jones, Eli Konwest, Jessica Maclean, Sydney Pickens.

## Community Engagement: Key Challenges

### Community work often undervalued within academia and CRM

- Lack of funding or compensation for interactions with community members.
- Navigating multiple spaces. Split between fieldwork and institution. Difficulties in sustaining networks. How do we bridge spaces?
- Time frames and structures of academia/CRM/municipalities don't always accommodate longevity. Struggles with legitimacy of programs.
- Lack of trust by community members, especially lack of trust in institutions to promote their interests

### Finding ways to engage with stakeholder interests

- Outside of academia, including oral histories, local historians, historical societies
- Appropriately valuing and recompensing stakeholder time and resources dedicated to the project
- Lack of concern by archaeologists with community interests
- assumption that community heritage work is passive and only activated with archaeological interaction.
- 

### Need for changes in pedagogical approaches

- Training with attention to continuing colonial inheritance in research, participants, artifacts and materials
- Issues of ownership of research and results

## Community Engagement: Best Practices

### Starting with the community

- Research what community structures are already extant
- Begin by asking questions and listening:
  - What are you interested in?
  - What would you like to know about the people who lived here before you?
- Consider who constitutes this community or group of stakeholders. Who might be excluded?

- Find ways for participatory research
  - Includes making research and goals more accessible.
  - Ask: What are community needs and priorities?

## Teach community archaeology in schools and universities

- Reorient the frameworks for how we teach and research
  - Take full account of the community/ies where work is based
  - Include training in cultural competency.

## Encourage the distribution of responsibilities

- Consult with and ask for help from colleagues
- Don't try to "own" a project
- Learn from and own one's mistakes. Listen to previous experiences

## Search for sustainable approaches

- How can the project continue to thrive after the immediate research has ended?
- Bridge projects with community interests.
- Be clear on how work can be beneficial
- Pressure government to mandate legislation for CRM

# Community Engagement: Opportunities

## Bringing community into institutions

- Making academia and CRM more publicly relevant and visible

## Tackling legislation that mandates CRM work within communities

- Push for legislation akin to NAGPRA for other marginalised communities

## Capacity building

- Opportunities for empowerment
- Offering training, skillsets and access to institutions that could support community members

## Rethinking the role of community work in research design

- Starting research design with the community involved
- Changing funder priorities
  - Broadening categories of what is funded
- Finding opportunities for graduate students to develop community work

# Community Engagement: Action items

## Elevate community needs and priorities

- ASK and LISTEN
- Push for and value public facing scholarship -- press, articles, etc

## Re-education and reorientation

- Of current leadership and of discipline
  - Change culture of departments and CRM to be community centered
  - Foster spaces for communities within departments and institutions through non-traditional means:- cooking, art projects, social events, listening
- Push for funding opportunities for community engagement
  - e.g., Wenner Gren Engaged Anthropology Grant offers
- Develop policy mandates that provide funding to address environmental racism, CRM, and community involvement
- Become more political about policies that will support anti-racist initiatives

## Changes in pedagogy and advising

- Reassess fundamental frameworks for how we teach and advise
  - Integrate community archaeology as foundational element of graduate and undergraduate teaching
  - Discourage and deconstruct individualistic knowledge building
  - PI / Lead archaeologists -- establish long-time community relationships to support graduate students in community work
- Experiment in classroom spaces
  - Implement classroom strategies to change the culture of the discipline to take into the field
  - Create casual archaeological spaces -- open labs and space for free conversation

# Field Schools and Field Research

**With contributions by:** Ana Gabriela Alvarez Guzman, Severin Fowles, Adam Fracchia, Stacie King, Matthew Reeves, Isabel Rivera-Collazo.

## Field Schools: Challenges

### Institutional barriers

- Lack of financial support / compensation
- Administrative barriers
  - Difficulties in opening up a program to students from other universities
  - Working with the Department of Defense places limits on international participation

### Recruitment and retention

- How to publicize and recruit to a diverse constituency
  - Word of mouth, institutional recruitment do not reach out beyond known networks
  - How are applications assessed?
- Fieldschool costs and demands can be a deterrent
  - Lack of financial support/opportunities
  - Students need to work during summer and often cannot dedicate long blocks of time to fieldwork
  - Short-term experiences of the field can be shallow and ineffective: How to deepen and extend field short-term field experiences so they are more meaningful?
- Environment and culture of field site
  - Need for education at all levels (including board of directors)
  - Need to implement anti-racist learning strategies
  - Taking student complaints seriously
  - Keeping participants accountable
  - Empowering field school participants to challenge discrimination
  - Recognizing trauma associated with particular field sites (eg plantations).

### Community relationships\*

- Building and maintaining relationships takes time
  - Challenges for new professors or graduate students starting projects.
  - How to sustain in the long term

\*See notes under [Community Engagement](#)

## Field Schools: Best Practices

### Training and education

- Society for Historical Archaeology regularly offers anti-racist training workshops
- Partnerships with organizations such as Archaeology in the Community (Dr. A Jones, <http://www.archaeologyincommunity.com/> )
- Put in place full day training for field staff before project begins
  - Teach key concepts and how to implement them
  - Recapitulate training once arrived on site
- Training and participation orientation for students at start
  - Intersectional, also recognizing gender and LGBTQ issues
  - Understand who your students are, what they are comfortable with
  - Ask and consider how to meet their needs (eg gender-free bathrooms)
  - Safety lecture about microaggressions from site visitors, how to deal with them
- Take a day later in the project to discuss “your future in archaeology”
  - Bring community and students together to talk about options and possibilities
  - Discuss sexism, racisms, and LGBTQ issues
- Understand that the site/research itself may encode discrimination
  - Discuss and relate through the archaeology and history itself
  - Use the historical research to draw parallels.
- Clear codes of conduct and systems of disciplinary action
  - Ask to commit to code of conduct at start
  - Make clear the consequences for breaching the code
  - Prevent harassment before it starts
  - Help harassers (potential or actual) learn what they are doing
- Accountability
  - Trust all levels of staff and interns, so that incidents get disclosed and reported.
  - Making sure that reports are followed up.

### Compensation

- Source funding for scholarships/internships from institution or outside funders
  - Prioritize under-represented and low-income students
  - Be mindful of each student’s financial situation, before, during and after field participation
- Consider inequities in how other forms of compensation / recognition are distributed
  - Course credit
  - Teaching or research assistantship
  - Opportunities to do follow-up research / co-author publication

## Recruitment and training

- Actively work to broaden the base of who is included
  - Critically consider effects of where / how you advertise
  - Buddy systems are important - consider cohorts in field and on campus
  - Offer help or training with developing CVs and cover letters for internships / field school applications
- Partnering with other universities and institutions
  - Both locally and historically Black colleges and universities (HBCU)
- Shorter or flexible field season options
  - alleviates financial burden and does not cut into summer employment
  - offers a taste of the work
- Offer opportunities to try different types of work during field school (eg., docent, screening, planning) and reflect on them (eg., in blog)
- Importance of follow-up work after field school in retaining and recruiting students

## Field Schools: Opportunities

### More power and partnership to all involved

- Funding opportunities are being more actively addressed in this moment
  - How can we build on this to support graduate and undergraduate students?
  - What possibilities are opening up for paid internships?
- Opportunities go beyond field archaeology
  - Training in fieldschool offers ways to discuss racism and other discrimination as well as ways to deal with them when encountered
  - Chance for students and other participants to talk about issues in their own lives
  - Follow-up support after fieldwork creates other opportunities - training, publications - continues student empowerment
  - Consider other cultural experiences during field schools - visits to other sites, conversations / interactions with people locally

## Field Schools: Action Items

### Starting points

- Have conversations with colleagues about what constitutes a field school
- Check out the section on Community Archaeology in this document

### Training and codes of conduct

- Clear code of conduct and clarity on disciplinary consequences
  - Example: [Health and Bullying form - UPR 2015](#)

- Stimulatie conversations and trust / openness for communication
- Training workshops at different points for staff and students before and during field schools
  - Create concrete structures and modules that address racism, sexism, harassment, ethics and other topics
  - Initiate at the beginning of field schools and field projects and carry through
  - Learn about the expectations and needs of students who are participating
  - Consider both possible negative effects and learning opportunities fostered by the research topic
- Actively maintain follow up afterwards

## Widening recruitment

- Economic considerations
  - Limit time length of required student commitment or offer flexible options to fit the economic needs of students
  - Explicit fee structure and make expenses clear ahead of time
  - Field school does not have to be taken for credit.
  - Possibilities for transition after field school completion to paid supervisor
- Funding sources
  - Paid positions / internships should be budgeted from grants
  - Fee based public programs can be used to fund students
- Learning outcomes
  - Flexibility and recognition of other or specialized interests
  - Mentorship program for learning specific field skills/interests
  - Foster spaces to build conversations and collaborations
  - Rethink the research agenda (diversification of research topics etc)
  - Support student empowerment and involvement in decision-making
- Publicity
  - Consider what networks are being used to advertise the field school
  - Consider who controls social media for the field school and how POC are represented
- Engage and partner with minority-serving organizations / institutions
- Engage local community (see Community Archaeology section)

## Projects to work on collaboratively

- Create a list of fieldschools with reduced rates or scholarships available - and anti-racist perspectives
- Create a list of examples of field school syllabi
  - Example: [Montpelier field school syllabus](#)
- Create a research community re governance (sharing codes of conduct, statements of responsibilities, etc.)

- Lobbying archaeological organizations, funders, universities etc for more funding for minority students

# Museums & Heritage

## With contributions by:

Khalid Bashir, Brian Boyd, Kelly Britt, Audree Espada, Jeiran Jahani, Krystiana Krupa, Danika Parikh, Paola Schiappacasse, Ashish Singh

## Museums & Heritage: Key Challenges

- Physical placement of galleries/exhibits affects interpretation and connections
- Getting administrators/officials to talk about these things and make official statements is extremely difficult; we need to make museums safe spaces to have these conversations, at the administrative and public/visitor levels; where do we start?
- Context given to artifacts in museums is often very scientific, clinical, removed from its relationships to people; connections to local communities are not discussed
- White supremacy's ownership of BIPOC spaces makes it difficult for communities to control their own spaces, heritage, representation, etc.
- Donors/trustees often control the financial fate of the museum; they are often white; this makes it complicated to address issues of racial justice, decolonization, repatriation...
- DEI initiatives are often not implemented correctly (top-down) but tacked on almost as an afterthought, to celebrate an event, anniversary, exhibit, etc. and BIPOC are asked to represent their entire communities; when things are done ad hoc, the existing structures are not dismantled but covered up
- Media and corresponding biases affect museum representation and related decisions (reporting on "discoveries," "mysteries," etc.)
- How do we get knowledge out of university libraries to the places and people it belongs with?

## Museums & Heritage: Best Practices

- Museums can and should bring their own agendas to the table
  - (e.g. Lower East Side Tenement Museum in NY, NMAI in DC)
  - creating and supporting local/community museums is a movement in this direction
- Designing museums from the "bottom up" can help us focus on more localized, community-focused issues. (See also Community Engagement section of this document.)
- Small museums and galleries can bring complicated issues to the table as exhibits, etc. that larger institutions might not be able to "get away with," so channeling your energy and resources into these places can be helpful
- Breaking larger museums into smaller individual spaces might allow them to address separate voices, spaces, etc. at the same time

- Acknowledge that these spaces are important for communities, not just for donors; how can we support the museum for the community in sustainable, ethical ways?
- HOW DID WE GET THIS STUFF?
  - Articulate the actual process (looting, etc.) of acquiring this material/knowledge to properly contextualize the museum space
  - These materials don't belong to the people who have them now
- Actively review hiring and promotion practices\*
  - Who is getting hired and promoted
  - What more can be done to hire and retain staff
  - What funded opportunities are there for interns and students?

\*See Capacity Building section of this document for more information

- Connect with organizations designed to advancing museum and heritage workers from under-represented groups:

**Museum Hue** - the leading organization dedicated to advancing Black, Indigenous, and other People of Color in the cultural field.

<https://www.museumhue.com/>

**Museum Detox** - UK-based network for museum and heritage workers who identify as of color

<https://www.museumdetox.org/>

### **Intellectual Property Issues in Cultural Heritage (IPinCH)**

project based at Simon Fraser University, BC, Canada. Explores the rights, values, and responsibilities of material culture, cultural knowledge and the practice of heritage research.

<https://www.sfu.ca/ipinch/>

### **Association for the Study of African American Life and History**

<https://asalh.org/>

## **Museums & Heritage: Opportunities**

- **Repatriation!** Museums can't be decolonial (or anti-racist) until they've given back the contested objects in their collections
- **Co-curation** of materials allows objects and cultures to be represented/exhibited while honoring the appropriate (local) narratives about these materials
- **Change the framing:** stop prioritizing the pursuit of knowledge as the museum's essential function; the right to learn about something should not take precedence over ethical practice
- **Reorient the museum around the community** rather than around financial gain; the role of the museum is changing, especially as a result of the current climate

## **Museums & Heritage: Action items**

- **Confront the concept of the museum**

- Including where and how it occupies space.
- Throwing band-aids (committees, diversity hires, task forces) on a museum changes nothing, existing structures contributing to racism and colonialism must be dismantled.
- **Ethical issues in museums cannot stay behind the scenes.**
  - They should be central to museum training
  - They should become part of exhibition narratives, and be made visible to the public.
- **Museums are inherently political.**
  - Museums should not be spaces where political/legal/ethical issues are avoided or ignored.
- **Provide activism and organizational training** for museum professionals so that they are able to confront these issues in their work.
- **Hold your peers/colleagues accountable**
  - Are diverse voices present or absent in training materials?
  - Are only white perspectives highlighted?
  - Do they dominate the discourse about this topic?
- **Prioritize repatriation/rematriation**
  - Not just for human remains - knowledge and resources too!