



# HEAD-SMASHED-IN BUFFALO JUMP ARCHAEOLOGICAL PROJECT, CANADA: A UNESCO WORLD HERITAGE SITE

**Course ID: HIST 301HE**

**Pre-Program Online Instruction: May 8-19, 2023**

**In the Field: May 21-June 25, 2023**

**Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)**

**School of Record: Iowa Wesleyan University**

## FIELD SCHOOL DIRECTORS:

**Dr. Shawn Bubel**, University of Lethbridge ([bubest@uleth.ca](mailto:bubest@uleth.ca))

**Dr. Kevin McGeough**, University of Lethbridge ([mcgekm@uleth.ca](mailto:mcgekm@uleth.ca))

**Bob Dawe**, Royal Alberta Museum ([bob.dawe@gov.ab.ca](mailto:bob.dawe@gov.ab.ca))

Due to the Covid 19 pandemic, only fully vaccinated students will be allowed to attend this program. Please contact CFS Enrollment Department if you have any questions or concerns.



## INTRODUCTION

Head-Smashed-In Buffalo Jump is located in the Porcupine Hills of southwestern Alberta, Canada. It is a UNESCO World Heritage Site and has an Interpretive Centre run by mostly Blackfoot staff that has

hosted over two million visitors since 1987. The site is actually an elaborate complex spread across the landscape where, for at least the past 5,500 years, hunters used the natural topography to drive herds of bison off cliff edges and then process the animals in the vicinity. Indigenous peoples used this hunting tradition for countless generations, only stopping in the nineteenth century because of European contact. While there are around ten cliffs in the Porcupine Hills that may have been used for these purposes, there are two within this area (Head-Smashed-In and Calderwood) as well as the associated drive lanes, campsites, and processing areas. The site is remarkable not just for its striking topography but for its long-term use as an important and ingenious component of subsistence and cultural practice in the northwestern Great Plains. It is one of the most important locations of Indigenous heritage.

A successful buffalo drive involved sophisticated group planning, tremendous physical skill, and the stamina to not only run with a stampeding herd of the largest North American land mammals, but to then race against the clock to prepare the meat before it spoils. Select hunters would carefully sneak up behind a herd of bison that gathered above a cliff face, slowly pushing the herd forward. When the time was right, these hunters moved, scaring the bison and causing them to stampede toward drive lanes. As the herd ran, hunters positioned behind rock and brush cairns channeled the bison to the cliff edge. The perspective of the cliff is such that by the time the bison realized that there is a drop-off, it was too late. The momentum of the herd forced those at the front over the cliff, and those at the back were pushed forward by the hunters. At the bottom of the cliff, more hunters were waiting to finish off the animals that had not perished. For the next week, the whole area was a flurry of activity, as the entire tribe worked to process the bison into meat, skins, and pemmican. Year after year this happened, and each time, these hunters produce a volume of meat that is unparalleled, the largest amounts of meat ever known to have been produced in a single event. This is the story of Head-Smashed-In Buffalo Jump. This site is the subject of this project and archaeological field school.

Our work at Head-Smashed-In Buffalo Jump aims to clarify chronological and contextual issues related to the earliest occupation phases at the site, evaluate the relationships between different parts of the site, and identify earlier uses than those currently well-documented. Over the past two summers (2021 & 2022) our team discovered stone artifacts and bone fragments dating between 9,000 and 7,500 years ago, the oldest artifacts ever excavated at the site. This season, a team of field school students will return to the site to find more traces of these early hunters. Through this project, students will learn about the site and develop key skills necessary in North American archaeology. We will excavate in two targeted areas of the site and conduct supplemental testing, surveying, and mapping in three other areas. During the field school students will have an opportunity to excavate in both areas and process the archaeological materials they unearth in the laboratory.

The primary focus of the field school is to train students to become proficient in the techniques of excavation, observation, and recording (and to a certain level, interpretation of the evidence) which form the basis of archaeological inquiry. We will discuss how various field and recording methods are driven by different research paradigms and objectives that the site may offer. Students will also learn how to process and catalogue their finds in the field laboratory, carry out quantitative and qualitative analyses, and the reporting process as outlined by the Alberta Government.

During the excavation portion of the field school, we will be camping in a campground near to the site. Following the four weeks of excavations, we will relocate to the University of Lethbridge Westcastle Field Station where we will remain for the rest of the field school. There we will sort, clean, catalogue, and analyze the excavated cultural remains. Once the field school is complete, students will carpool to Lethbridge or Calgary to return home.

This area of southern Alberta is stunningly beautiful. Students will experience the Canadian prairies at the base of the Rockies with many camp comforts, but also the challenges that come with it. There is

nothing better than watching the prairie sunset after a great day of field work. Students will work closely with our Blackfoot collaborators who run the Interpretive Centre, and will experience the ceremonies and cultural traditions that have been part of plains life for a millennia. After the excavations wrap up, we will relocate to the Westcastle field station, a remote research laboratory nestled deep in the forests of the Rocky Mountains, where we will breathe in the smell of pine trees as we analyze the materials we have excavated.

#### **IMPORTANT DISCLAIMER**

The Center for Field Sciences was established to support field training in a range of sciences at sites across the world. Traveling and conducting field work involves risk. Students interested in participating in any CFS program must weigh the potential risk against the value of education provided for the program sites of their choosing.

Risk is inherent in everything we do and the CFS takes risk seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the CFS continually monitor conditions at the program site, its academic quality and ability to conduct as safe of an experience as possible.

The CFS does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancelation due to pandemics. If you wish to purchase an insurance policy that cover such contingencies, explore Cancel for Any Reason (CFAR) plans. [Insuremytrip.com](http://Insuremytrip.com), [Squaremouth.com](http://Squaremouth.com) or [Travelguard.com](http://Travelguard.com) are possible websites where students may explore different insurance policies.

You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. You will be exposed to the elements, live in rustic accommodation, and expect to engage in physical activity daily.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

All students must consult medical professionals to ensure they are fit to participate in this program. If you have any medical concerns, please consult your doctor. For all other concerns, please consult with the program director – as appropriate.

#### **COURSE OBJECTIVES**

The major objectives of the course fit into the following general categories: 1) exposure to history and theory of North American archaeology, including Indigenous ways of knowing; 2) survey, excavation, recording techniques; and 3) knowledge acquisition and interpretation in Plains Archaeology. To achieve these objectives, students will receive lectures, participate in hands-on workshops, and complete assignments. They will develop their survey, excavation, and laboratory skills throughout the field school. Students will also participate in field trips that will further expose them to the region's natural and human history.

At the end of the field school the students will have practical working knowledge of archaeological field methods, including surveying, shovel testing, auguring, and excavation. They will also gain experience in laboratory analysis, including artifact classification, cleaning, cataloguing, and attribute analysis. The students will be exposed to the intellectual challenges presented by archaeological research, including

research design, the interpretation of data, and the continual readjustment of hypotheses and field strategies with regard to information recovered in the field. Moreover, the students will be taught the field and laboratory documentation procedures in accordance with laws and regulations designed to protect and curate cultural resources in Alberta, Canada.

Students will participate in the following research activities:

**Theoretical Orientation:** Students will participate in a ZOOM-based seminar format class before excavation begins, where they will be introduced to the archaeology and history of the northern Great Plains, theoretical methods for approaching North American archaeology, indigenous archaeologies, and indigenous consultation.

**Excavations:** Students will participate in guided excavations at Head-Smashed-In Buffalo Jump UNESCO World Heritage site.

**Survey:** Students will conduct surveys of features located within Head-Smashed-In Buffalo Jump UNESCO World Heritage site. They will also participate in a shovel testing and auguring program.

**Recording:** Students will record the excavation of their units, complete specific excavation forms, map finds, and draw stratigraphic profiles. Many of these forms are relevant to commercial archaeology and the cultural resource management sector.

**Cataloging:** Students will participate in field sorting and cataloging of finds.

**Laboratory:** Scheduled lab tasks will include cleaning, sorting, classifying, attribute assessment and analysis, and cataloging the excavated cultural remains.

#### LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector. To that end, we are following the Twin Cairns Skills Log Matrix™ (<https://twincairns.com/skill-set-matrix>) and will provide training for the following skills:

Skill	Skill Definition
Artifact Processing	Ability to safely register, document, and store a wide range of artifact types in curation facilities following provincial laws
Artifact Recovery	Ability to record, safely excavate, and properly store artifacts and ecofacts made of different types of materials (lithics, bones, etc.) and various level of fragility
Drawing Plans-Theodolite	Can create site plans using a theodolite, plumb bob, and measuring tape
Geoarchaeology	Ability to collect, sample, and analyze soil and sediment samples through dry sieving, wet sieving, and flotation
GPS navigation	Know how to navigate to given coordinates using GPS receiver
GPS recording	Ability to record locations using a GPS receiver
Grid & Trench Layout	Ability to lay a accurate grid and generate a reliable trench outline for excavations
Large Hand Tools	Can operate a pickaxe, hoe, or similar large hand tool to conduct excavations
Pedestrian Survey	Ability to conduct a systematic pedestrian survey over large areas, identify and record artifacts, features and ecofacts
Photography	Ability to take clear images of various features, artifacts, and soil colors in various lights and field depth conditions

Public Interpretation	Ability to understand site history and provide clear and coherent interpretations for the public
Recording-Excavations	Ability to understand, collect, and record all excavation process and data
Recording Sheets	Ability to understand and properly record the excavation process, stratigraphy, sections, and artifact documentation
Recording-Survey	Ability to understand, collect, and record all pedestrian survey data and details
Screening	Ability to use geological and general screens to identify, collect, and record small scale finds
Section Drawing	Ability to understand concepts of physical and chronological stratigraphy and the method to record those accurately
Shovel Testing	Ability to conduct, interpret, and record shovel testing activity
Small Hand Tools	Can operate a trowel or similar small hand tool to conduct excavations
Soil Identification	Ability to identify, describe, and record different types of soil and depositions
Understanding Stratigraphy	Ability to understand the relationships between layers of both cultural and natural depositions

## COURSE SCHEDULE

The field school has three main components: 1) a two-week online course to prepare students for the field and lab work; 2) four weeks of excavation at Head-Smashed-In Buffalo Jump; and 3) one week of laboratory work at the Westcastle field station. Students must participate in all three components. The online component of the field school begins on May 8 and ends on May 19. Most students will complete the online option of the field school from home. Immediately following these first two weeks, students will travel to basecamp, arriving in the early afternoon on May 21. The four-week excavation component of the field school will take place at Head-Smashed-In Buffalo Jump UNESCO World Heritage Site, located 18 km west of Fort Macleod, Alberta, Canada. On June 19 we will move to the University of Lethbridge Westcastle field station, located within the Castle Provincial Park in the Rocky Mountains. There students will learn and conduct laboratory procedures, analyses, and cataloguing.

Weeks 1-2 (May 8-19, 2023)		Readings & Assignments
ZOOM classes (10:00 am start time)		
Day 1	Course Introduction	Fagan, Chapter 7
Day 2	Archaeology of the northern Great Plains	Peck, sections
Day 3	Head-Smashed-In Buffalo Jump	Brink
Day 4	Indigenous Food Sovereignty	Watch <i>Gather</i>
Day 5	Indigenous Cosmology	LaPier, ethnographers
Day 6	Residential Schools Discussion	Merasty
Day 7	Indigenous Archaeologies	Choose from list
Day 8	Thing Theory/ Post-Humanism	Choose from list
Day 9	Final Reflections	
Day 10	Reflection paper	Paper due at end of day
May 21-22: transition to the field camp, camp set-up, and safety orientation		
Day 1	Excavation tool kits/supplies orientation Workshop: Field Records and Recording	Assignment 1
Day 2	Blessing ceremony with Indigenous Elders Site orientation and set up	

Day 3-5	Excavations begin, Week 1 Workshop: Survey and Field Mapping	Assignment 2
Week 2	Excavations Week 2 Workshop: Analysis of Lithic Artifacts Field trip to the Wally's Beach Site	Assignment 3
Week 3	Excavations Week 3 Workshop: Analysis of Faunal Remains Field trip to and survey of the DIPI-1 Site	Assignment 4
Week 4	Excavations Week 4 Workshop: Analysis of Sediments and Soils; Stratigraphic drawing Backfilling of the excavation areas	Assignment 5
June 19	Relocate to the Westcastle Field Station	
Week 5	Laboratory Analysis Workshop: Artifact sorting, cleaning, analysis, and Cataloguing Field Trip/Hike within Castle Provincial Park	Lab work at the Westcastle field station
June 23		Final Exam
June 25	Last day of the field school	
June 26	Return home	

Course structure may be subject to change upon directors' discretion

### TYPICAL WORKDAY

The first two weeks are dedicated to course instruction, in which students must be ready to meet online at 10:00 am and work on readings and assignments throughout the day.

Students will follow this daily schedule during the excavations at Head-Smashed-In Buffalo Jump. A similar daily schedule will be followed while at the Westcastle field station.

7:30 am	Wakeup
7:45 am	Breakfast and lunch preparation
8:30 am	Departure for Head-Smashed-In Buffalo Jump
8:45 am	Work begins at the site
12:00-12:30 pm	Lunch on site
5:00 pm	Packing up at the site and return to basecamp
5:30-7:00 pm	Workshops and camp chores
7:15 pm	Dinner
10:00 pm	Lights out

In the case of rainy days, lectures and lab work will be performed.

### ACADEMIC GRADING MATRIX

Students are required to participate in all components of the field school, including the online component, lectures, field work, laboratory work, workshops, and field trips. Their grades are determined as follows:

**10% - On-line Component Participation.** Students are expected to attend zoom lectures, meetings, and complete assignments related to various assigned readings. It is expected that students will attend all of these sessions and participation will be graded based on attendance, preparedness, and quality of contributions made.

**5% - Reflection Paper.** At the end of the online component of the field school, students will be required to submit (through email) a two-page final reflection paper. The topic of the reflection will be assigned by the instructors towards the end of this component of the field school.

**25% - Field work.** Students will be assessed on the quality of their field work (i.e., their ability to effectively use the excavation tools, correctly articulate a cultural feature, trim a baulk, measure the provenience of an artifact, bag and tag artifacts, draw scaled level plans, draw sections, etc.).

**10% - Field Records.** Students are required to record their finds in a notebook that must be submitted to the project at the end of the field school. The notebook must include scaled sketches, provenience records, and information on the day's excavation activities. They will also be assessed on the quality of their level plans as well as the data they record in the excavation level sheets.

**10% - Laboratory work.** Students will also be assessed on the quality of their laboratory work (i.e., how effectively they clean and label the cultural remains they find, their catalogue records, and their ability to typological identify the remains).

**5% - Assignment 1: Introduction to Field Recording.** Students will record and graph a mock excavation unit in preparation for in situ excavations.

**5% - Assignment 2: Survey and Field Mapping.** Students will survey the sites and areas of Head-Smashed-In Buffalo Jump recording topographic landforms, cultural features, activity areas, and previous excavation locations. Students will also survey a secondary site. Students will use compasses, GPS units, and other surveying techniques to identify site locations and features and map them to scale. Students will complete this assignment in teams (as assigned by the instructors).

**5% - Assignment 3: Analysis of Stone Artifacts.** Students will analyze a collection of lithic artifacts and fire-broken rock.

**5% - Assignment 4: Faunal Remains.** Students will analyze a collection of faunal remains.

**5% - Assignment 5: Sediments/Soils and stratigraphy.** Students will analyze sediment/soil from Head-Smashed-In Buffalo Jump and surrounding area. They will also draw and label stratigraphic sections.

**5% - Final Examination.** Students will take an exam in the last week of the field school. They will be tested on excavation techniques, the laboratory process, recording methods, the cultural remains recovered, and the context of these remains. They are expected to be able to link the lectures and readings to their field and laboratory work.

**10% - General Camp work.** Students will be assessed on their participation in camp related tasks and activities. All students must participate in general camp work duties.

### **SKILLS MATRIX LEVELS**

The school instructors will evaluate the level each student achieved on the Twin Cairns Skills Log Matrix™ skills list provided above. Each skill will be graded on one of the following three levels:

**Basic:** Can perform the skill/task with some supervision.

**Competent:** Can perform the skill/task without any supervision.

**Advanced:** Can perform the skill/task and teach others how to do it.

### **ATTENDANCE POLICY**

The required minimum attendance for the successful completion of the field school is 95% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity. An acceptable number of absences for a medical or other personal reasons will not be taken

into account if the student catches up on the field school study plan through additional readings, homework, or tutorials with program staff members.

### **PREREQUISITES**

There are no prerequisites for participation in this field school. Students will receive hands-on training in archaeological field work so will spend most of their time learning how to excavate and record their finds. Students must come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work in a camp environment. Some days will be hot, temperatures can reach 30°C (85°F) and other days will be cold and rainy. It may even snow. Students will be taught how to use a variety of excavation tools, from shovels and wheelbarrows, to trowels, brushes, and sieves, and are expected to use all of them. Archaeology involves physical work and exposure to the elements, thus, requires a measure of acceptance that this will not be the typical university learning environment. Students will get dirty, sweaty, tired, and must work closely with others. We hope that the thrill of discovering archaeological remains will outweigh the stiff muscles and exhausting days.

### **PROGRAM ETIQUETTE**

We will be living on a private campground and students will be required to respect that space and one another. Students will be expected to follow typical camping etiquette and safety, such as not keeping food in their tents and cleaning up food waste IMMEDIATELY following consumption. Students will be expected to participate in chores related to camp life. Each student will be a member of a group responsible for cooking, cleaning, and other camp chores and lack of participation will be reflected in the final grade.

Camp life means living in very close quarters with one another. The field basecamp is quite large, so while there is no curfew, students will be asked to move to the far end of the campground if they want to hang out past 10:00 pm. Harassment of any type will not be tolerated and may result in expulsion from the program, without refund of costs.

### **EQUIPMENT LIST**

- Excavation backpack
- Marshalltown pointing trowel (4 or 5")
- Clippers
- Tape measure (metric, cm)
- Rulers, pens, pencils, eraser
- Sturdy, closed-toe footwear
- Gloves
- Warm jacket, raincoat, and rain pants
- Hat
- Sunscreen
- Personal tent
- Sleeping bag
- Air mattress
- Towels
- Flashlight
- Any prescription medicines

A detailed packing list will be sent to students accepted to the field school.

### **TRAVEL & MEETING POINT**

Head-Smashed-In is located in Alberta, Canada, about 18 km north and west from Fort Macleod. The closest international airport is Calgary, Alberta (YYC), which is about a two & half-hour drive from basecamp. Red Arrow bus service provides transportation from YYC to Fort Macleod. A local emergency cell phone number will be provided to all enrolled students.

Students may attend the ZOOM course from anywhere but need to arrive in Fort Macleod NO LATER than May 21 at 8:30pm. We will meet all students at the [Circle K Shell Station](#), drop off point of the [Red](#)

[Arrow bus service](#). Staff will wait to pick up students upon Red Arrow bus service arrival, regardless of its time of arrival that day to the Circle K Shell Station.

Dorm room accommodations are available for those wanting to complete the online portion of the field school at the University of Lethbridge.

## **VISA REQUIREMENTS**

US citizens need to apply for an **Electronic Travel Authorization (eTA)**, have a valid passport, a return flight ticket, and proof of sufficient funds for entry to Canada. Although the Canadian government does not require that a passport be valid for three months from the date of entry, airlines routinely do so and may decline boarding if a traveler has less than three months validity on his or her passport.

Applying for an **eTA** is a simple online process (<http://www.cic.gc.ca/english/visit/eta-start>). Most applicants get their **eTA** approval (via an email) within minutes. However, some requests can take several days to process if you are asked to submit supporting documents. It is best to get an **eTA** before you book your flight to Canada.

Citizens of other countries are asked to check the Canadian Embassy website page at their home country for specific visa requirements.

Travel regulations related to COVID-19 change constantly and participants must make themselves aware of these before travel.

## **MEALS & ACCOMMODATIONS**

During the four-week excavation component of the field school, the students and directors live at the campground (basecamp) just south of Head-Smashed-In Buffalo Jump. Students must bring their own tent, sleeping bag, air mattress/cot, towels, and other personal items (shampoo, soap, etc.). There are washrooms, showers, and laundry facilities at basecamp. A camp kitchen and other facilities will be constructed upon arrival. Lights and electricity are available at the campsite, but electricity must be used sparingly. There is limited internet but good cell phone reception at basecamp. Students and staff will take turns cleaning, cooking, and caring for basecamp.

The field school team prepares well-balanced, nutritious meals. Since these are group meals, individual dietary needs will be accommodated as best as possible, although it is not possible to be fully gluten free, kosher, etc. There will be several meat or dairy, vegetable, and starch (rice, potatoes, bread, etc.) choices. Breakfasts and dinners are prepared and eaten at basecamp. Individual lunches are packed in the morning and are taken to the site along with water containers.

## **PRACTICAL INFORMATION**

International dialing code: The Canadian international phone code is +1.

Money/Banks/Credit Cards: The Canadian economy is cashed-based but there are plenty of banks with ATMs to withdraw money. Students will be able to use the local ATM machines to withdraw funds. Credit card use is widespread. There will be limited need for currency during the field school.

ATM Availability: Many ATM machines are available in Canada, but none in a walking distance from the basecamp. Students will be able to withdraw funds when they arrive or on days off.

Local Language: Alberta is a primarily English-speaking province. Students will be exposed to Blackfoot language as part of the coursework.

Measurement units: degree Celsius (°C), meter (m.), gram (gr.), liter (l)

## ACADEMIC CREDITS & TRANSCRIPT

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Iowa Wesleyan University. IWU has authorized the National Student Clearinghouse to provide enrollment and degree verification (<https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficode=00187100>). Upon completion of a program, students will get an email from IWU with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the IWU office of the registrar at [registrar@iw.edu](mailto:registrar@iw.edu).

## REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Brink Jack W. 2008. *Imagining Head-Smashed-In: Aboriginal Buffalo Hunting on the Northern Plains*. Athabasca: Athabasca University Press. <https://www.aupress.ca/books/120137-imagining-head-smashed-in/>

Bubel, Shawn, James McMurchy, and Duncan Lloyd. 2012. *Record In Stone: Familiar Projectile Points from Alberta*. Lethbridge, AB: Archaeological Society of Alberta.

Fagan, Brian. 2019. "Chapter 7. People of the Plains." Pp. 158-180 in *Ancient North America: The Archaeology of a Continent*, fifth ed. New York: Thames & Hudson.

Grinnell, George Bird. 1892 [2004]. *Blackfoot Lodge Tales: The Story of a Prairie People*. <https://www.gutenberg.org/ebooks/11547>

Ingold, Timothy. 2021. "Chapter Two. The Optimal Forager and Economic Man." Pp. 27-39 in *The Perception of the Environment*. New York: Routledge.

Ingold, Timothy. 2021. "Chapter Three. Hunting and Gathering as Ways of Perceiving the Environment." Pp. 40-60 in *The Perception of the Environment*. New York: Routledge.

LaPier, Rosalyn. 2017. "Chapter Two. Invisible Reality: The Blackfeet Universe." Pp. 23-43 in *Invisible Reality: Storytellers, Storytakers, and the Supernatural World of the Blackfeet*. Lincoln, NE: University of Nebraska Press. <https://ebookcentral.proquest.com/lib/u leth/reader.action?docID=4921964&ppg=91>

LaPier, Rosalyn. 2017. "Chapter Three. Visible Reality: The Saokiotapi." Pp. 44-63 in *Invisible Reality: Storytellers, Storytakers, and the Supernatural World of the Blackfeet*. Lincoln, NE: University of Nebraska Press. <https://ebookcentral.proquest.com/lib/u leth/reader.action?docID=4921964&ppg=91>

McClintock, Walter. 1910. *The Old North Trail*. London: MacMillan & Co. <https://www.sacred-texts.com/nam/pla/ont/ont00.htm>

Merasty, Augie. 2017. *The Education of Augie Merasty: A Residential School Memoir*. Regina: University of Regina Press. [https://uleth.summon.serialssolutions.com/?#!/search/document?ho=t&l=en-UK&q=augie%20merasty&id=FETCHMERGED-uleth\\_catalog\\_b263972743](https://uleth.summon.serialssolutions.com/?#!/search/document?ho=t&l=en-UK&q=augie%20merasty&id=FETCHMERGED-uleth_catalog_b263972743)

Overton, Nick, and Yannis Hamilakis. 2013. "A Manifesto for a social zooarchaeology. Swans and other beings in the Mesolithic." *Archaeological Dialogues* 20 (2): 111-136.

Peck, Trevor R. 2011. *Light from Ancient Campfires: Archaeological Evidence for Native Lifeways on the Great Plains*. Athabasca: Athabasca University Press. (selections from)  
<https://www.aupress.ca/books/120183-light-from-ancient-campfires/>

Spector, Janet. 1996. "What this awl means: Toward a Feminist Archaeology." Pp. 485-500 in *Contemporary Archaeology in Theory*. Robert Preucel & Ian Hodder, eds. New York: Blackwell Publishers.

Witmore, Christopher. 2014. "Archaeology and the New Materialisms." *Journal of Contemporary Archaeology* 1.2: 203-246. doi.10.1558/jcav1i2.16661

Witmore, Christopher. 2020. "Symmetrical Archaeology." In *The Encyclopedia of Global Archaeology*. C. Smith, ed. New York: Springer.

Zedeño, María Nieves, Evelyn Pickering, and François Lanoë. 2021. "Oral Tradition as Emplacement: Ancestral Blackfoot Memories of the Rocky Mountain Front." *Journal of Social Archaeology* 21 (3): 306-328. <https://doi.org/10.1177/14696053211019837>

### RECOMMENDED READINGS

Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions.

[https://uleth.summon.serialssolutions.com/?#!search/document?ho=t&l=en-UK&q=braiding%20sweetgrass&id=FETCHMERGED-uleth\\_catalog\\_b246287362](https://uleth.summon.serialssolutions.com/?#!search/document?ho=t&l=en-UK&q=braiding%20sweetgrass&id=FETCHMERGED-uleth_catalog_b246287362)

**Indigenous Archaeologies** (students will select from the following to report to the rest of the class):

Atalay, Sonya. 2006. "Indigenous Archaeology as Decolonizing Practice." *American Indian Quarterly* 30.3/4: 280-310.

Conkey, Margaret. 2010. "Dwelling at the Margins, Action at the Intersection? Feminist and Indigenous Archaeologies, 2005." Pp. 91-98 in *Indigenous Archaeologies: A Reader on Decolonization*. M. Bruchac, S. Hart, and H.M. Wobst, eds. New York: Routledge.

Connaughton, Sean, Mike Leon, and James Herbert. 2014. "Collaboration, Partnerships, and Relationships with a Corporate World." *Canadian Journal of Archaeology* 38.2: 541-562.

Harris, Heather. 2010. "Indigenous Worldviews and Ways of Knowing as Theoretical and Methodological Foundations Behind Archaeological Theory and Method." Pp. 63-68 in *Indigenous Archaeologies: A Reader on Decolonization*. M. Bruchac, S. Hart, and H.M. Wobst, eds. New York: Routledge.

Julien, Donald, Tim Bernard, and Leah Morine Rosenmeier. 2010. "Paleo is Not Our Word: Protecting and Growing a Mi'kmaw Place." Pp. 163-170 in *Indigenous Archaeologies: A Reader on Decolonization*. M. Bruchac, S. Hart, and H.M. Wobst, eds. New York: Routledge.

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