

ARCHAEOLOGY, EDUCATION, AND IDENTITY

JSPS 2012 Forum

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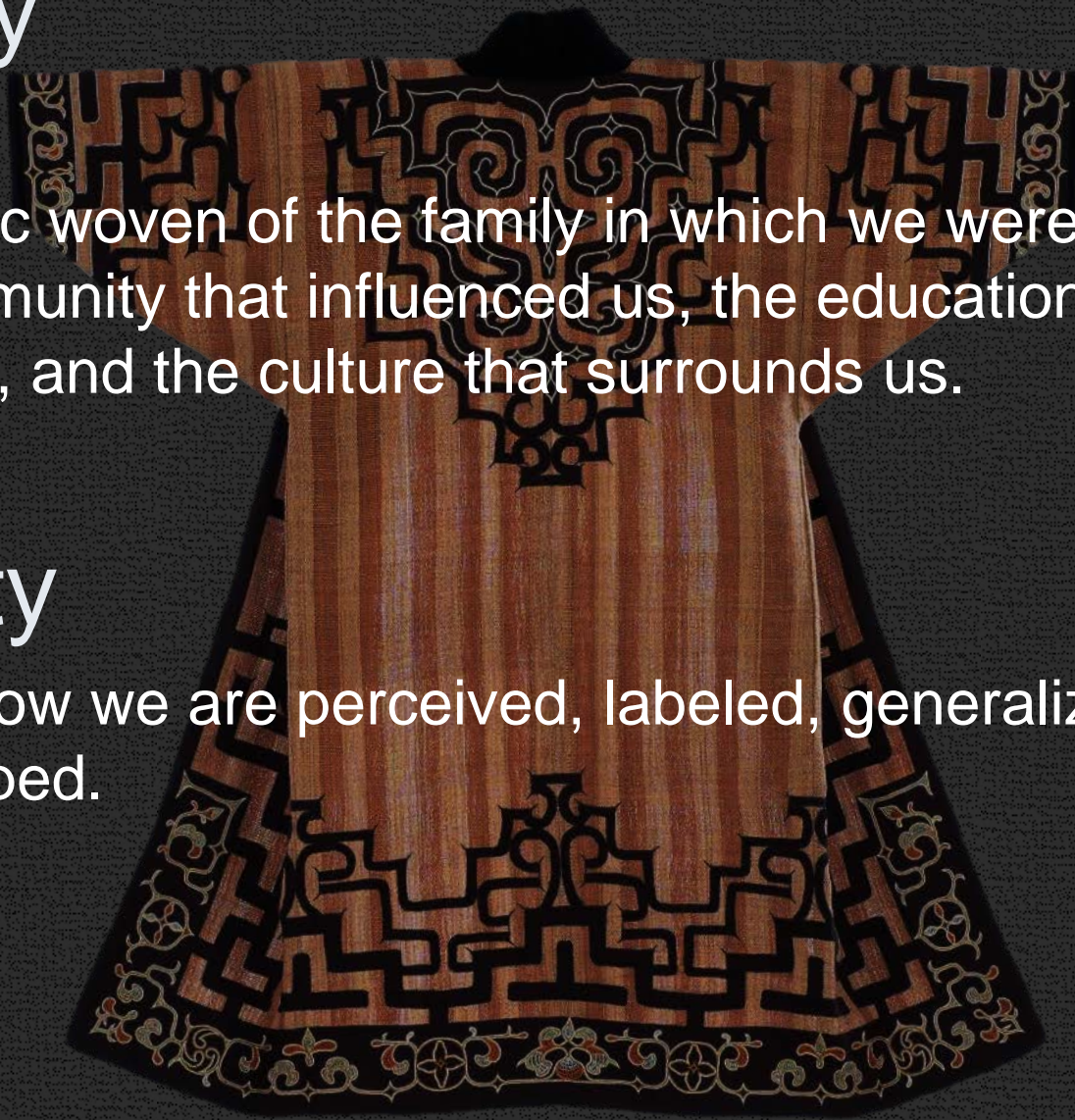


Identity

- Is a fabric woven of the family in which we were raised, the community that influenced us, the education we've received, and the culture that surrounds us.

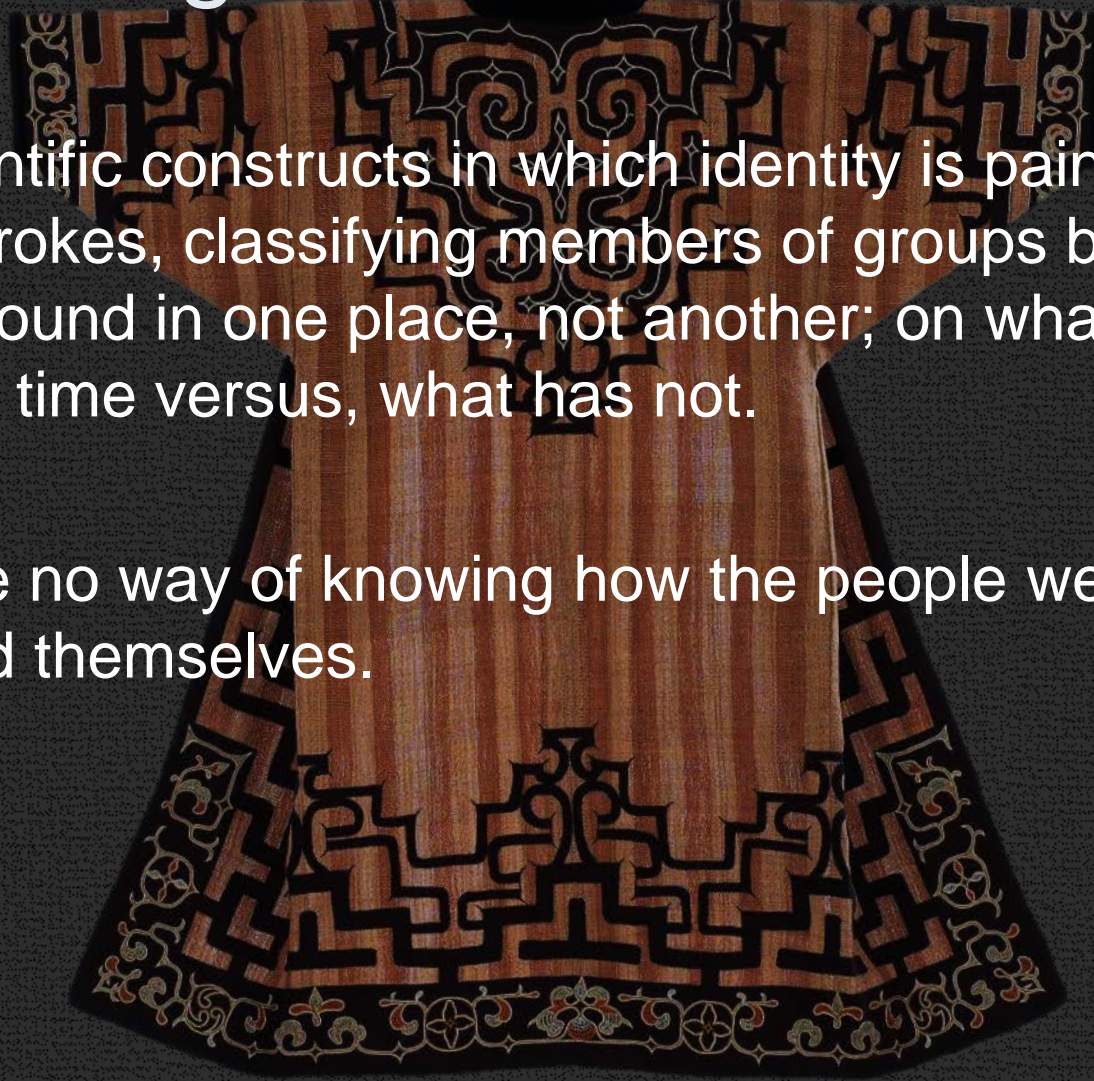
Identity

- Is also how we are perceived, labeled, generalized, and stereotyped.



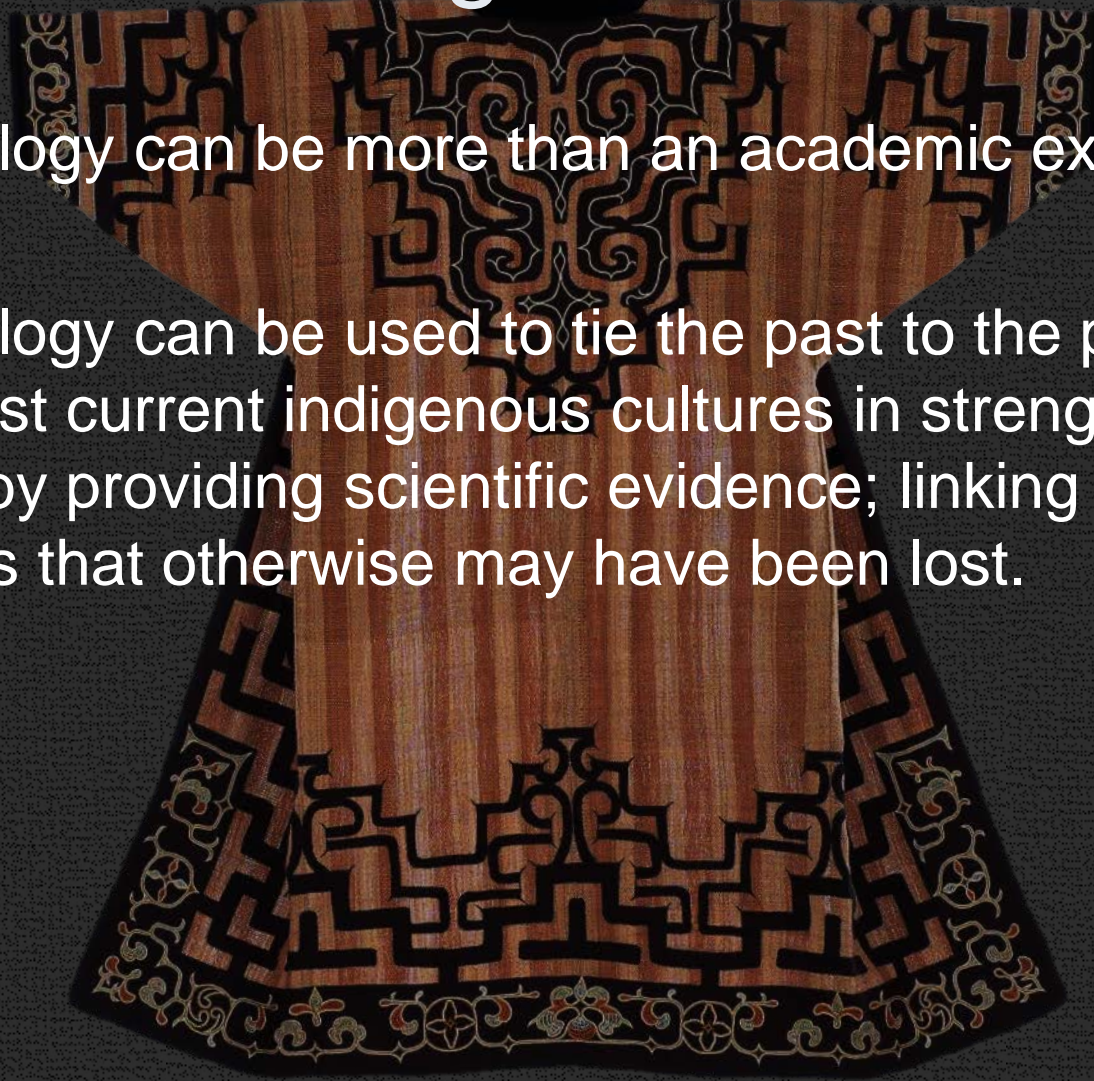
Archaeological Cultures

- Are scientific constructs in which identity is painted in broad strokes, classifying members of groups based on what is found in one place, not another; on what has survived time versus, what has not.
- We have no way of knowing how the people we study identified themselves.



Applied and Indigenous Archaeology

- Archaeology can be more than an academic exercise.
- Archaeology can be used to tie the past to the present and assist current indigenous cultures in strengthening identity by providing scientific evidence; linking place and traditions that otherwise may have been lost.



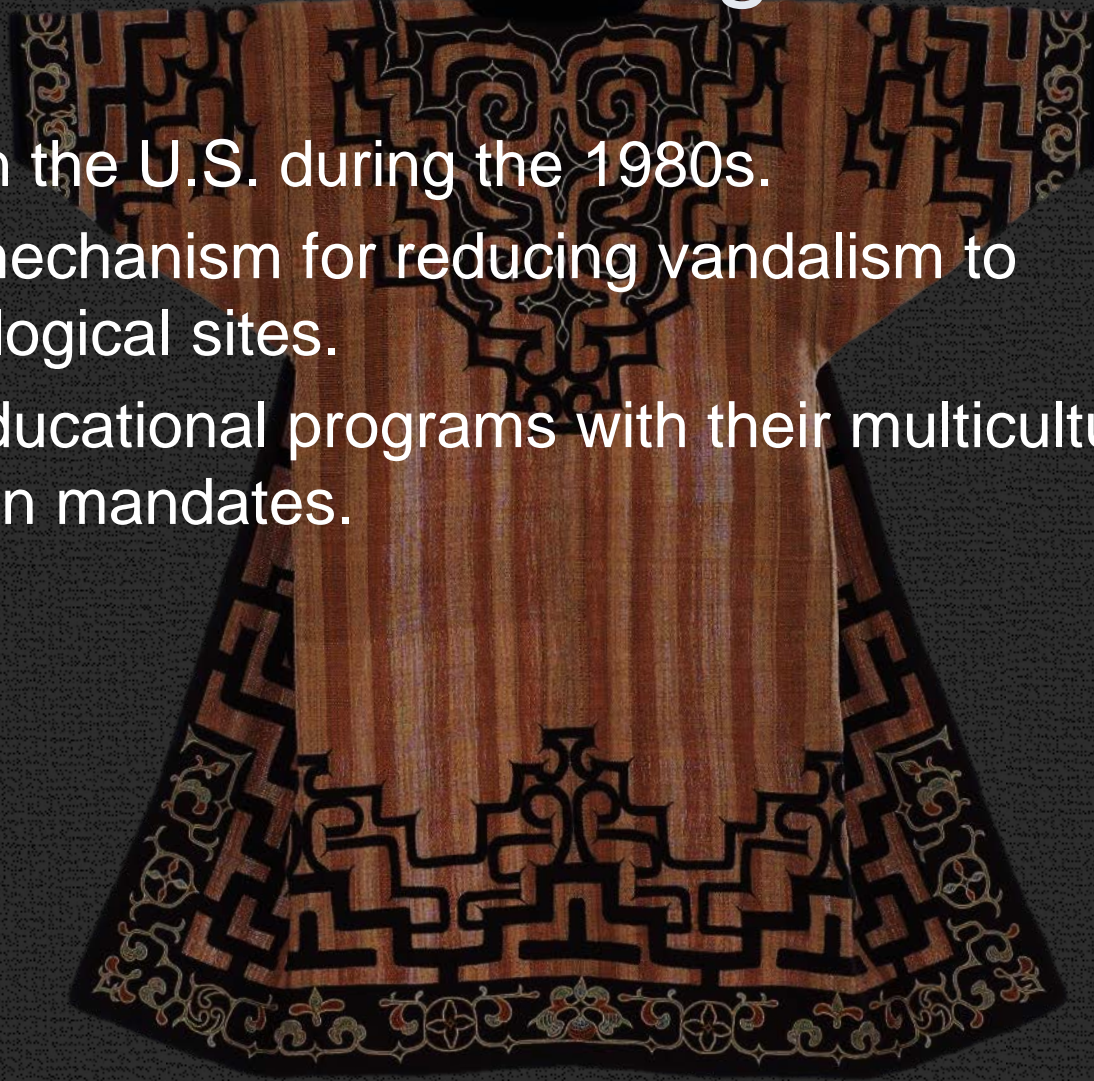
Archaeology, Education, and Identity

- Educational techniques, coupled with experimental archaeology, and traditional stories can strengthen indigenous identity within both the indigenous and non-indigenous communities.



The Field of Archaeological Education

- Began in the U.S. during the 1980s.
- Was a mechanism for reducing vandalism to archaeological sites.
- Aided educational programs with their multicultural education mandates.



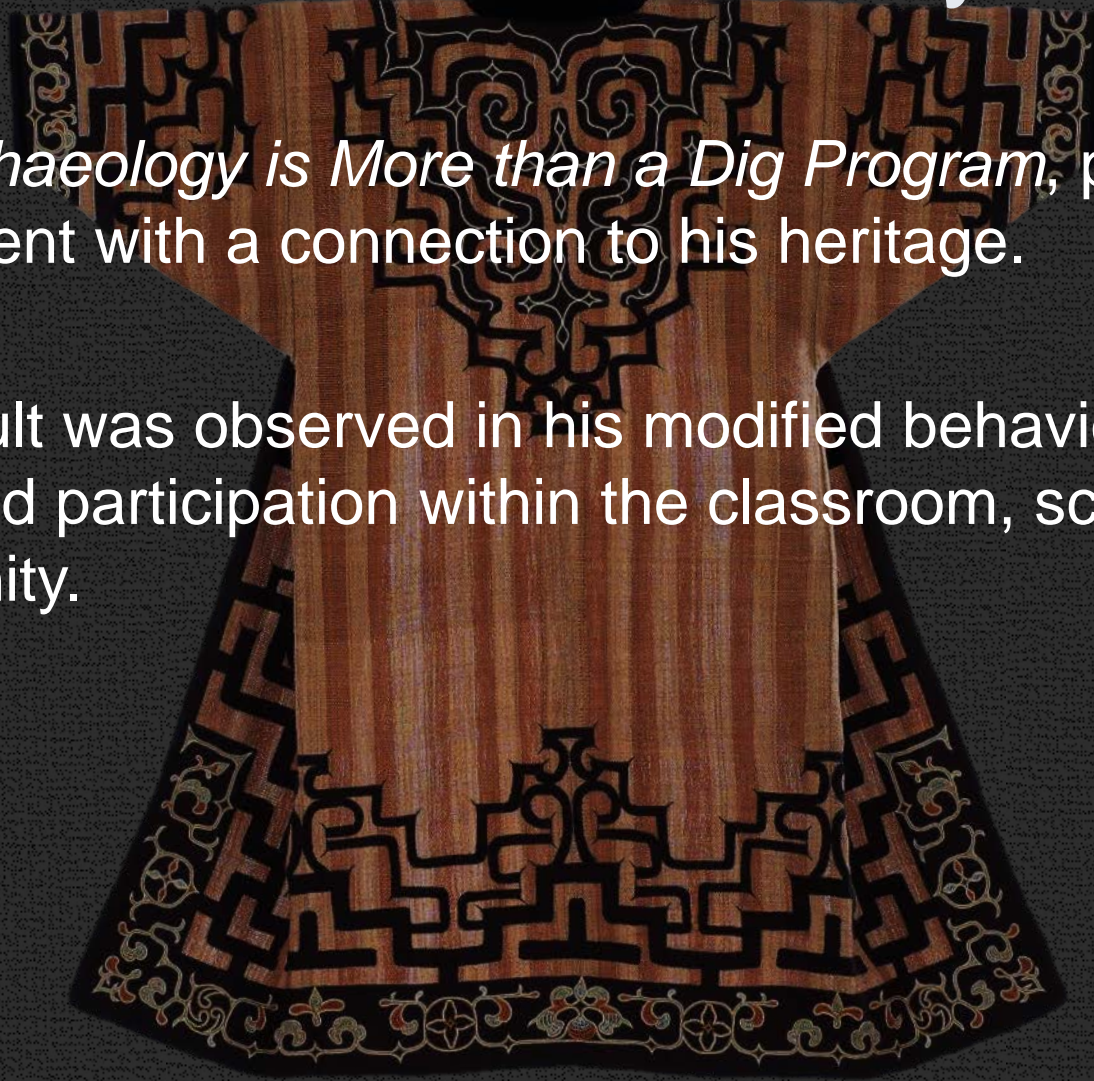
Cooper Environmental Camp

Archaeology is More than a Dig



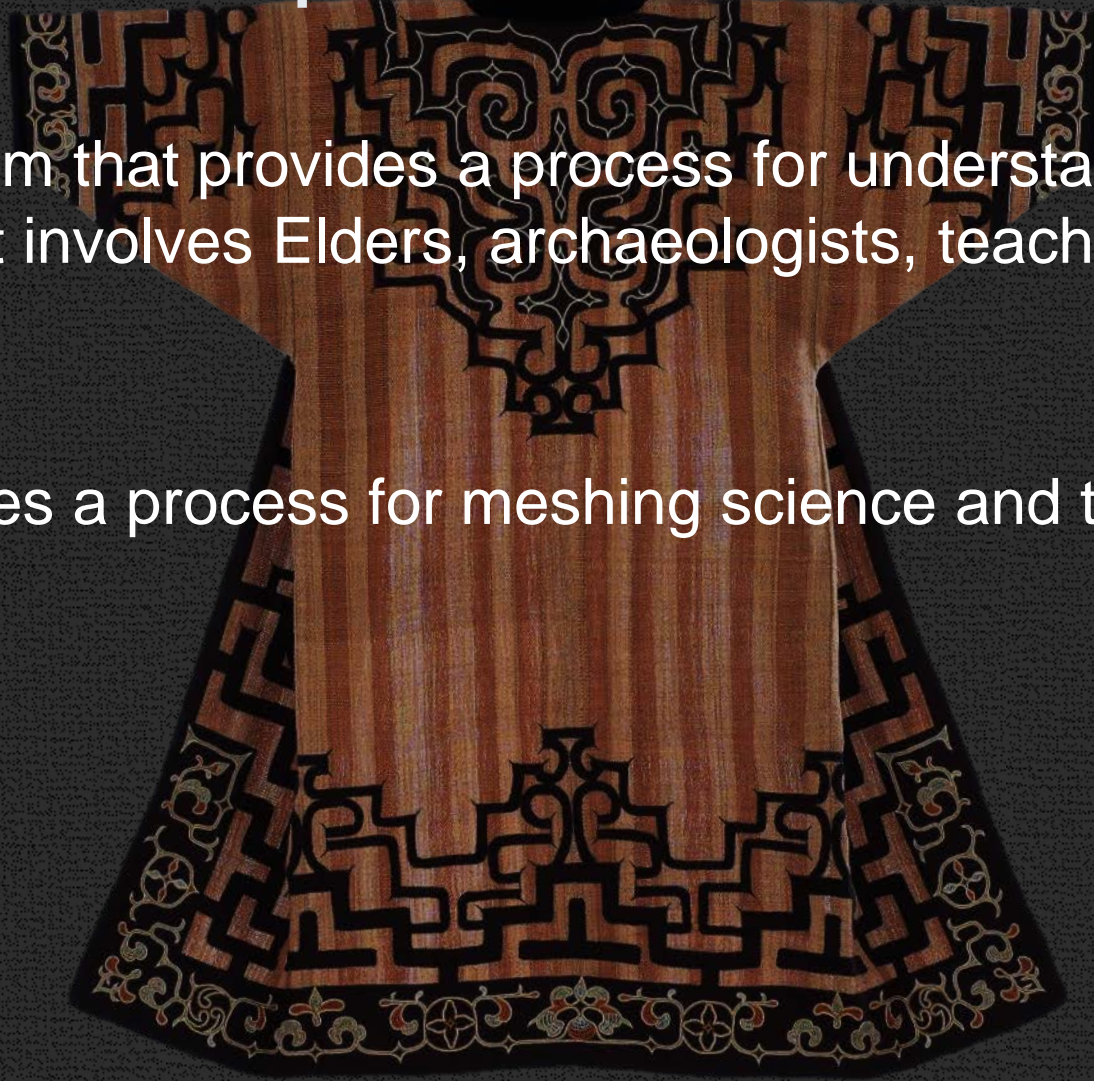
An Effect on Cultural Identity

- The *Archaeology is More than a Dig Program*, provided the student with a connection to his heritage.
- The result was observed in his modified behavior and increased participation within the classroom, school, and community.



Parallel Perspectives

- A program that provides a process for understanding the past that involves Elders, archaeologists, teachers, and children.
- It provides a process for meshing science and tradition.



Applying Parallel Perspectives



An Effect on Cultural Identity

- Attendance rate increased by 70%.
- Students were engaged in learning.



STEMS Education

- Increased awareness of and participation in science, technology, engineering, and mathematics for underrepresented populations.

OU Native American Studies AIMSS

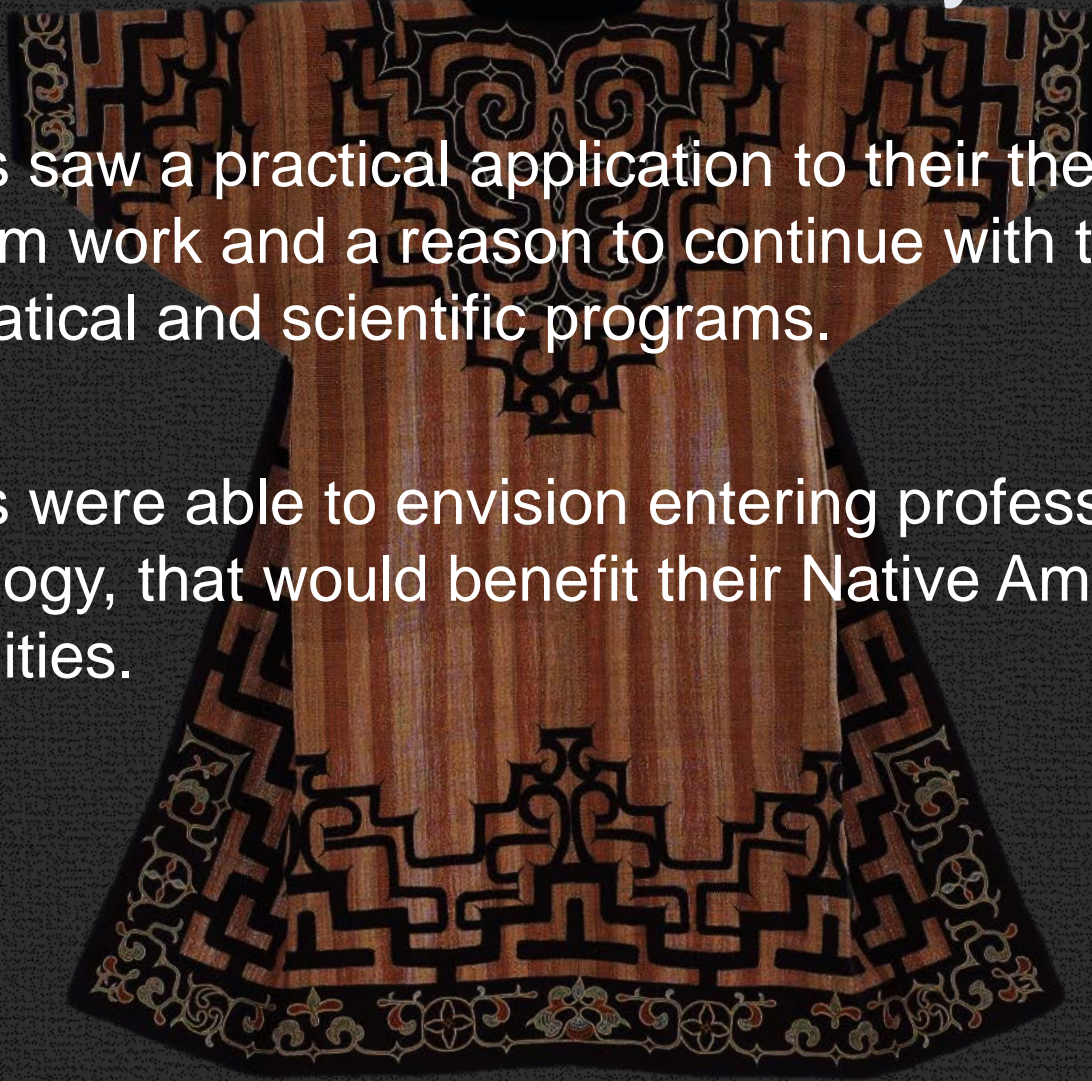
- Encourage an interest in careers in math and science, introduce students to and get them comfortable on college campuses, provide role models, build self esteem, and foster a Native identity within the fields of math and science.

Applying Archaeology in AIMSS



An Effect on Cultural Identity

- Students saw a practical application to their theoretical classroom work and a reason to continue with their mathematical and scientific programs.
- Students were able to envision entering professions, like archaeology, that would benefit their Native American communities.

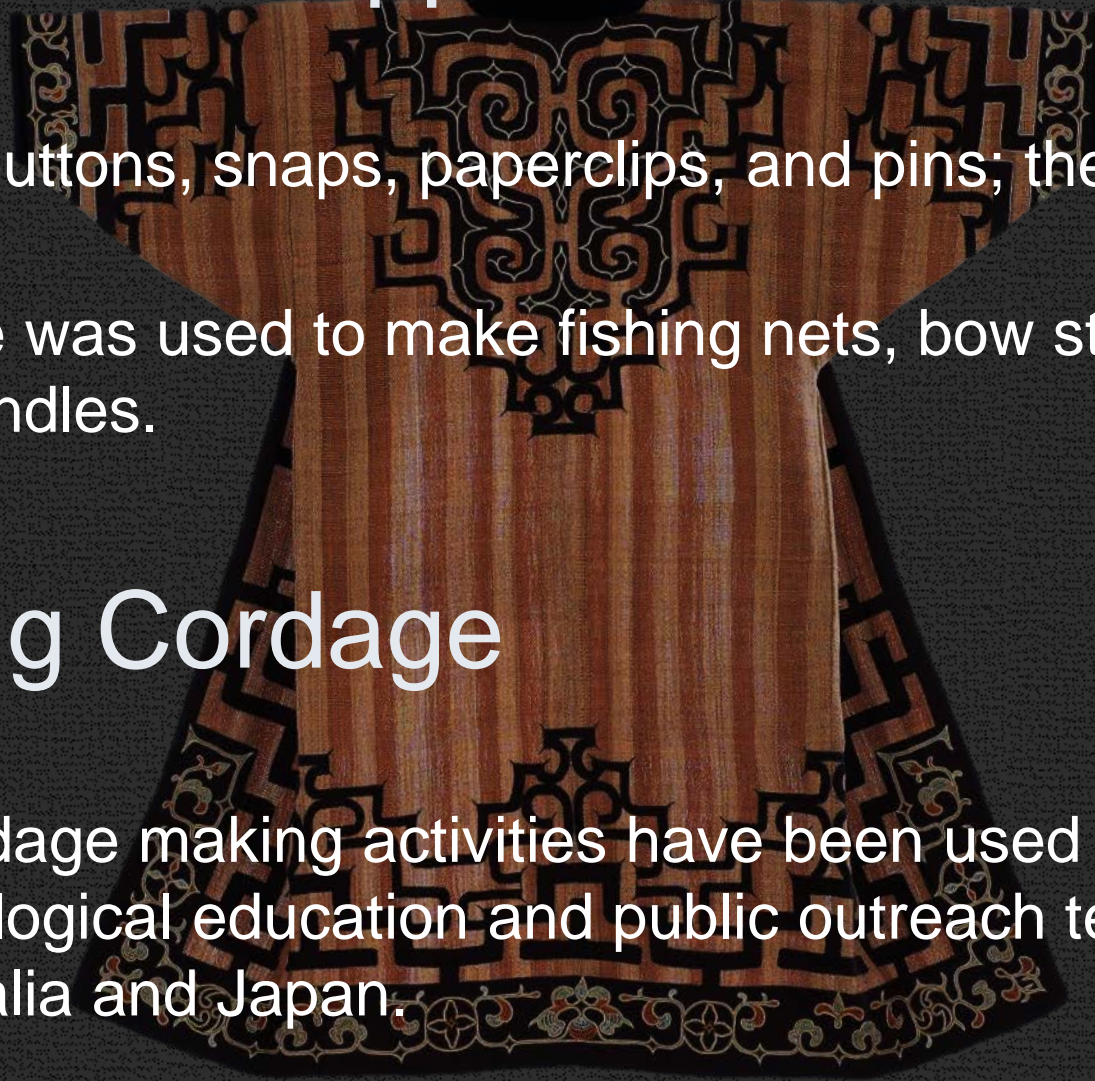


International Applications

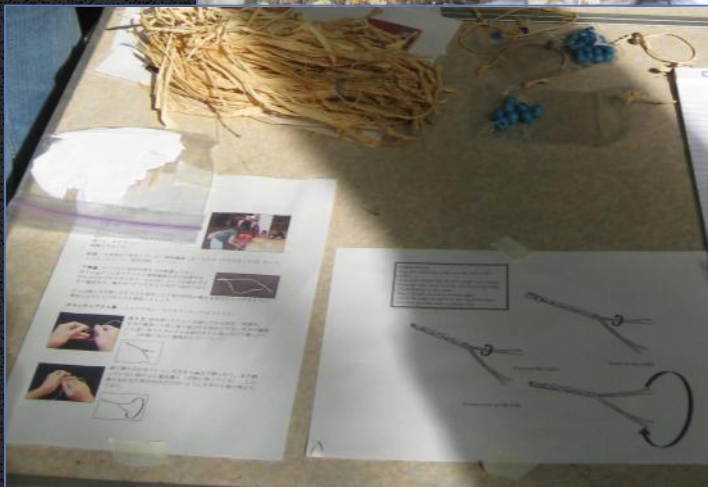
- Before buttons, snaps, paperclips, and pins; there was string.
- Cordage was used to make fishing nets, bow strings, and to tie bundles.

Making Cordage

- The cordage making activities have been used to teach archaeological education and public outreach techniques in Australia and Japan.



Applying Archaeological Education in Japan



An Effect on Cultural Identity

- Archaeological field school students gained a better understanding of archaeological culture.
- Ainu people present in symposia and workshops had an immediate connection that resulted with wanting to share stories related to cordage.
- Children gained a better understanding of Japan's multi-cultural past.
- A teacher brought what he learned to his students and came back to share new information with archaeologists the following year.



Conclusions

- If identity is both who we are and how we are perceived, then archaeology and education when woven together can contribute to a stronger fabric of personal and cultural identity.

