REWRITING WORLD ARCHAEOLOGY:
DIALOGUES ON THE GLOBAL SOUTH

About the Programme

OUR MISSION

Overview

Regional inequalities in publishing have created significant gaps in international voice for Global South scholars and their research. In response, *Rewriting World Archaeology* is a 12-month virtual mentoring programme for early career researchers (ECRs) from low and middle income countries in South Asia, the Middle East and Africa, designed to equip them with the necessary knowledge and skills to access and publish in academic journals, develop and lead bold research agendas, prepare grant applications, and share their results with the public. It is sponsored by the world archaeology journal *Antiquity*. It will result in significantly advancing the careers of these ECRs, and strengthen their ability to rewrite the archaeology and heritage of the Global South to have a major and lasting impact on world archaeology.

Background

Our project is committed to tackling (not perpetuating) global inequalities of power, wealth and access to professional networks and academic journals, particularly for scholars across the Global South, and to sharing in the benefits of collaborating in new international research networks and agendas. The Nairobi process, developed by the British Academy and Association of Commonwealth Universities, expressly informs the necessity and timeliness of this project. The continued critique of the colonial and racist history of global archaeology gives added impetus. This has obliged the editors and boards of prominent international archaeology journals to rethink their representativeness and responsibilities. The Society for American Archaeology has led in this direction by regularly updating its statements on diversity and ethics. The Trustees, Board and Editors of *Antiquity*, the UK-based world archaeology journal, are firmly committed to taking an equally bold step, not only in policy but also in practice by sponsoring this project.

Programme outcomes and impact
The intended outcomes and beneficial impacts of our writing workshop programme can be summarized as follows:

Networks. We will create a strong, equitable and sustainable international partnership and regional networks of ECRs drawn from a variety of developing countries in three regions across the Global South (South Asia, Middle East, Africa) and archaeology journal editors, academics and professionals based in those regions and in the UK. This exciting coalition, working together to collectively rewrite world archaeology through dialogue with the Global South, will benefit all participants—intellectually, professionally and personally—by reshaping their perceptions and practices of archaeological research in and around developing countries.

Capacities. We will help build academic and professional capacity in developing countries across the Global South, by equipping our female and male ECRs with knowledge, skills and experience: to access and publish in high impact academic journals, to submit grant applications based on bold research agendas, to share their results with the public, to advance their career prospects, and to become future leaders in academic archaeology and in heritage management. Our ECRs will benefit directly; their voices will be heard, nationally and internationally. Their universities and heritage agencies will also benefit, with strengthened capacity to mobilise their research for public benefit.

Heritage and tourism. We will enhance efforts to protect and valorise local cultural heritage in developing countries across the Global South, by helping our ECRs recognise and release the scholarly potential of their research. The beneficiaries of this will be the local communities with which they work, as well as national-level decision makers and tourists, who will increasingly recognize the value of the local archaeological heritage and its potential for cultural tourism and to contribute to sustainable economic growth.

Core principles
Our approach rests on three core principles:

Partnership working. Creating an equitable international partnership of mentors, marked by mutual respect, balanced distribution of responsibilities, gender balance, and recognition of diverse interests;

Network building. Establishing strong and sustainable networks of mentors and ECRs, benefitting all participants, ranging from ECRs from three regions and a variety of developing countries in the Global South to journal editors and academics based nationally and internationally;

Promoting ECR research. Promoting the uptake and visibility of research by ECRs in low and middle income countries in high impact journals, helping to reshape journal editors' and readers' perceptions and understandings of global citizenship, research agendas and world archaeology.

PROJECT LEADERSHIP GROUP

The project leadership group sets the example, ethos and agenda for the whole programme, monitors progress, and leads the global summit. It comprises:

Robin Skeates
PI Professor Robin Skeates is Associate Editor of *Antiquity*, former General Editor of the *European Journal of Archaeology*. He combines experience in editing, international graduate writing workshops, mentoring international ECRs, archaeological ethics, GCRF-funded collaborative heritage work in Jordan, and archaeological research.

Shahnaj Husne Jahan
Co-I Professor Shahnaj Husne Jahan is Director of the Center for Archaeological Studies, University of Liberal Arts Bangladesh. She brings extensive expertise in the archaeology and heritage of South Asia, and in mentoring and reaching new audiences.

Robert Witcher
Co-I Dr. Robert Witcher is Editor of *Antiquity* and Associate Professor at Durham University. He combines global editorial and writing workshop experience with expertise in European archaeology.

REGIONAL WORKGROUPS

The project will operate through three regional workgroups.

Composition and role of workgroup leads and mentors
The three regional workgroups are directed by a pair of leads supplemented by professional participants with relevant regional expertise and experience in editing, project funding and public outreach.

In dialogue with the PI, they will:
1. construct the regional workshop agendas
2. draw in additional editorial experience, regional professional knowledge and complementary skills
3. help advertise and select the competitive call for ECRs,
4. construct the region-specific digital learning resources on Teams,
5. deliver the online workshops,
6. take responsibility for mentoring their assigned ECRs by communicating regularly with them and by managing and monitoring their progress throughout the year.
7. evaluate the process.

South Asia workgroup

<u>Workgroup leads</u>
- Co-I Professor *Shahnaj Husne Jahan*.
- Co-I Professor *Robin Coningham*. UNESCO Chair in Archaeological Ethics and Practice in Cultural Heritage at Durham University, Chair of the *Antiquity* Trust, and expert in South Asian archaeology.

<u>Professional participants</u>
- Professor *Shanti Pappu*, Founder/Secretary, Sharma Centre for Heritage Education, Chennai, India. She has significant experience in mentoring ECRs in South Asia.

<u>Named ECRs</u>
- Ms *Ajiththa Suganthan*. Assistant Lecturer in Archaeology, Department of History, University of Jaffna, Sri Lanka. Research areas include prehistoric archaeology, conservation and restoration and cultural heritage.
- Dr *Vrushab Mahesh*. Lecturer, Department of Ancient History and Archaeology, Maharaja Sayajirao University of Baroda, India. Research areas include archaeology and ancient history, identity and material culture, art and sculpture and maritime trade.

Middle East workgroup

<u>Workgroup leads</u>
- Co-I Dr *Jwana Chahoud*. Head of the Department of Arts and Archaeology, the Lebanese University, Beirut, and expert in Near Eastern zooarchaeology.
- Co-I Professor *Graham Philip*. Honorary Editor of *Levant* (2008-2020), expert in the later prehistoric archaeology of the Middle East, and director of large-scale research and professional heritage training programmes across the Middle East.

<u>Professional participants</u>
- Mr *Adnan Al Mohamad.* Former Lecturer in Archaeology at Aleppo University, Syria, and current Honorary Research Fellow at Durham University, UK. He has valuable experience in accessing international funding for Syrian academics displaced due to the conflict through the (Council for At Risk Academics) Syria Programme fellowship and GCRF, and in co-producing research articles with international academics.
- Dr *Kristen Hopper*. Assistant Professor (Research) on the 'Endangered Archaeology in the Middle East and North Africa (EAMENA)' project, with experience of preparing archaeological survey data for publication and of cultural heritage training in the Middle East.

<u>Named ECRs</u>
- Ms *Amal al Kassem*. PhD researcher, Institute of Prehistory, University of Cologne. Her research focusses on Palaeolithic archaeology in Syria. She has also been engaged with projects documenting conflict damage to cultural heritage sites in Daraa and Al Hasakah.
- Mr *Mouhamad Abdel Satar*. Junior employee in the Baalbek office of the Directorate General of Antiquities, Lebanon. He is involved in the CPF-EAMENA training programme in endangered archaeology methodology, and has been pursuing new research on the archaeology of the Beqaa Valley.

Africa workgroup

<u>Workgroup leads</u>
- Co-I Professor *Innocent Pikirayi*. Head of the Department of Anthropology and Archaeology at the University of Pretoria, South Africa and *Antiquity* ambassador. He researches the state and societies in southern Africa and incorporates public engagement in his work with the objective of decolonising and transforming archaeological practice in southern Africa.

- Co-I Dr. *Robert Witcher*.

Professional participants

- Dr *Abigail Moffett*. British Academy Newton International Fellow at University of East Anglia and University of Cape Town, South Africa. She has undertaken extensive archaeological research in southern Africa, including on objects traded across the African continent.
- Professor *Sarah Semple*. Head of Archaeology at Durham University, former Honorary Editor of *Medieval Archaeology*, editorial board member of *World Archaeology*, leader of major ERC and AHRC research projects, and historical archaeologist.

Named ECRs

- Ms *Ruth Tibesasa*. Lecturer in History, Kabale University, Uganda, and expert in Late Stone Age and early farming communities in eastern Africa.
- Mr *Elinaza Mjema*. Lecturer, Department of Archaeology and Heritage Studies, University of Dar es Salaam, Tanzania. He is currently researching the archaeology of the colonial encounter on the Tanzanian coast from the 16th to 19th centuries.

ECRs

ECRs
We will provide a year of sustained mentoring and a structured programme of activities for 24 ECRs, 8 per region, supporting each participant with two mentors.

Recruiting ECRs
We define ECR broadly, given variability in its constitution across different contexts. As well participants currently studying for a PhD and at post-doctoral level and those in new academic roles (up to five years from PhD), we welcome applications from early career professionals working in heritage organisations (up to five years from appointment).

We will recruit a total of 24 ECRs from ODA-eligible countries: 8 for each regional workgroup (of which 2 have already been nominated for each group).

Our project Leadership Group and workgroup teams will all be offered online unconscious bias training at the outset of the project to underpin fair and

representative ECR selection processes and ethical and fair mentoring focused on equality of opportunity and recognition of inherent barriers and biases within the discipline. ECRs will be selected with due diligence given to inclusivity and protected characteristics, ensuring ODA country participation and balancing academic and professional ECR experience. We will obtain confirmation that they are participating with the support of their institutions.

Eligible countries
Eligible countries on the DAC List of ODA Eligible Countries for 2021 can be found here:
https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DAC-List-ODA-Recipients-for-reporting-2021-flows.pdf

Nominated ECRs
Our 6 named ECRs have been nominated by our Global South partners with due diligence given to inclusivity around protected characteristics and balancing academic and professional experience.

They have agreed involvement with our project and their organisations, and represent both academic and professional ECRs that are all pursing postgraduate research or are within 5 years of completing a postgraduate degree.

TASKS, MENTORING AND WORKSHOPS

Core tasks
Guidance and practical work will focus on helping ECRs in four key areas of activity:

1. ***Developing and writing-up research for publication in English language international and regional journals***.
   June 2021 – ECRs upload materials to the Microsoft Teams platform, based on their application: 1) a pre-recorded mini research presentation and 2) 500-word synopsis of a proposed publication.
   These will then be discussed in 1:1 mentor/mentee meetings
   ECRs will work throughout the programme with their mentors and workgroup in building an article for international publication.

We will offer ECRs an external peer review on their draft article, drawing on specialists from *Antiquity's* Editorial Advisory Board and our mentoring team.

Following this sustained mentoring, our ECRs will be encouraged to submit their completed article to *Antiquity* and a proposed special open access issue of the *Journal of the British Academy*, while recognising that other publishing outlets may be applicable and preferred.

2. **Developing research projects (from start to finish) and writing grant-winning applications to funding agencies**.
   Sept 2021 – ECRs upload related materials
   This will include ECRs developing and pitching a project proposal for funding at the regional workshop.
3. ***Using social media to promote publications and research regionally and internationally,*** *including to extend the reach of their research for public and economic benefit;*
   December 2021 – ECRs upload related materials
   Also covered during the regional workshop
4. ***Making the most of personal research networks and publications to take the next career steps and increase international employability***
   Also discussed during the Global Summit

Mentors

Each participant will benefit from:

1. monthly contact with their mentors via email to encourage and check on progress,
2. commenting on a reflexive learning blog and discussion boards on Teams,
3. four dedicated meetings with ECRs across the year on Zoom.

Mentor meetings will centre on uploaded materials completed by ECRs linked to the four specific online tasks.

Online kick-off workshops

Online kick-off workshops on Zoom will be used by each regional workgroup to establish a communicative network. Ahead of this, ECRs will upload a pre-recorded mini research presentation and a 500-word draft synopsis of a proposed publication to Teams.

2-day regional workshop

Each regional workgroup will also hold a 2-day online workshop on Zoom, allowing ECRs to share their developing publication and project ideas, and benefit from professional and peer input.

Content will include:
Day 1
- round table discussion of research posters;
- pitch to peers exercises;
- guest presentations on writing for a world audience.

Day 2
- masterclass in identifying appropriate opportunities for international funding and pitching to funders;
- presentations and discussion on internationalising and popularising research;
- dedicated time with mentors on developing an international profile to broaden career prospects.

GLOBAL SUMMIT

We will close the programme with a 1-day online global summit on Zoom, intended to strengthen peer relationships across the regional groups and disseminate shared issues and good practice.

Chaired by the PI, with keynote presentations from our 2 lead CoIs and 2 professional participant leads, we will reflect on:

1. ECR progress and discuss career goals and opportunities,
2. How to sustain and expand our regional/international networks,
3. The implications of the archaeology of the Global South for rewriting world archaeology.

Chris Gosden
Professional participant lead Professor Chris Gosden. Fellow of the British Academy, Professor of European Archaeology and Director of the Institute of Archaeology at Oxford University, Trustee of the British Museum, and a Director of Antiquity Publications Limited. He is a leading social archaeologist, has an outstanding publishing and funded research record, and has authored a book on *Archaeology and Colonialism*.

Charlotte Roberts

Professional participant lead Professor Charlotte Roberts. Fellow of the British Academy and Durham Emeritus Professor. She has outstanding publishing and funded international research experience in bioarchaeology, is Deputy Editor of the *International Journal of Paleopathology*, and co-editor of *The Global History of Paleopathology*.

WORKING DIGITALLY

The benefits of a virtual programme

Our programme of work is fully virtual. A virtual programme has the potential to enhance ECR access to resources and networks, combating some of the inequalities imposed by the expense and difficulties of travel from many regions to an in-person event. Virtual delivery also gives our programme greater resilience during the current global pandemic.

Microsoft Terms learning platform

All participants will be enrolled on Microsoft Teams at the outset, providing them with access to our programme's dedicated learning platform and resources. Throughout the year, this platform will enable regular contact between participants via live meetings and dedicated channels for blogs and conversations.

Teams is accessible worldwide and participants can be signed in with their own user details and download visitor access to the platform. If participants do not have access to Microsoft Office, a Teams App can be downloaded freely for use to enable individuals to access our dedicated Teams site as visitors. Teams is also able to cope with Open Office files which again will enable Global South participants to upload their materials even if produced in open access software. Teams also offers up to 25 TB of data storage and participants can set up their own personal folders to store and back-up their materials and work.

Online teaching and learning resources will include: videos, PowerPoint presentations, documents, blogs, and discussion boards.

In between meetings, we will encourage peer-to-peer and peer-to-mentor interactions and network building between all participants on our Teams learning platform using collaborative tasks and discussion boards.

Beyond the programme, the digital learning resources will be made open access for participants to use and share as appropriate.

Zoom meetings
Most meetings will be held via Zoom. Zoom is free to download and use. A suitable alternative will, however, be used if Zoom is inaccessible to participants.

Supporting Internet access
A critical need is for all our participants to have ready access to our learning platform on Teams and have the ability to watch events live, download materials, upload materials and have live online meetings. We recognise there is a 'digital divide' between the UK and the Global South and, to bridge this, we consider it essential to support all of our Global South participants – professional and ECR - with a dedicated allowance per head to cover the costs of high-speed internet access and data sharing. Estimates for monthly-paid packages that can enable high speed internet access and c. 40-50 GB of 4G data range significantly from country to country from between 3GBP per month to a set fee of 120GBP. In response, we have established a dedicated fund to the equivalent of 125GBP per head to be available to our 29 non-UK based Global South participants to enable them, if necessary, to purchase internet and data plans that will facilitate laptop, tablet or mobile access to our learning platform and programme of mentoring and events.

LANGUAGE AND TRANSLATION SUPPORT

We will communicate in the English language, with emphasis on building confidence and skills to speak and write in English to enable greater access to international publishing and funding.

It is, however, recognised that some translation support maybe needed in the workgroups to assist ECR participants with work on initial draft outlines for articles. This will provide in the region of 30 hrs of translation support (900 GBP).

TIMELINE

2021
April/May: Launch of online platform; unconscious bias training for leadership team and workgroups; call for applications from ECRs
May/June: Digital platform ready with first resources and tasks; successful applicants notified
June/July: ECRs upload first materials (developed from application); first mentor meetings
July: <u>1-day opening ice-breaker session per regional group</u>; second set of resources and tasks launched
September: ECRs upload materials; second mentor meetings
October: Third and fourth set of resources and tasks launched
December: ECRs upload materials; third mentor meetings

2022
January: <u>2-day regional group workshops</u>
February: ECRs upload final materials; external peer review of draft publications
March: fourth mentor meetings; final <u>1-day global workshop</u>
April: first *Antiquity* outputs on FirstView
September: Proposed *Journal of the British Academy* special issue