

**ARKY615 – Topics In Archaeological Method and Theory
Winter 2015**

Dr. Peter Dawson

Office: ES 820

Class: Monday, 2:00-5:00pm or by appointment)

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Abstract

This seminar course is designed to provide graduate students in archaeology with a firm foundation in the history and development of theory and method in archaeological research. An important objective of this course is to examine how events in society, the personal histories of individual scholars, and theoretical developments in other disciplines helped to shape the advancement of archaeological theory. Students will be expected to attend all classes fully prepared to discuss topics which will be assigned on a weekly basis. In addition, students will be required to do the following: a) submit a biographical and historic overview of a chosen archaeological theorist; b) lead class discussions on selected topics in archaeological theory; c) provide a detailed annotated bibliography and research paper on a particular theoretical and/or methodological approach in archaeology.

Student Evaluation

- a. Biographic Overview – (Due Feb 9. - 20%)
- b. Annotated Bibliography - (Due March 16 -15%)
- c. Research Paper – (Due last day of classes - 40%)
- d. Class Discussion – 25%

Suggested Topics.

Evolutionary Ecology
Systems Theory
Style and Ethnicity
Gender
Marxism/NeoMarxism
Structuralism/Post-Structuralism.
Landscape Archaeology.
Visualization of Archaeological Data.
Ethnoarchaeology
Experimental Archaeology
Spatial Analysis in Archaeology
The Origins of Complexity.
Radical Constructivism.
Cognitive Archaeology.
Theory in Public Archaeology.



The Origins of Food Production.
Evolutionary Archaeology.
Human Agency/Identity.
Post-Colonialism.
Critical Theory.
Behavioral Archaeology
Cognitive Science.
Ethics in Archaeology.
Functionalism.

Assignments.

Paper 1. Profile of an Archaeologist. Describe the contributions of one of the following: what did the person research, dig, investigate, write? What were the person's philosophical and theoretical viewpoints? Did this archaeologist's work and approaches change through time? What did others write about this person? What did YOU find most important about his person's work, relative to your own research and career goals? Remember that at different times during the course, you may be asked to adopt the perspective of the archaeologist you profile in class discussion. 10-12 pages.

Lewis Binford James B. Griffin Ian Hodder David Clark Patty Jo Watson
Kent Flannery V.Gordon Childe Colin Renfrew Gordon Willey Kathleen Kenyon
Christopher Tilley Michael Schiffer, Randall McGuire, Christopher Hawkes
Grahame Clark Robert Dunnell, Glyn Daniel, Mortimer Wheeler, Gertrude Bell,
Franz Boas, or someone of your own choosing.

Canadian Archaeologists you might want to consider: David Boyle; Harlan I. Smith, William J. Wintemberg; Diamond Jenness; Charles Borden.

Leading a Class Discussion. You will be required to lead at least one class discussion on a topic in archaeological method and theory. You will be responsible for selecting 5-7 articles that provide a solid overview of that topic. You will place copies of each article on my Mac server for other students to access. Instructions to follow in class.

Annotated Bibliography. You will be required to submit an annotated bibliography for your research paper. The bibliography should contain a minimum of 20 references. Each reference will be accompanied by a short description of the major points made in the article.

Paper 2. Research Paper. Choose a topic in archaeological method and theory and write a research paper in which you outline it's basic tenets, major proponents, important case studies, and major criticisms leveled against it. I am interested in hearing your own thoughts on the topic you choose, as well as those of other archaeologists. 20-30 pages.

Readings for Weeks 1 and 2.

Week 1

Trigger, Bruce.

1989 A History of Archaeological Thought. Cambridge University Press, London.
Chapters 1- 5

Week 2

Trigger, Bruce.

1989 A History of Archaeological Thought. Cambridge University Press, London.
Chapters 6-10

Grade Scale:

95% - 100% = A+

90% - 94.9% = A

87% - 89.9% = A-

84% - 86.9% = B+

80% - 83.9% = B

77% - 79.9% = B-

72% - 76.9% = C+

65% - 71.9% = C

60% - 64.9% = C-

55% - 59.9% = D+

50% - 54.9% = D

49.9% and Below = F

ADDITIONAL CONTENT OF THE COURSE OUTLINE

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done

so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information: <http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403)220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:
<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

PLAGIARISM AND CHEATING:

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Anthropology Department's policy on intellectual honesty available at: <http://anth.ucalgary.ca/intellectual-honesty-guidelines>

USRI

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representative

Phone: (403) 220-3913

Email: socilscirep@su.ucalgary.ca

Student Ombudsman's Office

<http://www.su.ucalgary.ca/services/student-services/students-rights.html>