Department of Anthropology and Archaeology
ARKY615 – Topics In Archaeological Method and Theory
Dr. Peter Dawson
Office: ES 620
Class: Wednesday: 2 to 4:45pm
Email: pcdawson@ucalgary.ca
Office hours. I will be available via email anytime. You can also schedule a Zoom meeting with me at a time that is mutually convenient.
Class Location: ***Online until at least Jan. 31, 2022***. Zoom links to class can be found on D2L. If in person, we will be meeting in ES822

Course Description

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.

Course Readings
- All readings are required.
- A list of readings is provided in the schedule at the end of this document.
- Additional readings may be added throughout the semester.

Required Technology
- Access to a laptop or desktop computer and internet connection.
- Access to MS Office 360 (MSWord).

Learning Outcomes
- Acquire an understanding of the history of archaeological theory and how social and political factors have influenced its development.
- Develop the ability to critically evaluate theoretical arguments from various points of view.
- Understand how archaeological theory can inform your master's and PhD thesis research projects.
- Be able to teach archaeological theory at an undergraduate level.

Student Evaluation

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

GRADING SCHEME:
Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

You must pass each assignment in order to receive a passing grade in the class.

Reappraisal of Graded Term Work: http://www.ucalgary.ca/pubs/calendar/current/i-2.html
Reappraisal of Final Grade: http://www.ucalgary.ca/pubs/calendar/current/i-3.html

MISSED EXAMS OR ASSESSMENTS

Student who are unable to complete an assignment by the specified deadline should consult with myself as soon as possible so that alternate arrangements can be made. Students may be asked to provide supporting documentation to support a missed assignment or prolonged absence from class. Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Assignments.

Paper 1. Biographic Overview (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. ***Each student leading a discussion is responsible for assigning one additional reading each week. This reading has to be a <u>current article</u> – either related to the topic that week, or in an area of interest to the student. The last 30 minutes of each class will be devoted to discussing that article.**

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.

ADDITIONAL CONTENT OF THE COURSE OUTLINE

ACADEMIC ACCOMMODATIONS
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit https://live-ucalgary.ucalgary.ca/student-services/access. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at

ACADEMIC MISCONDUCT
 "Academic Misconduct" includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at https://www.ucalgary.ca/pubs/calendar/current/k-3.html

Further support on academic integrity is available at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:
Please visit the Registrar's website at:
https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Emergency Evacuation/Assembly Points

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

Course Schedule and Reading List

Week 1: Course Orientation

Week 2: "The Past is a Foreign Country": Putting Theory into Context.

Background Readings:

Trigger, Bruce 1989. A History of Archaeological Thought. Cambridge University Press.
Chapter 1 - 5

Week 3: Culture History and Processual Archaeology

Discussant: _____

Background Readings:
Trigger Chapter 6-7

Readings for Discussion:

Hawkes, Christopher
1954   Archaeological Theory and Method: Some Suggestions from the Old World. *American Anthropologist* N.S. 56(2):155-168.

Binford, Lewis R.
1962   Archaeology as Anthropology. *American Antiquity* 28:217-225.

1980   Willow smoke and dog's tails: hunter-gatherer settlement systems and archaeological site formation. *American Antiquity* 45:4-20. (Reprinted in and P&H pp. 39-60.)

Flannery, Kent
1972   The Cultural Evolution of Civilization. *Annual Review of Ecology and Systematics.* Vol. 3 (1972), pp. 399-426.

1973   Archaeology with a Capital "S." In *Research and Theory in Current Archaeology*, edited by C. Redman, pp. 47-53. John Wiley and Sons, New York.

Week 4: Postprocessual Critiques and Responses

Discussant: _____

Background Readings:
        Trigger Chapter 8

Readings for Discussion:

Hodder, Ian
1982   Theoretical Archaeology: A Reactionary View. In *Symbolic and Structural Archaeology,* edited by I. Hodder, pp. 1-16. Cambridge University Press, Cambridge.

Binford, Lewis R.
1982   Objectivity--Explanation--Archaeology--1981. In *Theory and Explanation in Archaeology.* Edited by C. Renfrew, M. Rowlands, and B. Segraves, pp. 125-138. Academic Press, New York.

Redman, Charles
1991   In Defense of the Seventies: The Adolescence of New Archaeology. *American Anthropologist* 93:295-307.

Preucel, Robert
1995   The Postprocessual Condition. *Journal of Archaeological Research* 3:147-175.

Hodder, Ian
1992   The Domestication of Europe. In *Theory and Practice in Archaeology,* pp. 241-253. Routledge, London.

Week 5: Practice and Agency
Readings:

Discussant: _____

Gardner, Andrew
2008   Agency. In *Handbook of Archaeological Theories*, edited by R. Bentley, H. Maschner, and C. Chippendale, pp. 95-108. Altamira Press, Lanham, MD.

Dobres, Marcia-Anne and John E. Robb
2000   Agency in Archaeology: Paradigm or Platitude? In *Agency in Archaeology*, edited by Marcia-Anne Dobres and John E. Robb. London, Routledge.

Pauketat, Timothy
2001   Practice and History in Archaeology: An Emerging Paradigm. *Anthropological Theory* 1(1):73-97. (Reprinted in P&M, pp. 137-155)

Smith, Adam T.
2001   The Limitations of Doxa. *Journal of Social Archaeology* 1(2):155-171.

Silliman, Stephen
2001   Agency, Practical Politics and the Archaeology of Culture Contact. *Journal of Social Archaeology* 1(2). pp. 190-209.

Week 6: Identity and Personhood
Readings:

Discussant: _____

Harris, Oliver J. T., and Craig Cipolla.
2017   *Archaeological Theory in the New Millennium: Introducing Current Perspectives*, Routledge. Chapter 4

Brück, J.
2009   Women, Death and Social Change in the British Bronze Age. *Norwegian Archaeological Review* 42:1– 23.

Joyce, R. A.
2000.   Girling the Girl and Boying the Boy: The Production of Adulthood in Ancient
            Mesoamerica. *World Archaeology* 31:473– 83.

Shennan, S. J.
1975   The Social Organization at Branč. *Antiquity* 39:279– 88.

Cross, Morag.
2007   Accessing the Inaccessible: Disability and Archaeology. In: *The Archaeology of Identities:
            A Reader*, edited by Timothy Insoll, Routledge, 2007.

Voss, Barbara.
2007   Feminisms queer the archaeological sexualities theories, and study of past. In *The
            Archaeology of Identities: A Reader*, edited by Timothy Insoll, Routledge, 2007.

Week 7: Object Agency and Biography
Readings:

Discussant: _____

Harris, Oliver J. T., and Craig Cipolla.
2017   *Archaeological Theory in the New Millennium: Introducing Current Perspectives*,
            Routledge. Chapter 5

Gosden, C
2013   Technologies of Routine and Enchantment. In *Distributed Objects: Meaning and
            Mattering after Alfred Gell*, edited by Liana Chua, and Mark Elliott, Berghahn Books,
            Incorporated.

Gosden, C.
2005   What Do Objects Want? *Journal of Archaeological Method and Theory* 12: 193– 211

Gosden, C., and Y. Marshall.
1999   The Cultural Biography of Objects. *World Archaeology* 31:169– 78.

Harrison, R.
2006.   An Artefact of Colonial Desire? Kimberley Points and the Technologies of Enchantment.
            Current Anthropology 47:63– 88.

Week 8: Contemporary Issues and Debates

Readings:

Discussant: _____

Fogelin, Lars
2007   Inference to the Best Explanation: A Common and Effective Form of Archaeological
            Reasoning. *American Antiquity* 72(4):603-626.

Dawdy, Shannon Lee
2009   Millennial Archaeology: Locating the Discipline in the Age of Insecurity.   *Archaeological
            Dialogues* 16(2):131-142.

Atalay, Sonya

2006   Indigenous Archaeology as Decolonizing Practice. *American Indian Quarterly*
        30(3&4):280-310.

McGhee, Robert
2008   Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity*
        73(4):579-598.

Colwell-Chanthaphonh, Chip et al.
2010   The Premise and Promise of Indigenous Archaeology. *American Antiquity* 75(2):228-
238.

Tarlow, S
2012   The Archaeology of Emotion and Affect. *Annual Review of Anthropology* 41:169– 85.

Week 9: Multi-Species Archaeology

Readings:

Discussant: _____

Harris, Oliver J. T., and Craig Cipolla.
2017   *Archaeological Theory in the New Millennium: Introducing Current Perspectives*,
        Routledge. Chapter 9.

Haraway, D
2008   When Species Meet. London: University of Minnesota Press.

Harris, Oliver J. T., and Craig Cipolla.
2017   *Archaeological Theory in the New Millennium: Introducing Current Perspectives*,
        Routledge, 2017.

Russell, N.
2011   Social Zooarchaeology: Humans and Animals in Prehistory. Cambridge: Cambridge
        University Press. Russell, N., and K. J. McGowan. 2003. Dance of the Cranes: Crane
        Symbolism at Çatalhöyük and Beyond. Antiquity 77:445– 55.

Overton, N., and Y. Hamilakis.
2013   A Manifesto for a Social Zooarchaeology: Swans and Other Beings in the Mesolithic.
        Archaeological Dialogues 20:111– 36.

Hastorf, C. A., and S. Johannessen
1993   Pre-Hispanic Political Change and the Role of Maize in the Central Andes of Peru.
        American Anthropologist 95:115– 38.

Week 10: Actor-Network Theory and the New Materialism
Readings:

Discussant: _____

Harris, Oliver J. T., and Craig Cipolla.
2017   *Archaeological Theory in the New Millennium: Introducing Current Perspectives*,
        Routledge. Chapter 8.

Hodder, Ian, and Gavin Lucas.
2017   The Symmetries and Asymmetries of Human-thing Relations. A
        Dialogue." *Archaeological Dialogues* 24.2 (2017): 119-37.

Shanks, M. 2007. Symmetrical Archaeology. World Archaeology 39:589– 96.

Nativ, Assaf.
2014   Anthropocentricity and the Archaeological Record: Towards a Sociology of Things."
        Norwegian Archaeological Review 47.2 (2014): 180-95. Web.

Yaneva, A., and Paul Graves-Brown, Rodney Harrison Angela Piccini.
2013   Actor-network-theory approach to the archaeology of contemporary architecture." *In: Paul
        Graves-Brown, Rodney Harrison and Angela Piccini, Editor(s)*. Oxford UP, Oxford, 2013.

Week 11: Tangible and Intangible Heritage

Discussant: _____

Champion, E
2015   Experiential realism and digital place-making. *Metaverse Creativity*. 5 (1): pp. 51-66.

Dawson, P., A. Farrokhi, A. Rowe, F. Baradaran, and D. Lichti,
2018   Digital preservation, social history, and the Quon Sang Lung Laundry building: a case
        study from Fort Macleod, Alberta, Canada," *Applied. Geomatics*, vol. 10, no. 4, pp. 361–
        375, 2018.

Stone, P
2013   Dark tourism scholarship: a critical review. International Journal of Culture Tourism and
        Hospitality Research. vol. 7, no. 3, pp. 307–318.

Gerardi, M., J. Cukor, J. Difede, A. Rizzo, and B. O. Rothbaum, "Virtual reality exposure therapy
        for post-traumatic stress disorder and other anxiety disorders.," *Current Psychiatry
        Reports.*, vol. 12, no. 4, pp. 298–305, 2010.

E. C. Casella and K. Fennelly,
2016   "Ghosts of Sorrow, Sin and Crime: Dark Tourism and Convict Heritage in Van Diemen's
        Land, Australia, *International Journal of Historical Archaeology*., vol. 20, no. 3, pp. 506–
        520, 2016.

Onciul, Bryony
2014   Revitalising Blackfoot Heritage and Addressing Residential School Trauma. In
        Displaced Heritage. Responses to Disaster, Trauma and Loss, edited by Ian Convery, et
        al., Boydell & Brewer, Incorporated, 2014.

Week 12

Paper Presentations.