

ARCHAEOLOGY 615

TOPICS IN ARCHAEOLOGICAL METHOD AND THEORY

Fall 2011

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Office Hours: by appointment
Lectures: R 13:30 - 16:30
Room: ES 822

Course Objectives:

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 the 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 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 5-page biography of a 'processual' archaeologist; b) make a presentation and lead discussions on a current topic of their choice, c) prepare a research paper on a theoretical topic of their choice, subject to the approval of the instructor, and d) critique the paper of another student in the class. All students are expected to submit a revised version of their paper by the due date. In addition, each student will be asked to evaluate the presentations and participation of their peers. These evaluations will be incorporated into the calculations of the final grades for each student. To give students some idea of their standing in the course, a grade will be provided at the end of October. This grade will reflect their performance in the biography and the class participation to that date.

Student Evaluation

a) Biography	10%
b) Presentation	25%
c) Research Paper	40%
d) Critique	15%
e) Participation	10%

Grade Scale: A+ 95-100; A 90-95; A- 85-90; B+ 80-85; B 75-80; B- 70-75; C+ 65-70; C 60-65; C- 55-60; D+ 50-55; D 45-50; F <45

NOTE: A grade of C+ or less is a failing grade as this is a graduate level course.

Assignments:

- 1) **Biography.** You are to write a 5-page biography of a processual archaeologist outlining her/his contributions to the discipline sometime between the early 1960s and late 1980s. Individuals of particular interest include Lewis Binford, Grahame Clark, David Clarke, Kent Flannery, William Longacre, Colin Renfrew, Michael Schiffer, Bruce Smith, Stuart Struever, Patty Joe Watson, and Robert Whallon to name a few.
- 2) **Presentation:** Each of you will be asked to prepare a presentation on a current topic of debate in archaeological method and theory. Your presentation should include a description of the theoretical perspective, a discussion of its historical roots, and a critique of theory and its application in archaeology. One week before your presentation you will also be asked to provide a list of key readings for the class (85-100 pages) and be prepared to discuss these as well as the content of your presentation.
- 3) **Research Papers:** Each of you will be required to prepare a research paper on a theoretical approach relating to your thesis research showing how you propose to relate theory and data. In other words, you will have to identify your research question and illustrates its relevance to a particular theoretical perspective. You will then be asked to demonstrate how this question can be addressed using specific archaeological data. I want you to identify the topic of your paper by the second week of classes and to have it approved by myself before proceeding with the research. Papers are due on November 24, 2011.
- 4) **Critique:** Each student will be asked to critique the paper of another student in the class. Your critique should highlight both the positive and negative aspects of the paper with a focus on the relationship between theory and data. Students will then have the opportunity to revise their papers and submit the final drafts for evaluation no later than **two** weeks after the critique.
- 5) **Participation:** This course is offered as a seminar which means that specific topics are to be discussed and debated. In such courses, there is an expectation that every student will read the material and come prepared to discuss the issues. Therefore, a component of the course grade deals with class participation.

NOTE: Course requirements and deadlines may be subject to change depending on enrolment numbers.

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 at the beginning of the term. 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>

INTELLECTUAL HONESTY GUIDELINES

Intellectual honesty is the cornerstone of the development and acquisition of knowledge. Knowledge is cumulative and further advances are predicated on the contributions of others. In the normal course of scholarship, these contributions are apprehended, critically evaluated and utilized as a foundation for further inquiry. Intellectual honesty demands that the contribution of others be acknowledged.

Essentially, plagiarism is a form of cheating that involves submitting or presenting work in a course as if it were the student's own done expressly for that particular course when, in fact, it is not. Most commonly **PLAGIARISM** exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another person impersonate the student or otherwise substituting the work of another for one's own in**

an examination or test)

- (b) parts of the work are taken from another source without references to the original author
- (c) the whole work is copied from another source and/or
- (d) a student submits or presents work in one course which has also been submitted in another course (even though it may be entirely the work of that student) without the express consent of the instructors of the courses concerned

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

The elementary rules of quotation and paraphrase are given below. There are further details and conventions of punctuation that you may need to look up in a manual of style, but observance of these rules should assure compliance with contemporary standards of intellectual honesty.

1. **If you use more than four words from any source, put them in quotation marks and identify the source with a reference**

EXAMPLE

It has been observed that ‘many tribes are, in a sense, ethnographic fictions’ (Leach 1954: 291).

2. **If your direct quotation is more than three lines long, put it in block form, that is, left- and right-indented and single-spaced, without quotation marks and with a reference**

EXAMPLE

Malinowski thought of tribes as social systems with well defined boundaries. This conception of tribe was later to be challenged by one of his students, who observed that:

the ethnographer has often only managed to discern the existence of ‘a tribe’ because he took it as axiomatic that this kind of cultural entity must exist (Leach 1954: 291).

3. **To paraphrase the work of another means to present the same train of thought and evidence, but rephrased into your own words. Whenever you do this, you must include a note or reference to the source. A common mistake is to break up an author's words, and rearrange them slightly, passing them off as your own. This is wrong, even if you include a note or reference to the source. To do this for more than a few words is to commit plagiarism**

Below are three passages. The first is an excerpt from E. A. Leach, *Political systems of highland Burma*. The second is an improper paraphrase of the passage that would be considered plagiarism. The third is a proper paraphrase.

EXAMPLES

(1)

It is largely an academic fiction to suppose that in a 'normal' ethnographic situation one ordinarily finds distinct 'tribes' distributed on the map in orderly fashion with clear-cut boundaries between them. I agree of course that ethnographic monographs frequently suggest that this is the case, but are the facts proved? My own view is that the ethnographer has often only managed to discern the existence of 'a tribe' because he took it as axiomatic that this kind of cultural entity must exist. Many such tribes are, in a sense, ethnographic fictions (Leach 1954: 290-1). **[SOURCE]**

(2)

It is an academic misconception to think that in a typical ethnographic situation tribes with clear-cut boundaries can be found distributed in an orderly fashion on the map. Ethnographic monographs often imply that this is so, but what are the facts? The ethnographer is often able to find a 'tribe' only because she takes it for granted that this kind of group must exist. Many tribes are figments of the anthropologist's imagination. **[PLAGIARISM]**

(3)

Ethnographic monographs often suggest that it is normally the case that there exist in the real world contiguous tribes with clearly discernible boundaries; however, it is Leach's view that such units are found only because the ethnographer has taken their existence for granted (Leach 1954: 290-1). **[PROPER PARAPHRASE]**

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>

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 Ombudsman's Office

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

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca