
ARKY615 (LEC01)
Topics in Archaeological Method and Theory
GFC Hours 3-0
Winter 2023

Instructor:	Dr. Peter Dawson	Lecture Location:	ES 822
Phone:	403-819-9911	Lecture Days/Time:	Wed. 2-4:45pm
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Office:	ES620B		
Office Hours:	By Appointment		
Teaching Assistant:	N/A		
TA Email:	N/A		

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 in archaeology.

Prerequisite(s): As listed in the calendar.

READINGS AND TEXTBOOKS:

Readings from relevant literature as indicated in the Schedule – links provided on D2L.

REQUIRED TECHNOLOGY and EQUIPMENT:

- Computer with Word Processing software.
- Reference Management Software (e.g., EndNote, Zotero, etc.) recommended but not required.

SUPPLEMENTARY FEES

There are no supplementary fees for this course

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

- 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 your master's and PhD thesis research projects.
- Be able to teach archaeological theory at an undergraduate level.

COURSE REQUIREMENTS AND ASSESSMENT

Assignments.

Paper 1. Profile of an Archaeologist.

Weighting: 20%

Due: February 8th, 2023.

Submission: Through D2L

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.

Weighting: 25%

Due: *To be determined in class*

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 current article – 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.

Weighting: 15%

Due: March 8, 2023.

Submission: Through D2L.

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.

Weighting: 40%

Due: Last Day of Classes.

Submission: Through D2L.

Research Paper. Choose a topic in archaeological method and theory and write a research paper in which you outline its 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.

Late assignments will be penalized 2% per day, including weekends, without prior instructor approval.

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. 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.

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>

Department of Anthropology and Archaeology Grading Scheme:

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%

*****Please note that no extra credit or ‘make up’ work is available in this class**
You do not need to pass each course component to earn a passing grade in the class***

Land Acknowledgement

The Department of Anthropology and Archaeology acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.

Acknowledgment and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

UNIVERSITY POLICIES

[The following sections, from Academic Accommodations to Safewalk, should not be modified, other than to change fonts to match your 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. 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 your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.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. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

Please Note that this schedule is subject to change

Week 1 (Jan. 11): Course Orientation

Week 2 (Jan. 18): "The Past is a Foreign Country": Putting Theory into Context.

Background Readings:

Trigger, Chapter 1 - 5

Week 3 (Jan 25): 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 (Feb 8): 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 (Feb. 15): 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 (March 1): 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 (March 8): 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 (March 15): 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 (March 22): 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 (March 29): 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 (April 5): 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.

IMPORTANT DATES

Start of Term	Tuesday, January 3
End of Term	Friday, April 28
Block Week	Tuesday-Saturday, January 3-7
Start of Classes	Monday, January 9
Term Break, no classes	Sunday-Saturday, February 19-25
End of Classes	Wednesday, April 12
Start of Exams	Saturday, April 15
End of Exams	Wednesday, April 26
Registration Dates	
Last day to drop a class without financial penalty*	Thursday, January 19
Last day to add or swap a course	Friday, January 20
Last day to withdraw from a course**	Wednesday, April 12
End of refund period	Thursday, January 19
Tuition and Fee Payment Deadline	Friday, January 27
Deadline to Apply for Winter Conferral of Degree	Sunday, January 15
Winter Conferral of Degree	Monday, February 13
Deadline to Apply for Spring Convocation	Friday, March 31
Recognized Holidays (university closed)	
New Year's Day	Sunday, January 1

Alberta Family Day	Monday February 20th
Good Friday	Friday, April 7
Easter Monday	Monday, April 10

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, January 19, 2023**. Last day add/swap a course is **Friday, January 20th, 2023**. The last day to withdraw from this course is **Wednesday, December 7th, 2023**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>