UNIVERSITY OF CALGARY

**ARKY615 (LEC01)
Topics in Archaeological Method and Theory
GFC Hours 3-0
Winter 2024**

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

COURSE REQUIREMENTS AND ASSESSMENT

Assignments.

Seminar Participation: (**10%**)
Students are expected to attend all classes, do the readings prior to class, and discuss the implications of the issues in the classroom. Each student should formulate a discussion question on the readings. These questions will be used to format the class discussion each week. Unprepared students will receive lower participation marks. Unexcused absences will lower a grade, as well.

Leading a Class Discussion (**30%**)
You will be required to lead three class discussions on a topic in archaeological method and theory. You will be responsible for presenting 5-7 articles that provide a solid overview of that topic. I have included suggested readings on this syllabus. You may choose from among these and/or select your own. However, you must provide **at least one current reading on the topic**. Please send the link to the article(s) to me at least one week prior to the date of your discussion. Additional instructions to follow in class.

Annotated Bibliography. (**20%**) Due: March 13, 2024 by 4:30 PM. 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.

Research Paper (**40%**) Due: April 9, 2024 by 4:30 PM. Submission: Through D2L. 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. 20-25 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 5 and 6.

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

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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

ACADEMIC 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
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

Please Note that this schedule is subject to change

Week 1 (Jan. 10): Course Orientation

Week 2 (Jan. 17): An Unauthorized Companion to American Archaeological Theory

Readings:

Fogelin, all chapters

Week 3 (Jan 24): 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 (Jan 31): Postprocessual Archaeology

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.

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

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

Week 5 (Feb 7): Practice and Agency

Discussant: _____

Readings:

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.

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.

Week 6 (Feb 14): Human Behavioral Ecology and Resilience Theory

Discussant: _____

Readings:

Bird, Rebecca Bliege and Eric Alden Smith
2005   Signaling Theory, Strategic Interaction, and Symbolic Capital. *Current Anthropology* 46 (2): 221-248.

Redman, Charles L.
2005   Resilience Theory in Archaeology. *American Anthropologist* 107: 70-77.

Winterholder, Bruce and Douglas J. Kennet
2006   Behavioral Ecology and the Transition from Hunting and Gathering to Agriculture. In *Behavioral Ecology and the Transition to Agriculture*, edited by Douglas J. Kennett and Bruce Winterhalder, pp. 1-21. University of California Press.

Mcanany, Patricia A. and Norma Yoffee
2010   Why We Question Collapse and Study Human Resilience, Ecological Vulnerability, and the Aftermath of Empire. In *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire*, edited by Patricia A. McAnany and norman Yiffee, pp. 1-20. Cambrusdge University Press.

Codding, Brian F. and Douglas W. Bird
2015   Behavioral Ecology and the Future of Archaeological Science. *Journal of Archaeological Science* 56: 9-20.

Week 7 (Feb 28): Identity and Personhood

Discussant: _____

Readings:

Brumfiel, Elizabeth
1992   Breaking and Entering the Ecosystem: Gender, Class, and Faction Steal the Show. *American Anthropologist* 94: 551-567.

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

Gosden, Chris
2006   Race and Racism in Archaeology. *World Archaeology* 38 (1).

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 Theories, and the Archaeological Study of Past Sexualities. *World Archaeology* 32 (2): 180-192.

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

Week 8 (Mar 6): Object Agency and Biography

Discussant: _____

Readings:

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.

Zedeño, María Nieves
2008   Bundled Worlds: The Roles and Interactions of Complex Objects from the North American Plains. *Journal of Archaeological Method and Theory* 15 (4): 362-378.

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.

Fogelin, Lars and Michael Brian Schiffer
2015   Rites of Passage and Other Rituals in the Life Histories of Objects. *Cambridge Archaeological Journal* 25 (4):815-827.

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

Week 9 (Mar 13): Actor-Network Theory and the New Materialism

Discussant: _____

Readings:

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

Preucel, Robert
2012   Archaeology and the Limitations of Actor Network Theory. Paper presented to the Department of Anthropology, Harvard University, October 10, 2012

Brughmans, T.
2013   Thinking Through Networks: A Review of Formal Network Methods in Archaeology. *Journal of Archaeological Method and Theory* 20**:**623–662

Yaneva, Albena
2013   Actor-network-theory approach to the archaeology of contemporary architecture." In *The Oxford Handbook of the Archaeology of the Contemporary World,* edited by Paul Graves-Brown, Rodney Harrison, and Angela Piccini, pp. 121-134). Oxford UP, Oxford.

Witmore, Christopher L.
2014   Archaeology and the New Materialisms. *Journal of Contemporary Archaeology* 1(2):203-246.

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

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

Week 10 (Mar 20): Indigenous and Community Archaeology

Discussant: _____

Readings:

Marshall, Yvonne
2002   What Is Community Archaeology? *World Archaeology* 34 (2).

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.

McAnany, Patricia A. and Sarah M. Rowe
2015   Re-Visiting the Field: Collaborative Archaeology as Paradigm Shift. *Journal of Field Archaeology* 40 (5): 499-507.

Colwell, Chip
2016   Collaborative Archaeologies and Descendant Communities. *Annual Review of Anthropology* 45: 113-127.

Week 11 (Mar 27): 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 (Apr 3)

Paper Presentations

IMPORTANT DATES

Start of Term	Tuesday, January 2
End of Term	Tuesday, April 30
Block Week	Tuesday-Saturday, January 2-6
Start of Classes	Monday, January 8
Term Break, no classes	Sunday-Saturday, February 18-24
End of Classes	Tuesday, April 9

| Start of Exams | Friday, April 12 |
| End of Exams | Tuesday, April 23 |

Registration Dates	
Last day to drop a class without financial penalty*	**Thursday, January 18**
Last day to add or swap a course	Friday, January 19
Last day to withdraw from a course**	Tuesday, April 9
End of refund period	Thursday, January 18
Tuition and Fee Payment Deadline	Friday, January 26
Deadline to Apply for Winter Conferral of Degree	Monday, January 15
Winter Conferral of Degree	Tuesday, February 13
Deadline to Apply for Spring Convocation	Sunday, March 31

Recognized Holidays (university closed)	
New Year's Day	Monday, January 1
Alberta Family Day	Monday February 19
Good Friday	Friday, March 29
Easter Monday	Monday, April 1

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 18, 2024.** Last day add/swap a course is **Friday, January 19, 2024**. The last day to withdraw from this course is **Tuesday, April 9, 2024.**
https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html