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**ARKY 635-S01 F22  
SOCIAL IDENTITY  
GFC Hours 3-0****Instructor: DR. DIANE LYONS****Office: ES859****Tel: 403-220-6370****Email: [dlyons@ucalgary.ca](mailto:dlyons@ucalgary.ca)****Seminar Location: ES 859****Seminar Time: Thursdays 3:30-6:15 pm**

I prefer that students email rather than phone as I am not always in my office. I do respond to emails in a timely fashion.

**COURSE OBJECTIVE:**

Social identity is a fundamental concern for archaeologists, bioarchaeologists, ethnoarchaeologists, and anthropologists. A uniquely human characteristic is our elaborate use of materials, technologies, landscapes, and spaces to constitute social identities that categorize, separate, or unite individuals or groups of people. Interpreting social identity in the archaeological record is not an easy task even though identities facilitate how people interact, how they access resources, and social identities determine people's levels of participation in different types of activities. This interpretive problem is attributed to the capacity of individuals and groups to orchestrate many types of identities simultaneously, identities can be fluid in different contexts, people experience identities differently based on intersectional subjectivities, and people acquire, transform, and shed identities in their lifetime. Nevertheless, social identity is always a part of our research. Creating social identities is part of what makes us human, it is part of identifying an individual from their biological remains, how we classify archaeological evidence and recognize social groups and social change. How do we infer identity from DNA, food remains, house floorplans, or stone tools?

This course is intended to integrate a cohort of graduate students (and sometimes upper-level undergraduates) by exploring topics of identity that cross-cut different time periods, geographic areas, and different types of societies past and present. The purpose of this course is for students to explore how social identities are constituted in the material. By addressing a common topic in a set of readings in each week's seminar, students learn how different lines of enquiry can contribute to the investigation of different types of identity. Weekly seminar topics and readings will be determined in part by the research interests of the students in the seminar and at the discretion of the instructor. You are all encouraged to read broadly: draw papers from human origins, anthropology, ethnography, archaeology, ethnoarchaeology and other disciplines that deal with identity in past societies and present societies.

## **REQUIRED READINGS FOR SEMINARS:**

- **Each student will sign-up for one paper in the readings list** that is posted on Dr. Lyons' office door no later than the Friday prior to the seminar
- Students are responsible for providing a one-page summary of the selected paper that the instructor will post on d2l at least one hour prior to the seminar (see below).
- **HOWEVER**, all students are required to read all papers assigned for each weekly seminar and be prepared to discuss every paper in the seminar discussions.

## **REQUIRED TECHNOLOGY:**

- A computer with a supported operating system, as well as the latest security, and malware updates
- A current and updated web browser
- Current antivirus and/or firewall software enabled

## **LEARNING OUTCOMES:**

Upon completion of this course, students will:

- Have a greater appreciation and understanding of archaeological methods, theories, and perspectives of how social identities are materially constituted
- Have developed professional skills relevant to presenting conference papers and participating in round-table discussions
- Develop research and writing skills, including writing succinct summaries
- Developed critical thinking skills

## **COURSE REQUIREMENTS AND GRADING:**

This course is usually fun! We draw on a lot of different research...some of it is fabulous, some is weird, some is very controversial, and a few papers will be just plain awful! This usually generates a lot of discussion, but it rarely gets heated. Use this as an opportunity to explore new literature, cultures, methods, and theories. Keep an open mind and maintain a respectful tone in seminar discussions and in written work.

Each student will lead 2 or 3 seminar discussions depending on class size. There is a list of potential topics at the bottom of this outline to consider for seminars. Students will select their seminar topics in the first class. You are welcome to suggest new topics that interest you and you have until week 2 to change your mind about a topic. Once we decide on the seminar topics/presenters I will generate a weekly seminar schedule so that everyone leads seminars that are distributed over the course schedule. A preliminary draft will be posted on d2l the day after the first class, but this may be modified up to the end of week 2 as people add or drop courses. A list of potential topics is found below.

## **1. SEMINAR PARTICIPATION: 50% FOR GRAD LEVEL (60% FOR UNDERGRAD LEVEL)**

### **1.1 Expectations of seminar leaders**

Seminar leaders are responsible for generating the reading list for each of their seminar topics. The number of papers on the list must provide each participant with an individual reading. This list is

generated **in consultation with the instructor and must be ready to post no later than the Friday in advance of their seminar (an exception of a Monday deadline is made for week 2).** I might not like the balance of papers selected, so the selection process can go back and forth until we agree on the list. Don't leave this to the last minute.

Papers must be **digitally available from the Taylor Digital Library** so that everyone can access the readings and an effort should be made to select papers that are about the same length for each participant (there will be times when this is not possible). Papers must address the topic and provide a variety of different methods, theories or perspectives that will generate debate and discussion.

The **seminar leader provides a broad discussion** of the topic at the beginning of the seminar. This should be a 10-15-minute presentation on PowerPoint (excellent conference presentation practice). [The seminar leader does not simply summarize the papers that are on the reading list.](#) You can refer to the papers and why you selected them for this topic, but the presentation should include more research than what is on the reading list. The seminar leader also determines the order of the papers presented in the seminar and directs the discussion.

### [1.2 Expectations of seminar participants](#)

In person participation in seminars is essential. Seminar leaders generate a reading list for their seminars, and this list will be posted on Dr. Lyons' door (ES859). Students write their name next to one reading on the list that has not been selected by another student. Each student provides a summary of their selected reading in a one-page, single spaced word file/pdf and submits this file to the instructor no later than one hour prior to the Thursday seminar. These summaries are posted on d2l for the class. This is an exercise in writing succinctly – so no more than one page!! Each student provides a 5-to-10-minute summary of their assigned reading with their critical evaluation of that reading in the seminar. **In addition to the selected reading and its summary, all students are responsible for reading all papers on the reading list and participating in lively discussion. The complete reading list will be posted to d2l.**

### [Seminar participation is evaluated on the following:](#)

- Each participant's ability to organize and lead a seminar by providing a clear introductory presentation on the selected seminar topic, and developing a reading list that will generate discussion
- Active and respectful participation in all seminar discussions based on preparation that includes careful reading of all seminar papers prior to each week's seminar
- The ability to critically evaluate readings and engage in discussions in the seminar
- Submission of a succinct summary of each of their assigned seminar readings for upload onto d2l at least one hour prior to the weekly seminar

**Note:** Evaluation is a cumulative process and students may be participating at different entry levels: undergrads, MA, PhDs. The entry level of the student is considered by the instructor in the evaluation. There is a lot of reading and discussion in this course. I'm evaluating how your ideas and understanding of archaeological approaches to social identity develop as we work our way through the semester. Feel free to ask for help, clarification of theories or ideas, or how you are doing at any point in the course.

## 2. WRITTEN SEMINAR EVALUATIONS: 50% FOR GRAD LEVEL (40% FOR UNDERGRAD LEVEL)

Each student must critically evaluate the readings and discussions of 5 seminars if they are at the graduate level, and 4 seminars if they are at the undergraduate level. You can use the seminar one-page summaries of papers provided by your peers on d2l to refresh your memory, but DO NOT just summarize the papers. The evaluation should focus on the methods and theories used to determine social identity for each topic from different research perspectives, cultures, and possibly time periods. Students are encouraged to use additional sources for their papers and cite all sources. **Each evaluation should be 4-5 pages in length, double-spaced, 12 pt font.** These are due approximately one week following the selected seminar. Students must select seminars from every one of the following seminar blocks + 1 evaluation from an additional seminar of their choice. Students only can use one of their own seminars for a written seminar evaluation (10% each).

- Block 1: seminars week 2, 3, 4
- Block 2: seminars weeks 5, 6, 7
- Block 3: seminars weeks 8, 9, 10
- Block 4: seminars weeks 11, 12

**Email your papers as word files to the instructor and you will get them back via email with comments.**

## 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\*\***

**Students must complete all course components in a diligent manner to pass the course, but they do not need to pass all components to complete the course.**

**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>

## COURSE POLICIES

### *General expectations:*

- Never give me a piece of writing that you haven’t spell-checked, proofread, and edited.
- Attend and be prepared for all seminars
- Be respectful to other seminar participants and their contributions in discussions

### *Missed or Late Assessments*

A large component of the course assessment is based on in-class participation as a discussant and as a seminar leader. When students are absent in small seminars, this

affects the experience of other students. It is not possible to make up an assessment of lost seminar participation. If a student misses more than two seminars for any reason, then the student will not be able to complete the course. If a student knows that they are going to miss a seminar or other course deadline, then they must contact the instructor in advance of the seminar or assessment date. If a student misses a seminar, then they are expected to submit their written reading summary prior to the following seminar so that it is posted on d2l. If a seminar leader will miss their seminar, then they must contact the instructor as soon as possible prior to the seminar. If possible, they should submit the reading list (which is due 5 days prior to the seminar), and their powerpoint presentation to the instructor so that the instructor can lead the seminar in their place. If a student misses a written seminar evaluation deadline, then they must advise the instructor of the missed deadline with their excuse in order for the instructor to determine if an extension will be permitted.

#### **SCHEDULE:**

**A preliminary schedule will be posted after week 1 when students select topics. The final schedule will be posted at the end of week 2 when the class list is finalized, and all topics are determined.**

**Seminar evaluations are due the week following each of 4 blocks of seminars. The 5<sup>th</sup> paper on one of the student's seminars can be submitted at any date up to December 8.**

#### **Week 1: Thursday September 8**

Course introduction

Selection of Seminar Topics (see list below)

#### **Week 2: Thursday September 15**

#### **Week 3: Thursday, September 22**

#### **Week 4: Thursday, September 29**

#### **Week 5: Thursday, October 6**

**Seminar evaluations for block 1 (weeks 2, 3, 4) are due by Friday**

#### **Week 6: Thursday, October 13**

#### **Week 7: Thursday, October 20**

#### **Week 8: Thursday, October 27**

**Seminar evaluations for block 2 (weeks 5, 6, 7) are due by Friday**

#### **Week 9: Thursday, November 3**

**Reading Week: November 6-12 No Classes**

**Week 10: Thursday, November 17**

**Week 11: Thursday, November 24**

**Seminar evaluations for block 3 (weeks 8, 9, 10) are due by Friday**

**Week 12: Thursday, December 1**

**Week 13: There is no seminar this week as classes end Wednesday, December 7. All written seminar evaluations (block 4 weeks 11, 12) should be submitted no later than Friday December 8.**

**LIST OF SUGGESTED SEMINAR TOPICS:**

- ethnicity
- technological identities (Chaînes opératoires)
- Diet and Culinary identity
- Gender/Sexuality (these can be separate topics)
- Landscapes
- Specialized craft/castes
- Individual identities
- social group identities (communities of practice)
- Religious identity
- Dynamic identities: colonial and other encounters
- Being human: what material evidence constitutes social identity and when did this begin
- Mortuary practices and identity
- Biological identities: genes, haplogroups, migration and interaction
- Race
- Iconography/art and identity
- national or state identity (coins, architecture...)
- personal adornment: clothing, hairstyles, jewelry, scarification, tattooing)
- households and identity
- marginalized identity (stigma)
- Political identity
- Ethnogenesis (origins of identities)
- Personhood
- consumption and identity
- forensics and identity
- indigenous identities
- genomics
- cultural ontologies: different types of people
- ontology and different perspectives of other people
- Cyborgs...people and technology – integrated identity
- non-human identities: vibrant matter, things, invisible entities (e.g., spirits, ancestors)

Other topics are welcome. It is essential that the topics be addressed from a critical perspective. What are the assumptions of the author of the articles that you read? Are these reasonable? How is social identity determined from the material evidence investigated? What are the shortcomings

of theories/methods/data in interpreting identity in the articles or from the perspective of the seminar? What can your area of research interest offer to studies of social identity?

## **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/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **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

### **IMPORTANT DATES**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 15<sup>th</sup>, 2022**. Last day add/swap a course is **Friday, September 16<sup>th</sup>, 2022**. The last day to withdraw from this course is **Wednesday, December 7<sup>th</sup>, 2022**.

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