

**THE DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
ARCHAEOLOGY 451
INTRODUCTION TO ARCHAEOLOGICAL METHOD AND THEORY**

Fall 2017

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Office Hours: TWR 11:00 - 12:00 or by appointment
Lectures: MWF 14:00 – 14:50
Room: MS 211

Course Objectives:

The main objective of this course is to introduce students to some of the major theoretical trends in North American Archaeology over the past century. Although the roots of European archaeology are often associated with history and/or the natural sciences, those of American archaeology tend to be tied to ethnology. As a result, archaeology in the Americas is generally taught in departments of anthropology. To a great extent, these different historical trajectories reflect the nature of the data. That is, European archaeologists study the lifestyles of their ancestors while American scholars attempt to reconstruct the lifestyles of Native populations whose cultures differ radically from their own. Despite these differences, there is, in fact, a substantial degree of congruence between developments in European and American archaeology, particularly during the early years. Thus, beginning with early ideas about the antiquity of human beings and their place in the natural world, we will trace the development of contemporary methods and theory in archaeology. Further, these developments often reflect changes in the social contexts and personal experiences of individual scholars. Thus, we will examine how events in society and theoretical developments in other disciplines relate to the changes in theoretical paradigms adopted by archaeologists.

Learning Outcomes

At the end of this course, students will be expected to:

- 1) Outline the basic historical sequence of theoretical frameworks used in archaeology
- 2) Describe the changes in research methods associated with the shifts in theoretical frameworks
- 3) Understand how theory influences the nature of evidence
- 4) Apply theoretical principles in the interpretation of archaeological data

Proposed evaluation methods:

Under ideal circumstances, this course will be taught as a seminar with discussions focusing on the theoretical frameworks and methodological approaches used by archaeologists in the Americas. Active participation in these discussions is important and will account for a quarter of your final grade. Students will be preparing four discussion papers which will include summaries and discussions of the contents of chapters dealing with evolutionary archaeology, culture

history, processual archaeology and post-processual archaeology. This component of the course will account for approximately one third of the final grade. In addition, students will be asked to submit a research paper dealing with one of the theoretical perspectives presented in *Archaeological Theory Today*. The paper must include a summary of the theoretical framework proposed by the author, a discussion of the historical roots for the theory, and a critique of the perspective presented in the paper. This paper will be worth a third of the final grade and the final revised version of the paper is due on December 8, 2017. Each student will also be asked to critique the initial version of another student's research paper. In the critique, they will be expected to outline both the positive contributions and the shortcomings of the papers. This component of the class will represent one tenth of the final grade. Finally, students will be participating in the final evaluation of their colleagues' contributions to the seminar.

NOTE: Evaluation methods will be discussed on the first day of class and are subject to revision based on the results of these discussions.

Required Texts:

Hodder, I. 2001 *Archaeological Theory Today*. Polity Press, Cambridge, UK.

Trigger, B. 2006 *A History of Archaeological Thought*. 2nd edition. University of Cambridge Press, Cambridge.

Additional books you may consult on the topics discussed in class:

Bintliff, John, and Mark Pearce (Editors) 2011 *The Death of Archaeological Theory?* Oxbow Books, UK

Gibbon, Guy 1989, *Explanation in Archaeology*, Basil Blackwell Ltd, Oxford.

Johnson, Matthew. 1999 *Archaeological Theory: An Introduction*. Blackwell Publishers, Malden, Mass.

Jones, Andrew 2002 *Archaeological Theory and Scientific Practice*. Cambridge University Press, Cambridge.

Lyman, R. Lee, Michael J. O'Brien, and Robert C. Dunnell 1998 *The Rise and Fall of Culture History*. Plenum Press.

Preucel, Robert, and Ian Hodder 1996 *Contemporary Archaeology in Theory: A Reader*. Blackwell Publishers, Oxford.

Willey, Gordon R., and Philip Phillips 1958 *Method and Theory in American Archaeology*. University of Chicago Press, Chicago.

Willey, Gordon R., and Jeremy A. Sabloff 1980 *A History of American Archaeology*, Second Edition, Thames and Hudson Ltd., London.

Evaluation scheme:

Participation	25% (group evaluation on the last day of class)
Chapter summaries	30% (first two 7% each, last two 8%)
Research paper	35% (due December 8, 2017)
Critique	10% (schedule to be announced)

Students need not obtain a passing grade in each component of the course to receive a passing grade. Late papers and class assignments will be subject to a penalty of 5% per day. Any medical or family reasons cited for deferred exams, extensions or late papers will have to be supported by appropriate documentation.

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

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and

plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

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>

Freedom of Information and Protection of Privacy Act: 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/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

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.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

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.

Contacts 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

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>