

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
FINAL COURSE OUTLINE: FALL 2022**

**ARCHAEOLOGY 451
GFC HOURS(3-0)**

Introduction to Archaeological Method and Theory

Section	Time	Location
LEC 01	Tuesday and Thursday 9:30-10:45 AM	MS 211
Instructor: Kathryn Reese-Taylor		Office: ES 850
Telephone: 403-220-6369		Email: kreeseta@ucalgary.ca
Office hours: Tuesday 11:00 M - 12:00 PM or by appointment		

Contact Information

I am very responsive to email and normally respond within 24 hours. I do not check my work email before 8:30 am and after 4:30 pm. Please indicate the course name and number in the subject line of your email.

Official Course Description

A survey of contemporary theoretical approaches to the study of archaeology.

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 two centuries. Unlike European archaeologist who study the lifestyles of their ancestors, North American scholars attempt to reconstruct the lifestyles of Native populations whose cultures differ radically from their own. As a result, archaeology in the Americas is generally taught in departments of anthropology whereas archaeology in Europe is in the humanities. 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 historical 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 also examine how events in society and theoretical developments in other disciplines relate to the changes in theoretical paradigms adopted by archaeologists.

Course Learning outcomes in relation to Program Learning Outcomes.

Course Learning Outcomes	PLO(s)*	Level(s)**
Outline the basic historical sequence of theoretical frameworks used in archaeology	DK1; CM7; R5; E9; A2	1, 2
Describe the changes in research methods associated with the shifts in theoretical frameworks	DK1; CM8; R5; E10; A3	2, 3
Understand how theory influences the nature of evidence	DK2; R5; CM7; E9, 10; A2, 3	2, 3
Apply theoretical principles in the interpretation of archaeological data	DK3, 4; CM8; E9; A2, 3	2, 3

**PLOs = Program Learning Outcomes: Disciplinary Knowledge (DK):* 1. Demonstrate an understanding of the basic concepts, history, terminology, methods, theoretical perspectives, issues, and contemporary concerns in their respective field. 2. Show familiarity with how their field relates to other academic disciplines. 3. Think critically about how the knowledge and skills acquired in their program can be applied to major issues in contemporary society and the student's own life. *Research (R):* 5. Conceptualize, design, and implement research for the generation of new knowledge or understanding within the discipline (Council of Ministers of Education, 2007; *Communication (CM):* 7. Write a clear, well-organized, research paper that is informed by a critical evaluation of academic literature in the field and/or based on original research. 8. Present and discuss

ideas and information in a format appropriate for a specific audience. **Ethics (E):** 9. Demonstrate an understanding of, and commitment to, ethical conduct within the field 10. To think holistically, emically, comparatively, and with cultural sensitivity. **Archaeology (A):** 2. Use appropriate analytical methods to understand past human cultures. 3. Develop cross-cultural sensitivity with regard to the management of, and research into, material remains and cultural heritage. ****Levels:** 1. Foundation, 2. Intermediate, 3. Advanced

Prerequisites

Prerequisite: Archaeology 201 and 60 units

There are no required textbooks. Links to required readings will be posted on D2L. (see participation and presentation/class discussions requirements below)

Recommended Learning Resources

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

Harris, Oliver J. T., and Craig Cipolla 2017 *Archaeological Theory in the New Millennium : Introducing Current Perspectives*. Routledge. ebook available through TFDL.

Hodder, Ian 2011 *Archaeological Theory Today*. Second Edition. Polity Press, Cambridge, UK.

Johnson, Matthew 2010 *Archaeological Theory: An Introduction*. Blackwell Publishers, Malden, Mass.

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

Trigger, Bruce 2006 *A History of Archaeological Thought*. 2nd edition. University of Cambridge Press, Cambridge. eBook available through TFDL.

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

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system
- A current and updates web browser
- Presentation and word processing software, such as Microsoft Word and Powerpoint

Grading (Weighting)

1. Participation in class discussions: 10%
2. Presentation/discussion leadership: 20%
3. Four Assignments: 40% (10% each)
4. Final Paper: 30%

1. PARTICIPATION (10%)

Students will be graded for their participation during in-class discussions and activities.

- Grading for “participation” assumes that you attend classes; are prepared to talk about the required reading/assignments during class discussions; and are actively engaged in the discussion of the problems presented in class.
- In-class comments during class discussions should demonstrate that you have done the readings and seriously considered the main points in each.
- Participation grades for each class discussion will be assessed out of 5 points. If a class discussion is missed for any reason, please contact me within 24 hours to report the issue. Students with official

excused absences (as per university policy) will be allowed to submit a one-page commentary on the readings in lieu of participation in the discussion. Students with an unapproved absence or who fail to contact me within 24 hours will receive a score of "0" for the discussion participation that week.

2. PRESENTATION/DISCUSSION LEADERSHIP (20%)

During the second day of classes, you will sign up for a group consisting of three students (with one or two groups of four students, depending on enrollment) to make a presentation on one of the weekly topics.

The group should select three to four articles for the class to read. Article selection must be completed at least one week in advance. However, due to time constraints, I will assign in the selection of discussion group #1's readings. For all other groups, I must be notified of the selected articles in writing no later than Thursday at 5:00 pm, one week in advance of your group's presentation. This notification must include links to the articles or chapters. The links of the selected readings will be posted on D2L and are part of the required class reading assignments each week.

Presentations should be based on these articles and any supplemental research. Each presentation should be 20-25 minutes in length. All articles must be incorporated into a well-organized, cohesive presentation that addresses the main issues within the topic. Students should collaborate to create the PowerPoint and speak for an equal amount of time during the presentation.

After the presentation, we will break into groups for discussion. A person from the group will be assigned to lead the discussion on the topic and the assigned articles in each group. Each member of the group should prepare one discussion question in advance to facilitate a dialogue.

Evaluation of presentation/discussion leadership will be based on the following:

- the appropriateness of the articles for the topic
- content of the presentation
- effectiveness in conveying information during the talk
- quality of discussion questions

3. ASSIGNMENTS (40%; 10% each)

Students will complete four (4) analytical assignments based on the problems discussed during class. These assignments are designed to link theoretical concepts with data. The completed assignment will consist of a short (2-pages, single spaced) report of the results. A rubric will be posted on D2L. Students will be given one week to complete the assignments.

5. FINAL PAPER (30%)

For the final term paper, students will be asked to select one of the theoretical perspectives presented in *Archaeological Theory Today* and to prepare a paper in which they summarize the theory, outline the development of the approach in terms of its antecedents, and critique the framework indicating both its strengths and its weaknesses. A rubric will be posted to D2L.

The final paper is due on Dec. 6 at 5:00 PM.

IMPORTANT: Plagiarism, defined as copying more than 5 words in succession or using information without adequate citation (i.e., reference and page number) of the original source, is a violation of academic integrity. Research papers that plagiarize will receive a 0 score, and the student will be turned in to the Dean of Arts (see page 48 of the U of Calgary Calendar).

Rules and requirements

All assignments and your final paper should be uploaded to the class D2L Dropbox. I prefer word

documents, but will also accept file types that can be imported into word for review. A time stamp will automatically be attached to your document when you upload it. A penalty of 5% per day will be imposed on late assignments and papers, unless prior arrangements have been made.

It is not essential to pass all components to pass the course as whole.

There is no final examination for this course.

Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be the SAA Style Guide: https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6

Grading Scheme

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95–100	B+	80–84.9	C+	67–70.9	D+	55–58.9
A	90–94.9	B	75–79.9	C	63–66.9	D	50–54.9
A-	85–89.9	B-	71–74.9	C-	59–62.9	F	<50

Missing a required component of the course

If a student misses course work or assignment/paper deadlines due to illness, please contact the instructor as soon as possible, preferably within 24 to 48 hours.

Students may be asked to 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>

Statement of Land Acknowledgement

We work on the traditional territories of the people of Treaty 7, which includes the Blackfoot Confederacy comprising members of the Siksika, Piikani, and Kainai First Nations; the Tsuu t'ina First Nation, and the Stoney Nakoda comprising members of the Chiniki, Bearspaw, and Wesley First Nations. The City of Calgary is also home to the Métis Nation of Alberta, Region III.

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>.

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

SCHEDULE OF CLASSES

Date	Topic	Discussion groups and Assignments
T Sep 6	First day of lectures	
R Sep 8	Classical evolutionists	
T Sep 13	Diffusionism and Historical Particularism	
R Sep 15	Culture History approaches applied Last day to drop a class without financial penalty	Discussion leadership group #1*
F Sep 16	Last day to add or swap a course	
T Sep 20	Structural Functionalism	
R Sep 22	Assignment #1 is handed out and discussed in class	
F Sep 23	Fee payment deadline for Fall Term full and half courses.	
T Sep 27	Neoevolutionists	
R Sep 29	Functional and evolutionary approaches applied	Discussion leadership group #2 Assignment #1 due
T Oct 4	New Archaeology	
R Oct 6	New Archaeological approaches applied	Discussion leadership group #3
T Oct 11	Post Processual Archaeology	
R Oct 13	Assignment #2 is handed out and discussed in class	
T Oct 18	Post Processual Approaches	
R Oct 20	Post Processual approaches applied	Discussion leadership group #4 Assignment #2 due
T Oct 25	Practice Theory	
R Oct 27	Assignment #3 is handed out and discussed in class	
T Nov 1	Landscape Archeology	
R Nov 3	Approaches to studying landscapes	Discussion leadership group #5

		Assignment #3 due
Nov 6-12	Term Break No Classes	
T Nov 15	Complex Systems	
R Nov 17	Assignment #4 is handed out and discussed in class	
T Nov 22	Resilience Theory	
R Nov 24	Resilience Theory applied	Discussion leadership group #6 Assignment #4 due
T Nov 29	Indigenous archaeology	
R Dec 1	Indigenous archaeology applied	Discussion leadership group #7
T Dec 6	Last day of class	Final Paper due
W Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	

*A reminder that links to readings will be posted to D2L one week prior to the discussion session.

IMPORTANT DATES

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

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