Department of Anthropology and Archaeology
ARKY615 – Topics In Archaeological Method and Theory
Dr. Peter Dawson
Office: ES 620
Class: Wednesday: 2 to 4:45pm
Email: pcdawson@ucalgary.ca
Office hours. I will be available via email anytime. You can also schedule a Zoom meeting with me at a time that is mutually convenient.
Class Location: *Online until at least Jan. 31, 2022*. Zoom links to class can be found on D2L. If in person, we will be meeting in ES822

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.

Course Readings

- All readings are required.
- A list of readings is provided in the schedule at the end of this document.
- Additional readings may be added throughout the semester.

Required Technology

- Access to a laptop or desktop computer and internet connection.
- Access to MS Office 360 (MSWord).

Learning Outcomes

- 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.
Student Evaluation

a. Biographic Overview – (Due Feb. 9 - 20%)
b. Student Participation – (25%)
c. Annotated Bibliography - (Due March 9 - 15%)
d. Research Paper – (Due last day of classes - 40%)

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:

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>95 – 100%</td>
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<td>A</td>
<td>90 – 94.9%</td>
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<td>A-</td>
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<td>B+</td>
<td>80 – 84.9%</td>
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You must pass each assignment in order to receive a passing grade in the class.

Reappraisal of Graded Term Work: [http://www.ucalgary.ca/pubs/calendar/current/i-2.html](http://www.ucalgary.ca/pubs/calendar/current/i-2.html)

Reappraisal of Final Grade: [http://www.ucalgary.ca/pubs/calendar/current/i-3.html](http://www.ucalgary.ca/pubs/calendar/current/i-3.html)

MISSED EXAMS OR ASSESSMENTS

Student who are unable to complete an assignment by the specified deadline should consult with myself as soon as possible so that alternate arrangements can be made. Students may be asked to provide supporting documentation to support a missed assignment or prolonged absence from class. Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

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.

Assignments.

Paper 1. Biographic Overview (Profile of an Archaeologist). 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.** 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.** 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.** Research Paper. Choose a topic in archaeological method and theory and write a research paper in which you outline it’s 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.

**ADDITIONAL CONTENT OF THE COURSE 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](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
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
Course Schedule and Reading List

Week 1: Course Orientation

Week 2: “The Past is a Foreign Country”: Putting Theory into Context.

Background Readings:


Week 3: Culture History and Processual Archaeology

Discussant: ________________

Background Readings:

Trigger Chapter 6-7

Readings for Discussion:

Hawkes, Christopher

Binford, Lewis R.


Flannery, Kent


Week 4: Postprocessual Critiques and Responses

Discussant: ________________

Background Readings:

Trigger Chapter 8

Readings for Discussion:

Hodder, Ian
Binford, Lewis R.

Redman, Charles

Preucel, Robert

Hodder, Ian

**Week 5: Practice and Agency**

*Readings:*

Discussant: ________________________________

Gardner, Andrew

Dobres, Marcia-Anne and John E. Robb

Pauketat, Timothy

Smith, Adam T.

Silliman, Stephen

**Week 6: 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.
Joyce, R. A.  

Shennan, S. J.  

Cross, Morag.  

Voss, Barbara.  

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**Week 7: Object Agency and Biography**

*Readings:*

Discussant: ______________________________

Harris, Oliver J. T., and Craig Cipolla.  

Gosden, C.  

Gosden, C.  


Harrison, R.  

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**Week 8: Contemporary Issues and Debates**

*Readings:*

Discussant: ______________________________

Fogelin, Lars  

Dawdy, Shannon Lee  
2009 Millennial Archaeology: Locating the Discipline in the Age of Insecurity. *Archaeological Dialogues* 16(2):131-142.

Atalay, Sonya

McGhee, Robert

Colwell-Chanthaphonh, Chip et al.

Tarlow, S

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**Week 9: Multi-Species Archaeology**

*Readings:*

Discussant: ____________________________

Harris, Oliver J. T., and Craig Cipolla.

Haraway, D

Harris, Oliver J. T., and Craig Cipolla.

Russell, N.

Overton, N., and Y. Hamilakis.

Hastorf, C. A., and S. Johannessen

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**Week 10: Actor-Network Theory and the New Materialism**

*Readings:*

Discussant: ____________________________

Harris, Oliver J. T., and Craig Cipolla.


**Week 11: Tangible and Intangible Heritage**

Discussant: ______________________________


**Week 12**

**Paper Presentations.**