

Archaeology 635/597: Social Identity Fall 2020

Instructor: Dr. Diane Lyons
Semester: Fall 2016
Seminar: Tuesday 4-6:45 synchronous online seminar during this time period.
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The best way to contact me in the fall 2020 semester is by email. I am usually available Monday-Friday online from 8:30 am to 5pm (Calgary time). I will answer your questions immediately or within a few hours depending on when the email is received and if I am actively involved in other work or teaching.

Label your email subject line: ARKY 635 so that I will recognize course-based emails for priority. I can also be reached by email in the evenings (up to 7 pm Calgary time) and on weekends but response times will be sporadic.

I will not be holding regular office hours, but if you need to talk to me directly rather than by email I will set up a zoom session with you.

I will not be meeting with students in person on campus.

Learning Technologies and Requirements

In order to successfully engage in this course, you are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

Course Description:

Social identity is a fundamental theoretical and practical concern for archaeologists, physical anthropologists, and paleoanthropologists. A uniquely human characteristic is our elaborate use of materials, technologies and spaces to constitute social identities that categorize, separate or unite individuals or groups of people. Despite the fundamental importance of identities in facilitating how people interact, access resources and determine people's levels of participation in types of activities, interpreting social identity in the archaeological record is not an easy task. This is partly because individuals and groups can orchestrate many types of identities simultaneously and they acquire, transform and shed identities during 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 refer to material evidence as part of, for example, the Dorset culture people, the Blackfoot, Westerners, or late stone age people. How do we go from material remains, DNA, food remains or stone tools to inferring a cohesive group identity?

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 presented in their research area and in areas of archaeology that are relevant to their particular work but also to the broader pursuit of understanding people in terms of material evidence and how people perceive themselves and other beings within their own understanding of reality. Social identity is applied to all kinds of archaeological data, and many archaeologists are surprisingly casual about how they construct identity. What is the nature of social identities, how do people create these identities in and through materials, ontologies, histories in place and spaces (only examples there are many ways to constitute identity)? By addressing a common topic, students learn how different lines of enquiry can contribute to the same research problem. 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 or other disciplines that deal with identity in past societies and present societies.

NOTE: Zoom lectures are recorded and will be uploaded onto d2l for one week. **Do not share the link or password with other people.** Note that **zoom also records the participant list, chat and private chat.** I will be turning off the chat and private chat functions but if I forget, they will be recorded so fair warning. This is usually a small group so we can either just jump in and talk or we can use the raised hand function if that is too chaotic. I want to maintain some spontaneity. When listening to presentations please remember to mute to reduce background noise. We all have different problems working from home, so we should anticipate occasional problems with internet, cats running across screens, dogs barking, children joining in so, we need to practice patience in the current situation. We will all be experts in zoom presentations by the end of the course, but we are unlikely to have a flawless start so anticipate technical difficulties.

Technical or other issues:

If you can't join the session email the instructor immediately. If you have a bad connection and get booted out of the session try to return. If I disappear I will try to return to the zoom session or I will email everyone with a new link and we will restart. If all else fails, we will try to find a time to reconvene if possible. If not, and depending on class size, we will either have to do 2 seminars in one week or there might be a cushion of time toward the end of the course that can be used for emergencies.

We need to practice good 'netiquette'. I am drawing on a poster from the University of Arizona (prepared by Stephen Valdivia) that provides basic principles for good zoom practices.

1. **Act in a scholarly manner** (use correct language and spelling, back opinions with data, cite other people's research properly, respect other people's intellectual property).
2. **Be respectful of others:** obscene or disrespectful language is unacceptable. It is important to listen to other people's perspectives, and then engage thoughtfully and respectfully in discussions of diverse ideas. This does not mean that every perspective is correct but there are different and valid perspectives that, as social scientists, we need to listen to and understand within a context of diverse experiences and subjectivities. This will be part of your professional career.
3. **Be professional**, and represent your ideas truthfully and respectfully in conversation.
4. **Be polite** in the manner that you address the instructor and your peers.

Seminar Structure

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 plain awful! This usually generates a lot of discussion but it rarely gets heated. So use this as an opportunity to explore new literature, cultures, methods and theories so keep an open mind.

Course evaluation

1. Seminar participation: 50% for grad level (60% for undergrad level)

Each student will lead two or three seminar discussions (depending on class size). There is a list of potential topics at the bottom of this outline to consider for seminars. We will determine seminar organizers in the first class. You are welcome to suggest new topics that interest you. Once we decide on the seminar topics/presenters I will generate a weekly seminar schedule so that everyone leads seminars that are evenly distributed over the course schedule. This will be posted on d2l the day after the first class.

Seminar participation is evaluated on the following:

- the student's ability to organize a presentation, a group of readings and to participate actively and contribute meaningfully in each seminar discussion
- the student's ability to provide succinct summaries of assigned readings
- the student's ability to critically evaluate readings and discussions

Note: This is a cumulative process and students are participating at different entry levels: undergrads, MA, PhDs. We will do a lot of reading and discussion in this course. I'm evaluating how your ideas and understanding of social identities and how these are understood through tangible, intangible and sometimes invisible practices 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.

Expectation of the Seminar organizers

Seminar leaders are responsible for organizing papers and generating the reading list for each seminar **in consultation with the instructor at least one week in advance of the seminar**. There will be a paper for each participant. I might not like the balance of papers, so this 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 although 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. **Every student will have a paper assigned to them from the reading list and is responsible for providing a one-page summary and critique of the article (see below) each week.** We will discuss this more in the first class.

The seminar organizer provides a broad discussion of the topic at the beginning of the seminar. This should be a 15-20 minute presentation on PowerPoint (excellent conference presentation practice). I will share the zoom session with the presenter so that they can do their presentations. The seminar organizer should not simply summarize the papers that are on the reading list. You can refer to the papers and why they are selected for this topic, but the presentation should include more research than what is on the reading list.

Expectations of seminar participants

Seminar organizers determine the order in which each participant provides a five to 10 minute summary of their assigned paper and critical evaluation of the reading. The participant also must provide a summary of the reading in a one page, single spaced word file that is submitted to the instructor by email in pdf format no later than one hour prior to the seminar. These summaries are posted on d2l. This is an exercise in writing succinctly.

All seminar participants are responsible for reading all of the papers on the reading list and generating lively discussion.

2. Written Seminar Evaluations: 50% for grad level 40% for undergrad level

Each student must critically evaluate the readings and discussions of five seminars of (graduate level) and 4 seminars (undergraduate level). You can use the seminar one-page summaries of papers here 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, different cultures, and possibly time periods. Students are encouraged to use additional sources for their papers. **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 can use only one of their own seminars** for an evaluation (10% each).

-seminars week 3-4

-seminars weeks 5-7

-seminars weeks 8-10

-seminars weeks 11-13

Submissions: Email a word file of your papers to me and you will get them back via email with my comments.

Mark Distributions are determined as follows:

Grading Scheme

95.0-100	A+	67.0-70.9	C+
90.0-94.9	A	63.0-66.9	C

85.0-89.9	A-	59.0-62.9	C-
80.0-84.9	B+	55.0-58.9	D+
75.0-79.9	B	50.0-54.9	D
71.0-74.9	B-	below 50.0	F

Students must complete all course component in order to pass the course.

List of Suggested Topics:

- ethnicity
- technological identities
- Diet and Culinary identity
- Gender/Sexuality (these can be separate topics)
- Landscapes
- Specialized craft
- Individual identities
- social group identities
- 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
- personal adornment: clothing, hairstyles, jewelry
- Households and Identity
- marginalized identity (stigma)
- Political identity
- Ethnogenesis (origins of identities)
- Personhood
- identity of things
- consumption and identity
- forensics and identity
- indigenous or aboriginal identities
- genomics
- cultural ontologies: different types of people
- identities of consumption
- Ontology and different perspectives of other people
- Cyborgs
- other types of identities: vibrant matter, things

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 short-comings 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?

SUPPLEMENTAL INFORMATION

Principles of Conduct

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.

Plagiarism, Cheating, and Student 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://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology 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

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are

unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Human subjects

Students will not directly participate in nor conduct research of human subjects in this course.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Accessibility

Students need participate in the seminar to get most of the information and assessment in this course. There is no captioning of the text in zoom. If students are unable to make a connection with their computer we will try to use the phone in function in emergencies.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor to the student through d2l. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Assignments will be submitted by email to the instruction and commented upon and returned to students via email.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at:

https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

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: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>

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 unauthorised 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 disciplines under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre,

<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.