



**Department of Anthropology
Fundamentals of Archaeology I
ANTH-2137
Fall 2018**

CONTACT INFORMATION

**Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca
Office Location: Sessional Desk Area
Office Hours: Tuesday 1:00 – 2:00**

DELIVERY MODE/LOCATION

**Course Location: OA2018
Campus: Orillia
Times: Tu/Th 11:30 – 1:00**

COURSE DESCRIPTION

This course focuses on the theory and practice of archaeological methods.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Have a solid understanding of archaeological methods.
Be able to identify the fundamental aspects of archaeological data and analysis.

LEARNING OUTCOMES

To recognize and analyse evidence and processes in our archaeological past.
To think and write critically.
To increase and expand your interest in archaeology.

REQUIRED MATERIALS

The assigned readings will be the textbook:

Renfrew C and P Bahn. 2016. *Archaeology: Theories, Methods and Practice*. Thames and Hudson: New York.

As well as journal articles. You are expected to read these **BEFORE** the class in which they are assigned. These can be found in the appropriate folder on MyCourseLink. We may not always discuss these specifically, however feel free to ask questions if anything is unclear.

ASSESSMENTS

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	2% BONUS	11:30PM September 13
Attendance/Participation	10%	N/A
Reading/Discussion Group	15%	Various dates
Article Summaries	20%	October 16, in class
Game of Life – Part A	15%	Final scores announced November 29
Game of Life – Part B	15% (7.5% each)	October 30 and November 27
Final Exam	25%	Exam Period

COURSE SCAVENGER HUNT 2% BONUS

On the course website you will find a quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have up to 10 attempts to get 100% on the quiz, but it must be completed by 11:30pm on September 13. If you achieve 100% you will receive a 2% bump to your final mark.

ATTENDANCE AND PARTICIPATION 10%

Attendance will be taken every class, considering that **lecture slides and notes will NOT be posted**, you are encouraged to attend and participate in order to get full marks. Attendance will be taken every class for 5% of your final mark. Marks will be based on the following criteria: attending 90% or more classes receive 5%, attending 70-89% of classes receive 3%, attend 50-69% of classes receive 1.5%, attend less than 50% and you will receive no credit. Participation will be based on

your daily involvement in discussions, including submitting a question for every Reading Presentation you are not leading, and throughout lectures by asking and answering questions and will account for the other 5%.

GAME OF LIFE 30%

Part of the focus of this course is to have you engage and immerse yourself in the content. As a result, we will be playing an ongoing game that will reinforce what has been taught in lectures and enable you to apply what you have learned. On the first day of class you will be divided into teams, and throughout the term, and denoted by a % in the schedule you will be competing against the other teams. **Part A** of your mark will be based on your team's achievements throughout the term. Everyone in the group will receive the same mark unless there are major discrepancies in the amount of effort everyone has put in. There are no make-ups for any of the game days. If you miss a class without appropriate documentation 5% will be deducted from your final Part A mark. **Part B** of your mark will consist of two (2) single-page reflections on your impressions of the game and what you think of the methods used to teach and reinforce concepts. These will be due in class on October 30 and November 27 and should refer to and specifically discuss what activities have taken place. We will go over more details on the first day however, please see me if you are unsure of the content requirements.

READING PRESENTATION AND DISCUSSION 15%

Each group of 3 (three) students will pick from the classes marked with an asterix (*) and present the readings to the class and lead a discussion. The presentation must include a PowerPoint and should take about 5 (five) minutes to set the scene and provide a summary of the articles under review. Be sure to provide a complete reference for each article as well as any relevant images to better explain the articles. Afterwards the group will lead a 15 (fifteen) minute discussion. This will include creating a series of leading questions (questions that cannot be answered with simple yes or no responses) that will be submitted to me on the Monday before the class and encouraging the whole group to participate. If this is not your week to present, you must come prepared with a written question for the group that you will turn in after the presentation. These questions will help go towards your participation mark. The night before your presentation, each group member will E-mail me a brief note about how they contributed to the group. Unless there are huge disparities in workload and effort, group members will receive the same mark.

ARTICLE SUMMARIES 20%

Choose one article from those tagged with a # and create two summaries. The first will be a one page summary. Make sure you state the thesis/research question and provide an overview of the content of the article. See the first lecture for more details. You must reference throughout, referring to the article by author last name and year NOT the article title, and if using specific information or quotes you must include a specific page number in your reference. The second summary is a tweet of that same article. You must follow all of the rules that you would for a tweet

(140 characters, only use short forms that are considered common knowledge). For this part, your goal is to get right to the point. What was the purpose of the article and what did they find; these are what you need to determine. There is no need to include a citation within the tweet, though if you include quotes you need to which means learning to paraphrase concisely will save you the characters you need. Make sure you reference your article in a separately-paged Reference List and create a single overall title page (therefore you will submit a four-page package). The summaries are due together, as a package, on October 16 in class.

Example of a tweet for: Buckberry JL and DM Hadley. 2007. An Anglo-Saxon execution cemetery at Walkington Wold, Yorkshire. *Oxford Journal of Archaeology* 26: 309-29.

“Did criminals receive different burials in England in the past? Yes, they were buried prone in the 8th century and comingled in the 10th.”

FINAL 25%

This exam, though based on the entire course, will not simply be a recitation of course content. The bulk of the exam will be short essay questions that require you to extrapolate data and think critically. As a result of the labs along with the lectures in class and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. There will be a review and discussion session during the last class and you are free to discuss any concerns and questions you have in class or with me during office hours.

Lecture Outline

DATE	LECTURE TOPIC	READINGS
SEPTEMBER 6	COURSE INTRODUCTION	
SEPTEMBER 11	HISTORY OF ARCHAEOLOGY	R&B PG 21-48; #SHANKS 2012
SEPTEMBER 13%	ARCHAEOLOGICAL INFERENCE, EXPLANATION AND ANALOGY	R&B PG 489-503; #BONNICHSEN 1973
SEPTEMBER 18	ARCHAEOLOGICAL RECORD FORMATION	R&B PG 49-55; 73-98
*SEPTEMBER 20	EXCAVATING ARCHAEOLOGICAL SITES	R&B PG 98-128; BERGGREN ET AL. 2015
SEPTEMBER 25%	MAPPING I	#SUROVELL ET AL. 2017

*SEPTEMBER 27	ARCHAEOLOGICAL DATA I	R&B PG 55-72 + 433-445; #LUPO 1994
*OCTOBER 2	RELATIVE DATING	R&B PG 131-138 + 163-176
OCTOBER 4%	MAPPING II	TOKMAKIDIS AND SKARLATOS 2002
OCTOBER 16%	GAME OF LIFE PUB QUIZ	
*OCTOBER 18	ARCHAEOLOGICAL DATA II	R&B PG 310-316 + 365-380; CURET AND PESTLE 2010
*OCTOBER 23	CHRONOMETRIC DATING	R&B PG 138-163
OCTOBER 25%	RESEARCH DESIGN	SPITALFIELDS; FANIEL ET AL. 2013
OCTOBER 30	TECHNOLOGY, TYPOLOGY AND CLASSIFICATION	R&B PG 128-130; 317-342; 347-356
NOVEMBER 1%	ARTEFACT RECONSTRUCTION	R&B PG 342-346; DJINDJIAN 2000
*NOVEMBER 6	COMPASSION AND ART	R&B CHAPTER 10
NOVEMBER 8%	CAVE ART Pictionary	R&B PG 391-411 + 422-432
NOVEMBER 13	SUBSISTANCE AND DIET	R&B PG 273-310; BARRIER 2011
NOVEMBER 15%	RECONSTRUCTION I	R&B PG 249-272
NOVEMBER 20	POWER AND ECONOMY	R&B PG 180-194; GIBSON 2008
NOVEMBER 22%	GAME OF LIFE PUB QUIZ	
NOVEMBER 27%	RECONSTRUCTION II	R&B PG 195-222; CHIRIKURE ET AL. 2010
NOVEMBER 29	WRAP-UP	R&B PG 585-595
DECEMBER 6-16	FINAL EXAM PERIOD	

Journal Articles

Shanks M. 2012. *The Archaeological Imagination*. Left Coast Press; California: 9-20.

Bonnichsen R. 1973. Millie's Camp: An experiment in archaeology. *World Archaeology* 4 (3): 277-91.

Berggren A, N Dell'Unto, M Forte, S Haddow, I Hodder, J Issavi, N Lercari, C Mazzucato, A Mickel and JS Taylor. 2015. Revisiting reflexive archaeology at Catalhöyük: integrating digital and 3D technologies at the trowel's edge. *Antiquity* 89: 433-448.

Surovell TA, JL Toohey, AD Myers, JM LaBelle, JCM Ahern and B Reisig. 2017. The end of archeological discovery. *American Antiquity* 82: 288-300.

Lupo KD. 1994. Butchering marks and carcass acquisition strategies: Distinguishing hunting from scavenging in archaeological contexts. *Journal of Archaeological Science* 21: 827-837.

Tokmakidis K, D Skarlatos. 2002. Mapping excavations and archaeological sites using close range photos. *Proceedings of the ISPRS Commission V Symposium "Close Range Imaging, Long Range Vision"*, Sept. 26 2002, Corfu, Greece: 1-4.

Curet LA and WL Pestle. 2010. Identifying high-status foods in the archaeological record. *Journal of Anthropological Archaeology* 29: 413-31.

Spitalfields - Introduction, Excavation, Safety
<http://ads.ahds.ac.uk/project/patois/module4/index.html>

Faniel I, E Kansa, S Whitcher Kansa, J Barrera-Gomez and E Yakel. 2013. The challenges of digging data: A study of context in archeological data reuse. *JCDL 2013 Proceedings of the 13th ACM/IEEE-CS Joint Conference on Digital Libraries*. ACM; New York: 295-304.

Djindjian F. 2001. Artefact analysis. In Stančič Z and T Veljanovski (eds.) *Computing archaeology for understanding the past*. CAA 2000. Computer Applications and Quantitative Methods in Archaeology. Proceedings of the 28th Conference, Ljubljana, April 2000 (BAR International Series 931). Archaeopress, Oxford: 41-52.

Barrier CR. 2011. Storage and relative surplus at the Mississippian site of Moundville. *Journal of Anthropological Archaeology* 30: 206-19.

Gibson DB. 2008. Chiefdoms and the emergence of private property in land. *Journal of Anthropological Archaeology* 27: 46-62.

Chirikure S, A Sinamai, E Goagoses, M Mubusisi and W Ndoro. 2010. Maritime archaeology and trans-oceanic trade: A case study of the Oranjemund shipwreck cargo, Namibia. *Journal of Maritime Archaeology* 5: 37-55.

COURSE POLICIES

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my e-mail the night before an assignment is due so please plan accordingly. Although we will be discussing evolution throughout this course, we will be maintaining a scientific focus. We will not be debating the merits or the accuracy of evolution in comparison to religious thought. You are free to have whatever opinions you may have on the matter but please leave these non-scientific opinions at the door, as this is

not the appropriate forum for them. This class will be a respectful place; no insulting language or actions will be tolerated. **There is absolutely no photography or lecture recording permitted in this class.**

Communication with Dr. Whitaker: Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. In composing your email please send it from your Lakehead account, include your course number in the subject field and write a formal email, addressing myself in a respectful manner (see the beginning of this paragraph), use complete sentences and sign your email with your full name and student number. I will try to answer emails in a timely manner, usually within 48 hours.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class but your lectures will not follow them so come to class prepared to answer questions.

Attendance: It is HIGHLY recommended you attend all classes and labs. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

Late Assignments: You are expected to submit all work on time and be in class for all tests. If an assignment is late, 5% will be deducted for 24 hours past the due date (specifically in class, received by 1:00p,) and will not be accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by e-mail. Deadlines are firm and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. doctor's note, obituary) is provided. If an extension is required, Dr. Whitaker must be informed by e-mail at least 24 hours BEFORE the assignment is due by e-mail. Required documentation will be specific to each case but may include a Lakehead medical certificate or death certificate as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. If you feel a mark should be reconsidered, please discuss it with Dr. Whitaker, in person, during the next available office hour. **ALWAYS** keep a backup copy of your work!

Academic Conduct: You are expected, as a university student, to abide by and follow the student code of conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course, and may possibly face further penalties. Just don't do it.

GENERAL REGULATIONS

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay: <http://learningassistance.lakeheadu.ca/>.

Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

ACADEMIC DISHONESTY:

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>

MISSED FINAL EXAMS:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>

Final examinations run from **December 6th to 16th, 2018**, inclusive. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.