



**ARCH 5112 Issues in Archaeological Science
2021 Fall**

Class Time and Location: Tuesdays 11:30 – 2:30 pm in BB 2002

Instructor: Dr. Jessica Metcalfe, BB 2001D, jmetcal1@lakeheadu.ca

Office Hours: I'd be happy to meet with you to discuss the course, readings, or other aspects of the grad program. Please email me to schedule a meeting or talk to me before or after class.

Course Theme: Science, Objectivity, and Community Collaboration

Course Summary: Why do we do archaeology? How is archaeological knowledge produced? Who controls archaeological research questions, interpretations and results? Whose history are we telling? How can we work towards a more equitable and ethical archaeology? This course will delve into these subjects, asking you to try to think about science, objectivity, and archaeological research from different points of view. Throughout this course we will explore theoretical background to and case studies of community collaboration and Indigenous-led approaches to archaeological research. Although we will draw on examples from around the world, the focus will be on Canadian (and broader North American) examples and issues.

Learning Objectives: By the end of this module students will

- Recognize that **science and objectivity** can be understood in multiple ways
- Recognize inequalities in the **balance of power** in archaeological research, both past and present
- Discuss the challenges and successes of **collaborative archaeology** with reference to specific examples from various parts of the world
- Demonstrate skills in critical analysis of research, effective written and oral communication, providing constructive feedback, and leading seminar discussions

Class Format: This course is based on seminar discussions, so completing the assigned readings prior to class (and active participation during class) is crucial. Each week there will also be an online discussion that will help prepare you for the in-class discussions.

Required Resources:

- Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds), 2020. *Archaeologies of the Heart*. Springer, Switzerland.
 - Available for purchase through the LU Bookstore website or alternative sources.
Can be viewed as an e-book through the LU Library
- Additional selected readings, which will be posted on the course website

Requirements: This course is reading-intensive and is based primarily on in-class and online discussions. Participation therefore requires close analysis of and active engagement with the assigned readings. It is essential that you read the assigned readings before each class. I suggest you take notes and develop your own comments and questions for discussion. Discussion response assignments, online comments, and in-class discussions will be based on the assigned readings. Each student will lead two in-class seminar discussions based on select readings.

Evaluation

Item	Value (%)	Due Date(s)
Participation	15	Tuesdays at 11:30 am (in class and online)
Discussion Responses	25	Sundays at 9 am (before weeks 2 – 11)
Seminars	40	One in week 7 or 8; one in week 10 or 11
Final Paper	20	During exam period (date TBD)
TOTAL	100	

Participation (15%): Attendance, active participation in class, and regular posts to the online discussion boards (i.e., weekly responses and comments on other students' responses) contribute to your participation grade. Effective in-class participation includes listening carefully, thinking about what others have said, asking questions, making comments, providing respectful critiques and creative suggestions, and contributing ideas based on your experience and your understanding of the readings. Peer feedback will also be taken into consideration for your participation grade.

Discussion Responses (5 x 5% = 25% total): By the Sunday before each class from weeks 2-11 (except for the 2 weeks in which you are leading a seminar) you must post a discussion response to the online discussion board. (That is, you will post a total of 8 discussion responses over the course of the term). Some weeks there will be a specific question to respond to, and other weeks there will be an 'open response' format. I will formally grade 5 of your 8 primary discussion response posts. Please indicate at the bottom of the post whether or not you would like that response to be graded (otherwise I will grade them during the weeks that are most convenient for me).

Important notes:

- You must complete all 8 required discussion posts according to the response guidelines in order to pass this course, even though only 5 of them will be graded
- Before the start of class every week (including your seminar weeks) **you must also comment on the responses posted by your classmates**. The goal is to stimulate discussion of course-related issues prior to our in-class discussion, which will enhance the time we devote to these topics in class.

Student Seminars (2 x 20%): Each student will lead two in-class seminars as part of this course. For the first student seminar (in either week 7 or 8) you will work in pairs or in a small group. For the second student seminar (in either week 10 or 11), you will each lead a seminar individually. Further instructions will be provided in a separate document.

Final Paper (20%): At the end of the course, you will write a paper that integrates multiple course themes and reflects on your personal learning in relation to those themes. Further instructions will be provided in a separate document.

Lateness Policies

- Late **discussion responses** will receive a 50% deduction per day. [Why? Because with late responses it is difficult or impossible for other students to read and discuss online prior to class, which deprives them of the opportunity to learn from your insights and misses a key purpose of the response assignment.] Note that to receive a passing grade for this course, you must complete all 8 discussion responses (but only 5 will be graded)

- If you do not lead your **student seminars** on the assigned date, you will receive a grade of zero except in emergency situations. Please discuss any potential scheduling issues with the instructor ASAP.
- For the **final paper**, there will be a grace period (typically ~3 days) during which there will be no deductions for lateness. After the grace period, late papers will receive a deduction of 5% per calendar day, including weekends and holidays. Papers submitted more than one week (7 days) past the original due date will not be accepted without prior permission from the instructor and will receive a grade of zero.

General Information

Regulations – from the Lakehead University [Academic Calendar](#)

“It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”

Plagiarism is defined in [University Regulation IX](#) with additional examples in Article I, Section 1 of The Code. Sanctions associated with Academic Misconduct are defined in Article II of The Code and Enforcement Procedures are outlined in Article III of The Code. Students wishing to learn more about Academic Misconduct are encouraged to read the [University and relevant Faculty Regulations](#) and The Code (noted above) and access other resources on the [Teaching Commons](#) website.

Support for Students – there are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca)

Student [Health and Wellness](#) is available for help with academic stress, difficult life events or feelings of anxiety or depression. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.