



**ARCH 5112: Issues in Archaeological Science
2023 Winter**

Class Time: Mondays 2:30 – 5:30 pm

Location: BB 2002

Instructor: Dr. Jessica Metcalfe

Office: BB 2001D

Email: jmetcal1@lakeheadu.ca

Office Hours: Tuesdays 11 am – 12 pm (drop in on Zoom), or by appointment.

Course Theme: Archaeologies of the head and heart: Exploring how and why we do archaeology

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.

Learning Objectives: By the end of this course, students will be able to

- Articulate best practices and most effective approaches for making archaeological inferences
- Analyze the evidence and reasoning underpinning archaeological case studies
- Describe the purpose and practice of heart-based approaches to archaeological research
- Demonstrate skills in critical analysis of research, written and oral communication, constructive feedback, and seminar leadership

Class Format: This course is based on **seminar discussions**, therefore completing the assigned readings before each class is crucial.

Required Resources:

- Chapman, R., Wylie, A. (2016). *Evidential Reasoning in Archaeology*. Bloomsbury, London.
- Supernant, K., Baxter, J.E., Lyons, N., Atalay, S. (Eds), 2020. *Archaeologies of the Heart*. Springer, Switzerland.
- Additional selected readings/videos/podcasts (if applicable) will be posted on the course website

Evaluation

Item	Value (%)	Due Date(s)
Participation	15	Throughout the whole course
Seminar I (Evidential Reasoning)	10	Feb. 6
Seminar II (Arch's of the Heart)	10	Feb. 27
Seminar III (Arch's of the Heart)	10	March 6
Seminar IV (Arch's of the Heart)	10	March 13
Seminar V (Case Study)	10	March 20 or 27
Term Paper Abstract	5	April 3 at start of class
Term Paper	30	April 14 at midnight
TOTAL	100	

Participation (15%) includes attendance, active participation in class, and preparedness (i.e., being on time, making substantive comments in class, posting to online discussion board). 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.

Student Seminars (5 x 10%): Each student will lead five seminars over the course of the term. Each seminar will be about 45 minutes long (15-20 minute presentation, followed by class discussion). PowerPoint presentations must be uploaded to the course website (as PDF files) to facilitate instructor feedback.

- **First seminar:** You will choose one peer-reviewed research article that demonstrates strong evidential reasoning. You will break down the arguments in the paper using a Toulmin argument schema, as demonstrated in Chapman & Wylie (2016). You will create a PowerPoint presentation overview and critical analysis of your chosen paper, and a handout with the Toulmin's schema you created based on the paper. Each seminar will be about 45 minutes long. At least half of that time should be a student-led class discussion (as opposed to a lecture/presentation). You must receive instructor approval for your paper by Monday Jan 30 at the latest.
- **Second, third, and fourth seminars:** You will be assigned one chapter from *Archaeologies of the Heart* for each week during weeks 7, 8, and 9. You will provide an overview and analysis of the chapter in a 15-20 minute presentation. You will pose 2 or 3 discussion questions based on the chapter, which will be a springboard for our class discussion on that chapter. In total, about 45 minutes will be devoted to each chapter (including both your presentation, discussion questions, and instructor or classmate-led questions and discussion)
- **Fifth seminar:** You will select a single research article (case study) to analyze based on the head- and/or heart-based approaches you have learned about in this course. You should consider the following questions:

- How does the article employ evidential reasoning? Does the article demonstrate any of the themes or approaches discussed by Chapman and Wylie (2016)?
- If the article draws on heart-based research practice, what are its key features and how do they compare with the approaches in *Archaeologies of the Heart*?
- If the article does not draw on heart-based research, (how) do you think it could or should have done so?

This seminar will provide a starting-point for your final term paper, in which you will expand your case study analysis to include a larger body of work.

Term Paper (35% total, of which 5% will be for the abstract and 30% for the paper)

Your major writing assignment for this course is a case-based analysis of evidential reasoning and heart-based archaeological practice. Using your final seminar as a starting point, choose a broader case study that represents an instructive example of evidential reasoning and/or heart-based archaeological practice. A single broad 'case study' might be any of the following: (1) a series of articles debating a contentious issue or topic, (2) a group of articles from a particular researcher or research group, or (3) an edited volume or a book focusing on a particular topic. Please contact the instructor if you have questions about what constitutes an appropriate case study for your term paper.

Term Paper Content:

- Your paper should examine the case study in relation to (1) how evidence is used to build knowledge claims, and (2) how the research does (or does not) draw on a heart-based approach.
- Create a thesis (argument) around which your paper is based.
- Use readings from this course as a foundation for building your analysis

Term Paper Format:

- Abstracts prepared for in-class discussion on April 3 should be one paragraph describing your plan for the paper, and should include a preliminary reference list.
- The final paper should be 10 to 12 pages long (2500 to 3000 words)

Lateness Policies

- If you cannot lead your **student seminars** on the assigned date, please contact the instructor ASAP. You may receive a grade of zero if you do not meet your seminar deadline.
- For the **final paper**, there is a 2-day grace period during which there are 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.

Course Schedule (Subject to Modification)

Module 1: Archaeologies of the Head: Evidence and Reasoning

Week 1 – Jan. 9: Introduction to the Course

- No required readings

Week 2 – Jan. 16: Evidential Reasoning in Archaeology I

- Chapman & Wylie (2016):
 - Introduction (*The Paradox of Material Evidence*)
 - Chapter 1 (*Archaeological Evidence in Question: Working between the Horns of a Dilemma*)

Week 3 – Jan. 23: Evidential Reasoning in Archaeology II

- Chapman & Wylie (2016):
 - Chapter 2 (*Archaeological Fieldwork: Scaffolding in Practice*)
 - Chapter 3 (*Working with Old Evidence*)

Week 4 – Jan. 30: Evidential Reasoning in Archaeology III

- Chapman & Wylie (2016):
 - Chapter 4 (*External Resources: Archaeology as a Trading Zone*)
 - Conclusions (*Reflexivity Made Concrete*)

Week 5 – Feb. 6: Evidential Reasoning in Archaeology IV

- Student Seminars I: Evidential Reasoning in Practice

Module 2: Archaeologies of the Heart: Emotions, Care & Relationality

Week 6 – Feb. 13: Archaeologies of the Heart I

- Instructor-led seminar discussions of Supernant et al. (2020):
 - Chapter 1 (Lyons & Supernant, *Introduction*)
 - Chapter 2 (Welch, *I ♥ Archaeology*)
 - Chapter 4 (Hoffman, 'We Ask Only That You Come to Us with an Open Heart and an Open Mind')

Reading Week – No Classes Feb. 20 – 24.

During Weeks 7 to 9, each student will be responsible for providing an overview and analysis of one of the assigned chapters for the week. Further details are on the shared 'Seminar Instructions and Sign up' document.

Week 7 – Feb. 27: Archaeologies of the Heart II

- Student Seminars II, based on Supernant et al. (2020):
 - Chapter 3 (Armstrong & Anderson, *Ecologies of the Heart*)
 - Chapter 5 (Surface-Evans, *I Could Feel Your Heart*)
 - Chapter 6 (Rizvi, *Community-Based and Participatory Praxis...*)

Week 8 – March 6: Archaeologies of the Heart III

- Student Seminars III, based on Supernant et al. (2020):
 - Chapter 7 (Hodgetts & Kelvin, *At the Heart of the Ikaahuk Archaeology Project*)
 - Chapter 9 (Baxter, *Emotional Practice and Emotional Archaeology*)
 - Chapter 11 (Abbott, *Lithics and Learning*)

Week 9 – March 13: Archaeologies of the Heart IV

- Student Seminars IV, based on Supernant et al. (2020):
 - Chapter 13 (Chang & Nowell, *Conceiving of ‘Them’ When Before There Was Only ‘Us’*)
 - Chapter 14 (van Gelder, *Who Holds your Light?*)
 - Chapter 16 (Atalay, *An Archaeology Led by Strawberries*)

Module 3: Case Studies of Head- and/or Heart-Based Practice

In the final module of the course, you will select a single research article (case study) to analyze based on the head- and/or heart-based approaches you have learned about in this course. Your seminar will provide a starting-point for your final term paper.

Week 10 – March 20

- Student Seminars V (Day 1)

Week 11 – March 27

- Student Seminars V (Day 2)

Week 12 – April 3

- Course summary and final paper workshop

Final Term paper will be due on Friday April 14 at midnight. There will be an automatic grace period (no late penalties) until Sunday April 16 at midnight.

Important Dates: Winter 2023

First day of classes: Mon Jan 9

Add date: Fri Jan 20

Study Break: Mon Feb 20 – Fri Feb 24

Drop/Withdraw date: Fri March 10

Holidays: Good Friday (April 7) & Easter Monday (April 10)

Last day of classes: Tues Apr. 11 (makeup day for Friday April 7)

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.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, **sections 26 and 83 through 85**. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Copyright

Students should be aware that all instructional, reference, and administrative materials prepared for this course are protected in their entirety by copyright. Students are expected to comply with this copyright by only accessing and using the course materials for personal educational use related to the course, and that the materials cannot be shared in any way, without the written authorization of the course instructor. If this copyright is infringed in anyway, students may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

Supports for Students – there are many resources available to support students, including:

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

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](#) (SC0003, 343-8047 or sas@lakeheadu.ca)

As a university student, you may sometimes **experience mental health concerns or stressful events** that interfere with your academic performance and negatively impact your daily activities. All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, **Student Health and Wellness** is there to help. 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.