



Department of Anthropology
ANTH 3811 FAO: Theory and People of the Past
Fall 2023
Dr. Whitaker
Venue: OA 1025
Office Hours: Tuesday 2:30-3:30pm or by appointment
E-mail: kwhitake@lakeheadu.ca

Overview

This course will examine the range of archaeological theories that have come and gone throughout the history of our discipline with respect to our interpretations and inferences of people and the societies they live in. From the early, foundational theories to the present concerns of the continuing impacts of colonialism and ownership, archaeologists have experienced many dramatic shifts in how we conduct our research, and it is by understanding these various, and often multidisciplinary viewpoints that we may become better, and more informed archaeologists. As our discipline has moved from the exclusive academic realm to one that is heavily influenced by public engagement, we will also explore the perception of archaeologists through stakeholders and the wider community.

Learning Objectives

I have developed the course to address several learning outcomes. By the end of the course a successful student should:

- Be able to analyse and evaluate the theoretical framework in scholarly works.
- Be able to think and write critically.
- Be able to understand the relationship between theory, method and data.
- Be aware of the range of opinions with respect to archaeological research.

Class Format

Class will take place in-person as long as public health requirements allow us to do so. In rare circumstances, it may be required to host a lecture over zoom, this will be communicated by email and on our course site should this be necessary. Please check these locations in the morning before you leave for class as a change will be posted by 9am when possible. A zoom link will be provided. **Please ensure you bring headphones with you to campus in case you need to log on.**

Required Texts:

Johnson M. 2019. *Archaeological Theory: An Introduction*. Wiley-Blackwell; West Sussex.

There are additional journal articles, detailed below in the class schedule, and available on MyCourseLink.

Assessments

*Unless otherwise stated, assessments are due by 10:00 pm, your Essay Proposal, Final Essay and Final Exam will be uploaded to the course site under Assignments. All must be submitted in Word with the required file name *

** The use of any type of AI program (ie Chat GPT) is absolutely NOT ALLOWED and will result in an automatic zero for the assessment **

Assessment

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Attendance	5%	Ongoing
Participation	5%	Ongoing
Reading and Discussion Seminar	20%	Various
Essay Proposal and Review of Lit	15%	September 29
Final Essay	25%	November 17
Final Take-home Exam	30%	During exam period

Assessment Details

Attendance 5%

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 5%

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.

Reading and Discussion Seminar 20%

In groups of 2-3 (two to three), during the second class you will pick from the optional lectures marked in blue with an *. As a group you will pick 1 (one) additional scholarly article to assign the class on your topic. This must be submitted to me 1 (one) week BEFORE your seminar so I can upload it to the course site and so your fellow students have time to read it. Please write out the full citation in the required format (American Antiquity) when you email me and ideally include a pdf.

Your group will begin the seminar with a 15 (fifteen) minute Power Point presentation that summarises the assigned article(s) (the one(s) I have assigned and the one you assigned). **DO NOT DO THE TEXTBOOK READING. All group members are required to have read all articles and must be able to discuss them.** Your slides should have as few words as possible, beyond identifying the reading only by author last name and year of publication. No long sections of text at all. Focus on the visuals of images, maps, site plans as needed. Things to address in your summaries: what is the purpose of the reading? What are the key points that the author(s) make, and what is the importance to the subject under discussion? Do not do any outside research and do not include any biographical information about the authors. Stick to the content in the readings.

Be sure to provide a complete reference (in the required format - American Antiquity) for all readings on a final titled Reference List slide, as well as any relevant images/maps/tables to better explain the sources. See the Seminar Rubrics for details on expectations and requirements (10%).

After the summary your group will run a 15 (fifteen) minute discussion on the readings and the wider topic of the week. This will include creating a minimum of 5 (five) leading questions (questions that cannot be answered with simple yes or no responses) that will be submitted to me on the **Wednesday by 10:00pm before the class**. Your questions should not take the form of *testing questions*, but rather ones that may have multiple interpretations to start a discussion. Questions should draw out issues emerging from the readings, including limitations, weaknesses or aspects requiring further explanation.

Put up one question at a time (therefore one on each slide) so your classmates can focus on that question. I will also ask you a random sampling of your classmate's submitted questions that will directly pertain to the readings. **All group members are expected to be able to answer their classmates' questions.** You are also free to do an activity if that will aid in the discussion. Part of your mark will be based on your ability to continue and sustain discussion for 15 (fifteen) minutes (10%).

Group work can be difficult and stressful if everyone does not pull their weight. The night before your presentation, each group member will email me specific details about what they contributed to the group. If there are no glaring differences, all group members will receive the same mark. If there are differences with respect to the amount of work contributed, marks will be reassessed on an individual basis. Please see the Seminar Rubrics for more details regarding expectations.

If this is not your week to lead, you must email me a discussion question based on one of the assigned readings by 10:00 pm Wednesday before class. This goes towards your participation mark.

Research Essay

Topic: Please email me your top 3 (three) topic choices from the list below, starting after class on September 5 and by **September 12 at 10:00pm**. Do a bit of research on google scholar to see what sources are available and what information comes up. You must receive a confirmation email from me to lock in your topic, only one per student. If you fail to confirm your topic with me by the deadline, you will lose 5% from your final essay mark, do not start your outline without confirming your topic with me. I highly suggest you email me as soon as possible to increase your chances of getting the topic you would like.

Essay Proposal and Review of Literature 15% September 29

Your outline will be 2 (two) pages in length and include a working title, a thesis with an argumentative slant one way or the other depending on your topic, and a plan for your essay (ie. argument A, argument B, argument C) which will provide some details about how you are going to prove your arguments. Please use full sentence structure, no bullets.

You will also find and read 3 (three) sources (journal articles and edited book chapters ONLY) and you will create a 150-word brief summary for each on what the main argument is, what evidence is used to support it and how they will individually support your thesis and/or specific arguments. Separate each into its own paragraph, title each paragraph as Source One (then Two, Three) and refer to and reference your article by author last name(s) and year of publication. DO NOT refer to the source as “the article” or include the title, always show respect for authors and their work. Please see the example on the course site.

Finally, you will create a Reference List in the required format (American Antiquity, see below) of your three sources on a separate page. **You must copy and paste and fill out an Essay Proposal Checklist** to your outline and submit your complete assignment (in full-sentence form,

not bullets), as one file, with the file name: Your Last Name Essay Proposal (ie. Whitaker Essay Proposal) to the course website, by 10:00pm on September 29. **I will not accept your assignment if it does not include the completed checklist. Your paper is late after 10:00pm and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours late.**

Sample Thesis:

Apples are better than oranges because they are inexpensive (A), come in a wide variety (B) and can be used in a range of ways (C). ****All three underlined points are the ways in which the argument will be explained and supported with evidence.****, please don't actually include (A,B,C,) or underline your arguments in your paper ☺

Final Essay 25% November 17

The length of your final essay should be 7 (seven) pages double spaced not including a title page and your reference page. You must include a completed Essay Checklist and your previously submitted marked proposal when you submit your paper (copy and paste both into your final essay file). **Your paper will not be accepted without these two items.** I expect to see changes and edits in your final paper based on the feedback provided for your outline.

The format for your essay will be argumentative, that means you are trying to prove a point and convince me it is the correct perspective. Your **introduction** will begin by introducing your topic and will end with your thesis and three arguments. Each argument will then form the basis of paragraphs in the body of your paper. Be sure to provide multiple forms of evidence (in the form of cited articles) to prove each of your points, this means each argument (and each paragraph) should be supported by multiple sources. Your **conclusion** paragraph will restate your thesis, sum up your arguments and comment on the wider significance of your topic.

You are expected to use a minimum of 7 (seven) journal articles and/or edited book chapters, outside of those listed in your course outline, though you may use the journal articles in addition to your other sources. Keep in mind, the minimum will not result in high marks. Please absolutely no websites! **Please watch and understand the *Written Assignments – Things Not to Do* lecture (found on the course site under Content) and be sure to not do those things in your summary.** If your references are not in the required format (American Antiquity), you will automatically lose 5% from your final essay mark. **Your paper is late after 10:00pm on September 29, and every 24-hour period will continue from there. You will lose 5% per 24-hour period and it will not be accepted after 72 (seventy-two) hours late.**

Final Take-Home Exam 30%

This exam, though based on the entire course, will not simply be a recitation of course content. It will consist of essay questions that require you to extrapolate data and think critically. As a result of the lectures 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. **No outside reading or research is required or allowed; this is an open-book individual exam.** You are free to discuss any concerns and questions you have with me; the format and further details will be provided on November 30. **This final exam cannot be handed in late.**

Lecture Outline

Week	Date	Lecture Topic	Reading
1	Sept 5	Introduction, what is theory?	T: preface (xi-xviii)
	Sept 7	Antiquarians	
2	Sept 12	Antiquarian legacies and early archaeological theory	T: chapter 1 (1-12), chapter 5 (72-85) Adams 2010; Binford 1962, Schnapp 2002
	Sept 14		
3	Sept 19	The New Archaeology/ Processualism	T: chapter 2 (13-36), chapter 3 (38-53) Clarke 1973, Arnold 2003, Wylie 2002
	*Sept 21		
4	Sept 26	Archaeological inference, explanation and analogy	T: chapter 4 (54-70) Binford 1967, Bonnichsen 1972
	*Sept 28		
5	Oct 3	Cognitive archaeology	T: chapter 5 (85-92), chapter 6 (94-100, 105-107) Flannery and Marcus 1993, Leone <i>et al.</i> 1987
	*Oct 5		
Oct 10-13		Break	
6	Oct 17	Marxist archaeology	T: chapter 6 (100-105), chapter 12 (226-244) Matthews 2005, Pezzarossi 2019
	*Oct 19		
7	Oct 24	Postprocessualism	T: chapter 7 (108-132) VanPool and VanPool 1999, Arnold and Wilkens 2001, VanPool and VanPool 2001
	*Oct 26		
8	Oct 31	Feminist and gender archaeology	T: chapter 9 (156-179) Dempsey 2019, Marshall 1985
	*Nov 2		

9	Nov 7	Agency and identity	T: chapter 8 (132-155), chapter 10 (180-201) Arnold 2001, Silliman 2001
	*Nov 9		
10	Nov 14	Evolutionary Archaeology	T: chapter 11 (202-225) Bamforth 2002, O'Brien <i>et al.</i> 2003, Bamforth 2003
	*Nov 16	Political archaeology	Trigger 1984, Fawcett <i>et al.</i> 2008
11	Nov 21	Intersection of colonialism and ethnicity	T: chapter 13 (246-259) Pels 1997, Vos 2015
	*Nov 23		
12	Nov 28	Catch-up, review and wrap-up	T: chapter 14 (260-283) Moshenska 2013
	Nov 30		
	Dec 7-17	Exam Period	

Readings, in order of assignment

Adams A

2010. *Ladies of the Field: Early Women Archaeologists and their Search for Adventure*. Greystone Books; Vancouver: 16-39.

Binford L

1962. Archaeology as anthropology. *American Antiquity* 28: 217-25.

Schnapp A

2002. Between antiquaries and archaeologists: continuation and ruptures. *Antiquity* 76: 134-40.

Clarke DL

1973. Archaeology: the loss of innocence. *Antiquity* 47: 6-18.

Arnold P

2003 Back to basics: the middle-range program as pragmatic archaeology. In TL VanPool and CS VanPool (Eds.) *Essential tensions in archaeological method and theory*. Utah Press; Salt Lake City: 55-66.

Wylie A

2002. Emergent Tensions in the New Archaeology. *Thinking from Things*. University of California Press; California: 78-96.

Binford LR

1967. Smudge pits and hide smoking: the use of analogy in archaeological reasoning. *American Antiquity* 32: 1-12.

Bonnichsen R

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

Flannery KV and J Marcus

1993. Cognitive Archaeology. *Cambridge Archaeological Journal* 3: 260-67.

Leone MP, PB Potter Jr, PA Shackel, ML Blakey, R Bradley, B Durrans, JM Gero, GP Grigoriev, I Hodder, JL Lanata, TE Levy, NA Silberman, R Paynter, MA Rivera and A Wylie

1987. Towards a critical archaeology (comments and reply). *Current Anthropology* 28: 283-302.

Matthews CN

2005. Public dialects: Marxist reflection in archaeology. *Historical Archaeology* 39: 26-44.

Pezzarossi G

2019. Introduction: Rethinking the archaeology of capitalism: Coercion, violence, and the politics of accumulation. *Historical Archaeology* 53: 453-67.

VanPool CS and VanPool TL

1999. The scientific nature of post-processualism. *American Antiquity* 64:33-53.

Arnold PJ and BS Wilkens

2001. On the VanPool's 'scientific' post-processualism. *American Antiquity* 66: 361-66.

VanPool CS and TL VanPool

2001. Post-processualism and the nature of science: a response to comments by Hutson and Arnold and Wilkens. *American Antiquity* 66: 367-75.

Dempsey K

2019. Gender and medieval archaeology: storming the castle. *Antiquity* 93: 772-88.

Marshall Y

1985. Who made the Lapita pots? A case study in gender archaeology. *The Journal of the Polynesian Society* 94: 205-233.

Arnold B

2001. The limits of agency in the analysis of elite Celtic burials. *Journal of Social Archaeology* 1: 210-24.

Silliman S

2001. Agency, practical politics and the archaeology of cultural contact. *Journal of Social Archaeology* 1: 190-209.

Bamforth DB

2002. Evidence and metaphor in evolutionary archaeology. *American Antiquity* 67: 435-52.

O'Brien MJ, RL Lyman and RD Leonard

2003. What is evolution? A response to Bamforth. *American Antiquity* 68: 573-80.

Bamforth DB

2003. What is archaeology? (or confusion, sound and fury, signifying...). *American Antiquity* 68: 581-84.

Trigger B

1984. Alternative archaeologies: Nationalist, colonialist, imperialist. *Man* 19: 355-370.

Fawcett C, J Habu and JM Matsunaga

2008. Introduction. In C Fawcett, J Habu and JM Matsunaga (Eds.) *Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperialist Archaeologies*. Springer-Verlag; New York: 1-11.

Pels P

1997. The anthropology of colonialism: Culture, history, and the emergence of Western Governmentality. *Annual Review of Anthropology* 26: 163-183.

Voss BL

2015. What's new? Rethinking ethnogenesis in the archaeology of colonialism. *American Antiquity* 80: 655-70.

Moshenska G

2013. Reflections on the 1943 'Conference on the Future of Archaeology'. *Archaeology International* 16: 128-139.

Reference Citation Style

Within the text, you need to identify sources for all information you use, except for that which is common knowledge or your original thoughts. You must cite sources (including page numbers) for any relatively specific information that you are referring to (e.g., Harris 1991: 285), not just when citing or paraphrasing. If you are using a citation in a very general way, such as referring to the entire work, then only the author's last name and publication date is required (e.g., Harris 1991).

Please use **American Antiquity** style. This is the required format. These citations should appear within the text in the appropriate place (directly before or after the information used or quoted). Do not use footnotes or endnotes.

Every reference or source of information that you actually utilize must appear in the References Cited section (use that heading). **I do not want a Bibliography of sources consulted but not used.** Follow the required format for the References Cited section of your paper, see some examples below. Pay attention to what is indented and capitalized below, as well as the order of presentation (see American Antiquity for more examples). Provide working URL addresses for all web-based materials, but this is not needed for a journal article you access electronically. Above all, be consistent.

For a journal article or chapter in an edited volume:

Harrison R, J Smyth and E Breithoff

2017 Archaeologies of the Contemporary World. *Annual Review of Anthropology* 46: 201-221.

Spector J and M Whyte

1991 What This Axl Means: Towards a Feminist Archaeology. In *Engendering Archaeology*, edited by J Gero and M Conkey. Blackwell, London: 376-87.

For a book:

Kelly, RL

2013 *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Smithsonian Institution Press, Washington, D.C.

See your reading list for additional examples, and also the American Antiquity style guide. If you are using the electronic version of a regular journal, you need provide only the usual attribution, **not the URL**.

Research Paper Topics - maximum of two students per topic

Is culture fundamental to archaeology?

How have ethnographers shaped archaeological thought?

Does the use of analogy restrict us discovering the present in the past?

Is it productive to distinguish between style and function?

Is Hawke's Ladder of Influence still valid in light of modern archaeology?

Why is objectivity a contentious issue in archaeological theory?

When is a pot just a pot?

Can processualists and post-processualists find common ground?

Who has the right to archaeological culture?

Do we even need theory in archaeology?

Can archaeology uncover past intentions?

Can archaeological theory provide a voice for marginalised groups in the past?

Should archaeology be a part of science or history?

Is evolutionary theory a good way to look at past culture and behaviour?

Course, Department and University 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 email the night before an assignment is due, so please plan accordingly. This course will be a respectful place; no insulting language or actions will be tolerated.

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. If, in fact, your answer can be found within the course documents, I will direct you there to find your answer. In composing your email, you must send it from your Lakehead account, please DO NOT email me from the course site (I am not allowed to reply to personal email accounts), include your course number in the subject field and write a formal email, addressing myself in a respectful manner (see the beginning of this section), use complete sentences and sign your email with your full name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend (**this drives me crazy**). I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6:00 pm on Friday to 9:00 am on Monday (with the exception of during the final exam).

Readings: You are expected to complete all readings BEFORE the assigned lecture. Lectures and their associated activities will require you to have read the readings. This course is reading-heavy, though barely touches the tip of the theoretical iceberg. Create a reading plan early on to ensure you are staying on top of the readings, it is very hard to catch up in November.

Late Policy: You are expected to submit all work on time. If an assignment is late, 5% will be deducted for every 24 hours past the due date (received by 10:00pm) and will not be accepted after three days (72 hours after the deadline). Deadlines are firm, and **no extensions** will be given unless there are extenuating circumstances, and the appropriate documentation is provided.

Extension Requests: If an extension is requested, Dr. Whitaker must be informed by email at least 24 hours BEFORE the assignment is due. **Please note: stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this.** Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

Regrading Assignments: If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to step back and consider your assignment.** Read through all of the comments (you will need to download your assignments from me to see my comments) and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper, comments made, and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Marks are not given based on how much perceived effort you put in, but rather the conformation to assessment and class expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72 hours, however, keep in mind your mark could remain the same, be increased, or decreased upon a secondary review.

Academic Conduct: You are expected, as a university student, to abide by and follow the Student Code of Behaviour. This means you will submit only your own, independent and 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. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

It is the responsibility of all students to read, familiarize themselves with, and abide by all university regulations and services as presented in the official University Calendar for the current academic year.

Content and Copyright

Please be advised that the intellectual property rights in the material referred to on this syllabus [and posted on the course site] may belong to the course instructor or other persons. You are not authorized to reproduce or distribute such material, in any form or medium, without the prior written consent of the intellectual property owner. Violation of intellectual property rights may be a violation of the law and Lakehead University's policies and may entail significant repercussions for the person found to have engaged in such act. If you have any questions regarding your right to use the material in a manner other than as set forth in the syllabus, please speak to your instructor.

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>