Lakehead UNIVERSITY

**Archaeology 5112
Issues in Archaeological Science
2024 Winter**

Class Time: Thursdays 2:30 – 5:30 pm
Location: BB 2002

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

Office Hours: Thursdays 11 am – 12 pm or by appointment (in person or on Zoom)

Course Theme: 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 effective approaches for making archaeological interpretations based on evidence and reasoning
- 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
- Discuss how evidential reasoning and an 'archaeology of the heart' has relevance to your own research area

Class Format: This course is based on **seminar discussions,** therefore completing the assigned readings <u>before</u> each class is crucial. For the first month, the instructor will lead the seminars. Over the next two months, most seminars will be student-led. This will help you develop skills in critical analysis, presentations, and discussion leadership. Rather than learning from the instructor, we will learn together.

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, as posted on the course website

Evaluation

Item	Value (%)	Due Date(s)
Participation	15	Throughout the whole course
Term Paper Proposal	5	Jan 25
Seminar I (Evidential Reasoning)	10	Feb. 8
Seminar II (Arch's of the Heart)	10	Feb. 29
Seminar III (Arch's of the Heart)	10	March 7
Seminar IV (Arch's of the Heart)	10	March 14
Seminar V (Case Study)	10	March 28
Term Paper Abstract	5	April 4 at start of class
Term Paper	25	April 15 at midnight
TOTAL	**100**	

Participation (15%) will be calculated based on attendance, active participation in class, preparedness (i.e., being on time, making substantive comments in class, posting to online discussion board), and online discussion posts (when requested). In-class participation not only includes speaking (asking questions, making comments, providing respectful critiques and suggestions, and contributing ideas based on your experience and your understanding of the readings), but also listening carefully and thinking about what others have said.

Term Paper Proposal (5%): Early in the term you will submit a short (~1 page, plus references) summary of the topic you propose to examine for your term paper. (See term paper information below). Your topic should be a question or issue that has been subject to different approaches and studied by various researchers; that is, something that has been a source of considerable debate within the discipline of archaeology and beyond, where clear shifts have occurred in our understanding of the topic have occurred over time. You are encouraged to contact the instructor to discuss your topic selection before handing in your proposal. Your proposal should provide an overview of the topic, its significance, and the kinds of approaches that have been taken to address the issue. You must cite relevant references to demonstrate that you have conducted some initial research on the topic.

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: a 10-20 minute presentation followed by 15-20 minute class discussion, led by you. (Note that about half of your seminar should be a class discussion, so be sure to leave enough time!)
- PowerPoint presentations must be uploaded to the course website (Assignments folder) for instructor feedback within 24 hours of the seminar. Please convert your presentation to a PDF file prior to uploading, to avoid formatting distortions.
- General advice for preparing your seminars will be provided in a separate document. The following are the specific requirements for each seminar:

Seminar I: Choose **one peer-reviewed research article** (preferably in your research area or in a related area of interest) that demonstrates strong evidential reasoning. You will analyze the arguments in the paper using a Toulmin argument schema (which we will learn about in the first weeks of the course, as we read Chapman & Wylie, 2016). Create a **PowerPoint presentation overview** of the article (summary and critical analysis), along with a **handout with a Toulmin schema based on the article**. Then create several carefully-worded **discussion questions** that ask the class to think critically about the reading, in the context of their prior knowledge and what we have learned in this course.

- You must receive **instructor approval of your article choice by Thursday February 1.** The article will then be distributed to the class as a required reading.
- For your presentation (critical analysis), think about the following questions:
  - To what extent does the article meet Chapman & Wylie's criteria for 'robustness reasoning'?
  - How and why does this article demonstrate a 'best practice' (or not) for evidential reasoning?
- For your discussion, begin by asking the class if they have any questions or comments about your presentation and/or your Toulmin's schema. Then pose the discussion questions you prepared ahead of time. Please include these discussion questions (in writing) on your PowerPoints slides.

Seminars II, III, and IV: You will be assigned one chapter from *Archaeologies of the Heart* for each week during weeks 7, 8, and 9. A sign-up sheet will be provided.

- Summarize and analyze the chapter in a 15-20 minute presentation. Your analysis should include your assessment of the author's approaches and arguments, and identify questions about key terms, issues, and/or concepts. The presentation should set the class up for the discussion, reminding them of important aspects of the reading.
- Facilitate a class discussion on the reading (~20 minutes max). A key factor in facilitating a good discussion is creating effective discussion questions, so spend some time determining how you want to frame your discussion and how best to articulate your discussion questions.

Seminar V: A presentation and discussion of your term paper topic.

- Assign ONE key article as a reading for the class and as a basis for discussion
- In your presentation, summarize the topic for the class and critically analyze aspects of the evidential reasoning and heart-based approaches in previous research on the topic. You are not expected to have finished your research on this topic, but you should be able to provide a decent overview for the class that will preview your term paper.
  - 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?

Term Paper (5% for the abstract, 25% for the paper)
Your major writing assignment for this course will be an analysis of a question or issue that has been subject to different approaches and studied by various researchers, applying what you learned in both Module 1 and 2 of this course. You must select your topic early in the term (see 'term paper proposal', above), and you must receive instructor approval for your choice. In your term paper, you must (1) analyze the evidential reasoning associated with research on your chosen topic (considering what you learned in Module 1 of this course), and (2) examine the degree to which heart-based practice has been utilized (and/or the potential/need for applying heart-based approaches to this topic, if it has not been done so previously).

Term Paper Content:
- Your paper should examine the case study in relation to (1) how evidential reasoning is used to build knowledge claims, and (2) how the research does (or does not) draw on a heart-based approach. You may focus more heavily on one or the other, but both should be addressed in the paper.
- Your thesis statement should be an assessment of the above
- You should draw on readings from this course and a substantial amount of additional research to write your paper

Term Paper Format:
- The text of your final paper should be about 2500 to 3500 words. This does not include the title page, abstract, or references.
- Note that minimum expectations for graduate-level writing include consistent formatting, consistent and appropriate citations and referencing, and writing/organization that does not leave the instructor scratching her head in confusion. You are encouraged to have a friend or family member read your work to provide feedback on grammar, word choice, or organizational aspects that might be confusing to the reading. (It is best if your helper is <u>not</u> actually an expert on the subject you are describing.)

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. However, I understand that emergencies do occur, so please don't hesitate to discuss your situation with me.
- 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. 11: Introduction to the Course
- Getting to know each other and the course expectations
- No required readings

Week 2 – Jan. 18: 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. 25: Evidential Reasoning in Archaeology II
- Chapman & Wylie (2016):
    - Chapter 2 (*Archaeological Fieldwork: Scaffolding in Practice*)
    - Chapter 3 (*Working with Old Evidence*)
- Term paper proposal due

Week 4 – Feb. 1: Evidential Reasoning in Archaeology III
- Chapman & Wylie (2016):
    - Chapter 4 (*External Resources: Archaeology as a Trading Zone*)
    - Conclusions (*Reflexivity Made Concrete*)

Week 5 – Feb. 8: Evidential Reasoning in Archaeology IV
- Student Seminars I: Evidential Reasoning in Practice

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

Week 6 – Feb. 15: 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. 19 – 23.

Week 7 – Feb. 29: 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 7: 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 14: 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

Week 10 – March 21
- Summative discussions
- Strategies for developing a term paper, how to write an abstract

Week 11 – March 28
- Student Seminars V

Week 12 – April 4
- Term paper abstracts due
- Course summary, abstract discussions, final paper workshop

Final Term paper will be due on Monday April 15 at midnight. There will be an automatic grace period* (no late penalties) until Wednesday April 17 at midnight.
*You must contact the instructor in advance of the April 15 deadline if you wish to take advantage of the grace period. You do not need to provide a reason for requesting this extension.

Important Dates for Winter 2024
    First day of classes: Mon Jan 8
    Add date: Fri Jan 19
    Study Break: Mon Feb 19 – Fri Feb 23
    Drop/Withdraw date: Fri March 8
    Holidays: Good Friday (April 7) & Easter Monday (April 10)
    Last day of classes: Tues Apr. 9 (Mon Apr 8 is makeup for Good Friday, Tues Apr 9 is makeup for Easter Monday)

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
For a range of resources related to Academic Integrity, see the [Student Conduct – Resources](#) page. 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.

Use of AI
Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. **Unless otherwise indicated, use of GenAI systems to produce assignments for this course is not permitted.** All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content, unless specifically allowed by the instructor, will be considered a violation of academic integrity ("Use of Unauthorized Materials").

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.