



**Arch 5110 FA  
Anthropology/SES  
Fall Term 2025**

**Instructor Information**

Instructor: Dr. Jill Taylor-Hollings  
Office Location: BB2001D  
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Office Hours: by appointment

**Course Identification**

Course Number: Arch 5110  
Course Name: **Archaeological Science Seminar**  
Course Location: BB2002  
Class Times: Wednesdays 9:30 am – 12:30 pm

**Course Description/Overview:** An overview of scientific writing, critical appraisal of research seminars, scientific reviews and group discussion as well as effective methods to prepare and present research proposals, short oral presentations and formal seminars. This required course must be taken in the first year of a student's program. This course is restricted to Archaeological Science majors only. It includes a series of guest lecturers with an amazing array of expertise in archaeological science.

**Course Learning Objectives**

By the end of this course, students will have:

- Refined and enhanced their critical thinking, written and oral communication skills. Grading emphasis is on demonstrated comprehension of the topics at hand and the quality of communication.
- Identified important themes, theories and trends in Canadian archaeology (but also Ontario and North America) and learned more about NW Ontario archaeology
- Begun developing their project proposal and related ideas
- Gained an array of knowledge from anthropologists with diverse research expertise in the department

**Course Resources**

- [mycourselink/D2L](#) and other readings as assigned by guest lecturers and the instructor

This course addresses communication and critical appraisal of archaeological science. It emphasizes exploration of methods and their theoretical underpinnings. Both faculty members and students will lead seminars that address various research topics in Indigenous, archaeological and bio-anthropological sciences. You are expected to read assigned background materials, listen to the presentations and participate in the discussion. Also, you will submit short written discussions or critiques about these issues, and contribute two seminar presentations on topics of your choice.

Review the supporting readings before the presentation to be better prepared to meaningfully participate. The assigned readings will be available on MyCourseLink (folders with presenter's name on them). PDF versions of my class presentations will also be made available. Some of the other presenters might also make their materials available.

Writing must be focused and well-crafted. Academic prose can be disjointed, convoluted, incompletely argued and jargon laden. Work to do better. The small writing assignments will help you develop better your skills. Think carefully about your objectives and write deliberately and sparingly. Readers' and listeners' attention span is generally short. You must capture interest and provide information that builds to a defendable conclusion. Also important is recognition of uncertainty and potential bias. When writing about a controversy or difference of interpretation, offer a critically balanced summary of positions, the basis for interpretation, and how well the data supports the divergent conclusions.

#### **Lakehead's Accommodation & Confidentiality Statements:**

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/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/medical condition 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 email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

#### **Grading**

- Three critical reviews of papers/presentations useful to your project (800 words submitted to me - 3 x 10% = 30%)
- Two - 30 minute presentations followed by leading seminar discussion (2 x 15% = 30%)
- 15-page (not including references) paper discussing an instructor-approved topic (30%); separate guidelines and helpful hints will be supplied separately
- Class participation (10%)

**Note:** Make sure to do the assigned readings, as you are expected to offer comments and perspectives in class, since that is an essential part of a seminar course!

#### **Late Assignments**

Late assignments will automatically receive a 5% deduction for each day late but they will be reviewed to provide evaluation feedback and **must be** submitted for course completion. Please make sure to discuss any related issues with the instructor.

#### **Timetable (Note: May be subject to substitutions)**

##### **Week 1: Sept. 3**

- Course introduction and sharing circle

##### **Week 2: Sept. 10 Jill**

What is academic criticism?

Applied vs. academic archaeology and implications

Northwestern Ontario Culture History – Indigenous and archaeological science

**Week 3: Tuesday, Sept. 16 – (10:00-11:30 am)** attend Yukon palaeontologist Grant Zazula's presentation about Nun Cho Ga (frozen mammoth) in Dr. Jess Metcalfe's ANTH 4010 class

**Sept. 17** - Dr. Jess Metcalfe leading class about this subject and related

**Week 4: Sept. 24**

- Field trip on campus (weather dependent) with Jill, Clarence Surette and Chris McEvoy to view archaeological sites

Assignment due. Critical Review #1

**Week 5: Oct. 1 – Clarence Surette**

- Clarence Surette – archaeological research on campus and lithic raw material collection in dept.

**Week 6: Oct. 8 – Dr. Pete Hollings (Dept. of Geology)**

- Absolute and relative dating – applications to archaeology
- Viewing ancient belongings in the department for learning about material culture

**Study Week (Oct 13 – 17 and OAS Symposium Oct. 17-19!)**

**Week 7: Oct. 22 - Jill**

- Stone tool quarries and sourcing in Pimachiowin Aki UNESCO World Heritage Site

Assignment due: Critical Review #2

**Week 8: Oct. 29 - Jill**

- Developing an outline and table of contents for your thesis (research proposals)
- Indigenous Science featured in the Six Seasons project; twisted fibre replications

**Week 9: Nov. 5 - Dr. Matt Tocheri**

- Topics in PaleoAnthropology. Discoveries, Debates, and the Details: Deciphering the Complexities and Incompleteness of the Hobbit Fossil Record

Readings: <https://drive.google.com/drive/folders/1iihYJO8OtTNmXiE5i5MdSI-aaCl7VpQm?usp=sharing>

Podcast *H. floresiensis*: <https://pod.link/originstories/episode/08f6e67c681ab2579279e6ca4e31dc67>

**Week 10: Nov. 12**

Student Seminars (3)

**Week 11: Nov. 19 - Dr. Tamara Varney**

- Stable isotopes, Lead Project, and student research

Assignment due: Critical Review #3

**Week 12: Nov. 26**

Student Seminars (3)

Paper due: Midnight on December 14

**Important Dates:**

First Day of Classes September 2, 2025

Final Day of Classes December 2, 2025

Final Date to Register (Add) September 15, 2025

Final Date to Withdraw (Drop)	November 7, 2025
Study Days	December 3 - December 4, 2025
Examination Period	December 5 - December 14, 2025
Exam Contingency Date	December 15, 2025
Marks Due	December 18, 2025

### **Academic Integrity Statement**

I understand and agree that:

- (1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else (this includes AI), and
- (2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I 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.

### **University Related Requirements**

#### **Regulations**

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 (Lakehead University Regulations webpage).

#### **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. These include but are not limited to:

- [Health and Wellness](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#)
- [Indigenous Student Services Centre](#)
- [International](#)
- [Student Central](#)

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### **Mental Health**

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 here 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.