

ANTHROPOLOGY 3308G

Archaeology: Theory and Practice

Department of Anthropology

COURSE OUTLINE

Winter 2021-2022

Version date: January 6, 2022

Class day/time (if/when in-person): Thursdays 10:30 am - 1:30 pm

Classroom: SSC 3026

Instructor: Dr. Peter Timmins (he/him)

Office: SSC 3216

Office hours: Thursdays 2:00 – 4:00 (When the course is being taught online, office hours will be conducted via Zoom. Please contact the Instructor to make an appointment.)

Email: ptimmins@uwo.ca

Teaching Assistant: Samantha Albanese

Email: salbane4@uwo.ca

Office and Office Hours: TBD

Credit Value: 0.5

Requisites:

Antirequisites: None.

Prerequisites: Anthropology 2229F/G and registration in Year 3 or 4 in any Anthropology Module.

Mode of delivery:

For Winter 2022 this course was planned as an in-person course. As of December, 2021 the University has requested that we pivot to entirely online for the month of January 2022. Therefore, until we return to in-person classes, the course will be delivered entirely online. The online portion of the course will be *synchronous* and will be conducted via Zoom. Students will be required to meet on Zoom during the regular class time. There will also be tasks to be carried out during the week that must be completed by specific times. If and when we move back to in-person learning, the class will meet on campus in the planned three hour time slot on

Thursdays, but there will still be tasks to be done during the week that must be completed by specific times.

Course Description:

This course provides an overview of the theory and practice of anthropological archaeology. The course will be taught as a seminar in which students will have the opportunity to refine their reading, writing, presentation and discussion skills. Through a series of readings and discussions, the course will review major current intellectual trends in archaeology, offering students an opportunity to explore key concepts for the discipline.

A full course schedule including a week-by-week breakdown of topics and most assigned readings will be available on the course's OWL site before the first day of class.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Understand the fundamental concerns of the "New Archaeology" of the 1960s and '70s.
- Explain the concept of middle range theory in archaeology and appreciate the importance of ethnoarchaeology and material culture studies.
- Discuss the concepts of culture and culture process as they have been defined and applied by archaeologists.
- Outline the key concerns of post-processual archaeology, including symbolic, structural, critical and cognitive archaeology.
- Explain key concepts in the "material turn" in archaeology, including the idea of "entanglement" as applied in recent archaeological discourse.
- Discuss important issues in the archaeology of gender and identity.
- Understand the influences of cultural evolution and Darwinian evolution on archaeology.
- Describe the relationship between archaeology and history, including the differences between American and European approaches.
- Explain the intersection between archaeology, politics and culture, including the development of Indigenous and community archaeologies.
- Discuss current and future directions in archaeological theory.

Course Materials:

The class will have weekly readings from one comprehensive text:

Matthew Johnson, 2020, *Archaeological Theory: An Introduction*, 3rd edition. Wiley Blackwell, Hoboken, NJ. The text is available at the Western Bookstore both in hard copy and as an e-book.

In addition to the basic text, one or two additional readings will be required reading each week. These readings will all be made available in .pdf format through the course OWL site.

Evaluation:

This course will operate in a seminar format, requiring students to keep up with readings, participate in discussions on assigned readings, and provide written reflections on readings and in-class discussions. Students will be evaluated, in part, based on their engagement in the seminar-format class structure, including presentations on readings, leading discussions on readings, written assignments, and participation in class discussions.

In addition to the class discussions, students will be required to submit two papers involving review and critique of major theoretical approaches discussed in the course. The first of these papers will focus on a theoretical approach discussed in the first half of the course (Weeks 1 through 6), while the second will focus on a theoretical approach discussed in the second half of the course (Weeks 7 through 12).

Presentations, Discussions and Reflections on Readings (45%):

In each class, from Weeks 2 through 12, we will have presentations and discussions on two or three readings assigned by the instructor (including the chapters from the text). With the exception of the first and last chapters in the text, each chapter or article will have a student *presenter* and a student *discussant*. Each student will be required to act as a presenter or discussant three times (i.e. once as a presenter and twice as a discussant or *vice versa*). A roster of presenters and discussants will be established and posted on OWL. Students will sign up for their roles as presenters or discussants either during class or through emailing the instructor. To permit adequate preparation time, presenters and discussants must be selected at least one week in advance of the class in which the articles are discussed.

Each *presenter* should summarize the authors' arguments and intent (their main points and how they make them). Powerpoint slides may be used in the

presentations, but they are not required. Presentations of readings are expected to be approximately 20 – 25 minutes in length. Presenters will be graded based on the quality of their presentations and assigned a mark out of 5.

Following each presentation, a *discussant* will lead the class in the discussion of the reading. The discussants should prepare at least four discussion questions on the reading. Discussants should draw out issues emerging from the readings, including limitations, weaknesses or aspects requiring further explanation. Powerpoint slides may be used for the discussion questions, but they are not required. Approximately 20-25 minutes will be allotted for the discussion of each reading. Discussants will be graded based on the quality of the discussion and assigned a mark out of 5.

In addition, students assigned to act as presenters or discussants each week will be required to submit a 750 word *Reflection Paper* based on the chapter or article they were assigned to read. The Reflection Paper may include aspects of both the presentation and the following in-class discussion. They should be well thought out, clearly written, and proof-read. Reflections must be submitted as attachments through Assignment page in OWL (using Turnitin.com) no later than 6 pm on the day the class discusses the specific reading. The reflections will be graded and assigned a mark out of 10.

In-Class Participation (15%):

Students will be expected to participate in the discussion of the readings assigned for each class. Class participation will be a cumulative mark reflecting students' attendance, participation in discussions of readings, general summary discussions led by the instructor, and ability to sustain discussion.

Paper 1 on a Theoretical Approach Discussed in Weeks 1 through 6 (20%):

Students must submit a paper on one of the theoretical approaches discussed in the first half of the course. Detailed instructions including possible themes will be provided when the assignment is released on OWL on February 3rd. The paper should be approximately 2000 words (not including references) in length and must be well thought out, clearly written, and proof-read. Papers are due by 6:00 pm on Thursday, March 3rd, and will be submitted through the OWL Assignments page using the Turnitin function.

Paper 2 on a Theoretical Approach Discussed in Weeks 7 through 12 (20%):

Students must submit a paper on one of the theoretical approaches discussed in the second half of the course. Detailed instructions including possible themes will be provided when the assignment is released on OWL on March 10th. The paper

should be approximately 2000 words (not including references) in length and must be well thought out, clearly written, and proof-read. Papers are due by 6:00 pm on Thursday, March 31st, and will be submitted through the OWL Assignments page using the Turnitin function.

Note: There is no Final Exam for this course.

For all assignments (reflections and papers) there will be a 2% reduction of the assignment grade for each day that an assignment is late (including weekends and holidays). Unless accommodation is granted, assignments that are not handed in within 10 days of the due date (including weekends and holidays) may receive a grade of zero.

Academic Statements and Policies:

Academic Integrity - Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Course Specific Conditions Required to Pass this Course:

Anthropology 3308G is considered an essay course. In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course. In this course the two major papers are considered essays. In order to pass this course, students must submit and receive a passing grade on at least one of the two major papers.

Use of OWL

For the month of January and until the University deems it safe to return to in person teaching, this course will be delivered asynchronously online. OWL, Western's online course management program, will be used for providing the syllabus and weekly schedule (using the Syllabus page), providing video lecture content (using the Lessons pages), weekly discussions of lectures and readings (using the Forums page), completing weekly quizzes (using the Test and Quizzes tool), providing, submitting and returning assignments (using the Assignments page) and communications with the class (using the Announcements and Messages tools). Pdf copies of Powerpoint presentations will be made available in

the OWL Lesson pages after each class. All grades will be posted in the OWL Gradebook.

If and when it is deemed safe to move to in person teaching, the remainder of the course will be delivered in a blended format, both in person and online. OWL will continue to be used for all of the functions described above, but the video lectures will be replaced by in person lectures.

Accommodation Policies:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

All missed work must be made up by the end of the exam period in the applicable term.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence:

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are not met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in

question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.

For Western University policy on Consideration for Student Absence, see: [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

[Student Medical Certificate \(SMC\)](#)

Religious Accommodation:

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Institutional Statements and Policies:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).

Course Schedule

Dates	Topics and Readings
Week 1 Jan. 13 - 20	Lesson 1: Introduction Johnson, Chapter 1 No additional reading.
Week 2, Jan. 20 - 27	Lesson 2: The "New Archaeology" Johnson, Chapter 2 Additional Reading: Binford, Lewis (1968) Archaeological Perspectives. In <i>New Perspectives in Archaeology</i> , Sally & Lewis Binford (eds.), p. 5-32. Aldine, Chicago. Longacre, William A. (1968) Some aspects of Prehistoric Society in East-Central Arizona. In <i>New Perspectives in Archaeology</i> , Sally & Lewis Binford (eds.), p. 89-102. Aldine, Chicago.

- Week 3, Jan. 2 – Feb. 3 Lesson 3: Archaeology as Science
Johnson Chapter 3
- Watson, P.J., LeBlanc, S.E., and C.L. Redman (1971) The Logical Structure of an Explicitly Scientific Archaeology. In *Explanation in Archaeology: An Explicitly Scientific Approach*. p. 21-57. Columbia University Press.
- Wylie, A. (2002) Chapter 4, Emergent Tensions in the New Archaeology. In *Thinking from Things*, p. 78-96. University of California Press.
- Week 4, Feb. 3 - 10 Lesson 4: Middle Range Theory, Ethnoarchaeology and Material Culture Studies
Johnson, Chapter 4
- Binford, Lewis (1980) Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation, *American Antiquity*, Vol. 45, No. 1, p. 4-20.
- Hodder (1982) Implications for Archaeology. In *Symbols in Action*, p. 185-211. Cambridge University Press.
- Week 5, Feb. 10 - 17 Lesson 5: Culture and Process
Johnson, Chapter 5
- Brumfiel, E.M. (1992) Distinguished Lecture in Archaeology: breaking and entering the ecosystem – gender, class and faction steal the show. *American Anthropologist*, New Series, Vol. 94, No. 3, p. 551-567.
- Watson, P.J. (1995) Archaeology, Anthropology, and the Culture Concept. *American Anthropologist*, New Series, Vol. 97, No. 4, p. 683-694
- Week 6, Feb. 17 Lesson 6: Thoughts and Ideologies
Johnson, Chapter 6
- Leone, M.P. (1998) Symbolic, Structural and Critical Archaeology. *Reader in Archaeological Theory: Post-Processual and Cognitive Approaches*, D.S. Whitley, ed. P. 49-68. Originally published in *American Archaeology: Past, Present and Future*, D.J. Meltzer, D.D. Fowler and J.A. Sabloff, eds., p. 415-33.
- Flannery, K.V. and J. Marcus (1998) Cognitive Archaeology. *Reader in Archaeological Theory: Post-Processual and Cognitive Approaches*, D.S. Whitley, ed. P. 35-48. Originally published in the *Cambridge Archaeological Journal* (1993) 3: 260-67.

- Feb. 19 - 27 Reading Week, no class
- Week 7, Mar. 3 - 10 Lesson 7: Postprocessual and Interpretative Archaeologies
Johnson, Chapter 7
- Whitley, David S. (1998) New Approaches to Old Problems: Archaeology in Search of an Ever Elusive Past. In *Reader in archaeological theory : post-processual and cognitive approaches*. D. S. Whitley, ed., p. 1-30
- Hodder & Hutson 2003, Post- processual Archaeology. In *Reading the Past: Current Approaches to Interpretation in Archaeology*. p. 206-235. Available online. Cambridge University Press.
- Week 8, Mar. 10 – 17 Lesson 8: The Material Turn
Johnson, Chapter 8
- Thomas, J. (2015) The future of archaeological theory. *Antiquity* 89: 1287-1296.
- Hodder, I (2012) Chapter 5, Entanglement. In *Entangled: An archaeology of the relationships between humans and things*. p. 88-112. Wiley.
- Week 9, Mar. 17 - 24 Lesson 9: Archaeology, Gender and Identity
Johnson, Chapter 9
- Conkey, M. and J. Gero (1997) Programme to practice: gender and feminism in archaeology. *Annual Review of Anthropology* 26: 411-437.
- Tomášková, S. 2007, Mapping a future: archaeology, feminism and scientific practice. *Journal of Archaeological Method and Theory* 14: 264-284.
- Week 10, Mar. 24 – 31 Lesson 10: Archaeology and Cultural Evolution/Archaeology and Darwinian Evolution
Johnson, Chapter 10 & 11
Additional reading TBD.
- Wk. 11, Mar. 31 – Apr. 7 Lesson 11: Archaeology and History
Johnson, Chapter 12
Additional reading TBD.
- Week 12, April 7 Lesson 12: Archaeology, Politics, and Culture/The Future of Archaeological Theory
Johnson, Chapters 13 & 14
Additional reading TBD.