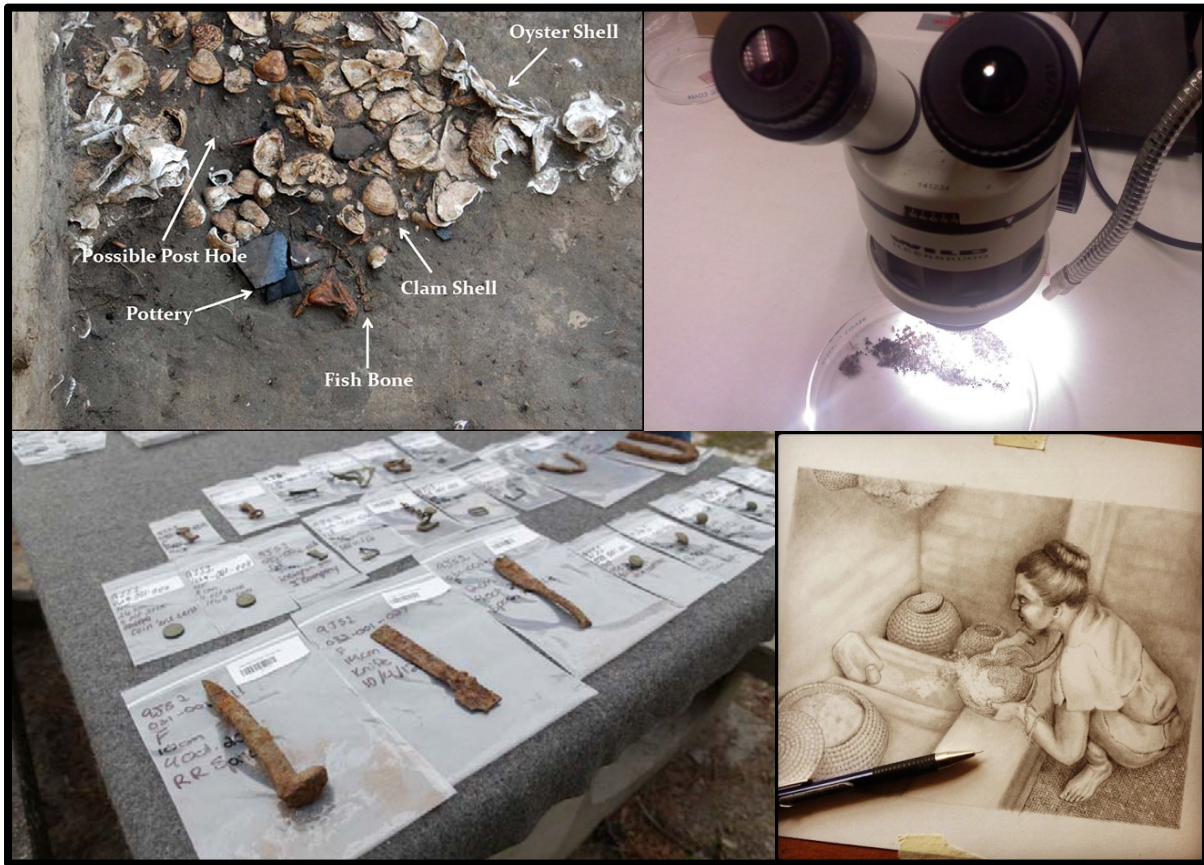


Anthro 3K03: Archaeological Interpretation

Instructor: Shanti Morell-Hart <smorell@mcmaster.ca>



Course Schedule: Tuesdays 11:30-14:20
Course Location: Kenneth Taylor Hall, Room B122
Office Hours: Wednesdays, 11:30-14:20
Office: Chester New Hall, Room 534

Course description:

What is the role of material culture in daily and ritual life? What aspects of lifeways are negotiated through artifacts and features? What happens to material remains after they become incorporated into the archaeological record, and what are the methods used to study these residues? How can we use artifacts, ecofacts, and features to answer archaeological and anthropological questions?

In this course, we will engage in the classification, analysis, and interpretation of archaeological data. We will explore different types of archaeological remains and modes of analysis, as well as theoretical frameworks used to interpret the archaeological record. The course is arranged around 1) exploring the major classes of artifacts, ecofacts, and features likely to be encountered in archaeological sites; 2) identifying these remains and organizing the data to make interpretable results; and 3) addressing major issues within the sub-discipline including preservation, analytical methods, sampling, collection, and interpretation.

Our broad goals are to:

- Learn about the classification of different types of archaeological materials;
- Understand the problems and range of anthropological research using archaeological datasets;
- Gain knowledge of archaeological analysis from sampling to interpretation; and
- Consider the broader applications of archaeological interpretation, including economics, identity, foodways, politics, symbolism, and historical ecology.

The class will proceed partly as a seminar, with discussions on assigned readings, and partly as a laboratory section, with practicums and field trips. You will be evaluated on consistent participation in class discussion (in the classroom and/or the online forum) (20%), a set of reading responses (20%), a set of laboratory practicums and field activities (20%), a final paper (30%), and a final research presentation (10%).

Required Texts:

Many of the readings will be posted online, but there is one required book available for purchase online or in the campus bookstore (make sure to get the 2nd edition):

Balme, Jane and Alistair Paterson

2009 *Archaeology in Practice: A Student Guide to Archaeological Analyses*. 2nd edition. John Wiley & Sons.

ISBN: 9780470657164

Course requirements:

This course meets once a week. Classes will be divided between informal lectures, discussions, and laboratory practicums. Your grade in the course will be based on your performance in completing the following assignments:

Class participation: 20% of total grade.

Class participation is based partially on attendance, and partially on contributions to discussion. It is necessary for you to join class dialogue, through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

***ALSO REQUIRED*:** Feedback on the final presentations of two of your peers.

Reading responses: 20% of total grade. *Due each Tuesday by 10 pm.*

You will be responsible for a 300 word (roughly $\frac{3}{4}$ page, double-spaced) response to **one** of the assigned readings-- *NOT including the textbook reading*-- the evening before the first class meeting of the week. These are to be posted on Avenue to Learn, before 10 pm (usually Tuesday evening). Individual readings will be divvied up between class members for responses, but everyone is responsible for completing all of the assigned readings for each week's discussion.

Each reading response should include the following:

-Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the SAA Style Guide:

http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf

-A set of 5 keywords (list), just below the citation

-Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

-What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

-What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? (3 sentences)

-What types of materials/data/evidence are used to address these objectives? (1 sentence)

-What is one key thing you drew from this reading? (1 sentence)

-What else would you like to see the author address? (e.g. short critique, or a request for more or different types of data) (2 sentences)

-What does this make you reflect on-- in the news, your own daily practice, or your own experiences? or, What other class readings does it remind you of, and why? (1-2 sentences)

-What questions do you have about the reading? (1-2 sentences)

-*OPTIONAL*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

Laboratory Notebook: 20% of total grade.

Your work from each laboratory practicum and field trip activity will be recorded into your lab notebook. Each entry will entail answering a series of questions and/or crafting detailed drawings and descriptions. Your laboratory notebook will be graded on completeness, clarity of information, and accuracy of answers to exercise questions.

Final paper: 30% of total grade.

Your final paper will be broken up into two components: final paper outline and annotated bibliography (10%), and the final paper itself (20%).

Final paper outline and annotated bibliography: 10% of total grade. Due Friday, Nov.11, by 10 pm.

This is a 2-page assignment that includes a 1-page (single-spaced) outline (roughly 250 words), and a 1-page (single-spaced) list of sources with a brief annotation for each source.

The outline must include: 1) your main thesis questions and objectives, 2) the general layout of your paper and structure of your argument, and 3) the contributions from source material you will be using. In your outline, the authors and dates of the readings you plan to cite will go in parentheses next to every applicable outline subheading. Also, provide a rough page number count for each major section of your paper.

On a separate page, provide an alphabetical list of 8 sources you will use in your paper: articles, book chapters, databases, and/or other scholarly materials. At least 5 of these readings must come from sources outside of assigned class readings. All of your sources should be scholarly in nature, and listed with full bibliographic reference information. Make sure to use the SAA Style guide for your bibliographic information

(http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf). For each source, you will need to include a brief (1-sentence) description of how the material will contribute to your paper.

I will post an example of a final paper outline online, and talk over the template in class.

Final paper: 20% of total grade. Due Friday, Dec. 9, by 10 pm.

This is a 2400 word assignment (roughly 8-pages of narrative, double-spaced, 12-pt font, 1-inch margins). Be sure to include a title page and bibliography on separate pages (and outside the word count). Again, you will need to use at least 10 sources, 5 of which must be outside of class readings.

I will post an example of the evaluation sheet I will use for your final paper online, and talk over the format in class, so that you have an idea of how to structure your paper.

After completing your final paper, please consider updating relevant Wikipedia articles on your paper topic(s), especially if you have chosen a more obscure topic with little or no information already on Wikipedia!

Final Research Presentation: 10% of total grade

Final research presentations will take place during the last week of the term. You will need to prepare a short (5 min) PowerPoint (or similar) presentation. This will cover your research questions, analysis, and preliminary interpretations as you have prepared them for your final paper. Basically, condense the text of your paper into 1.5 pages, and then craft roughly 4 slides to graphically illustrate your research. The goal of the presentations is to make you conversant in your own hard work!

As a reminder: part of your Class Participation grade is providing feedback on the presentations of two of your peers. This feedback will help them (and you!) polish the final paper.

Expectations and General Guidelines:

Letter ¹	%	GPA ¹	Verbal ²	Definition ²
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

Faculty of Social Sciences E-mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

Special accommodations:

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly. Student Accessibility Services (linked below) can help to guide you in this process.

Student Accessibility Services:

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require accommodation should contact SAS as early in the term as possible. <http://sas.mcmaster.ca>

Office of Human Rights and Equity Services:

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life. <http://www.mcmaster.ca/hres/index.html>

Personal Counselling and Mental Health at the Student Wellness Center:

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources. <http://wellness.mcmaster.ca/counselling.html>

Requests for Relief for Missed Academic Term Work:

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review

and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". **Please note these regulations have changed beginning Spring/Summer 2015.**

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief f or Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_f_or_Missed_Academic_Term_Work)

For missed academic work worth less than 25% of the final grade, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only once per term. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. <https://www.mcmaster.ca/msaf/index.html>

If you are absent for reasons other than medical reasons, are missing for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you MUST visit your Associate Dean's Office (KTH 129). You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

Writing Support Services:

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

Research Help

A Service Desk is located near the entrance of each library on campus. Students may drop by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: <https://library.mcmaster.ca/justask>

Research Consultations

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks.

<https://library.mcmaster.ca/forms/research-consultation-request>

Images from the top of the syllabus:

Illustration by Kathryn Killackey

Photo by SMH

<http://trails.mdah.ms.gov/img/layout/graveline/onMound6.jpg>

<http://bento.cdn.pbs.org/hostedbento->

[prod/filer_public/TimeTeamAmerica/Slideshows/what%20we%20found/Lawton/lawton_art_remnants.jpg](http://bento.cdn.pbs.org/hostedbento-prod/filer_public/TimeTeamAmerica/Slideshows/what%20we%20found/Lawton/lawton_art_remnants.jpg)

Course Schedule:

(Reminder: You are responsible for a 300 word response to **one** of the assigned readings-- *NOT including the textbook*-- the evening before the first class meeting of the week.)

1. Sep.7: Introduction to course, the topics, and each other

Lecture: Overview: Questions and interpretations, methodologies and materials

2. Sep. 14: Archaeologies of Space and Place

Lecture: Features and activity areas; space; place; stratigraphy; sedimentology; geoarchaeology

Activity: Sedimentology, micromorphology, and stratigraphy practicum

Discuss: B&P Chapter 4: Stratigraphy; B&P Chapter 12: Sediments; Shaw 1992; Sonnenburg et al. 2013

3. Sep. 21: Archaeologies of Trade, Exchange, and Political Economy

Lecture: Analyses of stone implements and materials; economies; trade; exchange

Activity: Lithic analysis practicum

Discuss: B&P Chapter 6: Introduction to Stone Artifact Analysis; Arakawa et al. 2011; Carter 2011; Sheets 2000

4. Sep. 28: Archaeologies of Ritual and Religion

Lecture: Analyses of fauna, mollusks, and insects; MNI, NISP, and meat weight; approaches to ritual and religion; religious traditions and practice

Activity: Zooarchaeology practicum

Discuss: B&P Chapter 9: Animal Bones; B&P Chapter 11: Mollusks and Other Shells; Cannon and Yang 2006; Sugiyama et al. 2013

5. Oct.5: Archaeologies of Symbolism

Lecture: Analyses of iconography and epigraphy; symbolic practice; language; hieroglyphs, petroglyphs and rock art

Activity: Iconography practicum

Discuss: B&P Chapter 3: Rock-Art; Kitchell 2010; Ouzman 2001; Taube 1996

****Oct. 10-14 MID-TERM RECESS****

6. Oct. 19: Archaeologies of Demography and Dwelling

Lecture: Analyses of architecture, settlement, and demography; households; ethnohistory and direct-historical approaches

Activity: Demography and settlement practicum

Discuss: B&P Chapter 14: Historical Sources; Hunt and Lipo 2012; Hyslop 1990 (excerpt); Joyce 2004

****Bring laptops to class on Oct.26!****

7. Oct.26: Archeology and Ethnoecology

Lecture: Analyses of geography, ecology and environment; landscape; ecodynamics; Geographic Information Systems (GIS)

Activity: Landscape and GIS practicum

Discuss: B&P Chapter 1: Finding Sites; Lightfoot et al. 2013; Wollwage et al. 2012; Ur 2006

8. Nov.2: Archaeologies of Foodways

Lecture: Analyses of plant residues; foodways; nutrition and health; cuisine; agriculture and horticulture; human-environmental interactions

Activity: Paleoethnobotany practicum

Discuss: B&P Chapter 10: Plant Remains; Minnis 1989; Morell-Hart et al. 2014; Sutton and Reinhard 1995

9. Nov.9: Archaeologies of Death

Lecture: Analyses of the human body; bioarchaeology; pathology and mortality; mortuary practices; relational approaches

Activity: Bioarchaeology practicum

Discuss: B&P Chapter 13: Artifacts of the Modern World; Cannon 2002; Larsen 2005; Prowse 2011

****Final Paper Outline due by 8pm on Friday, Nov.11****

****American Anthropological Association meetings, Nov. 16- Nov.18****

10. Nov.16: Archaeologies of Identity

Lecture: Analyses of ceramics, chemical residues, and usewear; axes of identity; social roles; communities

Activity: Ceramics practicum

Discuss: B&P Chapter 8: Ceramics; B&P Chapter 7: Residues and Usewear; Dongoske et al 1997; Roddick and Hastorf 2010

11. Nov. 23: Archaeology and Formation Processes

Lecture: Tracking formation processes in the archaeological record; decay and transformation; cultural and natural transformations; absolute and relative dating techniques; dendrochronology

Activity: Formation process practicum

Discuss: B&P Chapter 5: Absolute Dating; French and Whitelaw 1999; Metcalfe and Heath 1990; Schiffer 1972

12. Nov.30: Archaeology and Public Policy

Lecture: Heritage management; representation; stakeholderhood; curation; museum exhibits; visualization

Guest Presentation: Kathryn Killackey: Archaeological Illustration and Representation

Workshop: Final paper and final exhibitions

Discuss: B&P Chapter 2: Consulting Stakeholders; Carlson et al. 2010; Cochrane and Russell 2007; Hamilakis 1996

13. Dec. 7

****Final Presentations****

****Friday, Dec. 10: Final Papers due by 8 pm****

Course Readings:

- Arakawa, Fumiyasu, Scott G. Ortman, M. Steven Shackley and Andrew I. Duff
2011 Obsidian Evidence of Interaction and Migration from the Mesa Verde Region, Southwest Colorado. *American Antiquity* 76(4):774-796.
- Balme, Jane and Alistair Paterson
2009 *Archaeology in Practice: A Student Guide to Archaeological Analyses*. John Wiley & Sons.
- Cannon, Aubrey
2002 Spatial Narratives of Death, Memory, and Transcendence. *Archeological Papers of the American Anthropological Association* 11(1):191-199.
- Cannon, Aubrey and Dongya Y. Yang
2006 Early storage and sedentism on the Pacific Northwest Coast: Ancient DNA analysis of salmon remains from Namu, British Columbia. *American Antiquity* 71(1):123-140.
- Carlson, Eric, Anna Marie Prentiss, Ian Kuijt, Nicole Crossland and Art Adolph
2010 Visually Reconstructing Middle Fraser Canyon Prehistory: Redefining a Process. *SAA Archaeological Record*:29-33.
- Carter, Tristan
2011 A true gift of mother earth: the use and significance of obsidian at Çatalhöyük. *Anatolian Studies* 61:1-19.
- Cochrane, Andrew and Ian Russell
2007 Visualizing archaeologies: A manifesto. *Cambridge Archaeological Journal* 17(1):3.
- Dongoske, Kurt E., Michael Yeatts, Roger Anyon and T.J. Ferguson
1997 Archaeological cultures and cultural affiliation: Hopi and Zuni perspectives in the American Southwest. *American Antiquity* 62(4):600-608.
- French, C.A. and T.M. Whitelaw
1999 Soil erosion, agricultural terracing and site formation processes at Markiano, Amogros, Greece. *Geoarchaeology* 14:151-189.
- Hamilakis, Yannis
1996 Through the looking glass: Nationalism, archaeology and the politics of identity. *Antiquity* 70(270):975-978.
- Hester, Thomas R.
1997 The Handling and Conservation of Artifacts in the Field. In *Field Methods in Archaeology, Seventh Edition*, edited by T. R. Hester, H. J. Shafer and K. L. Feder, pp. 143-158. Mayfield Publishing Company, Mountain View, California.
- Hunt, Terry L and Carl Philipp Lipo

- 2012 Ecological Catastrophe and Collapse: The Myth of 'Ecocide' on Rapa Nui (Easter Island). *PERC Research Paper* (12/3).
- Hyslop, John
1990 *Inka Settlement Planning*. University of Texas Press, Austin, TX. (excerpts)
- Joyce, Rosemary A.
2004 Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11(1):5-29.
- Kitchell, J.A.
2010 Basketmaker and Archaic Rock Art of the Colorado Plateau: A Reinterpretation of Paleoimagery. *American Antiquity* 75(4):819-840.
- Larsen, Clark Spencer
2005 Reading the Bones of La Florida. *Scientific American* (Mysteries of the Ancient Ones).
- Lightfoot, Kent G, Rob Q Cuthrell, Chuck J Striplen and Mark G Hylkema
2013 Rethinking the study of landscape management practices among hunter-gatherers in North America. *American Antiquity* 78(2):285-301.
- Metcalfe, Duncan and Kathleen M. Heath
1990 Microrefuse and site structure: The hearths and floors of the Heartbreak Hotel. *American Antiquity* 55(4):781-796.
- Minnis, Paul E.
1989 Prehistoric diet in the Northern Southwest: Macroplant remains from Four-Corners feces. *American Antiquity* 54(3):543-563.
- Morell-Hart, Shanti, Rosemary A. Joyce and John S. Henderson
2014 Multi-Proxy Analysis of Plant Use at Formative Period Los Naranjos, Honduras. *Latin American Antiquity* 25(1):65-81.
- Ouzman, Sven
2001 Seeing is Deceiving: Rock Art and the Non-Visual. *World Archaeology* 33(2):237.
- Prowse, Tracy L.
2011 Diet and dental health through the life course in Roman Italy. *Social Bioarchaeology*:410-437.
- Roddick, Andrew P. and Christine A. Hastorf
2010 Tradition brought to the surface: Continuity, innovation and change in the Late Formative Period, Taraco Peninsula, Bolivia. *Cambridge Archaeological Journal* 20(02):157-178.
- Schiffer, Michael B.
1972 Archaeological context and systemic context. *American Antiquity* 37(2):156-165.
- Shaw, Ian

- 1992 Ideal Homes in Ancient Egypt: the Archaeology of Social Aspiration. *Cambridge Archaeological Journal* 2(2):147-166.
- Sheets, Payson D.
2000 Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11(02):217-230.
- Sonnenburg, Elizabeth P., Joseph I. Boyce and Eduard G. Reinhardt
2013 Multi-proxy lake sediment record of prehistoric (Paleoindian–Archaic) archaeological paleoenvironments at Rice Lake, Ontario, Canada. *Quaternary Science Reviews* 73:77-92.
- Sugiyama, Nawa, Raúl Valadez, Gilberto Pérez, Bernardo Rodríguez and Fabiola Torres
2013 Animal Management, preparation and sacrifice: reconstructing burial 6 at the Moon Pyramid, Teotihuacan, México. *Anthropozoologica* 48(2):467-485.
- Sutton, Mark Q. and Karl J. Reinhard
1995 Cluster analysis of the coprolites from Antelope House: Implications for Anasazi diet and cuisine. *Journal of Archaeological Science* 22(7441-7450).
- Taube, Karl A.
1996 The Olmec Maize God: The Face of Corn in Formative Mesoamerica. *RES: Anthropology and Aesthetics*:29–30.
- Ur, Jason
2006 Google Earth and Archaeology. *SAA Archaeological Record* (May)(35-38).
- Wollwage, Lance, Scott L. Fedick, Serge Sedov and Elizabeth Solleiro-Rebolledo
2012 The Deposition and Chronology of Cenote T'isil: A Multiproxy Study of Human/Environment Interaction in the Northern Maya Lowlands of Southeast Mexico. *Geoarchaeology* 27(5):441-456.