

## **ANTHROPOLOGY 4F03: ARCHAEOLOGIES OF SPACE AND PLACE**



*Visitors at the sacred peak of Pajchiri, in the Lake Titicaca Basin, Bolivia.*

Scholars working the last several decades have increasingly recognized space and place as active elements in social, political and cultural processes. The built and natural environment modifies our perception, affects our behavior, and constrains possibilities. In this course, we will cover a wide range of theoretical and methodological approaches in archaeology (and anthropology, in general) that relate to studies and interpretations of space and place. We will discuss a number of global case studies, including Classic Maya villages in Belize, the sacred Peruvian landscapes of the Inca, 17<sup>th</sup> Century American gardens, and pilgrimage routes travelled by aboriginal Australians. As a group, we will do close readings and have critical discussions on selected socio-spatial theories and some of the methods that archaeologists have used to analyze how people use spaces (such as rooms, buildings, street grids, fields, or regions) to articulate social relations.

The course will begin with some seminal writings of a number of social theorists who have inspired contemporary archaeologists and ethnographers in their study of “space and place”. In the second part we will survey a range of specific topics. All of the case studies in this second part of the course are guided by contemporary theoretical and methodological approaches to space and place. The readings are all in a course reader available at the bookstore or are available as PDFs through on-line journals on the library website.

Dr. Andy Roddick (roddick@mcmaster.ca)  
Thursdays 8:30-11:20 KTH 105  
Office Hours: Fridays, noon- 2 PM (CNH 509)

### **Course Goals and Objectives:**

The aim of this course is to build a familiarity with the various theoretical and methodological standpoints on space and place in archaeology (and anthropology, in general), spatial analyses in archaeology, and cultural landscapes. As this seminar is your main archaeological theory course, we will work towards thinking through social theory. The course will also give you the opportunity to conduct original research on some aspect of space and place while employing some of the theoretical and methodological frameworks discussed in the course. Through the course of this process we want to work within a positive environment where we can collectively build upon our individual experiences and understandings in a shared learning community.

### **By the end of the course you will be able to:**

- \* Identify specific theoretical perspectives and methodological tools employed by archaeologists to study and interpret space and place.
- \* Describe in written and oral form the research designs and interpretive frameworks for different archaeological case studies.
- \* Formulate an independent study of space and place on the McMaster campus by applying the theoretical and methodological frameworks discussed in the course.
- \* Locate, evaluate and utilize theoretical works relevant to archaeology, including those available through libraries, the internet, research groups, and professional organizations.
- \* Critically evaluate and assess the arguments presented in studies of space and place, and the basic assumptions, theories, and methods utilized in those studies.

### **Course Expectations and Requirements:**

Requirements for the course will include reading and engaging in discussion every week; a series of short writing/blogging assignments; a primary source blog post; and a final research project. The quality of your course experience will depend in large part on your willingness to read thoughtfully and participate actively in class discussions. This is a heavy reading course and you need to keep up! An overall goal is to provide you with the necessary tools to hone your skills in articulating significant arguments within a particular range of anthropological studies. More importantly, the format of the course encourages a supportive environment to practice your skills at written exposition, classroom discussion, and public presentations.

### **Attendance and Class Participation: (10% of course grade)**

Attendance is important because a significant portion of your final grade is based on class discussion. In both small groups and as a whole class, there will be ample opportunity for discussion.

### **Blogs, Comments and Discussion: (35% of course grade)**

As we only meet once a week, we will be using blogs to keep our discussion going. You will be divided into 6 groups. Each week we will have one group blogging, another commenting on others posts, and a final group preparing to lead discussions of the issues that come up in the readings, blog posts and responses. See the schedule. Each of you must register for a free blog through the library's toolbox (see the "Seminar Blogging" handout), and by week 2 email me your address. Dr. Roddick's blog, which will include weekly prompts, discussions, and provide links to both class blogs and other useful sites, can be found here: <https://macblog.mcmaster.ca/spacetoplace/>

Blog posts will consist of both reactions and analysis of our weekly readings, or responses to specific prompts. While your group is assigned to blog, you will be doing this work independently (i.e. each of

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you will write a blog post). These reading reaction blog posts are one or two page essays (up to 500 or so words) based on the readings for that week. Your goal is not to decide whether you liked or disliked the articles. Instead, you will want to compare the different archaeological case studies, and ask yourself several questions. What was their scale of study? Did you understand the different approaches and research designs? What kinds of data were used for the investigation? Was there a theoretical approach? If so, how did that approach influence the methodology? Why is this relevant to archaeology or anthropology in general? (These questions are simply suggestions, and in some cases other types of questions will be appropriate).

Those commenting that week will engage with each others' understandings of the issues. If your group is assigned to comment a particular week, then you must comment on a minimum of two blogs with thoughtful consideration to pertinent issues. Bloggers are encouraged to respond to these comments, to address the question or bigger issue. Similarly, those not assigned are also encouraged to respond - while not required for your grade, this will greatly aid in your understanding of the issues (and contribute to your participation grade). Blogs and comments will be worth 30% of your grade.

Those leading discussants (see below) should draw on the ideas of those blogging and the blog responses. Discussants will be responsible for leading discussion on the assigned readings for selected class meetings. You will be working as a group to highlight significant theoretical and methodological themes that emerged in the articles; the manner in which they related to one another and to previous topics discussed in the course; and their implications for spatial analysis in archaeology. As your job is to keep the conversation going, you should feel free to include presentations along with smaller group discussion. You should plan on having approximately 45 min -1 hour to keep this discussion going. Your contribution to this discussion will be worth 5%.

### **Primary Source Blog Post: (20% of course grade)**

The primary source blog post consists of a list of publications and a paragraph on the particular source you are exploring. This exercise allows you to make an initial plunge into a particular theoretical approach to space and place, to share with the class how to best access the source, and to review someone's use of that source. I will provide some options in week 3, but you are free to seek out your own ideas or scholars. Although this will be posted on your blog, you should be prepared to discuss your findings with the class (for ~10 minutes). Your list of citations should include 5-15 books, articles, web resources that discuss the critical or sophisticated use of that source. The list might also include works, from any number of disciplines, which intelligently make use of the resource. We will discuss this assignment on October 5<sup>th</sup>, and the primary source blog post will be due October 26<sup>th</sup>. Please note: These posts - both your own and those of your peers - should be useful for thinking about your research paper!

### **Campus/City Research Paper (35% of course grade)**

An earthquake destroyed Hamilton and the McMaster campus in 2017, and it is now the year 2112. You are archaeologists in this future world, a world that has changed in almost every way except archaeological method and theory (which is stuck in the world of 2017!). Imagine that the members of the seminar, with Dr. Roddick as the editor, have been contracted to write a lively, original book-length guide to the McMaster University Campus and Hamilton area drawing on notions of space and place. The publisher does not want an "architectural history" of McMaster, or a guide to open space designs. Those already exist. Instead, the essays in this new space and place guide will explore ideas, groups of people, episodes surrounding the campus; daily lives of students, faculty, and staff, and their sets of

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surroundings. The book is to be written (and for some essays, perhaps, illustrated) from a variety of theoretical perspectives, but should all make the material world of McMaster and Hamilton central, from an archaeological perspective.

*Step 1: Brainstorming session.* Bring a list of ideas to class for a seminar on November 2<sup>nd</sup>. Be sure to bring in a list of possible subjects, issues, and locations for the “McMaster/Hamilton Space and Place” guide.

*Step 2: Your one-page proposal.* By November 16<sup>th</sup> you will have honed in on one particular essay topic, and in this class bring your one-page proposal for that essay. Write it as a letter to me as editor for the new edited collection. (5%)

*Step 3: Write the essay.* Your final essay should be approximately 10-12 pages long (2,500 - 3,000 words). Further instructions on the paper will be provided. In week 11 bring a copy of your rough draft for peer-editing. The final draft will be turned in on the first day of exams. (30%)

### **WANT SOME BONUS POINTS?**

Worried about your grades? Dropped the ball on an assignment? It's your lucky day. In the coursepack there are several articles we will not have time to cover. Provide a comprehensive and well-written annotation of one of these (yes, grammar counts) for some extra points. Another option: we have two department talks by the University of Chicago's Dr. Shannon Dawdy ([http://anthropology.uchicago.edu/people/faculty\\_member/shannon\\_lee\\_dawdy/](http://anthropology.uchicago.edu/people/faculty_member/shannon_lee_dawdy/)) on October 4th and 5th. These talks are VERY pertinent to this class. Provide an abstract on either of her talks or one of her readings mentioned in class, and also receive bonus points.

\*\* You may only complete one such annotation, and the deadline for completing these is November 23rd.

### **Grade Scale:**

Following convention (<http://registrar.mcmaster.com/calendar/current/pg145.html>) this grading system will be used in this course.

90-100% A+	77-79% B+	67-69% C+	57-59% D+	0-49 F
85-89% A	73-76% B	63-66% C	53-56% D	
80-84% A-	70-72% B-	60-62% C-	50-52% D-	

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.

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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, [www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm) The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained. (Insert specific course information, e.g., style guide)
- Improper collaboration in group work. (Insert specific course information)
- Copying or using unauthorized aids in tests and examinations.

### **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

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

#### Requests for Relief for Missed Academic Term Work

The University recognizes that students periodically require relief from academic work for medical or other personal situations. This academic regulation aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. Any concerns regarding the granting of relief should be directed to the respective Faculty Office. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the Academic Integrity Policy and Student Code of Conduct, where appropriate.

1. Relief for missed academic work worth less than 25% of the final grade resulting from medical or personal situations lasting up to three calendar days:

- o Use the McMaster Student Absence Form (MSAF) on-line self-reporting tool. No further documentation is required.
- o Students may submit requests for relief using the MSAF once per term.

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- o An automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate the opportunity for relief.
- o The MSAF cannot be used to meet a religious obligation or to celebrate an important religious holiday.
- o The MSAF cannot be used for academic work that has already been completed/ attempted.
- o An MSAF applies only to work that is due within the period for which the MSAF applies, i.e. the 3-day period that is specified in the MSAF; however, all work due in that period can be covered by one MSAF.
- o The MSAF cannot be used to apply for relief for any final examination or its equivalent. See Petitions for Special Consideration above.

2. For medical or personal situations lasting more than three calendar days, and/or for missed academic work worth 25% or more of the final grade, and/or for any request for relief in a term where the MSAF has been used previously in that term:

- o Students must report to their Faculty Office to discuss their situation and will be required to provide appropriate supporting documentation (see Documentation Requirements below).
- o If warranted, the Faculty Office will approve the absence, and the instructor will determine appropriate relief.

#### Documentation Requirements

If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness.

If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three working days.

In some circumstances, students may be advised to submit a Petition for Special Consideration (Form A) seeking relief for missed academic work. In deciding whether or not to grant a petition, adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, may be taken into account. Failure to do so may negate the opportunity for relief.

If the petition is approved, the Faculty Office will notify the instructor(s) recommending relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

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## Schedule

### **Please Note:**

- \* I recommend that you read the articles and chapter in the order they are presented.
- \* All readings are in the course reader, except those ONLINE. You can find these PDFS by using the Anthropology Plus database on the library website. <http://library.mcmaster.ca/articles/anthropology-plus>
- \* B:3, R:1, D:5 means group 3 blogs this week, group 1 responds this week and group 5 runs the in class discussion.
- \* The schedule is subject to change, but I will give you fair warning!

### **SEPTEMBER 7<sup>th</sup>: INTRODUCTION**

### **SEPTEMBER 14<sup>th</sup>: THEORY, SPACE, AND PLACE**

Johnson, Mathew

2006 Archaeology and Social Theory. In A Companion to Archaeology, edited by John Bintliff, pp. 92-109, Blackwell, Malden

Thornton, Thomas F.

2008 Place and Tlingit Senses of Being. Chapter 1 of Being and Place Among the Tlingit. University of Washington Press Seattle.

### **SEPTEMBER 21<sup>st</sup>: FUNCTIONALIST PERSPECTIVES**

(Dr. Roddick away - Guest seminar discussion led by Dr. Shanti Morell-Hart)

Trigger, Bruce

1989 Functionalism in Western Archaeology. In "A History of Archaeological Thought", pp. 244-289

Johnson, Mathew

2010 The "New Archaeology" In Archaeological Theory: An Introduction, pp.12-34

### **SEPTEMBER 28<sup>th</sup>: HISTORICAL ECOLOGY AND ENVIRONMENTAL HISTORY**

B:1, R:5, D: Dr. Roddick

Heckenberger, M. J., J. C. Russell, J. R. Toney and M. J. Schmidt.

2007 The legacy of cultural landscapes in the Brazilian Amazon: implications for biodiversity. Philosophical Transactions of the Royal Society B. 362:197-208.

Erickson, Clark L.

1999 Neo-environmental Determinism and Agrarian "Collapse," Antiquity 73:634-42

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Kolata, A L, M W Binford, M Brenner, J W Janusek, and C Ortloff  
2000 Environmental Thresholds and the Empirical Reality of State Collapse: A Response to Erickson (1999). *Antiquity* 74 (284): 424-426.

### **OCTOBER 5<sup>th</sup>: CREATING (AND MAPPING) LANDSCAPES**

B:3, R:1, D:5

\* *Discussion of approaches for Primary Source Blog Post and Space and Place Guide.*

\*\* *Dr. Shannon Dawdy on campus for department and public talks - optional readings and details to be discussed via the blog.*

Bender, Barbara

1998 Introduction: Time, Place and People. In: *Stonehenge, Making Space*, pp. 1-23

Kealhofer, Lisa

1999 Creating social identity in the landscape: Tidewater, Virginia, 1600-1750, *Archaeologies of Landscape: Contemporary Perspectives* edited by Wendy Ashmore and Bernard Knapp, pp. 58-82. Wiley Blackwell Malden, MA.

Kosiba, Steve and Andrew M Bauer

2012 Mapping the Political Landscape: Toward a GIS Analysis of Environmental and Social Difference. *Journal of Archaeological Method and Theory*

### **October 12th: MIDTERM BREAK**

### **October 19th: STRUCTURALIST PERSPECTIVES TO SPACE AND PLACE**

B:6, R:2, D:3

Bourdieu, P

1970 The Berber House or the World Reversed. *Social Science Information* 9(2):151-170.

Netherly, Patricia and Tom Dillehay.

1986. "Duality in Public Architecture in the Upper Zaña Valley, Northern Peru. In Sandweiss, Daniel and Peter Kvietok, eds., *Perspectives on Andean Prehistory and Protohistory*. Ithaca, NY: Latin American Studies Program, Cornell University. Pp. 85- 114.

### **October 26th: PHENOMENOLOGY AND PLACE-MAKING**

B:2, R:4, D:1

\* *Primary Source Blog Post due.*

Tuan, Yi-Fu

1978 Space, Time, Place: A Humanistic Frame. In *Making Sense of Time*, edited by T. Carlstein, D. Parkes and N. Thrift, pp. 7-16. John Wiley & Sons, New York.



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Basso, Keith H.

1996 "Wisdom Sits in Places: Notes on a Western Apache Landscape" in *Senses of Place*, edited by S. Feld and K.H. Basso, pp. 53-90. School of American Research, Santa Fe; read excerpt pp. 53-58 only

Robin, Cynthia

2002 *Outside of Houses: The Practices of Everyday Life at Chan Noohol, Belize*. In *Journal of Social Archaeology* 2(2): 245-268.

### **November 2nd: PRACTICE AND DWELLING**

B:5, R:3, D: Dr. Roddick

*\*Brainstorming the McMaster Space and Place Guide*

Joyce, Rosemary A.

2004 *Unintended Consequences? Monumentality As a Novel Experience in Formative Mesoamerica*. *Journal of Archaeological Method and Theory* 11(1)

Roddick, Andrew, Bruno, Maria and Christine Hastorf.

2014 *Political Centers in Context: Depositional Histories at Formative Period Kala Uyuni, Bolivia*. *Journal of Anthropological Archaeology*

Urton, Gary

1988 "Public Architecture as Social Text: The History of an Adobe Wall in Pacariqtambo, Peru (1915-1985)". *Revista Andina* 6(1): 225-261.

### **November 9th: ENGENDERING PLACE**

B:4, R:6, D:2

Moore, Henrietta L.

1986 "Interpreting Space." Introduction and Chapter 7 of *Space, Text and Gender: An Anthropological Study of the Marakwet of Kenya*. Cambridge University Press, Cambridge.

Tringham, Ruth.

1991. "Households With Faces: The Challenge of Gender in Prehistoric Architectural Remains," In Gero, Joan M. and Margaret W. Conkey, eds., *Engendering Archaeology*. Oxford, UK: Blackwell. Pp. 93-131

### **November 16th: MEMORY AND HISTORY**

B:5, R:1, D:6

*\* Your one page proposal for the space and place guide is due this week.*

Connerton, Paul

1991 "Social Memory." Chapter 1 in *How Societies Remember*. Cambridge University Press, Cambridge.

Hodder, Ian and Craig Cessford.

2004. "Daily practice and Social Memory at Çatalhöyük." *American Antiquity* 69(1): 17- 40.

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### **November 23rd: POWER AND MONUMENTAL PLACES**

B:2, R:6, D:4

\*\* Listen to *"The Arsenal of Exclusion"* from podcast *99% invisible*.

Moore, Jerry.

1995 "The Architecture of Social Control: Theory, Myth, and Method," - Chapter 5 in *Architecture and Power in the Ancient Andes*. Cambridge: Cambridge University Press.

Pauketat, Timothy R.

2000. "The Tragedy of the Commoners," in Dobres, Marcia-Anne and John Robb, eds. *Agency in Archaeology*. London: Routledge. Pp. 113-129.

### **November 30th: CONTESTED SPACES ACROSS TIME**

B:3, R:4, D: Dr. Roddick

Daehnke, Jon D

2007 A 'strange Multiplicity' of Voices: Heritage Stewardship, Contested Sites and Colonial Legacies on the Columbia River. *Journal of Social Archaeology* 7 (2): 250- 275.

De León, Jason

2012 "Better to Be Hot Than Caught": Excavating the Conflicting Roles of Migrant Material Culture. *American Anthropologist* 114 (3): 477-495.