

ANTHROPOLOGY 4F03: ARCHAEOLOGIES OF SPACE AND PLACE



Excavations at the Formative Period (1500 BC-400 AD) site of Chiripa, in highland 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, 17th Century American gardens, and pilgrimage routes of aboriginal Australia. 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”. The second part is a survey of specific topics, using primarily case studies from around the world. All of the case studies in this second part of the course are guided by contemporary theoretical and methodological approaches to space and place. There is no textbook for the course, and primary works were chosen over secondary works because I want us to critically engage the different theoretical and methodological approaches directly. 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.

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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 also 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. The course is open to all students, specifically those interested in anthropology, archaeology, history, and landscape studies.

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

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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.

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 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 discuss some options in week 3. 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. The primary source blog post will be due week 6.

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Please note: These posts - both your own and those of your peers - should be useful for thinking about your research paper!

Campus Research Paper (35% of course grade)

An earthquake destroyed the McMaster campus in 2013, 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 2012!). 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 the immediate campus areas 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 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 central, from an archaeological perspective.

Step 1: Brainstorming session. Bring a list of ideas to class for a seminar on week 7. Be sure to bring in a list of possible subjects, issues, and locations for the “McMaster Space and Place” guide.

Step 2: Your one page proposal. By week 9 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%)

Grade Scale: Following convention

(<http://registrar.mcmaster/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.

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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, 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)

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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 (for either on-line reading or to print out) 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 fair warning!

PART 1: APPROACHING SPACES, PLACES AND LANDSCAPES

JANUARY 9th:

Dr. Roddick out of town. During class time please set up your class blog (instructions available on Avenue to Learn), and have the following two readings done:

Johnson, Mathew

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

Practical Tips for Reading Critically-Academic Prose Adapted from Joshua Page, "Practical Tips for Reading Sociology" (*handout available on Avenue to Learn*)

JANUARY 16th: INTRODUCTION AND THEORIES OF SPACE, PLACE & SCALE

Cresswell, Tim

2004 "Introduction: Defining Place." Chapter 1 in *Place: A Short Introduction*. Blackwell, Oxford.

Rodman, Margaret

1992 Empowering Place: Multilocality and Multivocality. *American Anthropologist* 94(3): 640-656. (ONLINE)

Preucel, Robert W. and Lynn Meskell

2001 "Places" In *A Companion to Social Archaeology*, edited by L. Meskell and R.W. Preucel, pp. 215-229. Blackwell, Malden

JANUARY 23rd: LANDSCAPE ARCHAEOLOGY: BETWEEN SPACE AND PLACE

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

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

Bender, Barbara

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

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Ashmore, Wendy
2004 Social Archaeologies of Landscape. In *A Companion to Social Archaeology*, edited by L. Meskell and R.W. Preucel, pp. 230-254. Blackwell, Malden.

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.

JANUARY 30th: PRACTICE AND PHENOMENOLOGY

B:6, R:2, D:3

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.

de Certeau, Michel
1984 "Spatial Stories." Introduction and Chapter 9 in *The Practice of Everyday Life*, trans. by Steven Rendall. University of California Press, Berkeley.

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

FEBRUARY 6th: DWELLING AND HOME

B:3, R:1, D:5

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

Ingold, Tim
1993 *The Temporality of the Landscape*. *World Archaeology* 25(2):152-174. (ONLINE)

Barrett, John C.
1999 "The Mythical Landscapes of the British Iron Age" in *Archaeologies of Landscape: Contemporary Perspectives*, edited by Wendy Ashmore and Bernard Knapp p.253-265

FEBRUARY 13th: LANDSCAPES: REMOTE SENSING, SURVEY AND GIS

(Dr. Roddick out of town, session run by Dr. Shanti Morell-Hart – readings may change!)

B:2, R:4, D:1

* *Primary Source Blog Post due.*

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Sui, Daniel Z.

2004 GIS, Cartography, and the Third Culture: Geographic Imaginations in the Computer Age*. *The Professional Geographer* 56 (1): 62-72. (ONLINE)

Janusek, John W.

2004 Top-down or bottom-up: Rural settlement and raised field agriculture in the Lake Titicaca basin, Bolivia. *Journal of Anthropological Archaeology* 23(4): 404-430. (ONLINE)

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* (ONLINE)

PART 2: KEY ISSUES IN ARCHAEOLOGIES OF SPACE AND PLACE

FEBRUARY 27th: ENGENDERING PLACE

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

**Brainstorming the McMaster Space and Place Guide*

Bourdieu, P

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

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.

Hendon, Julia

1997 "Women's Work, Women's Space, and Women's Status Among the Classic-Period Maya Elite of the Copan Valley, Honduras." In *Women in Prehistory: North America and Mesoamerica*, edited by C. Claassen and R. A. Joyce, pp. 33-46. University of Pennsylvania Press, Philadelphia.

MARCH 6th: SACRED AND COSMIC LANDSCAPES

B:4, R:6, D:2

McBryde, Isabel

1997 The Landscape Is a Series of Stories. *Grindstones, Quarries and Exchange in Aboriginal Australia: A Lake Eyre Case Study*. *Siliceous Rocks and Culture* 587-607.

Glowacki, Mary, and Michael Malpass

2003 Water, Huacas, and Ancestor Worship: Traces of a Sacred Wari Landscape. *Latin American Antiquity* 14(4): 431-448. (ONLINE)

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McEwan, C and M van de Guchte

1992 Ancestral time and sacred space in Inca state ritual, *The Ancient Americas: Art From the Sacred Landscapes* edited by R F Townsend, pp. 359-371. Art Institute of Chicago, Chicago IL.

MARCH 13th: 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.

Joyce, Rosemary A.

2003 Concrete Memories: Fragments of the Past in the Classic Maya Present (500-1000 AD). In *Archaeologies of Memory*, edited by R. Van Dyke and S. Alcock, pp. 104-125. Blackwell, Malden.

Roddick, Andrew and Christine Hastorf

2010 Tradition Brought to the Surface: Continuity, Innovation and Change in the Late Formative Period, Taraco Peninsula, Bolivia. In *Cambridge Archaeological Journal* 20:2: 157-78 (ONLINE)

MARCH 20th : POWER AND MONUMENTAL PLACES

B:2, R:6, D:4

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

Moore, Jerry D.

1992 Pattern and Meaning in Prehistoric Peruvian Architecture: The Architecture of Social Control in the Chimu State. *Latin American Antiquity* 3:95-113. (ONLINE)

Van Dyke, Ruth M

2009 Chaco Reloaded: Discursive Social Memory on the Post-Chacoan Landscape. *Journal of Social Archaeology* 9(2): 220. (ONLINE)

Joyce, Rosemary A.

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

MARCH 27th: CONTESTED SPACES

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

** Rough draft of your final essay due: Bring a copy for a partner to peer-edit.

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Kuper, Hilda

2003 "The Language of Sites in the Politics of Place." In *The Anthropology of Space and Place: Locating Culture*, edited by S. Low and D. Lawrence-Zuñiga, pp. 247-264.
Blackwell, Malden.

Brown, Michael F.

2003 "Negotiating Respect." Excerpt from Chapter 5 of *Who Owns Native Culture?*
Harvard University Press, Cambridge.

PAPER DUE APRIL 10TH