

Anth 2PA3: Introduction to Archaeology

Instructor: Shanti Morell-Hart

<smorell@mcmaster.ca>



Course Lecture Schedule: Tuesdays and Fridays, 9:30-10:20

Course Lecture Meeting Location: Health Sciences Center, Room 1A6

Course Laboratory Meeting Location: Kenneth Taylor Hall, Room B122

Office Hours: Wednesdays, 11:00 - 13:00

Office Location: Chester New Hall, Room 534

Course Description:

What was the lived experience in historic and ancient times? What aspects of material culture define the lifeways of the past for the people of the present? How do history, environment, individuals, and culture interact, and what material patterns emerge from these interactions? Who owns the past, and how is it used?

Archaeology, a sub-discipline of anthropology, is the study of past societies through their material culture. This course serves as an introduction to the concepts and methods used to reconstruct past societies from their material remains. In this course, we will concentrate on various theories and methods that archaeologists use to make inferences and interpretations. An underlying goal is to provide a good sense of not only the "puzzle solving" aspect of archaeology, but also the "craft" of archaeology. We will explore:

- different time periods, from the Paleolithic to the Historic Period;
- different scales of ancient communities, from large city centers to small hamlets;
- different materials studied by archaeologists, from landscapes to chemical signatures;
- different approaches to archaeological queries, from cultural ecology to practice theory;
- different aspects of archaeological practice, from survey to high-order interpretation; and
- different interests of stakeholders, from descendent communities to non-profit organizations.

The course will proceed partly as lecture, and partly as laboratory course, incorporating hands-on materials, workshops, interactive activities, films, and small field trips. You will be evaluated on laboratory activities (30%), class participation (10%), one mid-term exam (30%), and a final exhibition (30%; including activity and short teaching module).

Textbooks and Required Readings:

Many of the course readings will be posted online on Avenue to Learn, but there is one required book available for purchase online or in the campus bookstore:

Renfrew, Colin and Paul Bahn

2015 *Archaeology Essentials* (Third Edition). Thames and Hudson.

Course Requirements

Our class meets together twice per week, while your individual tutorial sessions will meet once per week. Course material will be divided between lectures, discussions, and laboratory activities. Your grade in the course will be based on your performance in completing the following assignments:

Lab Projects: 30% of total grade. Due in three installments over the course of the term.

Three lab projects will be due over the course of the term. All three of these will be available on the website at least a week before you will work on them in your lab session. Your TA will lead you through the exercises during the lab sessions. While the labs can be completed with your research team, you will write up your own independent lab reports. Due dates for the labs will be outlined by your TA in your first lab tutorial session. **The final laboratory report will be due by April 12.**

Class participation: 10% of total grade.

Class participation is based primarily on attendance, and partially on contributions to discussion. You are expected to complete **all** of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. 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 exhibitions of your peers.

Mid-term exam: 30% of total grade. *In-class, Friday March 8.*

The mid-term exam will be a ~40 minute exam, **administered in-class on March 8.**

In preparation for the exam, each research team will devise a set of questions, based on one week's topics, lectures, activities, and readings. Each member of the research team will be responsible for submitting A) one exam question, with B) the correct answer, C) rationale, and D) citations of relevant reading/activity/lectures. All questions are to be posted online, by **Monday, Feb.25**, as a single Word document for each research team. Questions may be either multiple answer or fill-in-the-blank.

These questions will form the basis for your exam preparation (as well as the exam itself!). I will also lead an evening review session on **Thursday, Mar.7, at 5:30 pm**, to answer lingering questions about course materials.

Final Exhibition: 30% of total grade.

In this project, your research team will put together an interactive exhibit, related to one archaeological site or region, and geared toward 7th grade students. Each member of your research team will be charged with one aspect of life at the site or in the region. You will need to define unique characteristics of your group's case study, from the standpoint of its artifacts and/or ecology and/or architecture and/or social aspects.

The idea is for you to make the past come alive, with emphasis on lifeways and activities. The exhibit can include music, food, dance, costumes, textiles, drawings, maps, photos, replicas of ceramics or tools found in the readings, powerpoint presentations/movies, snippets of ethnohistoric or ethnographic passages, potted plants from the region, activities such as flintknapping or ceramic making or corn grinding, models, cardboard architecture... etc. etc. etc.

There are three steps in this process:

Step 1 – Choosing exhibition theme and individual topic. Select by Friday, Feb.8

Your **research team** will need to choose a site case study (e.g. Cahokia) or a cultural focus (e.g. Calusa) by class time on **Monday, Feb.8**. During the exhibitions, each **group** will be responsible for representing the case study as a whole. As a group, you will craft an overview of your archaeological case study (posterboard and/or ~2 min. powerpoint or video). 25% of your grade (identical for each member of the group) will be related to overview of the case study and cohesion of the individual contributions.

Each individual in your group will be charged with developing an interactive activity related to one aspect of lifeways in your ancient community or region (e.g. foodways, memorialization, warfare, ritualized landscapes, dance performance, etc.) 75% of your grade will be related to your individual contribution.

Step 2 – Developing the activity teaching module. Due by 8 pm, the evening before your exhibition.

As part of your individual contribution to the research team exhibition, you will need to craft a short teaching module (~2 pages, single-spaced). **You will need to post this teaching module online by 8 pm, the evening before your exhibition.** On the day of the exhibitions, you will also need to bring four hard copies of the module. Carefully follow the guidelines in the teaching module template posted on Avenue to structure your own. Examples of good teaching modules will also be posted online.

Focus on making your exhibits educational and interactive. You will be evaluated on the accuracy of your representations, as well as your engagement with the materials and scholarship of the case study. The research for your teaching module must include at least 5 references from outside class readings. I will post an example of the evaluation sheet I will use for your final project online, and discuss the expectations in class, so that you have an idea of how to structure your exhibition.

Step 3 – In-class exhibitions. Mar.26-Apr.9

The exhibitions will take place during the class meetings of March 26-April 9. Friends, roommates, and family (especially children) are welcome to attend! At the conclusion, please consider donating your materials, activities, and/or ideas to a local school, daycare, or afterschool program.

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

Course Policies, Expectations and General Guidelines:

Grades:

Grades will be based on the McMaster University grading scale:

Letter¹	%	GPA¹	Verbal²	Definition²
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 Integrity Statement:

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior 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 types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which 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.

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."

The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work:

http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

For missed academic work worth up to 25% of the course weight, 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. As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. Failure to do so may negate the relief.

<https://www.mcmaster.ca/msaf/index.html>

If you are absent 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. 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.

Privacy Protection:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

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

Course Modification:

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.

Special Accommodations:

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to Indigenous or spiritual observances, 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.

Religious, Indigenous and Spiritual Observances (RISO):

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

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 academic accommodation should contact SAS as early in the term as possible. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#). Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. <http://sas.mcmaster.ca>

AODA:

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email hutchin@mcmaster.ca

Additional Student Resources:**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>

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:

<https://i.pinimg.com/originals/e5/10/75/e510759690010dbc87a916cd0fb8fc79.jpg>

https://www.thestar.com/news/world/2009/06/16/lost_aztec_tomb_lies_under_mexico_city.html

<http://www.incamayanaztec.com/Ancient-Mayan-Music-2.gif>

Course Schedule:

R&B = Renfrew and Bahn textbook

1. Jan.8: Introduction to Introduction to Archaeology

2. Jan.11: Nuts and Bolts: Course Framework and Trajectory

Discuss: Course Outline; R&B Introduction (pp.8-13); Heaney 2017

3. Jan.15: The Dark Abyss of Time: Intellectual Foundations and Culture History

Discuss: R&B Chapter 1: "The Searchers: The history of archaeology"

Lab session: Mapping (part 1 of 3)

4. Jan.18: It's Made of People: Anthropological Archaeology

Discuss: Kintigh et al. 2014; Rathje and Cullen 2001

Workshop: Final exhibitions

5. Jan.22: Just the Facts? New Archaeology and Post-Processualism

Discuss: Gamble 2007; Minnis 2006

Lab session: Mapping (part 2 of 3)

6. Jan 25: What is an Archaeological Record?

Discuss: R&B Chapter 2: "What is Left? The variety of the evidence"

7. Jan.29: Recon: Finding and Mapping Sites

Guest Lecture: Reginald Carther-Krone

Discuss: Gammon 2015; Ur 2006

Lab session: Mapping (part 3 of 3)

8. Feb.1: Dirt Bags: Sampling Strategies and Excavation

Film: Digging Sites Pt.1

Discuss: R&B Chapter 3: "Where? Survey and excavation of sites and features"

9. Feb.5: Everything in its Right Place: Organization, Curation, and Repatriation

Film: Digging Sites Pt.2

Discuss: Adams 1988; Warrick 2017

Lab session: Artifact analysis (part 1 of 4)

****Feb.8: Research Teams choose exhibition site or region before class meeting****

10. Feb.8: Making Matches: Ordering and Dating Materials

Discuss: R&B Chapter 4: "When? Dating Methods and Chronology"

Workshop: Final exhibitions

11. Feb.12: Time Management: Dating Through Chronometric Means

Discuss: Gowlett 2006; Thomas 2009; Nash 2007

Lab session: Artifact analysis (part 2 of 4)

12. Feb.15: Thinking from Things: Portable Artifacts

Discuss: R&B Chapter 7: "How were artifacts made, used, and distributed?"; Joyce 2012

**** Feb.19 – Feb.22: Winter Term Recess ****

****Feb.25: Submit exam questions with research team****

13. Feb.26: Thinking from Signs: Writing, Symbols, and Meaning

Discuss: R&B Chapter 9: "What Did They Think?"

Lab session: Artifact analysis (part 3 of 4)

14. Mar.1: Thinking from Landscapes: Built Environments and Ecofacts

Discuss: R&B Chapter 6: "What Was the Environment and What Did They Eat?"; Walshaw 2010

15. Mar.5: Thinking from People: Bioarchaeology and Identity

Discuss: R&B Chapter 8: "What Were They Like?"; Sørensen 2006

Lab session: Artifact analysis (part 4 of 4)

****Mar.7: Optional exam review session at 5:30 pm****

16. Mar.8: MIDTERM EXAM

17. Mar.12: Thinking through Analogies: Material Culture and the Middle-Range

Guest Lecture: Beatrice Fletcher

Discuss: Longacre et al. 1991; Price 2007; Puleston 1971

Lab session: Ecofact analysis (part 1 of 4)

18. Mar.15: Archaeological Interpretation and Social Organization

Discuss: R&B Chapter 5: "How Were Societies Organized?"

Workshop: Final exhibitions

19. Mar.19: Contemporary Stakes

Discuss: R&B Chapter 11: "Whose Past? Archaeology and the Public"; Blakey 2001

Lab session: Ecofact analysis (part 2 of 4)

20. Mar.22: The Past in the Present

Discuss: R&B Chapter 12: "The Future of the Past"; Howell 1992; McIntosh and Renfrew 2000

21. Mar.26: Final Presentations

****Upload to Avenue folder by 8 pm the night before****

Lab session: Ecofact analysis (part 3 of 4)

22. Mar.29: Final Presentations

****Upload to Avenue folder by 8 pm the night before****

23. Apr.2: Final Presentations

****Upload to Avenue folder by 8 pm the night before****

Lab session: Ecofact analysis (part 4 of 4)

24. Apr.5: Final Presentations

****Upload to Avenue folder by 8 pm the night before****

Lab session:

25. Apr.9: Final Presentations

****Upload to Avenue folder by 8 pm the night before****

Lab session: Final analysis and interpretation

****Apr.12: Final laboratory report due****

Course Readings

TEXTBOOK:

Renfrew, Colin and Paul Bahn

2015 *Archaeology Essentials* (Third Edition). Thames and Hudson.

ADDITIONAL READINGS:

Blakey, Michael L.

2001 The New York African Burial Ground Phenomenon (in "Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope"). *Annual Review of Anthropology* 30(1):409-416.

Gamble, Clive

2007 What Is Archaeology? In *Archaeology: The Basics*, pp. 1-19. Routledge.

Gammon, Katharine

2015 Touch-Free Archaeology Reveals History with Lasers, Drones. *National Geographic*

<http://news.nationalgeographic.com/2015/04/150403-noninvasive-archaeology-ammaia-roman-lusitania-portugal-video/>.

Gowlett, J.A.J.

2006 Archaeological Dating. In *A Companion to Archaeology*, edited by J. Bintliff, pp. 197-205. Blackwell Publishing.

Heaney, Christopher

2017 The Racism Behind Alien Mummy Hoaxes. *The Atlantic* Aug 1, 2017:1-13.

Howell, Carol L.

1992 Daring to Deal with Huaqueros. *Archaeology* 45(3):56-58.

Joyce, Rosemary A.

2012 New Things: Explaining Innovation. *Psychology Today*

<http://www.psychologytoday.com/blog/what-makes-us-human/201207/new-things-explaining-innovation>.

Kintigh, Keith W., Jeffrey H. Altschul, Mary C. Beaudry, Robert D. Drennan, Ann P. Kinzig, Timothy A. Kohler, W. Fredrick Limp, Herbert D.G. Maschner, William K. Michener, Timothy R. Pauketat, Peter Peregrine, Jeremy A. Sabloff, Tony J. Wilkinson, Henry T. Wright and Melinda A. Zeder
2014 Grand Challenges for Archaeology. *American Antiquity* 79(1):5-24.

Longacre, William A., James M. Skibo and Miriam T. Stark

1991 Ethnoarchaeology at the Top of the World. *Expedition* 33(1).

McIntosh, Susan Keech and Colin Renfrew

2000 'The Good Collector': Fabulous Beast or Endangered Species? *Archaeology* 1:73-81.

Minnis, Paul E.

2006 Answering the Skeptic's Question. *The SAA Archaeological Record* November 2006:17-20.

Nash, Stephen E.

2017 How Archaeologists Uncover History with Trees. *Sapiens* 8-Nov-2017:1-7.

Price, T. Douglas

2007 Making Pottery. In *Principles of Archaeology*. McGraw-Hill.

Puleston, Dennis E.

1971 An Experimental Approach to the Function of Classic Maya Chultuns. *American Antiquity* 36(3):322-335.

Rathje, William L. and Cullen Murphy

2001 Yes, Wonderful Things. In *Rubbish!: The Archaeology of Garbage*, pp. 3-29. University of Arizona Press, Tempe, AZ.

Sørensen, M.L.S.

2006 The Archaeology of Gender. In *A Companion to Archaeology*, edited by J. Bintliff. Blackwell Publishing.

Thomas, David Hurst, Robert Kelly and Peter C. Dawson

2009 Using Seriation to Examine the Origins of the Iroquois. In *Archaeology, First Canadian Edition*, pp. 198-199. Nelson Education Limited.

Ur, Jason

2006 Google Earth and Archaeology. *SAA Archaeological Record* (May)(35-38).

Walshaw, Sarah C.

2010 Converting to rice: urbanization, Islamization and crops on Pemba Island, Tanzania, AD 700–1500. *World Archaeology* 42(1):137-154.