

INTRODUCTION TO ANTHROPOLOGICAL ARCHAEOLOGY (ANTHROPOLOGY 2PA3) Fall 2022

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Lecture: Tues. + Thurs. 2:30pm-3:20pm
Lecture Location: ITB AB102
Lab: Fri. 10:30am-11:20am (L01);
11:30am-12:20pm (L02); 12:30pm-
1:20pm (L03); 1:30pm-2:20pm (L04)
Lab Location: KTH B122

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Crawford Lake Longhouse Reconstruction (Wikipedia)

Course Description

When archaeologists search for evidence from past societies, what do we find? How is this material interpreted to shed light on lifeways, identities, beliefs and more? What is heritage, how do we protect it, and who owns it?

In this course we will explore archaeology, a sub-discipline of anthropology that focuses on what material culture can tell us about the past. Through a combination of lectures and hands-on labs, you will learn about the questions that drive archaeologists, the theoretical perspectives that shape our research objectives, and the methodological innovations that enable us to interpret material culture. Lectures will begin by discussing the history of archaeology and the theories that have driven archaeological inquiry. We will then explore archaeological methods, evaluating the potential and limitations of a variety of archaeological techniques. This will lead into a discussion of how archaeological interpretations are made and finish off with an evaluation of what heritage is and how we can best preserve it.

In lab, you will explore archaeological material from the Balsam Lake region of Ontario and learn more about our local history.

Course Objectives

By the end of the course students should be able to:

- Discuss the legacy of key archaeologists and archaeological theories
- Describe common methods/techniques involved in archaeological inquiry
- Critically evaluate archaeological research/case studies
- Identify and interpret common archaeological materials
- Write archaeological lab reports
- Critique your own values and understanding of heritage

Required Materials and Texts

Many of the required course readings will be posted to Avenue to Learn. However, there is one required text:

Renfrew, Colin, and Paul Bahn. 2018. *Archaeology Essentials: Theories/Methods/Practice (4th Edition)*. New York: Thames and Hudson.

This text is available as a print or e-text through the campus bookstore.

Class Format

This class is in person. Due to hands-on lab requirements, this class cannot be completed online or in hybrid format. Lectures will be held twice weekly, and students will be required to follow any university sanctioned pandemic policies that may be in place (ex. the wearing of masks or adherence to vaccination mandates). Lecture slides will be posted to Avenue to learn in advance of lectures. However, lectures themselves will not be recorded. If you require any other accommodations, please contact the course instructor.

Your labs will require you to engage with genuine archaeological materials. A laptop with Google Earth Pro will be required for the first lab topic and will be very useful for subsequent lab topics. Please note that Chromebook users often experience difficulties completing the exercises required on Google Earth. If you are concerned about being able to access an appropriate computer, please email the course instructor (Beatrice Fletcher- fletchba@mcmaster.ca). As this is a lab setting, please do not bring any food or drinks to lab. Archaeological artifacts also cannot leave the lab. As such, if you feel as though you require additional time to complete your analyses, you will be provided with opportunities to attend open lab hours. Access to the lab will be coordinated by your instructional assistant, Christine Cluney. Please contact Christine (cluneyc@mcmaster.ca) if you require additional laboratory support.

Course Evaluation – Overview

1. Lab Assignments (20%), Various Due Dates
2. Midterm Exam (20%), Due October 25th, 2022
3. Final Project (30%), Due December 1st, 2022
4. Final Exam (30%), Date TBD by the registrar

Course Evaluation – Details

Lab Assignments (20%), Various Due Dates (see weekly schedule)

Throughout the term you will submit laboratory reports. A laboratory report will be due after each of three themes (6% Surveys; 7% Artifact Analysis, 7% Ecofact Analysis). Though you will be working in groups to collect your lab results, your lab reports must be completed independently. You will be provided with instructions, guiding questions, and results templates by your TA in lab.

Midterm Exam (20%), October 25th

Your midterm exam will be delivered in class. It will contain a mixture of multiple choice, matching, and short answer questions. This closed book exam will cover material from lecture and your readings.

Final Project (30%), due December 1st

For your final project, you will select one of three possible projects, either an essay, a podcast, or a teaching module. Students must select their final project option by **November 4th**. Detailed instructions and rubrics for each option will be posted to Avenue to Learn.

Essay Option

Students selecting this option will select an archaeological case study. This case study may be based upon an archaeological site, a group of related archaeological sites, or related research by a notable archaeologist. In an essay of 5-6 pages (double spaced), you will:

- Describe the archaeological case study you selected
- Articulate why the archaeological case study you selected is significant
- Identify and discuss the relevant archaeological methods applied in this case study
- Identify and discuss the theoretical perspectives that informed the research
- Identify and address any dissent or key debates that may be related to your case study

In your essay you must reference a minimum of 5 peer-reviewed sources that represent the **most recent** publications on your case study. You may also reference a popular media article published sometime in the last 10 years to establish the significance of your case study.

If you select the essay option, you **must** submit an essay proposal that identifies your chosen case study and provide 3 viable peer reviewed articles discussing your case study. This essay proposal will be due via Avenue to Learn on **November 4th**.

Podcast Option (to be completed in pairs)

Students selecting this option will work in teams of two to write and record a 20-30minute podcast episode that discusses a theoretical perspective. Your podcast must discuss and advocate for one of the following archaeological theories:

- Phenomenology
- Cognitive Archaeology
- Activist Archaeology
- Feminist Archaeology
- Behavioural Ecology

These theories will not be discussed extensively in class, so it will be the students' responsibility to research the theory and read about examples where that theoretical perspective was applied. Students selecting this option must submit:

- A podcast script (may be written in point form) complete with in-text citations
- A reference list containing at least **5 relevant** peer-reviewed publications
- A recording of your podcast episode, posted to Avenue to Learn
- A completed *work distribution form* outlining who completed each portion of the research and writing for the podcast

The podcast episode you record can take several forms. You may elect to have each team member play different characters. For example, you may choose to have an interviewer interviewing an expert interviewee character (each played by one of you), two experts characters discussing the topic and responding to audience submitted questions, or two expert characters with opposing views discussing the merits of the theory selected- don't be afraid to be creative!

Teaching Module

Students selecting this option will create a teaching module aimed at middle school students. Your teaching module will discuss one of the following archaeological methods:

- Radiometric Dating
- LiDAR
- Ground Penetrating Radar
- Magnetometer Surveying
- Stable Isotope Analysis
- Palynology
- X-Ray Fluorescence

- Neutron Activation Analysis
- Mass Spectrometry

Students selecting the teaching module option must submit:

- A *lesson plan* following the template provided that describes lesson's intended learning outcomes, required materials, and provides a list of 3 follow up discussion questions
- A poster containing background information and illustrating relevant examples of your method written in accessible language complete with in-text citations and a reference list of at least **3 relevant peer-reviewed** publications
- Instructions for a hands-on activity
- A fully constructed hands-on activity that will be presented, alongside your poster, during an in-class exhibition on either November 29th or December 1st

Please note that students selecting this option **must** sign up for an exhibition date by **November 4th** via the sign-up sheet on Avenue to Learn.

Final Exam (30%), Date TBD (arranged by the registrar)

The final exam will be scheduled by the registrar during the final exam period. The exam will primarily cover material discussed after the midterm test. Material from both lectures and readings will be tested. The final exam will also include one long answer question pertaining to your labs that you will receive in advance of the exam.

Weekly Course Schedule and Required Readings

Week 1 (September 6th– September 11th)

September 6th – Introduction to Archaeology

Readings: Archaeology Essentials Preface

September 8th – Foundations

Readings: Rathje and Murphy 2001

September 9th – No Lab Session

Notes: Review Laboratory Primer

Week 2 (September 12th – September 18th)

September 13th – History of Archaeology: Antiquarians to Culture Historians

Readings: Archaeology Essentials Chapter 1

September 15th – History of Archaeology: Processualists and Post-Processualists

Readings: Binford 1980

September 16th – Lab Session: Archaeological Surveys pt. 1

Week 3 (September 19th – September 25th)

September 20th – Archaeological Methods: What is the Archaeological Record?

Readings: Archaeology Essentials Chapter 2

September 22nd – Archaeological Methods: Finding Archaeological Sites

Readings: Clynes 2018

September 23rd – Lab Session: Archaeological Surveys pt. 2

Week 4 (September 26th – October 2nd)

September 27th – Archaeological Methods: Excavation

Readings: Archaeology Essentials Chapter 3

September 29th – Archaeological Methods: Excavation and Classification

Readings: Archaeology Essentials Chapter 4

September 30th – No Lab Session: National Day for Truth and Reconciliation

Week 5 (October 3rd – October 9th)

October 4th – Archaeological Methods: Relative Dating

Readings: Thomas et al. 2009

October 6th – Archaeological Methods: Absolute Dating

Readings: Blakemore 2019; Gowlett 2006

October 7th – Lab Session: Archaeological Surveys pt. 3

Week 6 (October 10th – October 16th)

Reading Week

Week 7 (October 17th – October 23rd)

October 18th – Lithics

Readings: Archaeology Essentials Chapter 7

October 20th – Midterm Exam Review

Readings: None

October 21st – Lab Session: Artifact Analysis pt. 1

Notes: Archaeological Surveys Lab Report, due October 21st

Week 8 (October 24th – October 30th)

October 25th – Midterm Exam

Readings: None

October 27th – Pottery

Readings: Price 2007

October 28th – Lab Session: Artifact Analysis pt. 2

Notes: Midterm Exam, October 25th , in class

Week 9 (October 31st – November 6th)

November 1st – Zooarchaeology

Readings: Archaeology Essentials Chapter 6; Boisvert et al. 2021

November 3rd – Paleoethnobotany

Readings: Walshaw 2010

November 4th – Lab Session: Artifact Analysis pt. 3

Notes: Final Project (Paper Proposal or Exhibition Date Selection) due November 4th, 11:59pm via A2L

Week 10 (November 7th – November 13th)

November 8th – Landscape Archaeology

Readings: Oetelaar 2016

November 10th – Bioarcheology and Examining Individual Lives

Readings: Archaeological Essentials Chapter 8

November 11th – Lab Session: Artifact Analysis pt. 4

Week 11 (November 14th – November 20th)

November 15th – Approaches and Limitations to Classifying Societies

Readings: Archaeology Essentials Chapter 5

November 17th – Case Study: Cahokia

Readings: Pauketat 2007

November 18th – Lab Session: Ecofact Analysis pt. 1

Notes: Artifact Analysis Lab Report, due November 18th

Week 12 (November 21st – November 27th)

November 22nd – Gender and Archaeology

Readings: Sorensen 2006

November 24th – Case Study: The African American Burial Ground

Readings: Blakey 2001

November 25th – Lab Session: Ecofact Analysis pt. 2

Week 13 (November 28th – December 4th)

November 29th – Teaching Module Exhibitions

Readings: None

December 1st – Teaching Module Exhibitions

Readings: None

December 2nd – Lab Session: Ecofact Analysis pt. 3

Notes: Final Project, due December 1st

Week 14 (December 5th – December 8th)

December 6th – The Power of the Past

Readings: Archaeology Essentials Chapter 12

December 8th – Heritage and the Future

Readings: Warrick 2017

Notes: Ecofact Analysis Lab Report, due December 8th, 11:59pm via A2L

Course Policies

Submission of Assignments

All assignments are to be submitted to the appropriate folders on Avenue to Learn as either a word (.doc; .docx) or PDF (.pdf) file. Please **do not** submit assignments as pages files, they cannot be opened on Avenue to Learn and submitting such a file will result in a grade of 0 for the assignment.

Assignments will be automatically checked for plagiarism on Turnitin, please see the section on Turnitin for more information.

Assignment Reappraisal

Your lab assignments and final projects are marked by your TA using the grading rubric posted to Avenue to Learn.

If you disagree with a grade on an assignment, take the following steps:

- 1) Wait 24 hours after viewing your assignment. Re-read the rubric and expectations thoroughly and reflect on where you went wrong.

- 2) Seek additional feedback. Contact your grading TA to ask for further feedback
- 3) Formally request a re-appraisal via email to the course instructor (Beatrice Fletcher, fletchba@mcmaster.ca). Write a 300-word (maximum) statement explaining why you believe the grader's assessment was mistaken and submit it along with the original assignment (with TA feedback). Your statement must directly reference the rubric.
- 4) Your work will be re-assessed using the same rubric as the TA grader.

Please note that requesting a re-appraisal does not guarantee that your mark will go up. Many re-appraisals do not produce a different mark than the original assessment, and some produce a lower mark.

Grades

Grades will be based on the McMaster University grading scale:

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

Communication Policies

Our instructional team aims to be available to students to answer questions, address concerns, and support your learning throughout the term. When communicating with us, please be sure to follow the following guidelines:

- For inquiries about lab assignments, your final project, or grades on any of those assessments please contact your TA. Contact information and email policies for your TAs will be posted to Avenue to Learn and shared during your first lab session.
- For inquiries about open lab hours and access to lab materials, please email your instructional assistant, Christine Cluney at cluneyc@mcmaster.ca.
- For inquiries about lecture material, exams, or general course questions/concerns, please email me, Beatrice Fletcher at fletchba@mcmaster.ca.

To ensure your email reaches me, please follow the suggestions below:

- Email my McMaster email account, fletchba@mcmaster.ca (please use Outlook and not the Avenue to Learn email system as I will not be checking that inbox regularly).

- Please send your email from your McMaster email account, not your Avenue to Learn or personal email address.
- Please include the course code (ANTHROP 2PA3) in the subject line.

I am also happy to meet either in person or over zoom to address concerns. My listed office hours will be held in person. For appointments via Zoom or appointments outside of my listed office hours, please contact me with 3 preferred 30-minute timeslots. I will do my best to accommodate one of these requests or work to find an agreeable alternate time

Late Assignments

Assignments will be penalized at a rate of 1% of the **course grade** per calendar day late, or part thereof, to a maximum of 50% of the assignment's value (ex. an assignment worth 20% will not be accepted more than 10 calendar days after the deadline).

Absences, Missed Work, Illness

In the case of lecture absences, a slide deck with limited notes will be posted on Avenue to Learn. Students are also encouraged to follow up with the course instructor to review any missed material. Zoom appointments will be available for those who are ill or in quarantine.

MSAF forms should be submitted for any missed work due to illness valued at less than 25% of the course grade. For work valued at 25% or more (Midterm Exam, Final Paper), please contact the instructor directly for any accommodations. Depending on the circumstances, documentation may be required.

As the course instructor, I am committed to supporting students and facilitating accommodations. I aim to be accessible and am happy to discuss any accommodations or arrangements that will facilitate student success. Please email me at fletchba@mcmaster.ca if you have any questions, concerns, or requests.

Please note, under no circumstances do I re-weigh course work. All assignments and tests will be factored into your final course score at the weightings listed in the syllabus.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

University Policies

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.

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.

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.

ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): 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”: <https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#requests-for-relief-for-missed-academic-term-work>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.