# ANTHROPOLOGY 3W03 (SELECTED TOPICS)
# APPROACHING ARCHAEOLOGICAL LANDSCAPES
**Fall 2019**

**Instructor:** Dr. Jordan Downey
(he/him/his)
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**Lecture:** Friday 2:30 – 5:20 p.m.

**Office:** CNH 515
**Office Hours:** Friday 12:00 – 2:00 p.m.

## Contents

## Course Description

Landscapes have always been important to archaeologists. We study ancient settlements, subsistence practices, past climates, trade networks, political relationships, and myriad other topics at local, regional, and continental scales. But how do we investigate past landscapes, and while we're at it, what does "landscape" even mean? You are no doubt familiar with archaeological sites and settlements, but what about the spaces between these important places?

This course addresses these questions by exploring the ways that archaeologists approach landscapes. Through readings, case studies, and active learning activities we will examine both the methods and theories that archaeologists have used to understand human relationships with their land through time. This class will also introduce students to innovative and established tools of archaeological landscape analysis, including Geographical Information Systems (GIS), LiDAR, and satellite remote sensing.

Archaeological sites are not isolated beacons in a sea of empty land. All sites are situated within a landscape that enables and constrains social and economic activities, that can be dangerous or nurturing, that is changing constantly, and that binds or divides communities. Moreover, landscapes are not simply natural spaces between archaeological sites. People shape their own landscapes and their understanding of the wider region, and all human landscapes can be understood as an entangled web of the "natural" and the "cultural." Approaching landscapes archaeologically, we can gain a more holistic picture of life in the past and its relevance to the present.

There are dozens of ways that a course like this could go, and I have chosen a middle ground that is intended to give you an introduction to thinking about archaeological landscapes without going into great detail on any one topic. If your interests lie more in methods, or theory, or practical applications, then you will have the chance to explore those interests in your final assignment.

In the spirit of democratizing and decolonizing the classroom, I encourage all students to share their own experiences and perspectives with the class, to introduce information and ideas that you have discovered through research, and to let your instructor and the class know about interesting news, opinions, articles, etc. that you have come across.

## Course Objectives

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

- Describe methods that archaeologists use to investigate regions and landscapes.
- Discuss at least two theoretical perspectives that archaeologists have used to interpret landscapes.
- Present spatial information in a clear and meaningful way.

- Compare cross-cultural perspectives regarding land and both built and natural environments.
- Critically evaluate the ways that both anthropologists and the wider public present and describe past people's relationships with their land and environment.

## Land Acknowledgement Statement

I would like to acknowledge that the land on which we gather is the traditional territory of the Haudenosaunee and Anishnaabeg. This territory is covered by the Upper Canada Treaties, is within the lands protected by the "Dish With One Spoon" wampum agreement and is directly adjacent to Haldiman Treaty territory.

## Required Materials and Texts

- Course reading pack (available from campus bookstore).
- Online readings.
- Students will be required to use mapping software such as ArcGIS/QGIS and Google Earth Pro. QGIS and Google Earth Pro are free to install on personal computers whereas ArcGIS is available on campus computers.

## Class Format

This course will be taught as a discussion seminar with occasional short lectures. Student participation and active learning will be major components of the course.

## Course Evaluation – Overview

1. Attendance & Participation – 20%
2. Reading responses – 15% (3 x 5% each), due Thursdays at 8:00
3. Course-based project: Investigate an archaeological landscape
   a. Thinking like a landscape archaeologist (15%), due September 27 at 11:00 p.m.
   b. Project proposal (5%), due October 4 at 11:00 p.m.
   c. Share something about your project (5%), due October 25 at 2:00 p.m. or in class.
   d. Progress report (5%), due November 1 at 11:00 p.m.
   e. Final project (35%), due November 29 at 11:00 p.m.

## Course Evaluation – Details

### Attendance & Participation (20%)

Students are expected to attend class regularly and to participate in some capacity. Participation can take many different forms and does not necessarily have to involve speaking in front of the whole class. There will be opportunity for small group discussions, participating in activities, etc. That said, all students are expected to

complete all readings before class; this will help prepare you for any discussions and activities.

## Reading Responses (3 x 5% each, total 15%)

You are required to submit a total of three reading responses throughout the course. You are free to choose which weeks you wish to do a reading response; you may submit three weeks in a row or space them out throughout the semester. I will keep track of your responses and will inform you when you have submitted all three.

A reading response is a short paper that summarizes the assigned readings for that week. Each response must cover all readings from that week and should include: (1) a short summary of each article (4-5 sentences per article) that addresses its main ideas, findings, and conclusions; (2) a short discussion of the main themes that are present in both readings; and (3) 3-5 questions or critiques that you have about the readings and weekly topic. In total your reading response should be no longer than two double-spaced pages.

Reading responses are due at 8:00 p.m. on the Thursday *before class* and will not be accepted after this time. This is so that I can read all the responses and use them to help prepare for the next day's class.

## Course-Based Project: Investigate an Archaeological Landscape

Problem: You have just started a new job as an educator at a cultural heritage site. Your supervisor has asked you to come up with a new strategy to educate tourists about the site and its place within an archaeological landscape, but it is up to you to decide what form this will take. How do you design engaging, well-researched, and informative educational material about your site and its wider landscape?

This project will follow the model of the Unessay ([Unessay Model](Unessay Model)). As with a traditional research paper, you are required to research a site and archaeological landscape (a list of sites/landscapes will be made available early in the semester). However, instead of writing a final paper, I would like you to find an alternative way to approach your research and to demonstrate your findings.

As this is a course-based project, we will start working on it early in the course and revisit it through a series of small assignments leading up to your final project. Part A may be completed in groups, but the rest of the project is individual.

## Part A: Thinking like a landscape archaeologist (15%; due September 27 at 11:00 p.m.)

It is surprisingly difficult to think about landscapes from an archaeological and anthropological perspective. Even experienced archaeologists often focus on single sites and not on the landscape as a whole. This assignment is meant to get you thinking about landscapes in a new way.

This assignment can be completed on your own or in a small group (maximum of three students per group). All group members will receive the same grade.

You have two options for this assignment. Please choose only one option:

**Option 1: Exploring the Cootes Paradise archaeological landscape**
McMaster backs onto Cootes Paradise, a large wetland that forms the head of Lake Ontario. Cootes Paradise is a significant place for Indigenous communities and has been for millennia. Many significant archaeological sites surround the wetland, and we can think of Cootes Paradise as a significant cultural landscape, not merely a natural environment.

I would like you to explore Cootes Paradise and to consider it from the perspective of landscape archaeology. Your assignment will involve a short written response to questions about your experience. This project can be completed on your own or in small groups (maximum of three students per group).

An assignment guide and relevant readings will be posted early in the semester.

**Option 2: Approaching Your Own Landscape**
How would you go about investigating a landscape of the past? As you will learn in class, anthropologists have developed many ways to approach landscapes of the past.

For this assignment, I would like you to do two things. First, describe how you (and your partners) use the landscape of the McMaster campus on a day-to-day basis. Second, you will be transported 500 years into the future where you are an archaeologist developing a research strategy to learn how the ancient city of McMaster was used.

## Part B: Project proposal (5%; due October 4 at 11:00 p.m.)
In this one-page proposal should: (1) choose a site and describe your research topic; (2) list at least five relevant research sources; and (3) discuss how you plan to approach your project (e.g. will you be making a map, an original artwork, etc.) Your topic and plan must be approved before moving on with your project.

## Part C: Share something about your project (5%; due October 25 either in class or by 2:00 p.m.)
You must share something about your site with your classmates. There will be time to do this in class on OCTOBER WHATEVER, or you can share a post on Avenue2Learn. You should share something that you found particularly interesting, surprising, or cool about your site.

In-class: no more than 5 minutes. Posted on A2L: maximum 300 words.

**Part D: Progress report (5%, due November 1 at 11:00 p.m.)**
Give me an update about how your project is going. Your update should include: things that are going well, things that you are having difficulty with, things that you love and/or hate about your site, sources or research that you are having trouble tracking down, etc. Your report will let me make sure you are on the right track and provide feedback.

This should be 1 – 2 pages.

**Part E: Final project (35%, due November 29 at 11:00 p.m.)**
This is the big project you have been working towards all semester. How do you let tourists know about your cool and fascinating site and the archaeological landscape in which it sits?

Remember, we are following the Unessay model here. Your final project could involve making a map (digital or hand drawn), writing a blog post, creating a piece of art, developing a tourist pamphlet, or even interviewing an archaeologist who works in the region. Your project does not need to be visual, either. The only thing that I am not looking for is a traditional research paper or essay.

In all cases, your work must be based on scholarly research, combine findings from several sources, and be original. For instance, you cannot simply redraw a map that you found in a journal article, rather you must create a new map that incorporates information from different articles or other sources.

Your project will be accompanied by a short paper. This paper will describe your final project and your thought processes for creating what you did and will also include your bibliography and image sources. The exact requirements will depend on the final form of your Unessay, and we will discuss this throughout the course.

You will have the opportunity to present your project in class on the last day of class, or to post a PowerPoint presentation on A2L. Bonus marks are available for either.

## Weekly Course Schedule and Required Readings

**Week 1 (September 6)**
    **Introduction & course overview.**

    Readings: None

    Notes: For homework, please listen to *Cultural Landscapes Panel SAA2019*, (episode 30 of the Heritage Voices podcast). Heritage Voices-Episode 30.

**Week 2 (September 13)**
    **So…what is landscape archaeology, anyway?**

Readings:

Anschuetz, K. F., Wilshusen, R. H., & Scheick, C. L. (2001). An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research*, 9(2), 157-211.

Knapp, A. B., & Ashmore, W. (1999). Archaeological landscapes: Constructed, conceptualized, ideational. In *Archaeological Landscapes: Contemporary Perspectives*, edited by W. Ashmore and A. B. Knapp, pp. 1-30. London: Wiley-Blackwell.

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 3 (September 20)
**Landscapes, seascapes, cityscapes, viewscapes, soundscapes, smellscapes: theoretical perspectives on the "scape."**

Readings:

Ingold, T. (1993). The temporality of the landscape. *World Archaeology*, 25(2), 152-174.

Pluckhahn, T. J., Thompson, V. D., & Cherkinsky, A. (2015). The temporality of shell-bearing landscapes at Crystal River, Florida. *Journal of Anthropological Archaeology*, 37, 19-36.

Thomas, J. (2017). Concluding remarks: landscape, taskscape, life. In *Forms of Dwelling: 20 Years of Taskscapes in Archaeology*, edited by U. Rajala and P. Mills, pp. 268-79. Oxford: Oxbow.

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 4 (September 27)
**Old School Landscape Archaeology: Settlement Patterns and Regional Surveys**

Readings:

Parsons, J. R. (1972). Archaeological Settlement Patterns. *Annual Review of Anthropology*, 1(1), 127–150. [Annual Review of Anthropology](#)

Birch, J. (2012). Coalescent Communities: Settlement Aggregation and Social Integration in Iroquoian Ontario. *American Antiquity*, 77(4), 646–670. [American Antiquity](#).

Notes: Part A: Thinking like a landscape archaeologist due. Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 5 (October 4)
### The Big Picture: GIS & Aerial Remote Sensing
Readings:

Howey, M. C. L., & Brouwer Burg, M. (2017). Assessing the state of archaeological GIS research: Unbinding analyses of past landscapes. *Journal of Archaeological Science*, 84, 1–9. Journal of Archaeological Science

Lock, G., & Pouncett, J. (2017). Spatial thinking in archaeology: Is GIS the answer? *Journal of Archaeological Science*, 84, 129–135. Journal of Archaeological Science

Johnson, K. M., & Ouimet, W. B. (2014). Rediscovering the lost archaeological landscape of southern New England using airborne light detection and ranging (LiDAR). *Journal of Archaeological Science*, 43, 9–20. Journal of Archaeological Science

Notes: Part B: Project proposal due. Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 6 (October 11)
### Grounded Approaches: Phenomenology and Dwelling

Readings:

Johnson, M. H. (2012). Phenomenological Approaches in Landscape Archaeology. *Annual Review of Anthropology*, 41(1), 269–284. Annual Review of Anthropology

Bender, B. (2002). Time and Landscape. *Current Anthropology*, 43(S4), S103–S112. Current Anthropology

Hamilton, S., Whitehouse, R., Brown, K., Combes, P., Herring, E., & Thomas, M. S. (2006). Phenomenology in practice: Towards a methodology for a 'subjective' approach. *European Journal of Archaeology*, 9(1), 31–71. European Journal of Archaeology

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

**Week 7 (October 18)**
**READING WEEK – NO CLASS**

**Week 8 (October 25)**
**Whose land is it anyway?**
Readings:

Colwell-Chanthaphonh, C., & Ferguson, T. J. (2010). Intersecting magisteria: Bridging archaeological science and traditional knowledge. *Journal of Social Archaeology*, 10(3), 325–346. Journal of Social Archaeology.

Julien, D. M., Bernard, T., & Rosenmeier, L. M. (2008). Paleo is Not Our Word: Protecting and Growing a Mi'mawey Place. In *Archaeologies of Placemaking: Monuments, Memories, and Engagement in Native North America*, edited by P. E. Rubertone, pp. 35-58. New York: Routledge.

Notes: Part C: Share something about your project—can either be done in class or posted on A2L by 2:00 p.m. Reading responses must be submitted by 8:00 p.m. on Thursday.

**Week 9 (November 1)**
**Natural landscapes?**
Readings:

West, P. (2005). Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology. *American Anthropologist*, 107(4), 632–642. American Anthropologist .

Cook, I., Johnston, R., & Selby, K. (2019). Climate Change and Cultural Heritage: A Landscape Vulnerability Framework. *The Journal of Island and Coastal Archaeology*, 0(0), 1–19. The Journal of Island and Coastal Archaeology.

Haas, R., & Kuhn, S. L. (2019). Forager Mobility in Constructed Environments. *Current Anthropology*, 60(4), 499–535. Current Anthropology.

Notes: Progress report due at 11:00 p.m. Reading responses must be submitted by 8:00 p.m. on Thursday.

**Week 10 (November 8)**
**Monumental Landscapes**
Readings:

Llobera, M. (2011). Archaeological Visualization: Towards an Archaeological Information Science (AISc). *Journal of Archaeological Method and Theory*, 18(3), 193–223. Journal of Archaeological Method and Theory.

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Gillings, M. (2017). Mapping liminality: Critical frameworks for the GIS-based modelling of visibility. *Journal of Archaeological Science*, 84, 121–128. Journal of Archaeological Science.

Pierce, D. E., & Matisziw, T. C. (2018). Prehistoric Panopticon: Settlement Visibility at Ancient Cahokia Mounds. *Space and Culture*, 120633121880538. Space and Culture.

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 11 (November 15)

**Cultural Landscapes**
Readings:

Whitridge, P. (2004). Landscapes, houses, bodies, things: "place" and the archaeology of Inuit imaginaries. *Journal of Archaeological Method and Theory*, 11(2), 213-250.

Colwell-Chanthaphonh, C., & Ferguson, T. J. (2006). Memory Pieces and Footprints: Multivocality and the Meanings of Ancient Times and Ancestral Places among the Zuni and Hopi. *American Anthropologist*, 108(1), 148–162. https://doi.org/10.1525/aa.2006.108.1.148

Johnson, S., & Basso, K. H. (1998). Wisdom Sits in Places: Landscape and Language among the Western Apache. *The Journal of American Folklore*, 111(442), 444. https://doi.org/10.2307/541058

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 12 (November 22)

**Ethnographically-Informed? Improving the GIS-Based Approach**
Readings:

Sletto, B. I. (2009). "We Drew What We Imagined": Participatory Mapping, Performance, and the Arts of Landscape Making. *Current Anthropology*, 50(4), 443–476. Current Anthropology.

Álvarez Larrain, A., & McCall, M. K. (2019). Participatory Mapping and Participatory GIS for Historical and Archaeological Landscape Studies: A Critical Review. *Journal of Archaeological Method and Theory*, 26(2), 643–678. Journal of Archaeological Method and Theory.

Supernant, K. (2017). Modeling Métis mobility? Evaluating least cost paths and indigenous landscapes in the Canadian west. *Journal of Archaeological Science*, 84, 63–73. Journal of Archaeological Science.

Notes: Reading responses must be submitted by 8:00 p.m. on Thursday.

## Week 13 (November 29)
### Some future directions
Readings:

Landeschi, G. (2018). Rethinking GIS, three-dimensionality and space perception in archaeology. *World Archaeology*, 1–16. World Archaeology.

Eve, S. (2012). Augmenting Phenomenology: Using Augmented Reality to Aid Archaeological Phenomenology in the Landscape. *Journal of Archaeological Method and Theory*, 19(4), 582–600. Journal of Archaeological Method and Theory.

Kosiba, S., & Bauer, A. M. (2013). Mapping the Political Landscape: Toward a GIS Analysis of Environmental and Social Difference. *Journal of Archaeological Method and Theory*, 20(1), 61–101. https://doi.org/10.1007/s10816-011-9126-z

Notes: Part E: Final project due at 11:00 p.m., optional in-class or A2L presentation for bonus marks. Reading responses must be submitted by 8:00 p.m. on Thursday.


## <u>Course Policies</u>

## Submission of Assignments
All coursework must be submitted in a digital format through Avenue to Learn by the due date and time. Paper copies are not required but will be accepted. Please submit your work in Microsoft Word (.docx) or PDF format; please export to one of these formats if you use Apple Pages, LibreOffice, Google Docs, etc.

Other digital file formats may be used for your final assignment if necessary (e.g. audio files, high-quality image files, etc). We will discuss this as your final assignment begins to take shape.

## 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+ |

| MARK | GRADE |
|------|-------|
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |

## Late Assignments

Late assignments may be subject to a late penalty of 2% for each weekday that an assignment is late.

Extensions may be granted on an individual basis for extenuating circumstances, including heavy workload, other obligations, etc. Please speak to me in advance of a due date if you feel that you cannot complete the assignment on time. I am generally flexible but I do reserve the right to refuse to grant an extension.

## Absences, Missed Work, Illness

As a courtesy, please inform your instructor if you have to miss a class for any reason. I ask this because this is a small class with a large participation component. Attendance is a significant part of your course grade so missing classes will negatively impact your grade. One grace absence will be granted for each student.

Please speak with your instructor if you will be missing several classes due to extenuating circumstances such as a prolonged illness. Alternative coursework may be considered to make up for missed attendance and participation. On that note, I encourage you to stay home and rest if you are feeling unwell.

Missed assignments will not be reweighted. Please speak with me about alternative options if you feel that you will not be able to complete an assignment at all.

## Computers and Technology in the Classroom

You are welcome to bring a laptop, tablet, phone, etc. to use for class purposes such as note taking, looking up information, exploring landscapes in Google Earth, etc. In fact, I am a big fan of technology in the classroom and I encourage you to bring whatever device will help you grasp the course material and participate in discussions. I also encourage you to share your screen with students who do not have a laptop in class.

That said, if your use of a laptop, phone, etc. is distracting to other students then I will ask you to put it away and, if the problem persists, to not bring the device to future classes. If you just watching Netflix or whatever, what's the point of coming to class?

## 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, user names 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 Academic Integrity.

## University Policies

### 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 Academic Integrity.

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.

### Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility

Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

**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.

**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

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his/her McMaster email and course websites weekly during the term and to note any changes.