

# ANTHROPOLOGY 2PA3: INTRODUCTION TO ARCHAEOLOGY

## Fall 2020

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**Live (Synchronous) Lecture:**

**Office Hours:** Weds 1:30-3:30 via

Tues 11:30-12:20 am (Via Zoom).,  
Thurs 11:30-12:20 (Via Zoom). Links  
provided on Avenue to Learn.

Zoom (or booked by Calendly app on  
A2L)

**Recorded (Asynchronous) Lectures :**

\*Videos posted by end of day on  
Tues/Thurs\*

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## Course Description



*Inka Walls at the site of Inkallacta, Bolivia.*

This course is an introduction to archaeology, a sub-discipline of anthropology that studies past societies through their material culture. This course consists of on-line lecture and digital lab sections.

Tuesday and Thursdays will consist of lectures that build upon assigned readings. In these sessions, we will cover four broad topics. We will begin with a brief overview of the history of the discipline. In our second topic, we will explore the methods of archaeology, including research design, excavation and laboratory techniques. Our third part focuses on interpretation, specifically examining how archaeologists use material culture to explore social, economic and ideological questions of the past. Themes will include shifts in subsistence and settlement patterns, the development of agriculture, colonialism and culture contact. The fourth and final component will examine the ethics and relevancy of archaeology today. Who owns the past? Who are the stakeholders when it comes to historic and prehistoric material culture?

Typically laboratory/tutorial sessions provide hands-on exposure to methods and concepts introduced in class. COVID-19 has introduced challenges to this standard approach. Instead, we have developed a series of “archaeology at home” and “applied” exercises for your weekly lab sessions. These labs will encourage critical and analytical thinking concerning the interpretation of archeological evidence.

## **Course Objectives**

By the end of this course you should all be able to:

- Explain not only what archaeologists do but also how and why they do it, and the elements of an “archaeological vision”.
- Define archaeological concepts and terms like stratigraphy, relative and absolute dating, sampling, cultural resource management, and many others.
- Demonstrate some practical skills such as basic quantitative methods in zooarchaeology, artifact classification, and synthesis of archaeological data.
- Evaluate the significance and reasonableness of archaeological arguments and claims in the professional and popular media.
- Discuss the importance of the past to the modern world, recognize the viewpoints of different stakeholders and explain the ethics of studying archaeological remains.

## **Required Materials and Texts**

1. Renfrew, Colin and Paul Bahn 2015 Archaeology Essentials (Fourth Edition). Thames and Hudson. (Available as an e-text through the campus bookstore)
2. Weekly articles posted on A2L

## **Course Expectations and Requirements:**

Your primary responsibility as a student is to master the material presented in class and in the readings. This is an easily achieved objective. Do the readings and attend the lectures. Lectures will be available live (synchronously) but recordings will also be posted on A2L by the end of each Tuesday/Thursday. If you choose to attend the live sessions, I encourage *\*but do not require\** you to turn on your camera (I prefer to lecture to visible humans than a blank screen!) I strongly recommend you attend or watch the lecture having completed the reading ahead of time. I understand all of you come from a variety of backgrounds and have various strengths and weaknesses. I also understand that we are currently in an extremely stressful, difficult time. At three points during the semester you will fill out “check ins” using links provided on Avenue to Learn, to help me evaluate what is and is not working. I will adapt as best as possible, and any changes in the course structure or assignments will be clearly communicated. If you have any questions or feel unsure about any class material, see me during office hours as soon as you recognize a problem. If you get behind due to family or personal circumstances, we will work together to find a solution. Please DON'T wait until the end of the semester.

## **Course Evaluation – Overview**

35% Lab Projects (9, but can “drop” 1, at 5% each)  
25% Research paper (5% annotations, 20% actual paper)  
15% Midterm  
25 % Final exam

## **Course Evaluation – Details**

### **9 Lab Projects, 35%**

Each week, you will work on a lab associated with key archaeological issues discussed in readings and lectures. Some of the labs are "home" exercises, that introduce key concepts in archaeological practice by examining material culture around your dwelling or neighbourhood. These labs also demonstrate that the archaeological record is constantly being produced. The "applied" labs draw on case studies from the deeper past, synthesizing some of the ‘big ideas’ from lectures and readings. While there is no lab the first week of classes, a “Lab Primer” is available on Avenue to Learn (A2L) discussing expectations for the labs. There will be 9 labs in total, although only your top 8 labs (each worth 5% per lab) will count towards your final grade.

Lab 1: Garbology (Due September 25th)

Lab 2: Digital Surveying and Judgmental Sampling (Due October 2nd)

Lab 3: Digital Surveying and Random/Systematic Sampling (Due October 9th)

Lab 4: Stratigraphy (Due October 23rd)

Lab 5: Home Classifications (Due October 30th)

Lab 6: Lithics (Due November 6th)

Lab 7: Form and Function (Due November 13th)

Lab 8: Ceramics (Due November 20th)

Lab 9: Paleoethnobotany (Due December 4th)

Your TA will introduce the lab during lab sessions (synchronously), but if you cannot attend this live stream, a version of the video will be posted on A2L. Required handouts will also be available on A2L. Questions or concerns can be discussed in weekly discussion groups or in TAs office hours.

### **Research paper (5% annotations November 6<sup>th</sup>, 20% paper November 27<sup>th</sup>)**

By early to mid-October you should start looking out for newspaper and magazine articles, or reputable on-line articles on some archaeology that has recently made the news. This can either relate to a specific archaeological site, or a larger issue that relates to topics covered in the course. You may want to start a file folder (physical or

on your computer) of various possibilities. On November 6<sup>th</sup> you will upload a copy of the reference (and link, if it's on line) and a short abstract of the original article to A2L.

Your final paper (5-6 typed, double-spaced pages) is due November 27<sup>th</sup>. In this paper you will:

- \* Describe the site or issue being discussed (including the function, time period, etc.)
- \* Explain how the evidence has been collected (if this is given) and what particular type of evidence is being emphasized
- \* Find two peer reviewed article (I will explain what this means) either on the site, or other work by the archaeologist referred to in the article
- \* Address what methodology is being used in the peer-reviewed articles. Can you tell what theoretical perspective is being taken?
- \* Explore the differences between the popular article and the professional publications. What are the main differences?

### **Midterm 15% October 27th, Final Exam 25% Scheduled by Registrar's Office**

Exams will take place on A2L (in a timed format) and will cover material from lectures AND material from the text. Exams will be a combination of multiple choice, short answer and similar questions. Several questions will come from in-class discussions not included in uploaded class notes - *you need to do the readings and virtually attend/watch the recorded lectures to do well on these exams*. Your midterm exam is on October 27<sup>th</sup>. The final exam will focus primarily on the material covered after the midterm. The final exam will include an essay for which you will be given the question in advance.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (September 8/10) Introductions**

#### **September 8 – Class Introduction**

Read: Archaeology Essential (AE) Introduction

Watch Lecture 1

**September 10 – Foundations**

Read: “Yes, Wonderful Things”

Watch: Lecture 2 and TA introductions

\*Do: Review lab primer (A2L “Course Essentials”), watch TA introduction videos

**Week 2 (September 15/17) Defining the Discipline**

**September 15 – Antiquarian to Culture Historians**

Read: AE Chapter 1

Watch: Lecture 3

**September 17 – Processualists and Post-Processualists**

Read: “William L. Rathje, Father of garbageology”

Watch: Lecture 4

\*Do: Lab 1 (Explorations in Garbology)

**Week 3 (September 22/24) The Archaeological Record Pt. 1**

**September 22 – What is the Archaeological Record?**

Read: AE Chapter 2

Watch: Lecture 5

**September 24 – Finding Archaeological Sites**

Read: “Digital Worlds”, “Touch-Free Archaeology”

Watch: Lecture 6

\*Do: Lab 2 (Digital Survey and Judgmental Sampling) & Week 3 “check in”

\*\*HAND IN: Lab 1 on A2L by September 25<sup>th</sup> Midnight

**Week 4 (September 29/ October 1) The Archaeological Record Pt. 2**

**September 29 – Excavation**

Read: AE Chapter 3

Watch: Lecture 7

**October 1 – Excavation and classifying**

Read: AE Chapter 4

Watch: Lecture 8

\*Do: Lab 3 (Digital Survey and Random/Stratified Sampling)

\*\*HAND IN: Lab 2 on A2L by October 2<sup>nd</sup> Midnight

### **Week 5 (October 6/8) Dating**

#### **October 6 – Relative dating**

Read: Using Seriation to Examine the Origins of the Iroquois

Watch: Lecture 9

#### **October 8 – “Absolute” dating**

Read: Archaeological Dating, (optional) Radiocarbon Revolution

Watch: Lecture 10

\*Do: Lab 4 (Stratigraphy)

\*\*HAND IN: Lab 3 on A2L by October 9<sup>th</sup> Midnight

### **Week 6 (October 13/15) Reading Week**

**\*\* Look at midterm study guide / find readings for paper (due Nov. 6)! \*\***

### **Week 7 (October 20/22) Catch up...and Thinking from things Pt. 1**

#### **October 20 – Words on midterm and catch up lecture**

Read: AE Chapter 7

Watch: Lecture 11

#### **October 22 – Stone Tools**

Read: Ethnoarchaeology at the top of the world

Watch: Lecture 12

\*Do: Lab 5 (Home Classifications) and Week 7 check-in

\*\*HAND IN: Lab 4 on A2L by October 23<sup>rd</sup> Midnight



## **Week 8 (October 27/29) Thinking from things Pt. 2**

### **October 27 – Midterm**

\*See A2L for details on midterm\*

### **October 29 – Pottery**

Read: Making Pottery, What makes us human

Watch: Lecture 13

\*Do: Lab 6 (Lithics)

\*\*HAND IN: Lab 5 on A2L by October 30<sup>th</sup> Midnight

## **Week 9 (November 3/5) Environmental Archaeology Pt. 1**

### **November 3 – Ecofacts: Following Animal Bones**

Read: AE Chapter 6, The Zooarchaeology of a Peruvian Civilization

Watch: Lecture 14

### **November 5 – Ecofacts: Studying seeds and other plant-y things**

Read: Converting to Rice

Watch: Lecture 15

\*Do: Lab 7 (Form and Function) and week 10 “check in”

\*\*HAND IN: Lab 6 on A2L by November 6<sup>th</sup> Midnight

\*\*HAND IN: Annotation of article for final paper November 6<sup>th</sup> Midnight

**Week 10 (November 10/12) Enviro Archaeology Pt. 2/Bioarchaeology**

**November 10 – More on final paper and Catch up**

Read: (Find and read articles for final paper!)

Watch: Lecture 16

**November 12 – *Bioarchaeology: Examining Individual Lives***

Read: AE Chapter 8

Watch: Lecture 17

\*Do: Lab 8 (Ceramics)

\*\*HAND IN: Lab 7 on A2L by November 13<sup>th</sup> Midnight

**Week 11 (November 17/19) Classifying Societies**

**November 17 – Approaches and problems with classification**

Read: AE Chapter 5

Watch: Lecture 18

**November 19 – Case study: Cahokia**

Read: The Mother of Native North America, American Indian Royalty

Watch: Lecture 19

\*Do: Lab 9 (Paleoethnobotany)

\*\*HAND IN: Lab 8 on A2L by November 20<sup>th</sup> Midnight

**Week 12 (November 24/26) Social Archaeology**

**November 24 – Gender and archaeology**

Read: The Archaeology of Gender

Watch: Lecture 20

**November 26– Case Study: The African American Burial Ground**

Read: The New York African American Burial Ground

Watch: Lecture 21

**\*\*HAND IN: Final paper by November 27<sup>th</sup> Midnight**

### **Week 13 (December 1/3) Managing the Archaeological Record**

#### **December 1 – The power of the past**

Read: AE Chapter 12

Watch: Lecture 22

#### **December 3 – Cultural Resource Management**

Read: Daring to Deal with Huauqeros, The Good Collector

Watch: Lecture 23

\*Do: Look at Final Exam Study guide

**\*\*HAND IN: Lab 9 on A2L by December 4<sup>th</sup> Midnight**

### **Week 14 (December 8) Wrap-up**

#### **December 8 – Heritage and the future**

Watch: Lecture 24

\*Do: Look at Final Exam Study guide

## **Course Policies**

### **Submission of Assignments**

[Insert policy on format of assignments and how to be submitted]

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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

<b>MARK</b>	<b>GRADE</b>
50-52	D-
0-49	F

### **Late Assignments**

Assignments take place, and are due, on the day listed in the syllabus; If you fail to upload assignments on time (and do not use an MSAF), a standard late policy of would recommend having a standard late policy, for situations when you have not given an extension, or when the MSAF is not used, a late policy of 10% off per day late (including weekends).

### **Absences, Missed Work, Illness**

If you are absent due to illness, you will receive one extension within a reasonable time-frame (to be worked out with Dr. Roddick). After this one extension, any subsequent missed work will require documentation.

### **Email**

With our transition to online teaching and learning, we are all dealing with a significant increase in email communications. Emails will only be answered on weekdays during business hours. Please understand that we (Dr. Roddick and your TAs) often cannot respond immediately. Dr. Roddick will read and respond to 2PA3 emails twice a day - once in the morning and once in the evening. Emails sent within 24 hours of an assignment deadline or exam may not be answered in time. Sometimes email will not be appropriate to answer a question or work through an issue. In such cases consider schedule an online Zoom office-hour. Other suggestions for e-mailing:

- When you write an email, you should always make sure to review your message before hitting send.
- Remember that emails between students and instructors should always be respectful and, unless otherwise stated, formal. Clearly state why are you writing and what you hope to achieve with your email.
- The subject line of an email is important for conveying the main message of your email. Always be as specific as possible. For emails related to a specific course, it is useful to include the course code in the subject line.

\* Please see this website for more on effective e-mail communication with your professors <https://academicpositions.com/career-advice/how-to-email-a-professor>

### **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.

## **University Policies**

### **Online Elements**

This course includes 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, 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 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.

### **Course Modifications**

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 their McMaster email and course websites weekly during the term and to note any changes.

### **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.

### **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 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 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](http://www.mcmaster.ca/academicintegrity).

### **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.

### **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.

### **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](mailto: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=11&navoid=1698#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.

## **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.

## **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.