

Abstract

How are challenging concepts best taught in the classroom to ensure that key information is retained? This study discusses the challenges faced in teaching an intensive, undergraduate Archaeological Theory course that is regularly taught at Simon Fraser University. A survey of enrolled students was designed and administered three times to evaluate the effectiveness of different teaching methods and student learning practices. The results of the survey, in addition to teaching insights gleaned by the instructor in more than 30 years of teaching, provide an opportunity to evaluate the effectiveness of information transmission and retention in the classroom.

Teaching “Theory,” in Theory and Practice

How are challenging concepts best taught in the classroom to ensure that key information is retained? How can students better learn and effectively use information from assigned readings? How can they get the most out of a reputedly difficult course that focuses on theories, of which they may have only limited prior understanding? These questions were the impetus for an evaluation of the teaching methods and materials used in the upper-level Archaeological Theory course that one of us (Nicholas) has taught once or twice a year since 2005.

Archaeological Theory (ARCH 471-5W) is an intensive capstone course required for all Archaeology majors at Simon Fraser University (SFU) in its stand-alone Archaeology Department. The course covers the development of archaeological theories and their precursors over many centuries, and then moves on to contemporary theory and practice, epistemology, and ethics (Appendix A: Syllabus). The range of ideas and their applications presented in the course—beginning with a history of Western scientific philosophy—is crucial for students’ understanding of where ideas come from and the circumstances of their development; how to distinguish between theories that have merit and those that do not; and what the social and political implications of these have been and continue to be.

Nicholas’ three overarching goals for the course have been to deconstruct archaeological theory (and thus archaeology itself); to introduce students to the essential elements of both theory and practice; and to make them comfortable with the subject. So why is the course considered challenging by students? Ostensibly it is because of the type and amount of information provided through lectures and readings. Additionally, while Archaeology majors at SFU are well trained in laboratory and field methods, many have limited explicit exposure to theory prior to taking the course. The purpose of ARCH 471 is to introduce students to epistemological issues about the

nature of archaeological information that they may previously have taken for granted (i.e., “*how* do we know...”), and to understand how and why archaeological theory permeates the fabric of archaeological practice. These types of issues are perceived as difficult to teach and to learn across disciplines, as they are more abstract concepts and require different kinds of student engagement to ensure success (Macheski et al. 2008).

The objectives of the course are contextualized in the first lecture, which begins by asking such basic questions as: what is archaeology?; what is its purpose?; why do we do it?; and for whom do we do it? It then moves on to identify the main goals of archaeological theory, namely:

- to explain what we see archaeologically;
- to explore what we cannot see directly (e.g., gender; political organization);
- to elucidate how we think about things; and
- to evaluate claims of what we know about the past.

Also introduced is the value of historicizing archaeology, personalizing it, and meta-analyzing it, all of which help to reveal that the questions we direct to the archaeological record are both a product of the time and of our personal experiences, background, and expectations. Finally, exposing students to many different theoretical orientations (culture historical, evolutionary, feminist, indigenous, etc.), not only reveals the broad scope of contemporary archaeology but provides the opportunity to discover what appeals to them, what does not, and—importantly—*why*.

Over the last 15-plus years of teaching this 5-credit, writing-intensive course, Nicholas developed and honed a variety of methods to help students extract, apply, and hopefully retain the information provided, while also promoting critical thinking and argumentative writing. These include a term paper (parsed into prospectus, draft, and final version—Appendix B); four short, written essays (Appendix C shows two examples); a creative visualization exercise (“What Archaeological Theory Looks Like?”¹); short student presentations on the life and influences of a particular archaeological theorist; the use of viewing guides for films and videos shown in class to supplement or extend lectures (Appendix D has an example); and frequent in-class discussions. Apart from the discussions, all assignment deadlines are as evenly distributed as possible. Reading guides for the required texts and assigned journal articles also extend the “Advice on Readings” provided in the syllabus and elsewhere (Appendix E). Lectures are frequently updated; however, finding ways to improve the students’ learning experience and engagement with the subject matter while developing their critical reading, writing, and thinking skills has always been a consideration.

How effective has the course been in achieving the goals cited above? Standard end-of-semester course evaluations provide valuable information on the effectiveness of the course structure. These indicate that Nicholas “connects” with the students as

his teaching evaluations have consistently been very high; he was also awarded SFU's Excellence in Teaching Award in 2013. Students appreciate the course: many have written months later that this is "one of the most challenging but rewarding courses taken at SFU." Yet those same evaluations also indicate that the course itself is difficult; the challenge of managing and demonstrating knowledge of the information presented is reflected in student grades and writing. Thus, the impetus for this study was identifying what might be more effective means of knowledge learning, application, and retention, and whether these were practical in terms of course delivery.

There is a substantial body of literature pertaining to pedagogy, both in theory (e.g., Kolb 1984; Ultanir 2012) and in practice through such specific modes of teaching/learning as experiential (e.g., Carleton University 2020; Warren 1995; Zutter and Grekul 2020), collaborative (e.g., Cornell University 2020), and inquiry-based (e.g., Scardamalia 2002), among others. Research on pedagogical methods pertaining specifically to archaeology is naturally more limited but has been steadily expanding since the 1980s, with much of it focused on grade-school programs and public education initiatives (e.g., Cravins 2014; Davis 2005; Erdman 2019). A portion of this literature examines university-level archaeological education in the classroom (e.g., Burke and Smith 2007; Cobb and Croucher 2020; Messenger and Bender 2019; Quave et al. 2021; South 2010; Van Gilder 2018). This includes some attention to active learning, which has long been an essential part of university-level archaeological education when it comes to lab courses and field schools (e.g., Silliman 2008), as well as other kinds of hands-on learning (e.g., Homsey-Messer et al. 2019; Pennanen and Guillet 2020). In addition, recent efforts at some universities have been directed at better preparing students for a career in heritage management (Freund et al. 2019; Welch et al. 2018) by building on their work experiences.

While lab-based courses inherently involve active learning strategies, opportunities for introducing these methods in theory-heavy courses are less obvious. Our study thus explores some of the challenges at the other end of the spectrum in terms of upper-level undergraduate courses, such as Archaeological Theory, that are conceptually loaded. This complements efforts to introduce students to ethical challenges and responsibilities in the classroom (e.g., Colwell-Chanthaphonh et al. 2008; Supernant 2020).

Finally, although some of what we learned will be evident to seasoned instructors, we believe that our ground-truthing efforts here have value in the context of "idea dense" courses. In addition to reporting on the utility of "active learning moments"² in the course, this paper also provides an opportunity to share strategies Nicholas has learned through more than 30 years of teaching that serve to address and enlarge students' desire to learn.

Methods

Three questions framed our efforts to identify the teaching and learning methods used that students find most effective (as well as those that may be problematic) in teaching archaeological theory:

1. What do students find to be the *primary* way they absorb/retain information in class: through lectures; readings; group discussion; or a combination?
2. How effective are tools such as reading guides and viewing guides in directing students' attention to what is considered most important in those media?
3. What alternative strategies for promoting critical writing and thinking skills should be considered for adaptation to support particular course units or goals?

We addressed these questions through a survey designed to procure information on students' experiences in ARCH 471. In 2013, a Teaching and Learning Development Grant from SFU's Teaching and Learning Centre allowed Nicholas to hire Chris Springer to develop and administer the survey. Springer had taken ARCH 471 as an undergraduate in the department and had been the Teaching Assistant (TA) for the course during his graduate studies. The survey itself was developed with assistance from Janet Pivnick and Gregory Hum, both experienced education researchers, from SFU's Teaching and Learning Centre, and approved by SFU's Office of Research Ethics. Chelsea Meloche and Laure Spake, who were each TAs for the course between 2018 and 2020 (as well as Ph.D. candidates), contributed their knowledge of the course in interpreting, contextualizing, and presenting the results. The survey was initially administered to the Fall 2014 class and then revised and used again with the Spring and Fall 2015 classes. In the next section we describe the structure of the survey, the timing of its application, and comment on its sample size.

Survey Structure

Our survey was designed to glean information from upper-level undergraduate students that would help to evaluate their experience with the course syllabus and class environment; understand their study habits; and obtain their opinions on all aspects of the required course readings, an important means of information exchange. In developing the survey questions, Springer first reviewed the standard, detailed 2-page SFU end-of-semester course evaluations that were collected during the previous ten years of the course (2004–2014). These anonymized documents included optional comments that some students provided. Springer also compiled publications on active learning and related pedagogical techniques to help us identify relevant perspectives useful for framing the survey questions. Considering the intent of the survey, it was determined that a broad variety of question types would be most effective to obtain specific (albeit anonymized) information from and about each student, plus the more general information pertaining to the course.

The survey (Appendix F) was organized into three main parts: 1) Background; 2) Course Structure; and 3) Additional Questions. The Background section collected information on the student's grade point average (GPA) prior to taking the course, facility with the English language, study habits, and attendance record. The Course Structure section was further divided into 1) Lectures; 2) Group Discussion/In-class Exercises; 3) Readings; and 4) Teaching Assistance. To elicit input on various aspects of the course, we used yes/no and ranked questions to query student impressions, followed by short answer questions to solicit clarification on responses to some ranked questions. Each survey had a total of 41 questions and was typically completed within 15–30 minutes. Prior to taking the survey, each student read and signed an informed consent document. Students were not required to participate in the survey.

After administering the first survey in 2014, we found that the initial questions did not effectively address issues associated with study habits (regarding time management, reading, and essay preparation) over the course of the semester. To rectify this, Question 12 in Part 1 (Background) was reconfigured to allow students to comment on their weekly work habits relative to four course components for every month of the semester.

Survey Timing and Sample Size

The three surveys were each administered relatively late in the semester, which was necessary since we were asking about student experiences in the classroom during the course of term. One consequence of this scheduling was that fewer students were in attendance when the survey was given at the conclusion of the term—an unfortunate but not uncommon occurrence across campus. As expected, there were also the usual inconsistencies in responses, such as questions left blank or occasional contradictory responses.

For the Fall 2014 class, 13 of the 17 registered students completed the survey; for Spring 2015, 16 of 22 students completed it; and for Fall 2015, 21 of 23 students. In total, we obtained 51 completed surveys for the 66 students enrolled those semesters: a completion rate of 77%. However, we excluded from our analysis the responses of two students who either received a deferred grade or were auditing the course. Therefore, the final number of responses available for analysis was 49, or 74% of students taking the course in those terms, which seemed sufficient for the purposes of this study. Since 2004, Nicholas has taught ARCH 471, in various iterations, 26 times to a total of 570 students. The three classes covered by this study constitute about 11% of all Archaeological Theory students taught by Nicholas. For this reason, but also the exploratory nature of the survey, our results must be viewed as partial and preliminary indications rather than anything more conclusive, but they do offer some interesting insights.

At the conclusion of the semester, we matched the student's final grade³ for the course with their responses. For the purposes of analysis, we defined "success" in the course as achieving a final grade above the overall average for all students taking the course across the three semesters combined (69%, a C+ letter grade at SFU). The dataset was then anonymized prior to analysis.

Survey Results

Here we present and evaluate the combined 2014 and 2015 survey results following the three elements of the survey: Background; Course Structure; and Additional Questions. Survey responses are explored to illustrate which student traits, time management practices, and learning habits correlate with success (defined above) in the course. Below, we use two success groups to organize and interpret survey results: below average (BA) and above average (AA). However, it is important to note that the final average for students who responded to the survey was 77%, which is slightly higher than the course average and may suggest that the survey undersampled students who performed poorly in the course.

Background (Questions 1–12)

Background, Questions 2–4. Only 3 of 49 respondents (6%) self-identified as international students, but 4 of 49 respondents (8%) stated that they had at least a little difficulty with the English language. Facility with English revealed no evident pattern with responses to questions about course prerequisites, study skills, attendance, and study habits. These students did tend to struggle in the course; 2 of 3 international students and 3 of 4 students indicated some difficulty with the English language had below-average final grades. However, because very few students identified having difficulty with English, it is unclear how English facility predicts course performance.

On the other hand, a student's grade point average (GPA) did seem to be a relatively good indicator of how successful a given student was going to be in the course (Figure 1). Students who performed above average in the course tended to have incoming GPAs above 3.00, while students who performed below average tended to have incoming GPAs below 3.00. With respect to their final grade in the course relative to their incoming GPA, the majority of students surveyed (61%) either maintained an equivalent grade to their incoming GPA (N=23/49) or scored higher than the equivalent grade to their incoming GPA (N=7/49). Nineteen (39%) scored below their incoming GPA, the majority of whom (N=11) had a low to moderate GPA to begin with (N=2 for 2.00–2.49 GPA; N=10 for 2.50–2.99 GPA). Note that these metrics pertain only to the comparison of a student's incoming GPA with their final grade in the course, not to how final grades correlated to other factors in the other survey results below.

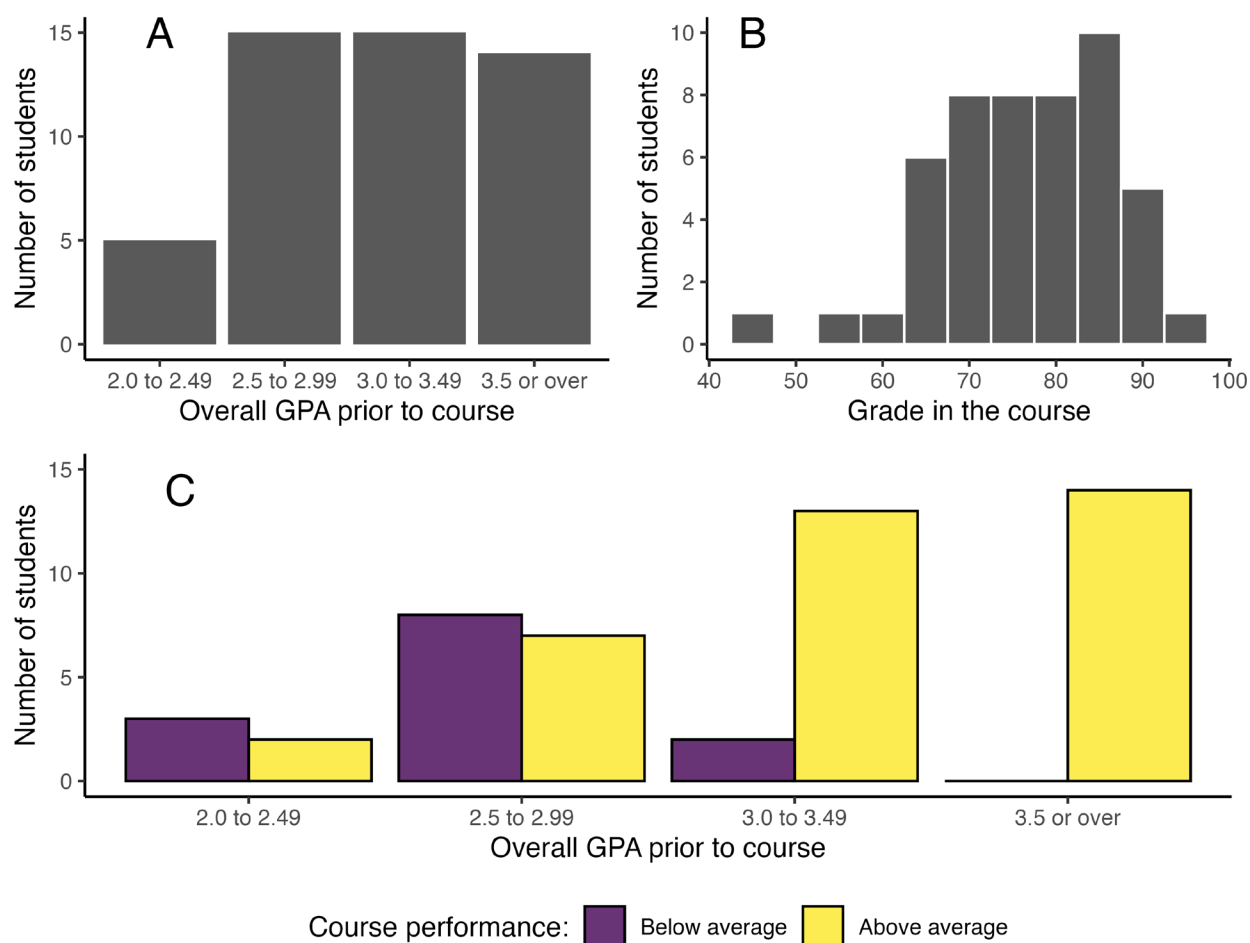


Figure 1. Comparison of prior academic performance with performance in ARCH 471 for survey respondents only. A) Distribution of overall self-reported GPA prior to the course; B) Distribution of the final grades in the course; C) Distribution of overall self-reported GPA prior to taking the course by actual course performance (grouped into two categories: below or above the course average of 69%).

Course Prerequisites, Questions 5–7. The combined survey results show that having completed the four course prerequisites⁴ did not significantly affect performance in ARCH 471.⁵ Twenty-five respondents (51%), who had completed at least three of the suggested prerequisites, scored above the combined average of the three classes (69%), while 20 such respondents (41%) scored below the combined average. Of the remaining four respondents, three had completed all four of the prerequisites and scored the combined average exactly, while the remaining student had none of the prerequisites and completed the course with a grade that was well above the combined average (88%).

The majority of respondents reported that the prerequisite courses were extremely useful or very useful for gaining basic knowledge in archaeology (N=29/49, 59%). Yet, when asked to provide a general comment on how useful they were for ARCH 471, only 25 (51%) reported that the basic knowledge gained was useful. The

remaining respondents felt the prerequisites were not very useful for succeeding in the course (N=10/49, 20%), or that too much time had passed between taking the prerequisites and ARCH 471 (N=5/49, 10%). Nine did not elucidate. This was a surprising result; we suspect that students are simply not connecting the foundational understanding of archaeology that they gained in those courses with basic archaeological concepts or cultural historical sequences (e.g., Paleoindian, Archaic, etc.) when they are referenced in ARCH 471.

Study Skills, Questions 8 and 9. For Question 8 (“Based on your undergraduate courses to date, do you feel you had the study skills required to be successful in ARCH 471?”), 32 respondents (65%) stated that they had the skills to be successful in ARCH 471. When given the opportunity to elaborate on this, 17 (85%) of the 20 respondents highlighted time management as the greatest obstacle to their success in the course.⁶ The majority of these (N=13/20, 65%) had grades equal to (N=2) or above (N=11) the combined class average of 69%.

Attendance, Questions 10 and 11. A correlation was noted between class attendance and success in the course (Figure 2). All but eight (N=8/49, 16%) of the respondents attended between 21 and 25 of the scheduled classes.⁷ Three of the eight who attended less than 20 classes, and all of the respondents who attended 15 or fewer classes, scored below the combined average for the study period (<69%). The survey could not capture information from the students who missed class when the surveys were administered.

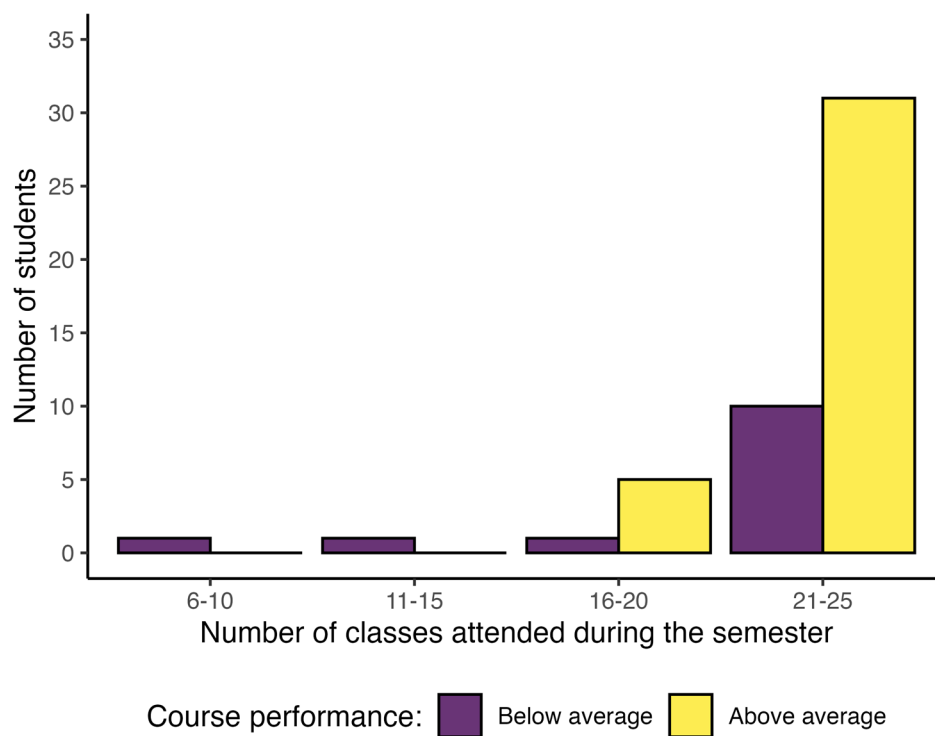


Figure 2. Number of classes attended during the semester by students performing below and above the combined class average for the survey period (69%).

Course Preparation, Question 12. As noted above, this question was changed after the first survey in Fall 2014 to allow students to comment on their weekly work habits across the course of the semester. In 2014, students provided an estimate of weekly hours spent on each component of the course over the semester as a whole. In the 2015 iterations of the survey, students were asked to indicate how this time allocation shifted over each month of the semester. We thus separate the 2014 results from those of the two delivered in 2015.

2014 Question 12 Results

Students who performed above average in the course reported spending more time weekly on each course component (i.e., reading, written assignments, term paper, and studying) than did students who performed below average in the course (Table 1; dotted lines in Figure 3 below).

Table 1. 2014 study habits (N=12).

Task	0 hrs/wk		1–4 hrs/wk		5–8 hrs/wk		9–12 hrs/wk		>12 hrs/wk	
a) Reading	AA ¹	0	AA	6	AA	3	AA	0	AA	1
	BA ²	0	BA	1	BA	1	BA	0	BA	0
b) Written assignments	AA	0	AA	6	AA	3	AA	1	AA	0
	BA	0	BA	1	BA	1	BA	0	BA	0
c) Term paper	AA	0	AA	0	AA	5	AA	1	AA	4
	BA	1	BA	0	BA	1	BA	0	BA	0
d) Studying	AA	0	AA	3	AA	5	AA	0	AA	2
	BA	1	BA	1	BA	0	BA	0	BA	0

Note: ¹ above average; ² below average

2015 Question 12 Results

As noted above, Question 12 was modified for the 2015 surveys to provide greater detail on the time spent for each activity per week *on a monthly basis* rather than for the entire semester (Table 2; solid lines in Figure 3 below). This modification revealed interesting differences in time allocation over the course of the semester that were not captured in the 2014 questionnaire.

Students who performed above average in the course tended to “front-load” their semester, in that they spent more time on reading, writing assignments, and studying earlier in the semester (first and second months) than they did later on (third and fourth months). Interestingly, above-average performers reduced time spent on these three components towards the end of the semester, perhaps reflecting more comfort with their performance to date in the course. Furthermore, while the final paper assignment has the bulk of its deadlines in the second half of the term, above-average performers also

tended to spend more time on work related to the final paper in the first month of the course than did below-average performers.

a) *Reading habits.* As indicated in Figure 3 and Table 2: Response A, most students stated that they spent between 1–4 and 5–8 hours on the readings throughout the semester. Generally, the above- and below-average students (combined average for 2015-1 and 2015-3 surveys, 70%) were evenly split on time spent each month, with five below-average grade students increasing their reading time during the final month: three spent between 9–12 hours per week, and two spent 12 hours per week.

b) *Written assignments.* Similar to reading habits, the majority of respondents spent between 1–4 and 5–8 hours on the four writing assignments throughout the semester (Figure 3; Table 2: Response B). Time spent on completing the written assignments does not seem to be related to success in the course. However, of the three respondents who reported 0 hours per week on the writing assignments (i.e., not submitted) during months 1, 3, and 4, two were, not surprisingly, below-average students.

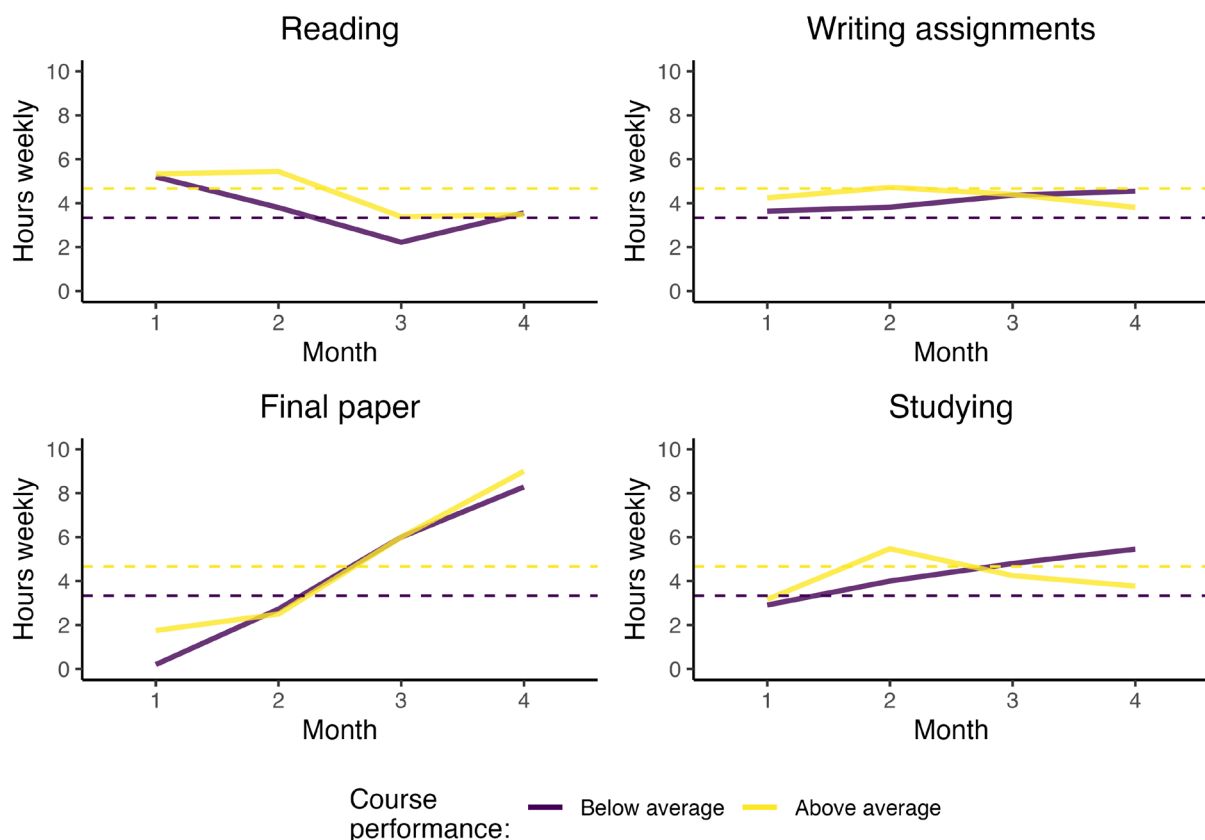


Figure 3. Number of hours per week spent on each task outside of class time over the duration of the course, categorized by performance in the course (below and above class average). Solid lines represent responses from 2015, where students provided time spent on tasks for each of the four months of the course. Dotted lines represent responses from 2014, where students provided an average weekly time spent on tasks over the course of the entire semester.

Table 2. Question 12 responses for 2015-1 and 2015-3 surveys

Response	Month	Grade ¹	0 hrs./wk.	1–4 hrs./wk.	5–8 hrs./wk.	9–12 hrs./wk.	>12 hrs./wk.
A: reading habits	1	AA	0	7	12	4	3
		BA	0	3	4	1	1
	2	AA	1	5	13	4	2
		BA	1	3	4	1	1
	3	AA	3	11	7	2	1
		BA	3	3	2	0	2
	4 ⁴	AA	5	11	7	3	0
		BA	1	4	0	2	2
B: written assignments²	1	AA	0	12	11	1	2
		BA	1	3	5	0	0
	2	AA	0	9	14	1	2
		BA	0	4	5	0	0
	3	AA	0	11	12	1	2
		BA	1	3	4	1	0
	4 ⁴	AA	1	10	8	1	5
		BA	0	3	5	1	0
C: term project³	1	AA	15	5	2	1	1
		BA	7	1	0	0	0
	2	AA	4	16	3	0	2
		BA	3	2	4	0	0
	3	AA	0	5	9	5	7
		BA	1	0	1	4	3
	4 ⁴	AA	0	0	3	7	15
		BA	0	0	1	4	4
D: studying⁵	1	AA	6	10	5	2	1
		BA	2	4	3	0	0
	2	AA	1	6	6	5	8
		BA	3	1	4	1	0
	3	AA	5	8	5	5	2
		BA	2	0	4	2	1
	4 ⁴	AA	5	12	5	4	1
		BA	1	3	1	4	0

Notes: ¹ AA=above average, BA=below average (combined average for 2015 classes was 70%);

² one student gave no response for month 4;

³ two students gave no response for month 1 and one student gave no responses for months 1–3;

⁴ a partial month—classes usually ended during the first week, followed by the take-home exam;

⁵ one student gave no responses for months 1 and 3, and one student gave no response for month 1.

Course Structure (Questions 13–37)

Lectures, Questions 13–15. The majority of respondents to Question 13 (N=46/49, 94%) found the lectures to be “extremely useful” or “very useful.” What they found most valuable was further specified by responses to Question 14: a) the clarification of concepts, b) the use of videos and other teaching tools, c) the group discussion after the lecture, and d) the professor’s engaging lecture style. Clarification of concepts (N=27/49, 55%) and Nicholas’ engaging lecture style (N=19/49, 39%) were highlighted as the best aspects of the course lectures. The majority of respondents who highlighted these aspects (N=22/27, 81%; and 15/19, 79%, respectively) were above-average students.

In Question 15, students were asked to briefly explain how they felt that lectures could be improved. Six of the 33 students who responded (18%) suggested that posting the lecture notes on the course’s Canvas website⁸ prior to each lecture would improve the lecture experience. For some, access to these notes would potentially reduce the need to pay attention during the lecture or even attend class—which is why they are not posted—though the lecture slide sets, which are rich in text, are. Interestingly, responses from a higher number of respondents contradicted the desire for a more passive experience during lectures. Fourteen of the 33 respondents (42%) felt that more time should be allotted to group discussion—a more active style of learning. Seven of these 14 students were either below the combined average (N=5) or scored the combined class average (N=2).

Group Discussions/In-Class Exercises, Questions 16–18. Less than half of the respondents (N=21/49, 43%) found the group discussions and in-class exercises (Appendix F) “extremely useful” or “very useful” for understanding course material. Just under half of this group (N=10, 48%) were below the combined average, which suggests the possibility that those students found that the group discussions and in-class exercises helped them to better understand concepts presented in the course. At the same time, the remaining primarily above-average respondents felt the discussions and in-class exercises were “somewhat useful” (N=16/49, 33% [17 above-average, 1 below-average]) and “not very useful” or “mostly not useful” (N=12/49, 24% [11 above-average, 1 average]) for understanding course material.

The common themes noted among the respondents to Question 17 (asking for a brief description of what was best about the group discussions/in-class exercises) included (a) the opportunity to express one’s opinion (N=15/43, 35% [11 above-average, 4 below-average]); (b) hearing the opinions of classmates (N=29/43, 67% [19 above-average, 1 average, 9 below-average]); and (c) the active aspect of learning inherent in the group discussions/in-class exercises (N=21/43, 48% [15 above-average, 6 below-average]). The high number of students who considered hearing the opinions of others as one of the best aspects of the group discussions and in-class exercises again

suggests that peer-to-peer learning may be an effective tool for students dealing with challenging subjects.

Suggested improvements to the group discussion/in-class exercises were (a) an increase in the group discussion time (N=14/35, 40% [11 above-average, 3 below-average]) and (b) a focus on small group rather than full-class discussions (N=8/35, 23% [5 above-average, 1 average, 2 below-average]). These responses suggest that students want a more active learning environment.

Readings, Questions 19–31. All but one of the 49 respondents found the course readings to be useful for helping to understand the course content (confirming our expectations), with the majority (N=30/49, 61% [25 above-average, 1 average, 4 below-average]) finding them “extremely useful” or “very useful.” All but one of the remaining respondents felt the readings were merely “somewhat useful” (N=18/49, 37% [10 above-average, 1 average, 7 below-average]), with the one outstanding respondent finding them “mostly not useful” (N=1/49, 2% [above-average]). Students who performed below average in the course tended to find the readings less useful than did students who performed above average. This potentially reflects differing levels of critical reading skills between the performance groups. It is possible that below-average performers struggled to glean information and key concepts from the readings that the above-average performers found helpful.

In terms of what was considered most useful about the reading list (Question 20: answered by N=45/49, 92%) and how it could be improved (Question 21: answered by N=32/49, 65%), the majority of respondents felt that (a) the readings were most helpful for gaining additional information and clarification on particular people and theoretical concepts (N=38/45, 84% [26 above-average, 2 average, 10 below-average]), and (b) a reduction of the number of readings would be a significant improvement (N=23/32, 72% [18 above-average, 1 average, 4 below-average]), respectively. The readings directly associated with course material were viewed as the most useful by nine respondents (Question 20: N=9/45, 20% [7 above-average, 2 below-average]). Additional suggestions for improving the reading list (Question 21) were to (a) spend additional class time on the more difficult readings (N=3/32, 9% [1 above-average, 2 below-average]), and (b) place greater emphasis on readings in general during lectures and group discussions (N=4/32, 12% [all above-average]).

Although participating in a reading group is always suggested at the beginning of the course, few students from the three surveyed classes did so (N=17/49, 35% [13 above-average, 4 below-average]). Six students from the 2014 class formed a reading group, while 11 students participated in groups during the two 2015 semesters. All groups typically met between 1 to 4 hours per week, online rather than in person. Facebook groups were created for discussion and Dropbox folders were used for sharing notes. The majority of participants found the reading groups to be useful

(N=13/17, 76%). What they found to be the most useful aspects were (a) having notes to refer to while reading a new article or chapter (N=5/17, 29% [2 above-average, 3 below-average]); (b) having notes to study from for readings that one was not able to complete (N=2/17, 12% [both above-average]); and (c) sharing the reading load (N=8/17, 47% [6 above-average, 2 below-average]). Although the number of students who formed reading groups was small, it seems that participation in a reading group did have some effect on student performance in the course. The majority of those who participated in reading groups (N=13/17, 76%) were above the combined average for the course (69%).

In Questions 29 and 30, students were asked to comment on the reading guides and the supplemental reading list, both of which were available on Canvas. The majority of students who responded to the reading guide question (N=36/49, 73% [28 above-average, 1 average, 7 below-average]) found them to be “extremely helpful,” “very helpful,” or “somewhat helpful.” Just under half of the students (N=21/49, 43%) gave input on the supplemental readings; the majority (N=19/21, 90% [13 above-average, 6 below-average]) found them to be “extremely useful,” “very useful,” or “somewhat useful.” Based on the responses to these two questions, it appears that these two teaching tools were primarily used by above-average students. Question 31 asked for comments on the ARCH 471 reading list. Less than half of the students responded (N=19/49, 39%); however, the majority of these (N=12/19, 63% [9 above-average, 3 below-average]) found the reading list too long, even for a 5-credit course.

Teaching Assistance, Questions 32–37. Over the course of the semester, students were regularly encouraged to utilize avenues for assistance with writing, learning, and research. These included weekly office hours with both the professor and teaching assistant, as well as SFU Library’s Student Learning Commons, which offers writing workshops and one-on-one assistance with research and writing skills.⁹

Students who sought help tended to turn to the professor rather than the teaching assistant (N=26/49, 53% went to the professor; N=18/49, 37% went to the TA). However, Figure 4 shows that such help was sought primarily “sometimes” or “seldom.” Such assistance was primarily sought by above-average students, which may suggest that seeking help from instructors is an aid to success. However, among those who “almost never” or “never” asked for assistance, the majority were also above-average students. If it were true that seeking aid from instructors is an aid to success, one would expect primarily below-average students to be the ones who “almost never” or “never” sought out help. Interestingly, the majority of students who did seek help either maintained or dropped below their incoming GPA, whether they went to the professor (N=4/26 [15%] increased; N=9/26 [35%] decreased; N=13/26 [50%] maintained) or the TA (N=1/18 [6%] increased; N=7/18 [38%] decreased; N=10/18 [56%] maintained). Thus, while seeking aid may have helped some students do well, overall it does not correlate well with either GPA or success in the course.

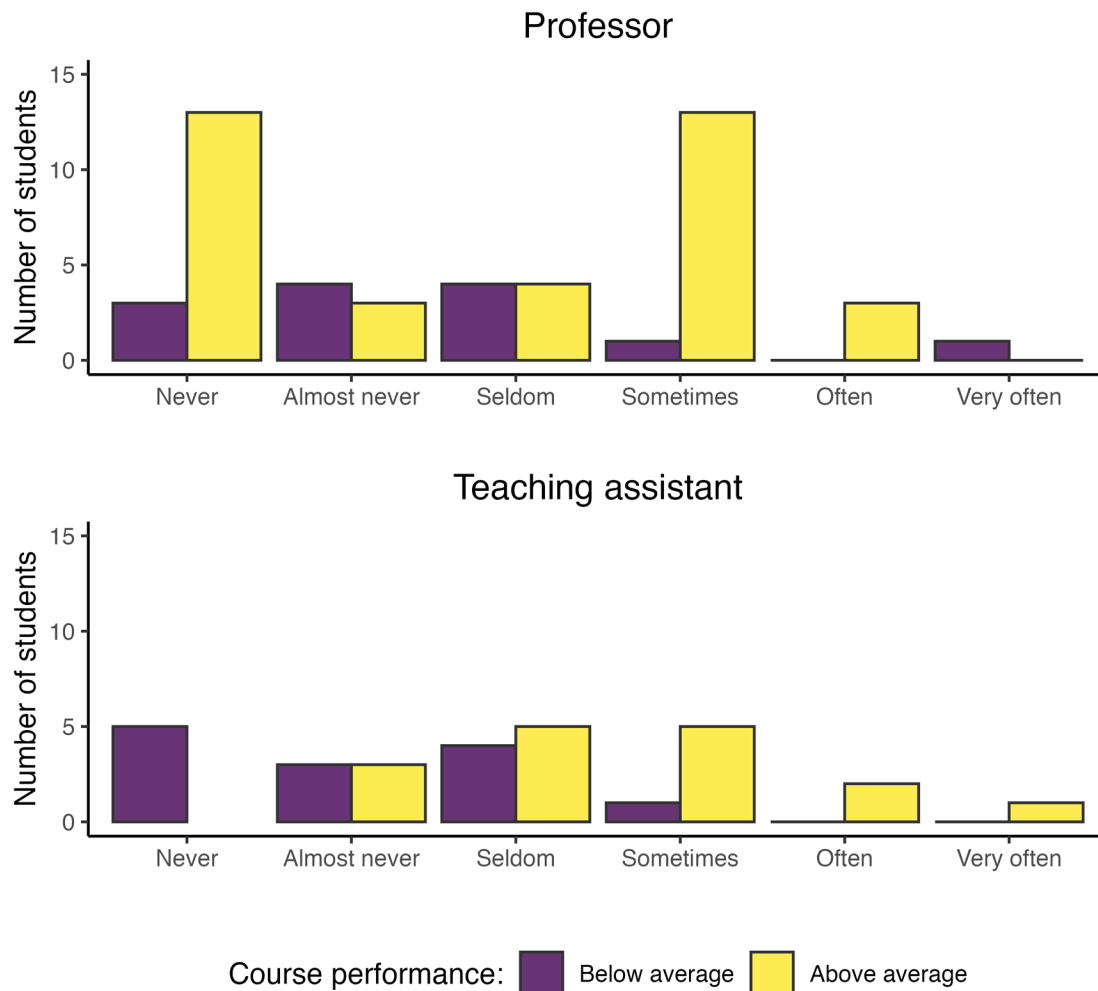


Figure 4. Number of students attending office hours according to performance in the course (below and above class average), by self-reported frequency of attendance at professor and teaching assistant office hours.

The two main reasons for seeking assistance were for help with the term paper (N=18/49, 37%) and to discuss the short paper exercises (N=9/49, 18%). Other reasons included help with the readings, clarification of concepts, feedback on writing, and emotional support. Reasons for not seeking assistance from the professor or teaching assistant included (a) having no questions (N=5/49, 10%), (b) having a schedule conflict (N=7/49, 14%), and (c) having asked all questions during class time (N=6/49, 12%).

Finally, only one above-average student and three below-average students made use of the Student Learning Commons services. When asked to explain their reasons, only three responded: two went for help with writing and one to obtain informational handouts.

Additional Questions (Questions 38–41)

The final set of questions provided an opportunity for students to comment on other aspects of the course not covered in the main body of the survey. These questions pertained to (a) feedback received on the assignments, (b) the value of student presentations, and (c) general comments on the course.

Of the students who commented on assignment feedback (N=48/49, 98%), the majority found comments received on their writing assignments and final term paper to be “extremely useful” (N=25/48, 52%), “very useful” (N=17/48, 35%), or “somewhat useful” (N=5/48, 10%) for helping to improve their writing skills.¹⁰ What students found most helpful were the explanations for what needed improvement, advice on technical characteristics of writing, and the depth of the criticism.

Student presentations are one of the required activities in ARCH 471. The short, partnered presentation and corresponding 1-page highlights paper give students the opportunity to do a more in-depth study of a particular individual who has contributed to the formulation and growth of archaeological theory. On the whole, students preferred the active role of presenter over the passive role of audience member with respect to gaining a better understanding of the course material. As presenters, the majority of those responding to this question (N=47/49, 96%) found the experience “extremely helpful” (N=20/47, 42.5% [12 above-average, 2 average, 6 below-average]), “very helpful” (N=14/47, 30% [11 above-average, 1 average, 2 below-average]), or “somewhat helpful” (N=9/47, 19% [7 above-average, 2 below-average]). Generally, the above-average students found more satisfaction in the presenter role. When acting as an audience member, most respondents found the role “somewhat helpful” (N=18/47, 38%); however, 14 (30%) of the respondents felt that it was “not very helpful” (N=8/47, 17% [all above-average]) or “mostly not helpful” (N=6/47, 13% [5 above-average, 1 average]). In these cases, it was the above-average students who tended to find the experience unsatisfying as a learning experience, whereas those students who found the experience “extremely helpful” or “very helpful” as audience members were more closely aligned between above- (N=8/47, 17%) and below-average students (N=6/47, 13%).

The final survey question asked for any additional comments on the course. Twenty-four (49%) students responded. The most repeated comment among these respondents (N=5/24, 21% [3 above-average, 1 average, 1 below-average]) was that the reading requirements for the course were overwhelming. Two other common responses were (a) the professor was a great instructor (N=4/24, 17%) and (b) ARCH 471 should be split into two courses (N=4/24, 17%). Among those who proposed splitting ARCH 471, most felt that a 200-level, survey-style course focusing on the history of archaeological theory and the major individuals and schools of thought

involved, followed by an upper-level course dealing with contemporary archaeological theory, would be preferable to the one semester course.

Discussion

Of the different course components (lectures, readings, in-class discussions, writing assignments), students generally found the lectures to be the most useful. Thus, we can say that this is the primary way that information is delivered and absorbed by students in the course (addressing our guiding question 1: *What do students find to be the primary way they absorb/retain information in class*). Less than half of students found the in-class discussions and in-class exercises helpful, although increasing the number of in-class discussions was a frequent suggestion for improvement. Most students found the readings to be helpful, though students performing below the course average were less likely to find them useful (assuming they were read), and students across the performance groups reported that the reading load was too heavy. Those that used the reading guides to help them glean information from the reading list predominantly found them helpful. Thus, we can say that while tools available to students were effective (question 2: *How effective are such tools as reading guides and viewing guides in directing students' attention to what is considered most important?*), they were not evenly mobilized by students, and they seemed to be preferred by above-average performers among respondents.

Responses to the course structure and additional question sections of the survey suggested three strategies for promoting critical writing and thinking skills that are crucial to course success (question 3: *What alternative strategies for promoting critical writing and thinking skills should be considered?*). First, both above-average and below-average students reported that in-class discussions were useful because they allowed them to learn from other students' opinions. Second, students suggested that lectures would be more beneficial if they allotted more time to small group discussions focusing on some of the more difficult reading assignments. Third, students reported that reading groups were useful because they could refer to other students' notes while reading a piece for the first time. These three findings suggest that students want a more active learning environment, but also indicate that they learn from observing each other's reading and thinking processes.

The use of active learning as a teaching approach has been discussed by those teaching: sociological methods (e.g., Pfeffer and Rogalin 2012), sociological theory (e.g., Pederson 2010), collaborative learning (e.g., Cornell University 2020), archaeological theory and practice (e.g., Burke and Smith 2007), discipline-based education research (e.g., Colaninno 2019), experiential learning (e.g., Hood 2018; Van Gilder 2018), critical thinking in archaeology (e.g., Gibbon 2014; Orser 2015; Wearing 2011), and archaeological field practice (e.g., Colley 2003). Daphne Pederson

(2010:198) notes that “[a]ctive learning has been defined as the process of talking through, writing about, and applying course material to the daily lives of students.”

With respect to ARCH 471, the former two components of this definition—“talking through” and “writing about”—are well accounted for in the syllabus. More fully incorporating the third component—“applying course material to the daily lives of students”—may help to mitigate the stigma attached to archaeological theory in general and to ARCH 471 more specifically. Students planning to take this course are often somewhat apprehensive about it, having heard that it is demanding and that some theoretical concepts are intellectually challenging. Their concerns are acknowledged at the start of the semester and thereafter through a variety of means.¹¹ As the semester progresses, abstract concepts become more familiar through lectures and readings, while class discussions provide the opportunity for students to bring in their own experiences.

Teaching methods aside, what matters most is that early and intensive engagement with the course material is essential for students to gain the maximum understanding and retention of the information presented in readings, lectures, and various other teaching tools. Students are made aware of their responsibilities at the start of the course, with advice given on how to approach both course concepts and course structure.¹² One potential way to mitigate the anxiety level associated with difficult courses like ARCH 471 and improve student engagement with the material is through the “community of learners approach” (Macheski et al. 2008). In that approach, instructors facilitate peer learning through promoting active student roles in learning (e.g., in-class discussions, assigned study or reading groups), incorporating media to be discussed by the class, and creating a supportive and positive classroom ethos. Many of these strategies are already partially or fully incorporated into ARCH 471, but some could be strengthened to further increase student engagement. In the next section, we explore some avenues for amplifying student success in the ARCH 471 classroom.

Ways to Engage

One option for facilitating student engagement with theoretical concepts is the approach to household archaeology designed by Jeanne Arnold of the Cotsen Institute of Archaeology at the University of California, Los Angeles. Known as the Center on Everyday Lives of Families (CELf) project,¹³ the research includes ethnoarchaeological methods to examine “the material culture of middle-class families at home, including the physical house and grounds, the possessions of the family, and uses of residential space by families”.¹⁴ Project publications germane to archaeological theory include gendered space (Beck and Arnold 2009), materiality (Graesch 2009), and the physical structure of home space and its use (Arnold and Lang 2007).

A modified version could be introduced into the ARCH 471 curriculum by having students consider their own living spaces or other familiar spaces (e.g., common spaces on campus¹⁵) through the lens of two or three theoretical frameworks. This would bring the abstraction of theory into a real-world environment that is familiar to them. Furthermore, it would place them in a “field context” without the necessity of a field school and require them to consider their familiar world from the point of view of an observer rather than a participant—a perspective that is frequently the only one available to the archaeologist. Collectively examining shared familiar experiences that contribute to developing a “shared language of discourse” is a key aspect of fostering a community of learners (Macheski et al. 2008).

A more practical approach could involve building on earlier projects assigned in course prerequisites that supply students with an existing archaeological data set (e.g., Daniels and David 1982).¹⁶ In ARCH 471, such an assignment might require students to interpret recovered material remains from different perspectives. To minimize the potential confusion, for either the household or preexisting archaeological data set suggestions, students could be supplied with five perspectives from which to choose two or three for their individual projects. Either option could replace the term paper for the course.

Another innovative and equally well-integrated approach is that of Laurie Wilkie in *Strung Out on Archaeology: An Introduction to Archaeological Research* (2014). She has crafted a teaching platform that combines an introduction to archaeology, a primer on archaeological theory, a guide to doing archaeological research, and an extended case study of Mardi Gras beads as material culture and social reflection. There are also a number of teaching compilations that take a more hands-on approach to theory that could be useful in updating the current iteration of ARCH 471, including Burke and Smith’s *Archaeology to Delight and Instruct: Active Learning in the University Classroom* (2007), Urban and Schortman’s *Archaeological Theory in Practice* (2012), Daniels and David’s *The Archaeology Workbook* (1982), and a series of notable volumes by Praetzelis (2000, 2003, 2015).

Readings: How Much is Too Much?

One of the more problematic aspects of ARCH 471 for students is the reading list. This seems to fill many students with dread even before they are enrolled in the course, based on anecdotal reports from their peers. The readings are a necessary component of the course and arguably the best means for presenting the history and development of archaeological thought, as well as the application of those ideas both in the past and in contemporary archaeological practice. However, below-average performers tend to struggle to glean useful information from the readings, even when they are supported with reading guides. Reading groups¹⁷ are strongly encouraged at the beginning of the

course but relatively few students participate. Also, group sizes can be unmanageable or inconsistent, with one or two individuals often carrying the load for the others.

Formally developing structured reading groups as a means for completing an extensive assigned reading list and facilitating deep learning could benefit future iterations of ARCH 471, or courses like it. For example, Parrott and Cherry (2011) suggest that groups follow a rotating role structure with each member earning their own grade rather than a grade being assigned for the group as a whole. They propose five assigned roles for each group: discussion leader; passage master; creative connector; devil's advocate; and reporter:

- The *discussion leader* prepares a series of questions and "brief answers, to highlight the main points of the assigned readings" (Parrott and Cherry 2011:357). The discussion leader also acts as the group coordinator/mediator to ensure that everyone contributes to the discussion.
- The *passage master's* role is to summarize particularly important passages from the readings that are pivotal to a particular article or chapter's central message, or they may be controversial or contradictory passages.
- The *creative connector* highlights "connections between the readings and other social, cultural, political, or economic ideas" (Parrott and Cherry 2011:357). This role is particularly important for a course that seeks to understand the development of archaeological thought within its historical context, as is the case with ARCH 471.
- The *devil's advocate* role is an important one because it requires students to take a critical stance. For this position, the student develops a series of questions that are critical of the particular publication. This can be difficult when dealing with issues of gender, ethnicity, or ethics but it facilitates a more profound discussion and understanding of the issues that can be associated with archaeological theory and practice.
- The *reporter* is the final role for summarizing the discussion. Summaries "should include what was discussed, points of agreement and disagreement, any points of confusion, and the readings or ideas that the group found most interesting" (Parrott and Cherry 2011:357).

In this model, a student's grades are based on participation in the reading group and written versions of the information associated with each role. These are submitted to the professor in the week following each meeting.¹⁸ Every student must perform each role at least once during the course of the semester. Setting up reading groups with a more formalized structure helps students learn from each other, and sharing this responsibility for learning increases their buy-in to the course material (Macheski et al. 2008). Ideally,

setting up groups that include students with a range of GPAs would help students who struggle with critical reading skills learn these from their peers.

In the context of ARCH 471, the assignments for each of the roles could be done in concert with the current short paper assignments or replace them entirely as the writing requirement. The assigned, structured reading group approach would be beneficial as a means of incorporating an active learning component, and it would ensure that students engage more fully with the readings. In this way, the method is both collaborative and individual, bringing together the strengths of group learning and individual contemplation. Although rich in potential for ARCH 471, Nicholas decided that it would require more time during the classes than could be afforded, and that it would be difficult to employ due to the large size of the class. He was also apprehensive about what would happen if a student was absent.

Nicholas did, however, develop an accelerated, impromptu in-class reading group of sorts, known as “Speed Summarizing” (a reference to Eddie Izzard’s “Speed Archaeology” video,¹⁹ shown in an earlier class). This was usually done twice a semester and was unannounced. During his lecture on Archaeology and Descendant Communities, Nicholas announced that four readings assigned for that day would be speed summarized (Appendix H). The students were then divided into four groups, each of which was assigned one reading and given ten minutes to prepare a short summary and a list of the article’s key points to share with the class. If the students had done the readings, this was an easy task as one or more would have had notes in hand; if not, there was a scramble to compile that information. Summaries presented by a group spokesperson (2–3 minutes each) then followed. After the first one, Nicholas would comment that he observed few or no students taking notes—wryly pointing out that if they had not done the reading, this was an optimal foraging opportunity—and then there would be a notable increase in note taking during the next three presentations. This kind of practical advice was dispensed throughout the course.

What’s Changed?

The three surveys administered in 2014 and 2015 provided a way to quantify some student attitudes and issues for ARCH 471 that had been suspected, as well as to reveal new information. Here, we review several changes made since 2015.

One of the advantages of teaching this course so many times is the opportunity to constantly tweak and sometimes reconfigure it more substantially. In addition to switching out readings and exercises, there have been opportunities to respond to new circumstances (“archaeology as a mode of social justice”), new issues (#MeToo in archaeology), and new teaching conditions (“the COVID-19 classroom”). Since the surveys were administered, Nicholas implemented several changes to ARCH 471:

- reducing the page volume of readings, particularly by jettisoning Bruce Trigger's substantial (680-page) *A History of Archaeological Thought* (2006), which is a detailed global compendium of not only archaeological theories but the social, political, and intellectual milieu in which they developed
- reducing the in-class presentation on a theorist-of-choice from 10 to 5 minutes and eliminating the highlights summary
- increasing small group vs. full-class discussions²⁰
- increasing in-class exercises (see Appendix G), with some for credit
- offering extra credit assignments, plus a slight grade bump if a student took advantage of a study or writing workshop or tutorial at the Student Learning Commons
- and encouraging attendance at weekly departmental seminars and webinars

While these changes were relatively modest, students appeared to appreciate them all (especially the reduction in reading).

Beyond the survey, one other measure of evaluating how well students “get it” was a “before and after” assessment. On the first day of class, students complete a brief questionnaire in advance of the initial class discussion (Figure 5). It asks: “What does ‘archaeological theory’ mean to you?” and “... what ‘school of archaeological theory’ or flavor of archaeology are you most attracted to.” Students are asked to volunteer responses as part of this initial class discussion; usually the majority of responses are “I don’t know.” The questionnaires are then collected (and saved). On the last day of class, the same questionnaire is given out. After it is completed but still in their hands, the students are given the questionnaires they completed on the first day and asked to evaluate whether their perspectives and/or their personal preferences for a particular approach have changed and, if so, how. This exercise reveals their new understanding of—and increased confidence with—the essentials of archaeological theory.

What Does Archaeological Theory Mean to You?

This is an informal exercise to (a) brush away the [summer/holiday season] cobwebs in your head and (b) ease you into a semester of thinking critically and productively about archaeological theory. Please take no more than 10 minutes to complete this. Use point form.

- A. Briefly, what does “archaeological theory” mean to you? What do you think of when hearing/reading the term? Your response can be something as simple as a listing of examples of theories, paradigms, and so on that you are familiar with, or your thoughts on what the key ideas in archaeology have been or are.
- B. Based on all of your previous exposure to/experience in archaeology, what “school of archaeological theory” or flavor of archaeology are you most attracted to?

Figure 5. “Before and After” ARCH 471 questionnaire.

Three other final day activities deserve mention. The first is a presentation of each student’s “What Archaeological Theory Looks Like” visualization exercise (see note 1), always a course highlight. The second centers one of the course themes: that of personalizing archaeology and the intergenerational flow of ideas. Here Nicholas shares his own intellectual genealogy (Figure 6), first identifying his undergraduate and graduate school supervisors and then indicating their supervisors, and so on, all the way back to Franz Boas. He then points out that the students are now part of that lineage, a revelation that left some students visibly emotional with finding themselves personally connected to the history of archaeology they have grappled with throughout the semester. The third activity is the “Anointing of the Trowels” in which students bring their trowels that, with appropriate ceremony, are anointed with soil from Giza, where Belzoni explored the pyramids; from Pecos, New Mexico, where Alfred Kidder did some of the first scientific archaeology in North America; and from Kamloops, British Columbia, where Harlan Smith did some of the first archaeology in the province. Each of these activities served to engage and enlighten the students.



Figure 6. Selected slides from Nicholas' "Archaeological Genealogy" reveal.

When to Introduce Theory?

Among many incoming ARCH 471 students, there is a common complaint that this course is the first time in their undergraduate career that they have *really* engaged with or even heard of some of the theoretical concepts or perspectives discussed. This is despite their having taken Introduction to Archaeology (ARCH 201) just a few years earlier. Having taught ARCH 201, Nicholas is aware of this problem; the challenge is to find the right balance between introducing the theoretical aspects of archaeology to a classroom of students more eager to learn about "digging up the past" versus the limitations of, for example, a cultural historical approach.

Several ARCH 471 survey respondents suggested that one means of improving the course would be to actually split it into two required courses. This has also been suggested in the course evaluations over the last ten years, and Nicholas has frequently posed this possibility directly to students as the basis for in-class discussions over the course of the last 15 years. The general consensus being that the students appreciate the value of the current course structure, but also support a separation.

There are a number of options that could be implemented. One way to tease apart ARCH 471 would be to have an initial 200- or 300-level survey-style course that deals with the history of archaeological thought, focusing on the major individuals and theoretical perspectives involved in the development of archaeological theory. A revamped ARCH 471 could be a more focused survey on contemporary archaeological theories and their applications. Another possibility would be to ensure that there is some level of theoretical discussion in all of the ARCH 471 prerequisites (Human Origins, Introduction to Archaeology, Archaeology of the Old World, and Archaeology of the New World). The majority of archaeology textbooks do have the requisite chapter(s) on the history of archaeology (often combined with an introduction to theoretical concepts), though some take a fuller approach (e.g., Renfrew and Bahn 2019). What needs to be made clear are the connections between these topics *across courses*, so that materials can be revisited as students work toward their degrees.

Some of these suggestions may soon be seriously considered as ARCH 471 is now transitioning to a new structure.²¹ This coincides with Nicholas stepping away from the course after 15 years. Other changes may be influenced by post-COVID pedagogical practices, whatever those might be.

Conclusions

It is always a challenge to engage students with complex ideas, let alone how those ideas developed or changed over time. The results of the survey we developed and administered in ARCH 471 suggest that an active approach to learning helps to mitigate the challenges inherent in an upper-level course such as this. Combining a conventional lecture format with scheduled or spontaneous discussions and assigned, structured reading groups can help to ease the difficulties associated with demonstrating and retaining²² knowledge of abstract concepts and the various historical trajectories that link seemingly independent philosophical and theoretical perspectives. The results of our limited survey also suggest that bringing archaeological theory to the students at an earlier point in their undergraduate careers may help them engage with theory and its application to archaeology.

There are also some factors that this survey did not capture that are evident to the instructor and TAs. For example, where students had problems (i.e., late or no submission of assignments), this can usually be traced back to poor time management, despite frequent reminders. Also, very few students took advantage of the multiple resources offered by SFU's Student Learning Commons, which was strongly recommended, including workshops and tutorials on writing and study skills. In addition, it was noted that those students who had taken an Introduction to Cultural Anthropology course already had a basic grounding in some essential ideas and methods (e.g.,

historical particularism, neo-evolutionism) that would be first introduced to other students in ARCH 471.²³

Complementing the survey component of this study was describing and sharing elements of Nicholas' teaching methods, and what he has found to be effective in over 30 years of teaching. While some of the exercises and strategies shared here are specific to teaching archaeological theory, all can be modified for other courses.

This study reviews and rethinks aspects of this upper-level theory course. The survey results both confirmed and challenged our understanding of the course from the student's perspective, and was, thus, a valuable exercise. No doubt many of the issues identified and observations offered are familiar to experienced instructors. What matters the most is seeking out ways to engage with the students, and ways for the students to engage with the subject matter. This will provide opportunities to improve classroom instruction and information retention more effectively—in both theory and practice.

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Notes

- 1 "The Best of 'What Archaeological Theory Looks Like'" can be viewed at: https://www.academia.edu/3402526/What_Archaeological_Theory_Looks_Like_The_Best_of...
- 2 These include in-class discussions, presentations, encouraged self-reflection and meta-analysis, and small group speed summarizing of assigned readings.
- 3 While the survey was administered prior to major assignment submissions, the final grades for the course included grades for the term paper and final exams.
- 4 These are: ARCH 131-Human Origins; ARCH 201-Introduction to Archaeology; ARCH 272-Archaeology of the Old World; and ARCH 273-Archaeology of the New World. A student may enroll in the course without all of these prerequisites with the instructor's permission.

- 5 Of the four prerequisites, ARCH 201-Introduction to Archaeology provides a basic background to archaeological theory, albeit two to three years before ARCH 471 is usually taken.
- 6 The importance of time management was constantly emphasized in class.
- 7 There is generally a total of 25 class meetings, one of which is the in-class midterm exam.
- 8 This is SFU's learning management system; it was the primary online hub for ARCH 471.
- 9 For more information, please visit <https://www.lib.sfu.ca/about/branches-depts/slc>.
- 10 Students submit a full draft of their paper, which is reviewed by Nicholas, who provides a general assessment of the overall draft, a detailed technical editing of the first six pages, and suggestions on improving the document when preparing the final version that is graded (and which also receives the same level of editing).
- 11 For example, a "meta-" approach is illustrated in class through a Daffy Duck cartoon ("Duck Amuck" [<https://www.dailymotion.com/video/x7v1hmo>]) that breaks down the so-called "fourth wall"; early 20th-century views of archaeology as treasure hunting by the Three Stooges ("We Want Our Mummy" [<https://vimeo.com/181509716>]); the nature of archaeological interpretations by Eddie Izzard ("Speed Archaeology" [<https://www.youtube.com/watch?v=U6y-jn6jGbM&t=4s>]); and more.
- 12 Those students who have gone on to graduate school have reported that all of these skills, plus the thorough grounding in archaeological theory, proved invaluable to them.
- 13 <http://www.celf.ucla.edu/>
- 14 <https://ioa.ucla.edu/people/jeanne-e-arnold>
- 15 Use of a nonpersonal space may accommodate students who may not have access to a "middle-class" or typical home space, and/or allow students to maintain some level of anonymity if desired.
- 16 For example, in certain iterations of ARCH 201 (a prerequisite for ARCH 471), the professor asks students to answer specific questions about a provided data set based on a real archaeological site. This is also effected in ARCH 471 through an ethnoarchaeological exercise focusing on Netsilik lifeways (see Appendix G).
- 17 There is a substantial literature on the structure and efficacy of reading groups (e.g., Cserni and Rademacher 2020; Fletcher 2021; Newhall 2020).
- 18 Grades could also be a combination of instructor- and peer-generated assessments.
- 19 <https://www.youtube.com/watch?v=U6y-jn6jGbM>
- 20 As co-author Meloche notes, "When I TA'd the course, students seemed to get a lot out of the breakdown into small groups (for "Speed Summarizing"). Where four groups had to each review a reading and provide key points for the rest of them. This could be adapted into group summaries submitted for credit or to share with the class."

- 21 The idea of splitting of ARCH 471 content has been adopted, with the Department now offering ARCH 271-Interpreting the Past: An Introduction to Archaeological Theory.
- 22 Unfortunately, many students seem to quickly forget their introduction to theory as they go on to learn about archaeological methods and cultural historical sequences in subsequent courses. Retention remains an issue.
- 23 At SFU, the Archaeology Department is completely separate from the Sociology and Anthropology Department, so Archaeology students taking this or other courses in the latter is at their own discretion. There is, however, a joint major available.

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2018 What College Students Learn from Teaching Others. *Journal of Archaeology and Education* 2. Available at <https://digitalcommons.library.umaine.edu/jae/vol2/iss5/1>

Kolb, David A.

1984 *Experiential Learning: Experiences as the Source of Learning and Development*. Prentice-Hall Publishing, Englewood Cliffs, New Jersey.

Macheski, Ginger E., Jan Buhrmann, Kathleen Lowney, and Melanie E.L. Bush

2008 Overcoming Student Disengagement and Anxiety in Theory, Methods, and Statistics Courses by Building a Community of Learners. *Teaching Sociology* 36:42–48.

Messenger, Phyllis Mauch, and Susan J. Bender (editors)

2019 *History and Approaches to Heritage Studies*. University Press of Florida, Gainesville.

Newhall, Tia

2020 Trying to Do It All in a Single Course: A Surprisingly Good Idea. *2020 IEEE/ACM Workshop on Education for High-Performance Computing (EduHPC)*, pp. 1–11, DOI: 10.1109/EduHPC51895.2020.00006.

Orser, Charles E., Jr.

2015 *Archaeological Thinking: How to Make Sense of the Past*. Rowan and Littlefield, Lanham, Maryland.

Parrott, Heather Macpherson, and Elizabeth Cherry

2011 Using Structured Reading Groups to Facilitate Deep Learning. *Teaching Sociology* 39(4):354–370.

Pederson, Daphne E.

2010 Active and Collaborative Learning in an Undergraduate Sociological Theory Course. *Teaching Sociology* 38(3):197–206.

Pennanen, Kelsey A., and Lynnita-Jo Guillet

2020 Experiential Learning and Archaeology: Reconciliation Through Excavation. *Papers on Postsecondary Learning and Teaching* 4:58–67.

Pfeffer, Carla A., and Christabel L. Rogalin

2012 Three Strategies for Teaching Research Methods: A Case Study. *Teaching Sociology* 40(4):368–376.

Praetzelis, Adrian

2000 *Death by Theory: A Tale of Mystery and Archaeological Theory*. Left Coast Press, Walnut Creek, California.

2003 *Dug to Death: A Tale of Archaeological Method and Mayhem*. Left Coast Press, Walnut Creek, California.

2015 *Archaeological Theory in a Nutshell*. Left Coast Press, Walnut Creek, California.

Quave, Kylie E., Shannon M. Fie, AmySue Qing Qing Greiff, and Drew Alis Agnew

2021 Centering the Margins: Knowledge Production in the Introductory Archaeology Course. *Advances in Archaeological Practice* 9(2):87–100.

Renfrew, Colin, and Paul G. Bahn

2019 *Archaeology: Theories, Methods, and Practice*. 8th ed. Thames and Hudson, London.

Scardamalia, Marlene

2002 Collective Cognitive Responsibility for the Advancement of Knowledge. In *Liberal Education in a Knowledge Society*, edited by Barry Smith, pp. 67–98. Open Court, Chicago.

Silliman, Stephen W. (editor)

2008 *Collaborating at the Trowel's Edge: Teaching and Learning in Indigenous Archaeology*. University of Arizona Press, Tucson.

South, Stanley

2010 Campus Archaeology on the University of South Carolina's Horseshoe. In *Beneath the Ivory Tower: The Archaeology of Academia*, edited by Russell K. Skowronek and Kenneth E. Lewis, pp. 52–73. University Press of Florida, Gainesville.

Supernant, Kisha

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Trigger, Bruce G.

2006 *A History of Archaeological Thought*. 2nd ed. Cambridge University Press, New York.

Ultanir, Emel

2012 An Epistemological Glance at the Constructivist Approach: Constructivist Learning in Dewey, Piaget and Montessori. *International Journal of Instruction* 5(2):195–212.

Urban, Patricia Ann, and Edward M. Schortman

2012 *Archaeological Theory in Practice*. Left Coast Press, Walnut Creek, California.

Van Gilder, Cynthia L.

2018 Say What?: Demystifying Discourse Analysis for Archaeology Students. *Journal of Archaeology and Education* 2(3). Available at <https://digitalcommons.library.umaine.edu/jae/vol2/iss3>

Warren, Karen

1995 The Student-Directed Classroom: A Model for Teaching Experiential Education Theory. In *The Theory of Experiential Education*, edited by Karen Warren, pp. 249–258. Kendall Hunt Publishing, Dubuque, Iowa.

Wearing, Judy

2011 *Teaching Archaeological Thinking*. The Critical Thinking Consortium, Vancouver.

Welch, J., D. Burley, J. Driver, E. Hogg, K. Jayasundera, D. Maxwell, G. Nicholas, J. Pivnick, C. Dore, J. Hammond, and M. Klassen

2018 Digital Bridges Across Disciplinary, Practical and Pedagogical Divides: An Online Professional Master's Program in Heritage Resource Management. *Journal of Archaeology and Education* 2(2). Available at <https://digitalcommons.library.umaine.edu/jae/vol2/iss2/1/>

Wilkie, Laurie A.

2014 *Strung Out on Archaeology: An Introduction to Archaeological Research*. Left Coast Press, Walnut Creek, California.

Zutter, Cynthia, and Christie Grekul

2020 Grand Challenge No. 2: Experiential Learning. Public Archaeology Internships and Partnerships: The Value of Experiential Education. *Journal of Archaeology and Education* 4. Available at <https://digitalcommons.library.umaine.edu/jae/vol4/iss3/3/>

APPENDIX A
SIMON FRASER UNIVERSITY
— ARCH 471(W)-5 —
ARCHAEOLOGICAL THEORY

Dr. George Nicholas
— Spring Semester 2020 —



“What ‘Archaeological Theory’ Looks Like” by Eric Simons (ARCH 471 survivor, Spring 2013, now UBC PhD student)

Classroom: Saywell 9152
Class times: Monday 12:30-2:20; Wednesday 9:30-12:20

Office EDB 9627
Office Hours Monday 11-12; by appointment; by chance
Contacts: Office: 782-5709; e-mail: nicholas@sfu.ca

Course Canvas canvas.sfu.ca

T.A. Chelsea Meloche, Ph.D. Candidate
Office Hours: Monday 3-4, or by appointment
TA Office: EDB 9622

COURSE PROSPECTUS

“It’s not what you find, it’s what you find out.” This oft-cited statement by David Hurst Thomas characterizes much about what differentiates contemporary archaeology from its predecessors. And what we find out about the past is dependent upon the questions asked. What those questions consist of, in turn, is based upon *how we think about the past*—or, in other words, upon archaeological theory.

This tip-of-the-iceberg course reviews the history of archaeological theory, from its earliest manifestations through to what’s going on in the current issues of *American Antiquity* or *Journal of Social Archaeology*. In doing so, we will examine each of the major schools of thought, including culture history, processualism, and various flavors of post-processualism. In addition, we will look not only at the historical context and socio-politics relating to the development of these different approaches, but at how archaeology has influenced contemporary society.

A basic understanding of archaeological theory provide you with a greater understanding of the dynamic nature of archaeological thought, an appreciation of how and why archaeological thought has developed, and the means to evaluate and employ different ways of looking at the past today.

Course Requirements

The structure of this course includes both lecture and seminar components. It is expected that you attend scheduled classes, participate in seminar discussions, and complete all assigned work on time. The mid-term exam consists of short- and long-answer questions, plus essay-type questions; the final is a take-home exam, consisting of four (out of six) essay questions.

The grading for this Writing (W)-course is structured as follows:

- Written Exercises (4 pts each/20 pts)
 - “Reading for Content/Effective Note Taking (Waxman article) (2-page synopsis)
 - “What’s the Big Deal about ‘Archaeology: The Loss of Innocence?’” (2-3-page essay)
 - “The Past Becomes the Present: Insights of the New Archaeology?” (2-3-page essay)
 - “Whose Heritage is it?: Archaeology and Descendant Communities” (2-3-page essay)
 - “What Theory Looks Like” (a graphic visualization)
- 5-Minute Biographical Presentation (5 pts)
- Mid-term Exam (25 pts)
- Final Take-home Exam (4 essays) (25 pts)
- Term Project (25 pts) (*see separate handout*)
 - prospectus and preliminary bibliography (5% [factored into final term paper grade])
 - complete draft for review and preliminary grading (20% [same])
 - final draft incorporating requested revisions for final grading (75%)

There will also be several ungraded class exercises that contribute to class discussions. Attendance will be tracked along with your contribution to seminar discussions (and if you’re not in class, you’re obviously not participating). These do not contribute directly to your grade but are considered when deciding whether a “B-” should be bumped up to a “B,” etc. Please keep in mind that a seminar format is more enjoyable than lectures, but does requires input from everyone.

Late work is penalized 5% a day, except Exercise 5 = no credit after due date. Extensions will be granted for *documented* medical situations. If you anticipate a problem, let us know before the due date. But don’t stress out: I am committed to working with you to give you the best possible grade.

You will find it very helpful to form discussion groups, of any size, to meet on a regular basis to discuss course readings and assignments, and to complain (ha!) about readings and assignments.

Readings and Videos

There is a significant amount of reading, but no more than is expected for a 5-credit upper-level course (see *Some Advice*, below) The required text for this course is *Archaeological Theory* (3rd ed.) by Johnson, plus additional required readings provided online on Canvas and/or placed on Library Reserve. Three additional books (On Reserve) are recommended: *A History of Archaeological Thought*, 2nd ed; *Archaeology as a Process: Processualism and its Progeny*, edited by O'Brien, Lyman, and Schiffer; and *Archaeology: The Key Concepts*, edited by Renfrew and Bahn¹. You will find the various readings interesting, important, and often provocative. There are also supplemental readings, and other fun or interesting stuff posted on Canvas.

It is essential that each of you complete all readings prior to the class for which they are assigned. My lectures are not reviews of material covered in readings. Instead the readings should be considered a starting place, or as a source of alternative examples and ideas. Without having first done the readings, it may be difficult to understand important concepts and examples presented in lecture. More importantly, commenting intelligently on an article being discussed in seminar is difficult if you haven't read it.

Videos. Since archaeology is such a visual discipline, a series of videos shown throughout this course provide additional information or points of contrast, and aid discussion. Careful viewing and note taking is important and should be done *analytically* and *critically*. You should consider each video to be the same as a lecture. A viewing guide will be provided for each.

Important Advice. As noted above, there *is* a substantial amount of readings for this course. But I believe that this is necessary to give you an adequate sense of, and appreciation for the immense literature of archaeological theory (you are seeing only a miniscule amount—really and truly). Also keep in mind that at 5 credits, this course constitutes almost two courses.

Beyond all of that, please consider this advice—The best theory course I ever took assigned *far* more readings than were even possible (2–3 *entire books* each week). The instructor started the course by telling us that there was *always* going to be far more to read in our field than we could possibly have time for, and encouraged us to develop ways to cope with this fact. Many of us formed small groups and split up the readings—someone would read one book thoroughly and the others would read the introduction in depth and skimmed the rest. Then we got together for an hour during the week to share the important points. It really worked and also developed collegial relations, taught us the important skill of skimming, and prepared us to talk sensibly about the material in class. There is (thankfully) far less reading in *this* class, but the lesson is similar: 1) develop an effective reading strategy; 2) form a study or reading group; and 3) read effectively to grasp the essentials.

Biographical Presentation (see handout) and Discussions

Working with a partner, you are responsible for one 5-minute in-class presentation, done. This will focus on one of the authors represented in the Required Readings list, or who figure prominently for topic or period. There will be a sign-up sheet for the presentations on my office door.

Presentations begin Week 3. These will focus on the person's key contributions to archaeological theory and practice, presented in an engaging manner using PowerPoint.

Class discussions will take several different formats. Some will be impromptu; for others, we will divide into small groups. Generally, discussions will be oriented to one or more questions provided (sometimes in advance).

¹ Renfrew and Bahn provides an excellent guide to key concepts if you are unfamiliar with them.

Other Materials

In addition to the recommended readings list here, and others recommended in class, you should spend some time reviewing archaeology journals to get a sense of the nature of archaeological thought both today and in past decades. You are strongly encouraged to peruse *American Antiquity*, *Antiquity*, *Annual Review of Anthropology*, *Journal of Archaeological Method and Theory*, *Journal of Material Culture*, and *Journal of Social Archaeology*, as well as such regional journals as *Canadian Journal of Archaeology*, *North American Archaeologist*, *Oxford Bibliography of Anthropology*, and others resources—via the SFU Library, as well as the extensive *Encyclopedia of Global Archaeology*. Use them!

Course Web Site

The course syllabus and other handouts, as well as lecture slides, are available on the ARCH 471 Canvas web site. Other course-related materials will be placed there for distribution.

Research Project (see handout)

A major element of this course is a research paper on a particular aspect of archaeological theory that you find particularly interesting. A separate handout is provided on this, which includes examples of topics. This should not be considered a stand-alone project since your research and writing on your topic should clearly be informed by what has been read and discussed in class.

Academic Dishonesty

It is your responsibility to be familiar with SFU's academic dishonesty policies. If you plagiarize, you will fail the assignment and/or course. No kidding.

<http://www.sfu.ca/policies/gazette/student.html>

Writing Workshops

One of the most important tasks in university is developing solid writing skills. If you can't effectively convey what it is you want to say, you do yourself a disservice. Plus, potential employers look very carefully at applicant's writing skills, especially in consulting archaeology where report writing is an important task. If you are considering graduate school—or a career in consulting archaeology—you absolutely must have good writing skills. The *SFU Student Learning Commons* offers a variety of workshops, as well as personal appointments, that will provide substantial assistance towards improving writing, studying, and other critical skills. Everyone is strongly encouraged to use their services: <http://learningcommons.sfu.ca/>. Take advantage of these free programs, especially for those of you who may find writing difficult. But *everyone* can benefit substantially. A grading bonus will be given to all students who participate in a SLC workshop.

This syllabus is subject to change. Updated versions and announcement will be posted on the website and supersede this initial one. Please check the Canvas site at least once a week.



— COURSE SYLLABUS ² —**Part 1: Deconstructing Archaeology**1) January 6th Week

- The Past is a Foreign Country: Putting Theory into Context; Basic Goals and Concepts
- Epistemology, Evidence, and ... Aliens?

Readings: Johnson: Preface, Ch. 1; Ch. 3: 38-46, and Ch 6: 94-99

Video: *Ancient Aliens*

Part 2: A History of Archaeological Theory2) January 13th Week

- Classical Beginnings, Antiquarian Yearnings, and Scientific Glimmers

Readings: Trigger

- Colonialism and the Rise of Imperial Archaeology

Readings: Waxman

Video: *Treasure Seekers: Archaeology Turns from Passion to Plunder*

Exercise 1 Due: “Reading for Content/Effective Note Taking” (Waxman)

3) January 20th Week

- Archaeology Takes Form: Culture-Historical Archaeology

Readings: Johnson, Ch. 1: 13-23; O’Brien et al.

Video: *Looking for One Beginning: The Fallacy of Diffusionism?*

- Growing Concerns with Cultural Systems and Environmental Factors

Readings:

4) January 27th Week

- The Emergence of the “New Archaeology”/Archaeology as Science

Readings: Johnson Ch. 2: 23-37; Binford 1962

- The Transition to Processualism

Readings: Johnson Ch. 3: 38-41, Ch. 5; Clarke

Exercise 2 Due: “What’s the Big Deal about ‘Archaeology: The Loss of Innocence’?”

Part 3: Key Contemporary Themes5) February 3rd Week

- Exploring the Middle Range

Readings: Binford 1980, 1982; Johnson, Ch. 4

- Ecological, Evolutionary, Behavioral Archaeologies, and Beyond

Readings: Johnson, Ch. 11; Bettinger; Kelly

Video: *Garbage!*

Term Project: Topic due

6) February 10th Week

- Post-Processual Archaeology(ies)/Archaeology as a Humanity

Readings: Johnson Ch. 3: 46-53; Ch. 6, Ch. 7

Exercise 3 Due: “The Past Becomes the Present: Insights of the New Archaeology”

- Seeking Meaning in Material Remains: Çatalhöyük, Stonehenge, and Beyond

Readings: Hodder 1997; Parker-Pearson et al.

² For each week, the bullets (“•”) represent the Monday and Wednesday class meetings, respectively.

February 17-22 Week

Reading Week – No Classes

7) February 24th Week

- Landscape Archaeology, Phenomenology, Agency
Readings: David and Thomas; Dobres
- Marxist and Critical Approaches
Readings: Johnson Ch. 10; McGuire; Leone et al.
Term Project: Prospectus due

8) March 2nd Week

- Structural, Symbolic, and Cognitive Approaches
Readings: Flannery and Marcus; Leone
- **Mid-term Exam**

Part 4: Other Flavors

9) March 9th Week

- Contextualizing Archaeology
Readings: Morgan; Nicholas 2014; Schanfield
Video: *Secrets Underground: A Profile of Patty Jo Watson*
- Feminist, Gendered, and Queer Archaeologies
Readings: Johnson Ch. 9; Hays-Gilpin; Voss; Wylie

10) March 16th Week

- Indigenous Archaeologies
Readings: Johnson Ch.13; Lyons and Blair; McNiven; Nicholas 2008
Exercise 4 Due: “Whose Heritage is it?: Archaeology and Descendant Communities”
- Archaeology and Other Descendant Communities / Race and Identity
Readings: Atalay; Blakey; Echo-Hawk and Zimmerman; Pikirayi
Video: *Digging for Slaves*

11) March 23rd Week

- Material/Materiality: Old Things/New Ideas
Readings: Johnson Ch. 8; Coupland et al.; Spector
- Ethnoarchaeology in Action (Firing Up the Way-Back Machine)
Readings: Arthur; Wobst
Video: *At the Caribou Crossing* (In-class exercise)
Term Project: draft for review due

Part 5: Moving from Theory to Practice

12) March 29th Week

- Theory, Ethics, Power, and Prestige.... and a Little Activism
Readings: Johnson Ch. 12; Nicholas and Hollowell; Nicholas et al. 2015
- Back to Basics: Questioning Analogy / Interpreting Rock Art
Readings: Hodder 1982; Lewis-Williams, Van Pool and Van Pool

13) April 6th Week

- Putting Theory into Context

Readings: Harrison and Breithoff; Hauser et al.; Supernant

- Thinking from Things / Anointing of the Trowels

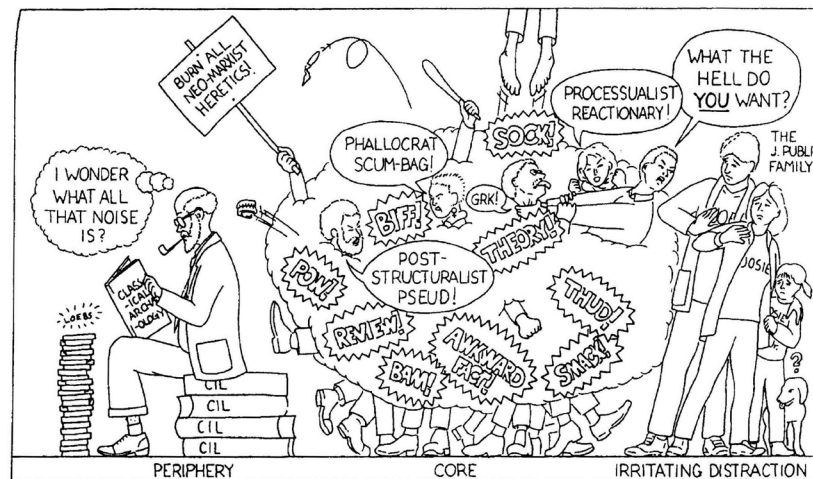
Readings: Johnson Ch. 14; Nicholas 2006

Exercise 5 Due (by 8:30 am): “What Archaeological Theory Looks Like”

Term Project: Final version due

Final Exam: Take-home exam distributed

Take-home final exam due date: Wednesday, April 15th, 11am



Archaeological Theory in 1988, by Simon James (in Johnson)

REQUIRED READINGS

Readings Available on Canvas or On-Line Library Reserve

Arthur, K.W.

2019 Ethnoarchaeologies of Listening: Learning Technological Ontologies Bit by Bit. In *Archaeologies of Listening*, edited by P. Schmidt and A. Kehoe, pp. 25-46. University Press of Florida, Gainesville.

Atalay, S.

2013 A Sustainable Archaeology. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press, Berkeley. (pp. 1-28).

Bettinger, R.L.

1991 Chapter 3, Middle-Range Theory. In *Hunter-Gatherers: Archaeological and Evolutionary Theory*. Plenum, NY. (pp. 61-82).

Binford, L.R.

1962 Archaeology as Anthropology. *American Antiquity* 28: 217-225.

1980 Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity* 45: 4-20.

1982 The Archaeology of Place. *Journal of Anthropological Archaeology* 1: 5-31.

Blakey, M. L.

2008 An Ethical Epistemology of Publicly Engaged Biocultural Research. In *Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperialist Archaeologies*, edited by J. Habu, C. Fawcett, and J. Matsunaga, pp. 17-28. Springer, NY.

- Clarke, D.L.
1973 Archaeology: The Loss of Innocence. *Antiquity* 47(185): 6–18.
- Coupland, G., et al.
2016 A Wealth of Beads: Evidence for Material Wealth-Based Inequality in the Salish Sea Region, 4000-3500 Cal B.P. *American Antiquity* 81(2): 294-315.
- David, B., and J. Thomas
2008 Landscape Archaeology: Introduction. In *Handbook of Landscape Archaeology*, edited by B. David, and J. Thomas, pp. 27-43. Left Coast Press.
- Dobres, M.-A.
2014 Agency in Archaeological Theory. In *Global Encyclopedia of Archaeology*, edited by C. Smith, pp. 106-110. Elsevier, Oxford.
- Echo-Hawk, R., and L. Zimmerman
2006 Beyond Racism: Some Opinions about Racialism and American Archaeology. *American Indian Quarterly* 30 (3-4): 461-485.
- Flannery, K.V., and J. Marcus
1993 Cognitive Archaeology. *Cambridge Archaeological Journal* 3(2): 261-270.
- Harrison, R., and E. Breithoff
2017 Archaeologies of the Contemporary World. *Annual Review of Anthropology* 46: 201-221.
- Hauser, M., et al.
2018 Archaeology as Bearing Witness. *American Anthropologist* 120(3): 535-548.
- Hays-Gilpin, K.
2000 Feminist Scholarship in Archaeology. *Annals of the American Academy of Political and Social Science* 571: 89–106.
- Hodder, I.
1982 Ch.1, The Use of Analogy. In *The Present Past: An Introduction to Anthropology for Archaeologists*. Pen & Sword Books, London.
1997 Always Momentary, Fluid and Flexible: Towards a Reflexive Excavation Methodology. *Antiquity* 71: 691–700.
Archaeological Review 41(1): 26-42.
- Kelly, R.L.
2013 Chapter 3, Foraging and Subsistence. In *The Lifeways of Hunter-Gatherers: The Foraging Spectrum..* Smithsonian Institution Press, Washington, D.C. (pp. 40-76 - SKIM).
- Leone, M.P.
1998 Symbolic, Structural, and Critical Archaeology. In *American Archaeology Past and Future*, edited by D. Meltzer, D. Fowler and J. Sabloff, pp. 415-438. Society for American Archaeology, Washington, D.C.
- Leone, M.P., P.B. Potter, Jr., and P.A. Shackel
1986 Toward a Critical Archaeology. *Current Anthropology* 28: 283-302.
- Lewis-Williams, D.
2006 Debating Rock Art: Myth and Ritual, Theories and Facts. *The South African Archaeological Bulletin* 61(183): 105-114.
- Lyons, N., and S. Blair
2018 Looking Both Ways at Community-Oriented Archaeologies in Canada. *Canadian Journal of Archaeology* 42: 172-183.
- McGuire, R.H.
2005 Marxism. In *Handbook of Archaeological Theories*, edited by R.A. Bentley, H.G. Maschner, and C. Chippindale, pp. 73-93. AltaMira Press, Walnut Creek, CA.

- McNiven, I.
2016 Theoretical Challenges of Indigenous Archaeology: Setting an Agenda. *American Antiquity* 81(1): 27–41.
- Morgan, L.
2013 Implementing Feminist Practice: A Conversation with Meg Conkey. *American Anthropologist* 115(4): 546–554.
- Nicholas, G.P.
2006 On Archaeological Theory as a Rite of Passage. *Canadian Journal of Archaeology* 30(1): iii–vi.
2008 Native People and Archaeology. *The Encyclopedia of Archaeology*, edited by D. Pearsall, Vol. 3: 1600–1669. Elsevier, Oxford.
2014 Joe Watkins. *Global Encyclopedia of Archaeology*, pp. 7708–7711. Elsevier, Oxford.
- Nicholas, G.P., and J.J. Hollowell
2007 Ethical Challenges in a Postcolonial Archaeology. In *Archaeology and Capitalism: From Ethics to Politics*, edited by Y. Hamilakis and P. Duke, pp. 59–82. Left Coast Press, Walnut Creek, CA.
- Nicholas, G.P., B. Egan, K. Bannister, and E. Benson
2015. Intervention as a Strategy in Protecting Indigenous Cultural Heritage. *The SAA Archaeological Record* 15(4): 41–47.
- O’Brien, M., L. Lyman, and M. Schiffer
2005 Ch. 1, “The Old Archaeology.” *Archaeology as a Process: Processualism and its Progeny*. University of Utah Press, Salt Lake City.
- Parker-Pearson, M., et al.
2006 Materializing Stonehenge: The Stonehenge Riverside Project and New Discoveries. *Journal of Material Culture* 11(1/2): 227–261.
- Pikirayi, I.
2016 Archaeology, Local Knowledge, and Tradition: The Quest for Relevant Approaches to the Study and Use of the Past in Southern Africa. In *Community Archaeology and Heritage in Africa: Decolonizing Practice*, edited by P. Schmidt and I. Pikirayi, pp. 112–135. Routledge, New York
- Schanfield, S. (Binford)
2008 http://susiebright.blogs.com/susie_brights_journal_/2008/05/sally-binford-n.html
- Spector, J.
1991 What This Awl Means: Towards a Feminist Archaeology. In *Engendering Archaeology*, edited by J. Gero and M. Conkey, pp. 388–406. Blackwell, London.
- Supernant, K.
2018 Reconciling the Past for the Future: The Next 50 Years of Canadian Archaeology in the Post-TRC Era. *Canadian Journal of Archaeology* 42: 144–153.
- Trigger, B.
2006 *A History of Archaeological Thought*, 2nd ed., Oxford University Press, Oxford.
Ch. 3: 40–56; 58–60; 74–79; skim the rest; Ch. 4: 80–83; 97–104; 114–120; skim the rest
- VanPool, T., and C. VanPool
1999 The Scientific Nature of Postprocessualism. *American Antiquity* 64(1): 33–53.
- Voss, B.
2010 Feminisms, Queer Theories, and the Archaeological Study of Past Sexualities. *World Archaeology* 32(2): 180–192.
- Waxman, S.
2008 Finding Rosetta (ch. 2). *Loot: The Battle over the Stolen Treasures of the Ancient World*.

Times Books, NY.

Wobst, H.M.

1978 The Archaeo-Ethnology of Hunter-Gatherers or the Tyranny of the Ethnographic Record in Archaeology. *American Antiquity* 43: 303-309.

Wylie, A.

1997 Good Science, Bad Science, or Science as Usual? Feminist Critiques of Science. In *Women in Human Evolution*, edited by L. Hager, pp. 29-55. Routledge, New York.



Useful On-line Resources

American Anthropological Association

<http://www.aaanet.org>

Bulletin of the History of Archaeology

<http://www.archaeologybulletin.org/issue/archive/>

Canadian Archaeological Association

<http://canadianarchaeology.com/caa/>

Encyclopedia of Global Archaeology

(via SFU Library: 471 Reserves)

Heritage Daily

<https://www.heritagedaily.com>

Intellectual Property Issues in Cultural Heritage (IPinCH)

www.sfu.ca/ipinch

Oxford Bibliographies: Anthropology

(via SFU Library: 471 Reserves)

Society for American Archaeology

<http://www.saa.org>

Trowel Blazers

<http://trowelblazers.com/articles/>

World Archaeological Congress

<http://www.worldarchaeologicalcongress.org>

APPENDIX B

ARCH 471–5 Archaeological Theory

Dr. George Nicholas

Term Project (25%)

Topic due—February 5th Prospectus due—February 26th Draft Paper due—March 25th (returned by/before March 31^{st**}) Final Paper due—April 8th
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Archaeological theory provides the parameters and structure of archaeology in all of its guises and historical manifestations. Whether explicit or not, theory is present in all aspects of archaeology. The types of theory developed and employed reflect not only the current issues, methods, and applications of the discipline at any point in its history, but also the social, intellectual, and political milieu in which they operate.

This term paper, 15–20 pages in length, provides you with an opportunity to investigate virtually any aspect of theory in archaeology (subject to approval). You can focus on a particular theory, or on a particular school of thought, a particular problem to which multiple theories have been applied, or a particular individual. You should pick a topic that you find particularly interesting. Regardless of topic, I would like you to be aware of the systemic (i.e., connected-ness) nature of archaeological theory, and to document the importance of this approach in your research.

Some General Ideas for Topics

Please use the following topics as an aid in developing your own ideas for the project—obviously you will need to refine these into a much more tightly focused, do-able topic. I don't like to provide anything more than a few general examples because students then tend to use these rather than develop their own, more interesting ideas. The focus must be on the theories and how evaluated or applied.

Some potential topics include the following issues, questions, or ideas:

- what is the relevance of/opportunities provided by a particular theory (e.g., agency, marxism) to archaeological practice (either in general or in a particular region)?
- how have particular theories channeled or constrained [e.g., artifact classification, Paleoindian studies, or other topics]; how might new theories challenge the status quo?;
- critical review of the major contributions of a particular archaeologist to archaeological theory;
- review the developmental history of a particular theoretical trend in archaeology (e.g., processual, marxist, feminist, phenomenological, indigenous, evolutionary);
- review and discussion a particular theoretical approach (e.g., optimal foraging) within the larger context of prehistoric hunter-gatherer studies: why was it applied?; is it still employed?;
- compare the general state of archaeological theory during two or more different decades;
- identify and explore a site, region, or problem where there has been a significant theoretical shift during the past century;
- explore what oral history or Traditional Knowledge can contribute to archaeology;
- review and discuss seemingly opposing theories on the same subject, problem, or region.

Again, these are just suggestions for type of topic. The best ideas will be those that you generate.

** Guaranteed return if received by due date.

Project Topic (not graded)

Please submit in writing (by the due date) a one-paragraph statement about what you plan to investigate through your term project. *You must receive approval for your topic before proceeding.* You may subsequently modify, refine, or totally change your topic. But I must receive in writing and approve any significant changes. You may consider several possible topics, which I can then help you choose between. Be sure to skim ahead to look at topics we may address in class later in the semester.

The prospectus is more detailed (see below). Keep in mind that the more tightly focused your prospectus is, the easier it will be to do a respectable job. Also, the more information that you can provide me, the more I can assist you. I will return your prospectus with suggestions as to how to improve or refine your approach; I will also try to provide additional sources for you to check out.

Regardless of topic, *it is very, very important* that you make appropriate references to the course readings and points of discussion from the class meetings, as a means of (a) putting your specific paper into a larger context, and (b) demonstrating that you have made connections between the various ideas that have been reviewed and discussed in class. *I strongly encourage you to develop your paper around a central research question, which will provide focus and direction.*

Grading

- *Prospectus and preliminary bibliography (5%*)*—is a full-page, 1.5-spaced description of your planned study (one paragraph to describe the topic; a second your approach to it, plus a preliminary standard-format outline¹ of what you think the major sections will be, and a preliminary list of at least 10 relevant references (you are not required to use these in your paper but they should provide a start). Include a working title for the paper, and what your central research question(s).
- *Draft for review (20%*)*—a full-length and complete draft that will be reviewed with respect to (a) structure and readability, (b) addressing the goals of the course; (b) achieving the stated purpose of your prospectus, and (c) how you can improve it. This must include a working title, along with all references and any illustrations (if used). You will receive suggestions on how best to improve the final version, including comments and edits on the draft and a review comment sheet. Note: my review will provide general comments on the substance of the paper; the focus is on “readability” and effectiveness in conveying your ideas.
- *Final draft incorporating requested revisions for final grading (75%)*—a polished and proofread (!) version of the reviewed draft.

* these points are folded into term paper grade; if you don’t do these steps, your grade will reflect that.

General Recommendations for the Research Paper

It is critical that you integrate your information and thoughts into a coherent paper. Work from an outline. Use a writer’s guide if you are uncertain about how to prepare a research paper. The required format is *American Antiquity* style (style guide on Canvas). A well-organized paper generally includes these basic elements, although these may vary somewhat depending:

- 1) Abstract (optional)—This is a 100-150-word *concise summary* of the paper that identifies the issue addressed, methodology employed, and the results of the study. See examples in *American Antiquity*; also useful advice here (<http://research.berkeley.edu/ucday/abstract.html>)
- 2) An introduction to the paper—This is where you indicate your topic and central research question(s)? Use this section also to indicate the significance of the research question(s) or subject

¹ https://bcourses.berkeley.edu/courses/1357555/pages/b-dot-6-2-topic-and-sentence-outlines-which-type-of-outline-is-best-for-the-assignment?module_item_id=13261248

matter. Include a paragraph that identifies the main themes of the paper (which will generally equate with your primary headings) and how the paper is organized, to provide readers with a guide.

3) The body of the paper—Here you describe, present, and/or discuss the results of your research, organized logically and by meaningful sections (and subsections).

4) Discussion of the significance of your research—You may choose to have a separate discussion section in which you discuss, integrate, and summarize your findings; How do it relate to larger scope of the subject matter?; of the course topic?; of the field of archaeology?

5) Summary/Conclusions— This is a relatively brief reiteration of the research problem and a tying together of the various observations/points provided earlier in the paper.

6) References Cited—This is a complete and correct listing for each and every source that you used and cited in this paper. Do not list references that you used casually; only those that you actually mention (i.e., cite) in your paper or obtain your data from. Follow style guide for format. Generally you will likely be citing 20 or more primary sources. At least 25% of your references should be post-2009.

Use meaningful headings and subheadings in the text (e.g., “Culture History Before Alfred Kidder”; “Decolonizing Archaeological Theory”) because these are a useful aid in producing a well-organized and easy-to-follow paper. Do not use “Introduction;” it is self-evident and thus redundant. Another note: paragraphs should not exceed, on average, 3–5 sentences, and should *never* be more a page long, let alone several pages in length—a practice too often seen in undergraduate (and sometimes, graduate) papers.

Use primary sources. If you are discussing someone’s work or ideas, don’t rely on Trigger or Johnson as your primary sources; go to the original sources.

You should make every effort to produce a concise, carefully written paper. Be explicit in what you say; that is, say what you want to say as clearly as possible. Don’t beat around the bush; don’t use padding. Provide examples. Identify your sources properly. One of the primary things I base my grading on is substance.

Think carefully about what you are writing, and focus on the *essence* of the ideas, theories, or methods under review. This is what I mean by “critical.”

Grading will focus on demonstrating an understanding of the subject matter; a familiarity with the key literature; and clarity in the organization and presentation of ideas; and an ability to link your project to the overall scope of the course. Proper spelling, organization, and clarity of expression are factored in. Be sure to follow the Writing Advice provided throughout the semester and in Canvas.

Important Sources of Information

There is an enormous amount of material available on archaeological theory. The resources available through the Bennett Library, including the electronic library resources, should provide you with everything you need. For some topics, you may require interlibrary loan material. Internet sources can also be used, but cautiously. Don’t neglect to use journal articles, which are available in both hard and electronic versions. Don’t use Wikipedia, etc., or personal communications, or course lectures.

The key in doing your research is to get onto it right away, especially to access interlibrary loans. Also, the longer you delay, the more difficult it will be to obtain the books you need as there will be a great demand on these resources.

Time Management is Critical

G. Nicholas—Spring 2020

Some Journals to Check Out/Monitor

American Anthropologist; *Annual Review of Anthropology*; *American Antiquity*; *Archaeologies*; *Journal of Social Archaeology*; *Current Anthropology*; *Journal of World Prehistory*; *Journal of Anthropological Archaeology*; *Journal of Archaeological Method and Theory*; *Antiquity*; *World Archaeology*; *Norwegian Archaeological Review*; *Anthropological Theory*; *Archaeological Dialogues*; *Cambridge Archaeological Journal*; and many others....

Reference Citation Style

Within the text, you need to identify sources for all information you use, except for that which is common knowledge or your original thoughts. You must cite sources (including page numbers) for any relatively specific information that you are referring to (e.g., Harris 1991: 285), not just when citing or paraphrasing. If you are using a citation in a very general way, such as referring to the entire work, then only the author's name and publication date is required (e.g., Harris 1991). Please use *American Antiquity* style. Follow this format. These citations should appear within the text in the appropriate place (directly before or after the information used or quoted). Do not use footnotes, except for supplemental information.

Every reference or source of information that you actually utilize must appear in the References Cited section (use that heading). I do not want a Bibliography of sources consulted but not used. The format I ask you to use for the References Cited section of your paper is illustrated in the following examples. Pay attention to what is indented and capitalized below, as well as the order of presentation (see *American Antiquity* for more examples). Provide working URL addresses for all web-based materials, but this is not needed for a journal article you access electronically. Above all, be consistent.

For a journal article or chapter in an edited volume:

Harrison, R., and E. Breithoff

2017 Archaeologies of the Contemporary World. *Annual Review of Anthropology* 46: 201-221.

Spector, J.

1991 What This Awl Means: Towards a Feminist Archaeology. In *Engendering Archaeology*, edited by J. Gero and M. Conkey, pp. 388–406. Blackwell, London.

For a book:

Kelly, R.L.

2013 *The Lifeways of Hunter-Gatherers: The Foraging Spectrum*. Smithsonian Institution Press, Washington, D.C.

See your reading list for additional examples, and also the *American Antiquity* style guide:

<http://www.saa.org/Portals/0/SAA/Publications/new%20style%20guide.pdf> If you are using the electronic version of a regular journal, you need provide only the usual attribution, not the URL.

Some Additional Suggestions

If you are bored writing your paper, it will be boring to read. Make your work interesting. The well-written paper integrates course material and research information. The paper should include insights you gained as the result of your reading and research.

You can include tables, graphs, maps and other illustrations; however, these must be referred to in the text (for example— (Figure 2; Table 1) —) and the source of the illustration be identified on the figure and listed in the References Cited section. Figures in text are placed after their first mention, usually at the next paragraph break (not within a paragraph). Use 12pt font.

Be sure to include pertinent material from class and from your reading list (but use course readings sparingly. Papers that neglect these important sources of information indicate that you have missed some very important connections. Take this opportunity to demonstrate your familiarity with concepts and readings discussed in class.

Please write clearly and concisely. I do consider writing style, in addition to content, while grading your paper. If I don't know what thoughts you are trying to express, I cannot evaluate them. Although I do not detract points for the occasional incorrectly spelled words, extensive misspellings and incorrect grammar will count against you. You can make corrections in pencil. Likewise, if a sentence is incomplete or doesn't make sense, your paper will suffer.

I will be reviewing various elements of term paper writing in class. Please take advantage of workshops, information, and services offered by SFU's Learning Common (<http://learningcommons.sfu.ca>).

Use a dictionary, ask someone to proofread your paper, or use a spelling checker on your word processor..

Paper Submission

Due to several recent plagiarism cases in this course, I am now necessarily more vigilant (see note on plagiarism below). You are thus required to submit both a hard copy and an electronic copy of your term paper.

NON-NEGOTIABLE REALITIES

1. Late work will be penalized at 5 points/day unless you have obtained an extension from me. If you foresee problems in meeting this date, see me before the paper is due. **Documented** medical emergencies are exempt from this restriction.
 2. Research papers are expected to be about 15–20 typed, double-spaced papers in length, not including references, tables, or figures.
 3. Use a stapler. Do not submit papers with covers or in binders.
 4. Do not right justify the text (i.e., where the right-hand margin is perfectly straight). This is used in books, but not for papers; text is actually easier to read when not right justified.
 5. Make a copy of your paper for safekeeping and back-up computer disks. Repeat: back-up your computer disks (and remember to save frequently when writing). If a paper is lost in the shuffle, it is your responsibility to provide me with another copy to avoid the horrible task of having to write the paper over again.
 6. All references actually used must be cited. If you don't know what plagiarism is, or how to quote or paraphrase a text, please ask. **Plagiarism is a very serious offence** and includes paraphrasing or using other's work (including that of fellow students or web sources) without full and proper citation. ***Any evidence of plagiarism will result in automatic failure of the course and may carry other more severe University-mandated penalties.*** It is your responsibility to be familiar with SFU's policy on this: <https://www.sfu.ca/students/academicintegrity/resources/academichonestyguide.html>
- Do not submit work for this course prepared in a previous semester or for another instructor. Note: I may ask to see notes and draft material as proof of your authorship. Remember—don't take chances; do your own work.
7. I will be happy to discuss your project with you, and will provide comments on ideas, outlines, and drafts.

Advice on How to Write a C-Minus Paper

1. Don't bother preparing for class. And when in class, make sure you listen only to those lectures that will be relevant to the assigned paper topics. Don't let extraneous information clutter your mind.
2. sit in the back row. That way the professor might not call on you. If he does, mumble and cover your mouth with your hand. He'll soon learn to call on somebody else.
3. Be sure not to crack open your text—doing so may reduce its resale value. Don't underline important phrases or make marginal notes. If you do, the thing will be worthless at the end of the semester when you need to get money for a trip to Europe.
4. Write your paper the night before it's due. The pressure will do marvels for your powers of concentration and selectivity.
5. Make sure you give your paper a very general title. That way you're not tied down to a specific topic. And this way, if you get a good idea on an unrelated topic midway through the paper, you can throw it in without worry.
6. Be sure that you repeat what your professor has said in class. (Verbatim transcripts work best in this regard). That way, he'll know if you've been paying attention. After all, if you get your stuff direct from the horse's mouth, how can you go wrong?
7. If in doubt, hedge. Use words like "seems," "appears," and "maybe." If possible, end your paper with something like this: "But in the final analysis, who's to say?" This is known as a rhetorical question.
8. Make sure that you have quotations from the text, but also make sure that you don't dwell on them too long. You might get into trouble. It is always better to say something like "The above quotation illustrates the author's point of view admirably." Don't say how, though. That's for the professor to figure out. And whatever you do, certainly don't attempt to evaluate anything. After all, you might get it wrong.
9. If you must have a thesis, make sure it's nice and general. Prove something that you're sure about. , but never get pinned down to details.
10. Whenever possible, use lots of jargon. In fact, the more the better. It will give your paper an air of authority. And who knows, it might even confuse the professor. After all, what he can't understand he can't fail. Besides, jargonized morphemes are the sort of things that look good in a paper. Your professor may even think you are a logophile.
11. Don't bother to proof-read. And whatever you do, don't get someone else to proof-read for you. Professors are paid good money to catch spelling errors and grammatical faults. Besides, when you're out of college, a secretary will do that kind of stuff for you.
12. Finally, whenever possible turn your paper in late. Your professor will probably figure that you worked on it harder and longer than your classmates. After all, "A" is for effort, isn't it?

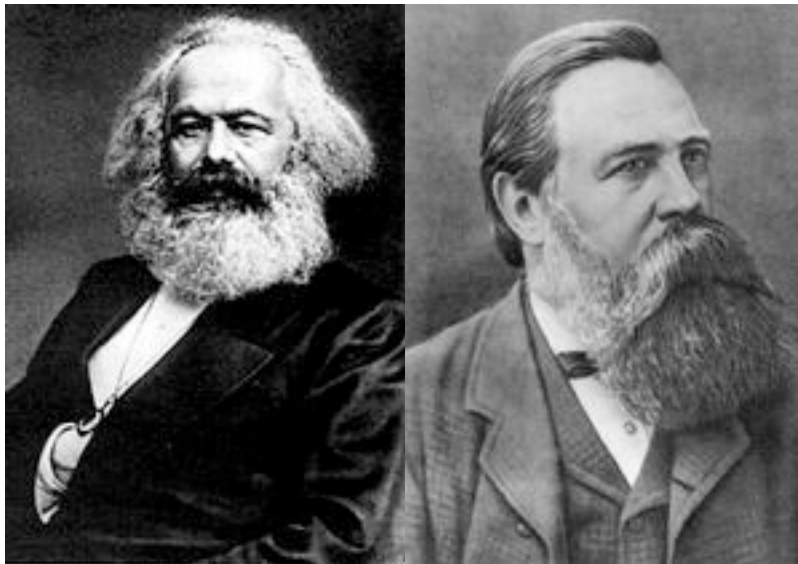
(from Sanford Pinsker's "Sure fire ways to write a C minus paper," Department of English, Franklin and Marshall College)

APPENDIX C

ARCH 471
Archaeological Theory
Dr. George Nicholas

“Welcome to the Real World, Comrade” Exercise

Due: October 17th



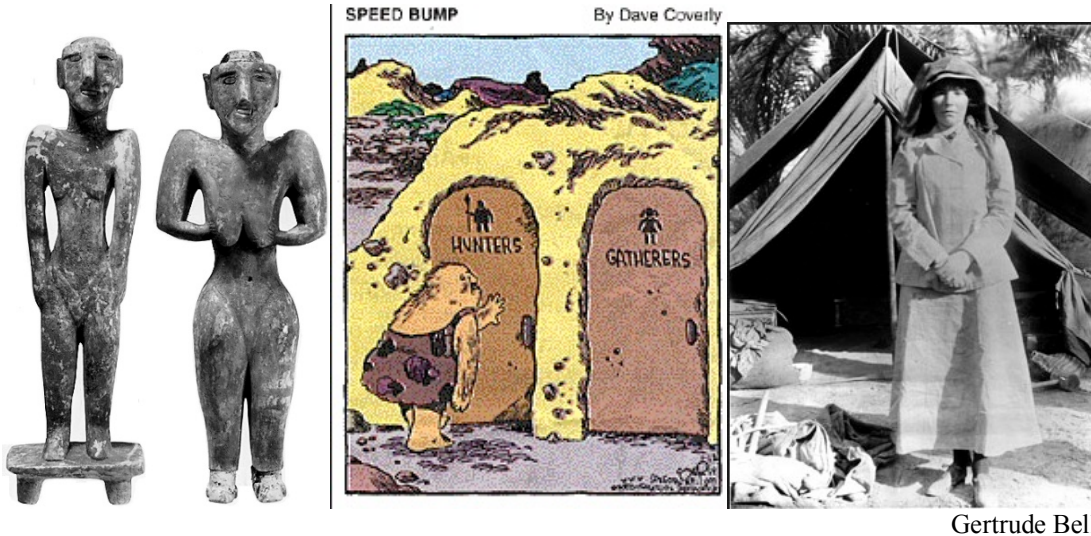
1. What is the role and/or potential application of Marxist thought in archaeological practice, based on your readings? In a 3-page essay, please tell me your thoughts on this.

You should also comment on the following questions in your essay, but are not limited to discussing only these:

- a. How do these ideas, ostensibly based in political science, end up in archaeology?
- b. Who were/are major practioners of Marxist thought and practice in archaeology?
- c. How does a Marxist approach effectively bridge the environmental/economic and the social realms of human existence?
- d. Does Marxist archaeology belong under the postprocessual umbrella?

ARCH 471
Archaeological Theory
Dr. George Nicholas

Extra Credit (3 pts)
“Aren’t We Finally Done with Gender in Archaeology?”



Due: Last Class

Your readings for class have provided you with an historical overview of the emergence of gender-oriented and feminist archaeology during the 1980s. But what is the state of archaeology today in terms of gender—both in terms of (a) our interpretation of the past (i.e., the presence/representation of gender(s) in the archaeological record) and (b) who is doing the interpreting (i.e., the sociopolitics of gender in contemporary archaeology)?

Your avenue to explore this set of questions is the *Encyclopedia of Global Archaeology*², which you have on-line access to via the SFU Library. By doing a search of key words or other means, you will find many entries here that relate to gender and gender-related topics.

Your task is to provide a thoughtful 2-3 page essay on the question of gender within and through contemporary archaeological practice. You have considerable liberty as to your approach, but what is expected is an informed and well-crafted essay on some aspect(s) of the question provided above. This is best done after you’ve done your class readings.

You should, of course, identify all entries you cite, but need list only the author, title, and pages of the entries within the Encyclopedia.

¹ Gertrude Bell was a British explorer, writer, and archaeologist who worked in the Middle East in the late 19th and early 20th century. Her life is the subject of *Queen of the Desert*, starring Nicole Kidman.

² This is also an intentional effort to make you aware of the valuable resource the EGA is.

APPENDIX D

Viewing Guide Example

***Zimbabwe: The Lost City of Africa* (Archaeology series, Discovery Channel 1997)**

Six hundred years ago, Zimbabwe was populated with perhaps as many as 18,000 people, was a major center of trade with other parts of Africa, as well as China, and contained the largest structures south of the Sahara. What is also remarkable about Zimbabwe is its archaeological history. This film explores not only changes in how the site has been interpreted over recent centuries, but examines how its archaeology has been used as a tool of nationalism, first by white colonialists and, more recently, by African descendants of the builders of Zimbabwe.

“An African origin for Zimbabwe’s ruins enriches our understanding of their remarkable achievement. It cannot detract from their inherent majesty.”

Gertrude Caton Thompson

Supplemental Readings

Connah, Graham. 2004. *Forgotten Africa: An Introduction to its Archaeology*. Routledge, Fontein, Joost. 2006. *The Silence of Zimbabwe: Contested Landscapes and the Power of Heritage*. UCL Press, London.

Hall, Martin. 2006. *Great Zimbabwe: Digging for the Past*. Oxford University Press. SFU WEB
Pikarayi, Innocent. 2001. *The Zimbabwe Culture*. AltaMira Press.

Schmidt, Peter (editor). 2009. *Postcolonial Archaeologies in Africa*. SAR Press, Santa Fe.

Viewing Guide:

1. What was the early history of Zimbabwe’s discovery? How were these ruins first interpreted?
2. Cecil Rhodes, the single-most influential person in the colonization of southern Africa, supported a Phoenician origin to the city. Why?
3. What role did Richard Hall, as curator of Zimbabwe, and his Ancient Ruins Company, have in promoting particular interpretations of the site?

(over)

4. What was the response of the British Association for the Advancement of Science?
5. What was remarkable about Hall's successors, MacIver and Thompson?
6. Despite the accomplishments of MacIver and Thompson, why was the colonialist myth so long-lived?
7. What parallels can be drawn between past and present archaeological interpretations of Zimbabwe, Stonehenge, and the American mounds? What differences?
8. What is the real history of Zimbabwe? What factors led to its rise and ultimate decline?
9. How do these interpretations reflect past and current archaeological theory?

APPENDIX E

Example of a Reading Guide, Weeks 1 (2015)

Week 1

- *Trigger Ch. 1 – “Studying the History of Archaeology.”*

Here Trigger begins his comprehensive history of the development of archaeological thought with a broad overview of the value of an historical perspective. This chapter is also revealing about the nature, value, and goals of the archaeological endeavor.

- What's Schiffer's take on historical approaches; and Trigger's response?
- What are some of the key approaches to the history of archaeology and do they differ?
- Does Thomas Kuhn's ideas about paradigm shifts applicable to archaeology?
- Why, according to Trigger, should we be aware of the social context of archaeology?
- What is “positivism”?
- What are the three levels of generalization in theory?

(ps. read the first three pages of Trigger's Preface.)

- *Johnson Preface, “The Contradictions of Theory”; ch. 1 “Common Sense is Not Enough.”*

In contrast to Trigger, Matthew Johnson has a more engaging writing style (but also a different set of goals.

- What are the “contradictions” he refers to in the Preface?
- How is “theory” defined?
- What are the four reasons offered for the “relevance” of theory to archaeological practice?

Recommended

- Lawrence Kuznar – “Anthropological Science” (ch. 1), *Reclaiming a Scientific Anthropology*, 2nd ed (2008)

An excellent exploration of the apparent separation of archaeology and anthropology from scientific/empirical practices. Kuznar demonstrates the continuing value of empirical research even within postmodern-influenced anthropology today, and employs a series of archaeological examples. (Available on Canvas).

- Colin Renfrew and Paul Bahn – *Archaeology: The Key Concepts* (2005). (on Reserve).

A very useful guide to some of the essential ideas that have shaped the development of contemporary archaeology. Topics range from ideas developed in the 17th and 18th centuries (e.g., “uniformitarianism,” “The Three Ages,”) to the early 20th century (e.g., “Childe's Revolution,” “Key Ideas in Excavation”), to more contemporary ideas and issues emanating from archaeology, anthropology, and beyond (e.g., “Agency,” “Social Archaeology,” “Habitus”). Reading this is an excellent way to learn or review key concepts you may have forgotten

APPENDIX F
Final Survey Administered to the ARCH 471 Class, Fall 2015

2015-1 ARCH 471 (Archaeological Theory) Survey

The purpose of this survey is to collect data from current and past Archaeological Theory students to help with curriculum development. The data will be used to assess the effectiveness of the student learning practices and the teaching methods used in ARCH 471. The survey will take 15 to 20 minutes to complete. Your responses will be kept confidential and will be anonymized for your instructor.

Part 1. Background

- 1) Student Number _____ (Your student number will be coded to maintain confidentiality)
- 2) Are you an international student?
Yes___ No___
- 3) How would you rate your ability with the English language? (Circle one)
I have a lot of difficulty with English
I have some difficulty with English
I have a little difficulty with English
I have no difficulty with English
I am a bilingual or native speaker
- 4) What is your cumulative grade point average?
3.5 or over___ 3.0 to 3.49___ 2.5 to 2.99___ 2.0 to 2.49___ below 2.0___
- 5) Did you take the pre-requisites for this course? (ARCH 131 [Human Origins], ARCH 201 [Introduction to Archaeology], ARCH 272W [Archaeology of the Old World], and ARCH 273 [Archaeology of the New World])
Yes (all 4)___ 3 of 4___ No___
- 6) How useful did you find the pre-requisites as preparatory courses for ARCH 471? (Circle one)
Extremely useful
Very useful
Somewhat useful
Not very useful
Mostly not useful
No Opinion
- 7) Please provide a general comment on how useful the pre-requisites for this course were (2 to 3 sentences or point form):

- 8) Based on your undergraduate career to date, do you feel you had the study skills required to be successful in ARCH 471?

Yes___ No___

- 9) If you answered no to the above question, briefly explain what you feel you were lacking (e.g., writing skills, time management, argument analysis, etc.) (2 to 3 sentences or point form).

- 10) There were 25 classes this semester; what range best describes your attendance? (Circle one)

20-25

15-20

11-15

6-10

1-5

0

- 11) If you attended fewer than 20 classes, give a brief explanation for why you did not attend (2 to 3 sentences or point form):

- 12) During a typical week in each of the four months of the semester, approximately how many hours did you spend outside of class time on course materials (i.e., readings, writing assignments, final paper, and general studying)? (Circle one option for each month of the semester that best describes your per week study habits)

Readings

Month 1: 0 1-4 5-8 9-12 >12
Month 2: 0 1-4 5-8 9-12 >12
Month 3: 0 1-4 5-8 9-12 >12
Month 4: 0 1-4 5-8 9-12 >12

Writing assignments

Month 1: 0 1-4 5-8 9-12 >12
Month 2: 0 1-4 5-8 9-12 >12
Month 3: 0 1-4 5-8 9-12 >12
Month 4: 0 1-4 5-8 9-12 >12

Final paper

Month 1: 0 1-4 5-8 9-12 >12
Month 2: 0 1-4 5-8 9-12 >12
Month 3: 0 1-4 5-8 9-12 >12
Month 4: 0 1-4 5-8 9-12 >12

Studying

Month 1: 0 1-4 5-8 9-12 >12
Month 2: 0 1-4 5-8 9-12 >12
Month 3: 0 1-4 5-8 9-12 >12
Month 4: 0 1-4 5-8 9-12 >12

Part 2. Course Structure

A) Lectures

- 13) How useful did you find the lectures for helping you understand the course material? (Circle one)

Extremely useful
Very useful
Somewhat useful
Not very useful
Mostly not useful
No opinion

- 14) Briefly explain what you felt were the best aspects of the lectures (2 to 3 sentences or point form):

- 15) Briefly explain how you think the lectures could be improved (2 to 3 sentences or point form):

B) Group Discussions/In-Class Exercises

- 16) How useful did you find the group discussions/in-class exercises for helping you understand the course material? (Circle one)

Extremely useful
Very useful
Somewhat useful
Not very useful
Mostly not useful
No opinion

- 17) Briefly explain what you felt were the best aspects of the group discussions/in-class exercises (2 to 3 sentences or point form):

- 18) Briefly explain how you think the group discussions/in-class exercises could be improved (2 to 3 sentences or point form):

C) Readings

- 19) How useful did you find the readings for helping you understand the course material? (Circle one)

Extremely useful
Very useful
Somewhat useful
Not very useful
Mostly not useful
No opinion

- 20) Briefly explain what you felt was most useful about the required readings (2 to 3 sentences or point form):

- 21) Briefly explain how you think the required reading list could be improved (2 to 3 sentences or point form):

- 22) Did you participate in a reading group? (If you did not participate in a reading group move on to question 28)

Yes___ No___

- 23) How many students were in your reading group?

24) During a typical week, how many hours did your group meet? (Circle one)

1-4

5-8

9-12

More than 12

25) Briefly explain how the group was organized (e.g., was there a moderator, did roles alternate with each meeting, was there consistent participation) (2 to 3 sentences or point form):

26) How helpful did you find the reading group for improving your comprehension of course material? (Circle one)

Extremely useful

Very useful

Somewhat useful

Not very useful

Mostly not useful

No opinion

27) If you found the reading group useful, briefly explain what aspects of the group were most helpful to you (2 to 3 sentences or point form):

28) If you did not participate in a reading group, briefly explain why you chose not to join/form a group (2 to 3 sentences or point form):

29) If you used the Reading Guides, to what extent were they helpful for focusing your attention on the important aspects of the assigned readings? (Circle one)

Extremely helpful

Very helpful

Somewhat helpful

Not very helpful

Mostly not helpful

No opinion

- 30) How useful did you find the supplemental reading list supplied through Canvas for improving your comprehension of the course material? (Circle one)

Extremely useful
Very useful
Somewhat useful
Not very useful
Mostly not useful
No opinion

- 31) Please provide any additional comments you might have about the ARCH 471 readings (2 to 3 sentences or point form):

D) Teaching Assistance

- 32) How often did you attend the instructor's office hours?

Very often
Often
Sometimes
Seldom
Almost never
Never

- 33) How often did you attend the TA's office hours?

Very often
Often
Sometimes
Seldom
Almost never
Never

- 34) If you attended office hours to discuss course material, briefly explain what aspect(s) of the course material required additional help from the instructor and/or TA outside of class time (2 to 3 sentences or point form)?

- 35) If you did not attend office hours, briefly explain your reason(s) for not attending (2 to 3 sentences or point form).

- 36) Did you take advantage of the Student Learning Commons over the course of the semester?
Yes__ No__

- 37) If yes, briefly explain how the Student Learning Commons helped you (2 to 3 sentences or point form):

Part 3. Additional Questions

- 38) Did you find the feedback you received on your writing assignments and final paper useful for helping to improve your writing skills? (Circle one)

Extremely useful

Very useful

Somewhat useful

Not very useful

Mostly not useful

No opinion

- 39) If you found the feedback useful, briefly explain what aspects of the feedback were most helpful to you (2 to 3 sentences or point form):

- 40) How helpful did you find the student presentations for understanding the course material?
(Circle one from each column)

As presenter

Extremely helpful

Very helpful

Somewhat helpful

Not very helpful

Mostly not helpful

No opinion

As audience member

Extremely helpful

Very helpful

Somewhat helpful

Not very helpful

Mostly not helpful

No opinion

41) If you have any additional comments please provide them here:

Appendix G

ARCH 471

Archaeological Theory

Understanding the Value of Theory in Seeing the World: An Ethnoarchaeological Exercise (2 points)



For weeks now you've been bombarded with many different ideas about how archaeologists think about the world, both past and present—optimal foraging, gender relations, social organization, foragers vs. collectors, agency, and so on. What do these look like in the real world, when viewed through an ethnographic lens? Here is your chance to explore that question.

Fishing at the Stone Weir, Part 1. National Film Board of Canada (1967), 30 minutes.

This documentary about the Netsilik Inuit was shot at the height of summer. “The skin tents are up, and it is time to fish. The men go into the river to form enclosures to trap fish. Once trapped, they are speared with three-pronged leisters. A woman cleans the catch, which has been strung on a thong. Everyone enjoys bits of raw fish. The plentiful catch is stored in stone caches after the women have cleaned it. Some of the fish is cooked in a stone pot. The plentiful catch is stored in stone caches after the women have cleaned it. Some of the fish is cooked in a stone pot.”

https://www.nfb.ca/film/fishing_at_stone_weir_pt_1

https://www.nfb.ca/film/fishing_at_stone_weir_pt_2

Instructions

Working alone, I want you to view this film—closely and critically—in two ways: practical and theoretical. You will see various aspects of the Netsilik lifeway: 1) gender relations; 2) technology; 3) social organization; and 4) subsistence. Orient your observations and analysis to the following:

1) For the practical:

- a) what activities do you observe?
- b) who is doing what?
- c) what traces do each of the different activities observed leave behind?
- d) which of those traces is/are likely to become part of the archaeological record?

2) For the theoretical:

- a) how are ethnoarchaeological observations useful for developing different ways of thinking about the human behaviour/material culture intersection?
- b) what are the overall limitations of ethnoarchaeological projects based on your “real life” observations here?

Please compile a 2–3 page summary of your observations relative to those questions; the greater portion of this can be in point form (but don't just list words!). Due: last day of class but encourage earlier submission.

If you incorporate Part 2 of the film in your answer, I will increase the total up to 3 points (subject to evidence of incorporation into your observations).

Note: This film is part of a larger series that portray different aspects of the Netsilik lifeway throughout the year, including kayak building, fish trap building and use, seal hunting, and much more. Viewing of any and all is strongly recommended. Here's the link for later re-viewing or to connect with the complete series: <https://www.nfb.ca/explore-all-directors/quentin-brown/>

APPENDIX H



Eddie Izzard and Speed Archaeology

"We've been here three weeks on live TV and we've dug up a millimetre of topsoil so far.

"There's men with brushes and beards. Maybe they've just got beards, I'm not sure.

We'e found this and carbon dated it to last Tuesday, so we're very excited.

It's too slow. Our attention spans are short.

We need stuff! Quick, change the channel.

We want—not slow archaeology—we want speed archaeology!"

"A Sustainable Archaeology: Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities." (1)

Sonya Atalay



Four Key Points

- -
 -
 -
- YOU
HAVE
10
MINUTES**

Archaeology, Local Knowledge, and Tradition: The Quest for Relevant Approaches of the Study and Use of the Past in Southern Africa (2)

Innocent Pikirayi



Four Key Points

- -
 -
 -
- TO
IDENTIFY
FOUR
ESSENTIAL
POINTS**

An Ethical Epistemology of Publicly Engaged Biocultural Research (4)

Michael Blakey



Key Points

- -
 -
 -
 -
 -
- IN
FOUR
GROUPS
USING ANY
TOOLS**

Beyond Racism: Some Opinions About Racism and American Archaeology (3)

Roger Echo-Hawk and Larry Zimmerman



Key Points

- -
 -
 -
 -
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- FOR
EACH
ARTICLE**



What “Tools”?

- your notes from the readings
- the Readings Guide
- an electronic copy of the article
- a quick phone call to the author(s)

Week 11 Reading Guide: Atalay 2012 – “A Sustainable Archaeology”

Why is the chapter titled “sustainable archaeology”?

What are three areas we should worry about in the future of archaeology?

Why do archaeologists need to make their work relevant?

What is community-based participatory research (CBPR)? What are its benefits for archaeological research?

Why is CBPR globally applicable? What examples does Atalay detail?

Why is it challenging to negotiate collaborative relationships? What was the legislative origin of collaboration?

Why is consultation not good enough? Why does a collaborative relationship require equal partnerships and power sharing?

How does decolonizing research practices help CBPR?

What are the five CBPR projects she discusses? Where are they? Similarities and differences? What one is part of IPinCH?

Is CBPR restricted only to indigenous archaeology? Why or why not?

CBPR provides benefits to both the communities and archaeologists involved. What are some of them?

Why is it important that students learn the principles and techniques of CBPR?

(2)

2) Archaeology, Local Knowledge, and Tradition:
The Quest for Relevant Approaches ot the Study and Use
of the Past in Southern Africa

Innocent Pikirayi



Four Key Points

- 1)
- 2)
- 3)
- 4)