

**ANTH 7440 Archaeological Theory  
Section A01, Wednesday 2:00-5:00  
Duff Roblin Building, Rm. 302**

**Instructor:** Prof. G. Monks

**e-mail:** [monks@cc.umanitoba.ca](mailto:monks@cc.umanitoba.ca)

**Office Hours:** Mon., Wed. and Fri. 11:30:12:20 or by appointment

**Office:** FA441

**Phone:** 474-6332

**Note:** Urgent matters should be addressed with me in person or directly on the telephone. While I will make every effort to respond in a timely manner to e-mails and voice messages, I cannot guarantee a prompt response, so you may not assume that your message has been received until it has been specifically acknowledged.

**OBJECTIVE:**

The seminar will provide students with an opportunity for detailed examination of the theoretical positions that have influenced the practice of archaeology in the present. Archaeology is viewed as one form of cultural anthropology, and theoretical positions that link it to social and evolutionary theory are emphasized. By the end of the course, students will have an understanding of social and anthropological theory as it continues to be applied in archaeology.

**EVALUATION:**

Students are expected to be fully prepared for each seminar and to participate in a meaningful way based on assigned readings. Course evaluation for Ph.D. students will be based on classroom performance (40%), two synthetic essays (30%), weekly annotated bibliographies (25%), and seminar critiques (5%). The mark for classroom performance consists of two seminar presentations (15% ea.) and discussion of seminar presentations by others (10%). Course evaluation for M.A. students will be based on one classroom presentation (30%), classroom discussion (10%), and one synthetic essay (30%) as well as the annotated bibliographies and seminar critiques described above. Synthetic essays should be about 15-20 pages of text (single spaced, 12 point font) and should summarize the major aspects of the subject of each classroom presentation every student makes and should critically evaluate the strengths and weaknesses of that subject. The essays should use the American Antiquity style format for citations and references. The completed essays are due at 4:30 p.m. on the second Wednesday following the presentation on that subject. Annotations should synthesize the substance of each reading then critically evaluate it. Annotations are to be submitted electronically to the instructor and all class members, and a paper copy is to be submitted to the instructor by 4:30 p.m. on the day the readings are discussed. The seminar evaluations (of each other only) must be submitted electronically and are due each Friday by 4:30. All overdue assignments will be penalized at 1% of the value of that component of the course per calendar day up to one week, after which the assignment will not be accepted. The following scale will be used to assign letter grades. Final grades are provisional until approved by the Department and by Student Records.

A+	= 90-100%	C+	= 65-69.9 %
A	= 80-89.9%	C	= 60-64.9%
B+	= 75-79.9%	D	= 50-59.9%
B	= 70-74.9%	F	= 00-49.9%

The voluntary withdrawal date is November 17, 2010, and written feedback on student performance to date will be provided before this deadline. Deferred assignments will be approved in cases of absence due to illness (medical certificate required) or death in the immediate family (proof of relationship must be provided by an independent party such as a person of the clergy, a physician, university official, etc.). Normally, deferrals will not be given for other reasons. Unavoidable conflicts (e.g. major religious holiday, or travel as part of a university program) must be drawn to the instructor's attention in writing within the first two weeks of class, along with supporting documentation from a responsible third party (e.g. a person of the clergy, a physician, university official, course instructor, etc.). Requests for time extensions to complete course requirements must be made on the appropriate form on or before the last day of class. Students are expected to attend all classes. Disruption of class may result in debarment.

## The Course

### TEXT:

Trigger, B.G.  
2006 A History of Archaeological Thought. Cambridge University Press.

### Readings:

Topical readings for each seminar will be distributed one week in advance of the relevant seminar. Readings will be chosen by the seminar presenter in consultation with the instructor.

### Seminar Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
September 15	Introduction (GM)	Chapters. 1 & 3
September 22	Culture History ()	Chapt. 5
September 29	Marxist archaeology ()	Chapters. 6 & 7
October 6	Processual archaeology ()	Chapt. 8
October 13	Post-processual archaeology ()	Chapt. 9 & 10
October 20	Critical theory ()	
October 27	Engendered archaeology ()	
November 3	Practice theory ()	
November 10	Agency theory ( , )	
November 17	Behavioural ecology: conceptual foundations ()	
	<b><u>November 17, Last Day for Voluntary Withdrawal</u></b>	
November 24	Behavioural ecology: Optimal Foraging & Costly Signaling ()	
December 1	Darwinian archaeology: conceptual foundations ()	
December 8	Darwinian archaeology: application ()	

**The following excerpts from the General Calendar (General Academic Regulations and Requirements) are included at the instruction of the Faculty of Arts.**

## Section 4: Examinations

### 5.2.9 Examinations: Personations

A student who arranges for another individual to undertake or write any nature of examination for and on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to discipline under the university's Student Discipline Bylaw, which could lead to suspension or expulsion from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a competitive or qualifying examination held at a university as an offence punishable by summary conviction. Section 362 of the code provides:

### Personation at Examination

362. Everyone who falsely, with intent to gain advantage for him/herself or some other person, personates a candidate at a competitive or qualifying examination held under the authority of law or in connection with a university, college or school or who knowingly avails him/herself of the results of such personation is guilty of an offence punishable on summary conviction. 1953- 54,c.51, s.347.

Both the personator and the individual who avails him/herself of the personation could be found guilty. Summary conviction could result in a fine being levied or up to two years of imprisonment.

## Section 8: Academic Integrity

### 8.1 Plagiarism and Cheating:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam impersonation. (Please

see Section 5.2.9 on Exam Impersonation). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law. An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled with original work for each course.

### **Faculty of Arts Practice**

The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

### **Comment**

Failure to properly cite statements or information derived from a source can leave students open to charges of plagiarism. It is best to insert citations when in doubt. These examples show acceptable use of the ideas or information of others.

"The bourgeoisie of eighteenth century France, wanting more political power and seeking to rally as much support as possible for their cause, had expressed their hopes for the future in terms of a belief in progress in which all human beings could participate." (Trigger 2006:176).

Trigger (2006:176) states, "The bourgeoisie of eighteenth century France, wanting more political power and seeking to rally as much support as possible for their cause, had expressed their hopes for the future in terms of a belief in progress in which all human beings could participate."

Trigger (2006:176) argues that a belief in universal human progress underlay the desire of the bourgeoisie of eighteenth century France to garner greater political power.

These examples are unacceptable:

The bourgeoisie of eighteenth century France wanted more political power and sought to rally as much support as possible for their cause by expressing their hopes for the future in terms of a belief in progress in which all human beings could participate. (note: several changed words and punctuation, no quotation marks, no citation)

Trigger (2006:176) states that the bourgeoisie of eighteenth century France, wanting more political power and seeking to rally as much support as possible for their cause, had expressed their hopes for the future in terms of a belief in progress in which all human beings could participate. (note: direct quotation without quotation marks or capitalization)

**Note:** Unreturned/unclaimed term work will become the property of the Faculty of Arts after four months and will be subject to confidential destruction.