Department of Anthropology

Western SocialScience

ANTHROPOLOGY 3398B
Special Topics: ADVANCED ZOOARCHAEOLOGY
Preliminary Outline
Spring 2017

Classes: June 5-23, Mon-Thurs 9:30am-12:30pm in SSC-2257

Instructor: Dr. Lisa Hodgetts   Office: SSC-3423
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Prerequisite:
Anthropology 3310A/B: Zooarchaeology; or permission of the instructor. Application required.

Course Description and Objectives:
This course will allow students to conduct original collaborative research on a faunal assemblage from an archaeological site in Ontario. Students will put into practice their bone identification and analytical skills acquired in the introductory Zooarchaeology class (ANTHRO 3310A/B). They will participate in all stages of the research process from literature review to research design, analysis, interpretation and publication of the results. At all stages, this research will be a team effort, with students collectively determining how to divide and distribute the work. The capstone project for the course will be a co-authored manuscript that we will submit to a regional archaeology journal. The course is intended to provide students with concrete experiences and transferrable skills (team work, project management, research, writing) that will be valuable to them in pursuing graduate studies and/or in a range of work environments.

Statement of Learning Outcomes:
By the end of the course, students will be able to:
1) work effectively with peers to develop and meet shared goals
2) identify zooarchaeological research questions related to a particular faunal assemblage and formulate a research design (including developing an appropriate sampling strategy) to address them
3) utilize a zooarchaeological reference collection to identify fragmentary archaeological animal bone remains as precisely as possible
4) manipulate raw zooarchaeological data to facilitate interpretation, and recognize important trends in the data
5) situate their original data within the broader regional and temporal context to demonstrate how those data contribute to our understanding of past human lives at a particular place and time in the past

6) describe the peer review process, articulate how it contributes to rigorous scholarship and provide constructive feedback to peers

7) work through several revisions to contribute to the development of an article manuscript for submission to a peer-reviewed archaeology journal

Required readings:
There are few required readings in this course, since it focusses on experiential learning by engaging students in original research. All of the required articles are available online through OWL.

Method of evaluation:

Small group presentations/written summaries:
-Background research   10%
-Data analysis   10%

Individual contributions:
-500 specimen IDs   10%
-Peer reviews   10%
-Manuscript section   10%
-Participation   20%
-Final reflection   30%

Small group presentations and written summaries: We will divide up the background research and data analysis into discrete elements that will each be tackled by a group of 3 or 4 students. Each group will present their results to the class in a 10-minute oral presentation and create a written summary (roughly 1000 words; with figures) of their key findings.

500 specimen IDs: Each student will identify a minimum of 500 specimens to taxonomic family or better. Unidentifiable specimens will be included in our database, but will not count towards this total. All students will use the same recording system so that we can pool our datasets to create a large enough sample for meaningful analysis. In order to complete your identifications on schedule, students will have to devote time to lab work outside of class hours. Students will be evaluated based on the quality of their lab work. How accurate are the identifications? Do the IDs strike a good balance between being conservative and being as precise as possible? Does the student work carefully and systematically in the lab and maintain the integrity of the reference collection?

Peer reviews: Each student will provide written feedback to peers on the small group presentations and on their written contributions to the article manuscript. These reviews will be assessed based on how apt they are and how well they conform to the principles of constructive feedback outlined in class (Do they include a balance of positive and negative? Do they provide specific, actionable suggestions for improvement?).

Manuscript section: After we have collectively created an outline for the article, each student will be responsible for writing a section of the article manuscript. Students will then revise their section in light of feedback from the instructor and their peers. Evaluation will be based on the quality of the original draft and on the degree to which students effectively address the reviewers' comments in their revisions.

Participation: The participation grade will reflect students' attendance, preparation for each class (have you done the assigned reading and met the project milestones?), willingness to engage with the material and contribute to the conversation, and the degree of critical thought reflected in those contributions.

Final reflection: Experiential learning, and indeed any learning, is most effective when we reflect critically on what we have learned and use those insights to guide future actions. In that spirit, you will submit a written reflection (1250-1500 words) that addresses the following questions: What did you learn about the challenges of collaborative research through the group projects, and about your own strengths and weaknesses as a collaborator? What did you learn about presenting information effectively in different formats? Are there things you would do differently in hindsight – in terms of the collaborative process, the analysis and the presentation of results? What do you see as the most significant contribution of our manuscript and why? What other questions would you like to address if we had more time, and how would you go about it?

Topics and Readings:

Each class will involve an introductory lecture on the day's topic followed by a workshop where students will collaborate with peers or work individually to move the research forward.

Week 1 (June 5-8): Background and Research Design

Mon: *Lecture:* Introduction to the course and background (overview of the cultural period, site etc)
    Workshop: We will collectively identify what additional background information we require and create small groups to locate and summarize that information. Groups will begin work immediately and present their results on Thursday
    Read: Background readings on period and site

Tues: *Lecture*: Formulating research questions, Sampling and Recording
    Workshop: The class will brainstorm a series of research questions, and select which ones to investigate. The class will then determine an appropriate sampling strategy. (Will we identify the entire assemblage? Only a subset? How will we select a subset?) We will also brainstorm what information we will record.
    Read: Gifford-Gonzalez, Diane. 1991. Bones are not enough: Analogies, knowledge, and interpretive strategies in zooarchaeology. Journal of Anthropological Archaeology 10(3):215-254

Wed: *Lecture:* Working with the Zooarchaeology reference collection
    Workshop: We will finalize the sampling strategy and the recording system and work through everyone's first few identifications.

Thurs: *Lecture:* Providing peers with constructive feedback; Small Group presentations summarizing background research completed over the week
    Workshop: We will refine the research questions in light of the more comprehensive background research, then begin identifications in earnest.

Week 2 (June 12-15): Identification and Analysis

Mon-Thurs: Data collection in zooarchaeology lab. Every day, we will devote some time to work through "tricky" identifications as a group, to help improve everyone's identification skills.

Thurs: In the second half of the class, we will pool everyone's data to create a single, shared dataset for analysis. We will collectively decide what analytical steps we need to undertake to explore our dataset. We will create small groups to tackle different aspects of the analysis.

Week 3 (June 19-22): From Analysis to Publication

Mon: *Lecture:* An introduction to the academic publication process
        Workshop: Small group analysis of dataset: Illustrate patterns (with tables and/or graphs); discuss trends and possible explanations.
        Read: Boellstorff, T. 2011. Submission and Acceptance: Where, Why, and How to Publish Your Article. American Anthropologist 113(3):383-388.
                Boellstorff, T. 2008. How to Get an Article Accepted at *American Anthropologist* (or Anywhere). American Anthropologist 110(3):281-283.
                Rautman, A.E. 2012. What I Learned from My Experience as Editor of American Antiquity (2009-2012). SAA Archaeological Record 12(4):11-13.

Tues: *Lecture:* Small group presentations of data analysis and interpretations
        Workshop: Brainstorm explanations, implications; Collectively develop outline of paper manuscript and assign sections to individuals; begin writing

Wed: *Workshop:* Everyone will bring their draft text and receive peer feedback from at least 3 classmates. Everyone will revise their draft in light of the feedback and we will compile a complete draft. The instructor will provide feedback on the draft and we will divide the editorial tasks to be completed overnight.

Thurs: *Workshop:* Everyone will comment on the final draft; we will discuss it as a group and fine tune the text for submission.