

ANTHROPOLOGY 9101A

Research Methods in Archaeology and Bioarchaeology

COURSE OUTLINE

Fall 2019

Class day/time: Friday 9:30 am – 12:30 pm

Classroom: SSC 3227

Instructor: Dr. Andrea Waters-Rist

Office: SSC

Office hours: To be announced on the course OWL site.

Email: awaters8@uwo.ca

Credit value: 0.5 credit

Calendar Course Description: This course is required for all Graduate students in Bioarchaeology and Archaeology students, including those in Applied Archaeology. This course offers an introduction to a range of issues related to the practice of anthropological research. Among the topics we will be addressing through readings, presentations, and discussions are research design, ethics, and the advantages and limitations of different approaches to data collection, analysis, and presentation of results. Assignments will require students to conduct an original research project. We will also tour various research labs.

Extended Course Description: This course focuses on research design and common methods and techniques used in archaeology and bioarchaeology research. The primary aim is to examine how various methods are used to address theoretically oriented research questions and to critically evaluate the advantages and disadvantages of different methodological approaches. Students are encouraged to engage most closely with methods they expect they will use in their graduate research and/or professional career. Many considerations must be weighed in choosing a method or methods to answer a research question and students will engage in overt and thorough consideration of factors such as time, cost, training, equipment, field conditions, destructive analyses, data collection, data analysis, data storage, presentation and publication, access to data, teamwork and team dynamics, risk vs. reward, contingency plans, safety, multi- and interdisciplinarity, ethics, shareholder rights and involvement, scientific benefits, societal benefits, and more. In considering all these factors, students will

be in a good position to justify the choice of method(s) used in their thesis/dissertation. Classes will consist of weekly student- or instructor-led presentations, student and instructor chosen readings, and critical, reflexive discussions. A full course schedule including a week-by-week breakdown of topics and assigned readings can be found on the last page of this document.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Critically evaluate the advantages and disadvantages of common archaeological and bioarchaeological research methods within specific contexts of application and across a range of practical, theoretical and ethical considerations.
- Describe a broad scope of methodological approaches in archaeology and bioarchaeology.
- Effectively communicate how the methods they expect to apply in their graduate research work and will likely be applied, with contingency plans in the event of problems.
- Conduct a small, independent methodologically-based research project, including data collection, analysis, interpretation, presentation, and publication in a mock academic journal.

Course Materials:

Required Readings:

Required readings will be made available on OWL in the "Course Readings" tab. Most weeks students will select and read several readings in preparation for assignments.

Evaluation:

Timeline and Summary of Assignments:

Sept. 20th: PowerPoint Presentation (10%)

Sept. 27th: Annotated Bibliography (5%)

October 4th: PowerPoint Presentation & Written Assignment (10%)

October 11th: Written Assignment (5%)
November 1st: PowerPoint Presentation (5%)
November 15th: Written Assignment (5%)
November 29th: PowerPoint Presentation (10%)
December 15th: Research Paper (30%)
Participation (includes weekly questions/comments) (20%)

Course Specific Statements and Policies

Guidelines for Written Assignments

See OWL for guidelines about formatting written assignments.

Statement on Seeking Special Accommodations: No accommodations will be granted retroactively more than 10 days after an assignment's due date. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Backing up Your Work: Make sure to regularly back up all your work on an external site (such as the Western One Drive, an external hard drive, send it to yourself in e-mail, cloud, etc.) in case your computer crashes or is stolen. This should be standard practice for anything you do on your computer. No extensions for any assignments will be granted because of computer malfunctions or lost files.

Statement on Plagiarism: Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).

Policy on Laptops and Cellphones in Class: Laptops and tablets are permitted for note-taking in class but if it is observed that students are on social networking sites or using their devices for anything other than course activities, they will be asked to close the laptop and will not be permitted to use it for the remainder of the class. If you are causing distractions, you may be asked to leave and your participation mark will be lowered. Be sure that all cellphones are turned off at the beginning of class.

Institutional Statements and Policies: All students should familiarize themselves with Western's current academic policies regarding medical accommodation, accessibility, plagiarism, and scholastic offences. These Academic Policies are outlined, with links to the full policies, on the Anthropology website. Many of these policies are also outlined, here: [Western's academic policies](#) and here: <http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&command=showCategory&SelectedCalendar=Live&ArchiveID=>

Weekly Schedule of Topics and Readings:

Date & Week		Topics	Readings	Assignments
Sept. 6	1	<p>Introductions (Blended class 1 hour)</p> <p>Course Design, Syllabus, Choosing an Individual Method-Heavy Research Project (Separate class 2 hours)</p>	none	1) Begin brainstorming ideas for method-heavy research project. Discuss with Instructor over next week.
Sept. 13	2	<p>Developing Research Questions & Indigenous Methodologies (Blended class 3 hours)</p>	<p>1) Silverman: Ch. 6</p> <p>2) Choose two book chapters or journal articles from list of Indigenous methodologies on OWL.</p>	<p>1) Summarize one reading on Indigenous Methodologies and discuss in class. Hand this in (goes to participation mark).</p> <p>2) For the Silverman reading and the second reading from Indigenous methodologies submit a comment/question meant to stimulate discussion (goes to participation mark).</p>
Sept. 20	3	<p>What Do You Know? - Pick the method you are most familiar with from your BA or MA. <i>*Show off your expertise!*</i></p>	1) Read three articles/chapters from list uploaded by students on OWL.	<p>1) 15-minute PowerPoint that teaches method to class followed by student-led discussion (10% final mark).</p> <p>2) Each student to upload one paper with clearest explanation of method to OWL by Monday Sept. 16th.</p> <p>3) Submit comment/ question meant to stimulate discussion for the three papers you read (goes to participation mark).</p>
Sept. 27	4	<p>What Don't You Know (but will need to)? - Pick the method you most need to learn for your MA or PhD research. <i>*Show us you're getting a grip on important methodological details. Tell us</i></p>	1) Read three articles/chapters uploaded from list uploaded by students on OWL.	<p>1) Casual ~5-minute explanation of method (NOT a PowerPoint presentation – can sit at table).</p> <p>2) Annotated Bibliography of five relevant papers (5% final mark).</p> <p>3) Upload one paper with clearest explanation of method to OWL by Monday Sept. 23rd.</p>

		<i>what is still unclear or yet to be learned.*</i>		4) Submit comment/ question meant to stimulate discussion for the three papers you read (goes to participation mark).
Oct. 4	5	<p>What Would Blow Your Mind?</p> <p>- If there were no limits, you could do anything (except time-travel), what would you want to learn about the past? What method(s) would be needed? What methods do we have now?</p> <p><i>*Show off your creativity!*</i></p>	- Read all student descriptions of their idea and be prepared to discuss (goes to discussion mark).	<p>1) 10- to 15-minute PowerPoint presentation & discussion.</p> <p>2) A 500-word description of your idea and what would be needed to achieve it (can use figures/ infographics/ images/charts, etc.), uploaded by Tuesday Oct. 1st.</p> <p>- Assignments 1 & 2 worth 10% of final mark.</p>
Oct. 11	6	<p>What Annoys You & What Can You Do About It?</p> <p>What is a common misconception about a method that annoys you? It could be about how the method works, what data it does and does not yield, its limitations or bias, or its application within our field. How could you fix this problem?</p> <p><i>*Your chance to vent, but in a productive way!*</i></p>	- Read three of the eight uploaded papers and try and identify what you think annoyed/ frustrated the student who posted the paper. (Students, don't share this information with your classmates – let them guess).	<p>1) Find three peer-review articles or book chapters that contain an example of the thing that annoys/ frustrates you. Upload the one that is best example of the problem to OWL by Monday Oct 7th.</p> <p>2) 10- to 15-minute informal discussion. Begin by asking what your classmates and Instructor what they thought the issue was. Then explain and discuss the problem with the class, using the three papers as examples. Finally, tell them how you would fix it and seek their ideas for remedying the issue.</p> <p>3) Submit a 500-word explanation of the problem and how you would begin to fix it (In-class discussion and written description, 5% of final mark).</p>
Oct. 18	7	<p>Ethical Issues</p> <p><i>(Blended class 3 hours)</i></p>	1) Mannik and McGarry: Ch. 3	1) Submit comment/ question meant to stimulate discussion for each assigned reading and

			2) Instructor- Assigned Reading to be announced	be prepared to discuss ethical issues with blended class (goes to participation mark)
Oct. 25	8 – no class – CANADIAN ASSOCIATION FOR PHYSICAL ANTHROPOLOGY CONFERENCE			
Nov. 1	9	Alternative Approaches Across Subfields <i>(Blended class 3 hours)</i>	- None - But, come prepared to watch the presentations of your fellow students and then tell them what you would want to investigate (as a part of your subfield) and how you would go about doing it (goes to participation mark).	1) 6 to 8-minute PowerPoint presentation of your method- heavy research project with Intro, Aims, Materials, and Methods. 5% of final grade. (Note, blended class)
Nov. 8	10 – no class - READING WEEK			
Nov. 15	11	Sit Back for Some Stats - Instructor lecture on common statistical methods in archaeology and bioarchaeology. <i>*Stats are not as hard or scary as you think*</i>	- Instructor Assigned Readings to be determined	1) Based on the readings, submit an explanation of how three statistical methods might be used in your method-heavy research project for this course. (Note, you don't need to run the actual statistical test, but rather explain why it can be applied and what it can tell you) (5% of final mark). 2) Attend Dr. Shari Forbes Spence lecture at 2:30
Nov. 22	12	What have we missed? - Let's fill in the holes in regards to common methods that we haven't yet covered in sufficient detail.	- 5 peer-review articles/book chapters posted on OWL by Instructor	1) Be prepared to discuss each article in class. 2) Submit comment/ question meant to stimulate discussion for the five papers you read (goes to participation mark).
Nov. 29	13	Big Presentation Time!	- None	1) 15-minute PowerPoint presentation of your method-

		<p><i>(Blended class 3 hours)</i></p> <ul style="list-style-type: none"> - Presentation of project results to entire class - Time permitting, there will be a discussion about the process (what worked, what didn't, what surprised you, what frustrated you, etc.) 	<ul style="list-style-type: none"> - But, come prepared to watch the presentations of your fellow students and ask questions if time allows. 	<p>heavy research project with brief Intro & Aims, Materials & Methods (~5 minutes) and a focus on Results, Discussion and Conclusion (~10 minutes). (10% of final mark). (Note, blended class)</p>
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Dec. 8-19 Exam Period. **FINAL PAPER** DUE DECEMBER 15th by midnight.