



## ANTH450: Archaeology of Landscape

**Instructor:** Kyle Forsythe

**Term:** Winter, January 7 – April 15 2021

**Email:** [kyle.forsythe@mcgill.ca](mailto:kyle.forsythe@mcgill.ca)

**Time:** Tues + Thurs 10 :00 – 11 :30 AM EST over Zoom

**Office Hours :** By appointment (Zoom)

The island called “Montreal” is known as Tiohtiá:ke in the language of the Kanien’kehá:ka, and has long been a place of residence, meeting and exchange among Iroquoian peoples. Historically, this land has also been a meeting place for other Indigenous peoples, including Algonquian and Inuit peoples. In this class we honor, recognize, and respect these peoples and their nations as the traditional stewards of the lands and waters in Tiohtiá:ke.

**Description:** This course investigates the application of landscape, and other spatial concepts together with spatial analytical techniques in archaeological practice. We will examine spatial paradigms and theories in the social sciences and explore the application of spatial concepts in archaeological research on the human past. We will interrogate the application of a range of theoretical approaches (e.g. phenomenological, semiotic, socio-evolutionary, socio-historical), and analytical techniques (e.g. regional survey, distributional mapping, spatial graphing, remote sensing, GIS) to archaeological investigations of past landscapes with particular attention to epistemological issues involving the articulation of research problems with appropriate scales, and strategies for analyzing and interpreting data. A central question we will address throughout the course is how a range of social practices produced a diversity of multi-scalar landscapes, and how the active materiality of landscapes recursively created, maintained and contested social relations.

**Prerequisites:** students must have successfully completed ANTH 359 or alternatively ANTH 352 or 355 plus at least one Archaeology course.

### Course goals:

1. Introduce students to historical and recent developments in the breadth of ways archaeologists can meaningfully think about landscapes;
2. Help students productively apply course material to their own research and ; and
3. Encourage the development of critical evaluation, communication, and writing skills.

### Learning Outcomes:

By the end of this course students should be able to:

- Identify and characterize the central theoretical approaches to archaeological investigations of landscape and the spatial analysis of past social relationships.
- Recognize the underlying assumptions of particular theorizations of space and their implications for the interpretation of spatial data in archaeological research.
- Better evaluate the epistemological claims of archaeological research presentations

(articles, chapters, reports, theses, etc.).

- Have a better understanding of the range and appropriate uses of research methods and analytic techniques of landscape archaeology.

### **Course Requirements**

<u>DUE DATE:</u>	<u>ASSIGNMENT</u>	<u>PERCENTAGE OF FINAL GRADE</u>
February 11	Paper Proposal	5%
February 25	Critical Case Study Review	25%
March 9	Annotated Bibliography	15%
March 30	Research Paper	35%
	Seminar Prep/Participation	10%
	Discussion Lead	10%

### **Instruction Delivery**

This course is a seminar and will operate around live discussion over Zoom. Classes will be organized around weekly topics and will involve instructor and student-led discussions that cover critical themes within each reading. Students should have assigned readings completed before each class and be prepared to answer discussion questions about each reading.

For students who are unable to attend live discussions (whether due to time zone or bandwidth restrictions) the zoom-based requirements can be made up by submitting written summaries that prove readings have been done and by posting on the MyCourses discussion board.

### **Paper Proposal**

This assignment is designed to structure the problem and questions you will address in your final paper. In the proposal you will briefly discuss the topic you will be examining for your research paper including a tentative position on the specific research problem/question that you plan to address (200-300 words). Include a brief outline of your approach to the problem. Discuss how you plan to address the central problem/position of your paper, what the relevant topical issues are and how these will fit together into the structure of your paper's argument (150 -200 words). The proposal is designed for you to get an early start on the paper project. It is also designed for me to give you both my approval and feedback on your topic selection.

### **Critical Case Study Review**

This assignment is designed to give you the opportunity to critically evaluate a case study of landscape archaeology (or an approach less nominally 'landscape' per se which engages spatial analyses of archaeological data to address an anthropological problem or question set). The assignment will consist of a 5 page (double spaced, exclusive of references, 12 point font, regular margins) review of a published work (book, monograph, or 1-2 articles/edited volume chapters), in which you identify the author's(') research problem or questions, their theoretical orientation(s), methodological approach and conclusions. You should then discuss your take on the validity of the author's claims based on their approach and use of methods and data (i.e. evaluate the epistemology). Your case study cannot be selected from class readings, however, you are encouraged mobilize those (and other) readings to structure your response, evaluation and/or critique of your case study. You might also use the class readings to help you locate a case study from their bibliography.

Please select a case study and discuss with me (over zoom or email) no later than the end of Week 6.

### **Annotated Bibliography**

The annotated bibliography should contain 8 relevant sources for your paper (i.e. books, site monographs, book chapters and journal articles). Web pages and class readings are not acceptable for this assignment, though the latter certainly is for your research paper. You must include a full bibliographic entry for each source (**use the style guide of the journal American Antiquity**) followed by the annotation.

### **Research Paper**

The research paper will be a short argumentative essay (no more than 10 pages double spaced/3,500 words – exclusive of references, 12 point font, regular margins) that will investigate some problem-oriented topic of your choosing (with my feedback/approval from your proposals). Your paper should focus on a substantive research problem or issue that explores some element of landscape archaeology; time period(s) and region(s) are open. It should be theoretically grounded, thesis driven and explicit about the relationship between the data discussed and the methods used by archaeologists (or others) to collect and assess that data. I will also consider methodological papers involving research design with which to address a particular issue or problem in landscape archaeology. Research design papers must address an original archaeological problem, be contextualized within an existing archaeological record, and consider data collection and methods in a thoughtful and well-documented manner that expresses originality in the relationship between questions and approach.

### **Participation**

The seminar participation portion of the grade will be comprised of your attendance and engagement with weekly discussions. Regular attendance is critical for success. I will be recording attendance at every class, which will serve as a significant part of your participation grade. Be prepared to discuss the content of the week's readings and lectures as well as your opinions and impressions these have on broader topics. Participation will include your responses to whoever is leading discussion for that week (see below).

For students who are unable to attend live seminars (due to time zone or bandwidth restrictions) I will accept a 1 page (double space) written summary of each reading with a critical analysis of each author's approach, which should include a commentary on the merits and weaknesses of that article and how it ties in with the underlying theme and other readings for that week. Summaries will be due on the same day as each assigned reading.

### **Seminar Discussion Lead**

Each of you will take a turn at leading a discussion of weekly readings. Depending on class size and group dynamics this will be done either individually or as part of a small group (of not more than three people). Your discussion facilitation should: 1) identify the core idea or argument from each reading (with attention paid to theoretical and methodological content); 2) discuss common themes or differences between the readings; 3) identify any confusing or unclear parts of the readings, or the most

surprising point of the readings; 4) end with several specific or broad discussion questions that you can pose to the rest of the class.

Ask yourselves what the article is about. Are you convinced by the author's argument, and if so (or not) why? What are the strengths and weaknesses of the author's position and approach? Are there other more productive approaches to the research problems being addressed? Can you think of other applications of the ideas proposed in the readings? Are the ideas proposed in the readings helpful or useful for pursuing the goals of anthropological archaeology?

For students who are unable to participate due to aforementioned reasons, I will have you prepare a summary addressing all the points listed above and post this to the discussion board on MyCourses. We will go over your discussion questions in class.

### **Late Penalty**

Assignments must be submitted to MyCourses by the assigned date. Late assignments will be penalized 10% of the final mark per day including weekends and holidays. Assignments are due before midnight on the day each is due. Extensions for valid reasons can be obtained with documentation in advance of the due date.

### **Class Readings**

Readings will be posted to MyCourses. There is no textbook for this class. Instead, each week we will read a selection of articles and book chapters directly related to the weekly topics. It is very important that you read the articles as they will serve as important foci for group discussions and you will be evaluated on your knowledge of these through the assignments noted above. Readings for each week are listed below in the Class Schedule. Each week we will discuss and debate positions and approaches based on particular readings; you will be asked to critically assess positions presented in these articles and so you should be familiar with the central argument, outline and composition of each, and you should expect to discuss their relationship with other readings from this and other weeks.

### **MCGILL POLICY STATEMENTS:**

1. **"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).** (approved by Senate on 29 January 2003).

"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)."

2. **"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded."** (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

- "As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, whether caused by zoom or otherwise, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009."

- "End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students."

## **Schedule of Readings**

### **Part One:**

The first set of seminars for this course considers a range of themes beginning with the history of landscape archaeology from its roots in 1950s environmental archaeology and economic geography. We examine the influences of quantitative geography and ecological anthropology and the emergence of regional survey projects, through the divergent influences of phenomenological and spatial technologies. We look also at more recent integrative approaches that consider both the social and natural components of human landscapes and ecosystems. Our seminar topics will address major current issues such as hunter gatherer mobility and how it is established using archaeological data.

### **Week 1: Introducing space, place and landscape**

Ashmore, W. and C. Blackmore

2008 Landscape Archaeology. Encyclopaedia of Archaeology (a rather wooden introduction to the terrain).

Wandsnider, L-A.

1992 Archaeological Landscape Studies. In Space, Time and Archaeological Landscapes. Edited by J. Rossignol and L-A. Wandsnider, pp. 285-292. Plenum Press, New York and London.

Bender, B.

2002 Time and landscape. Current Anthropology 42S: S103-S112.

Marquardt, W. and C. Crumley

1987 Theoretical Issues in the Analysis of Spatial Patterning. In Regional Dynamics: Burgundian Landscapes in Historical Perspective, edited by C. Crumley and W. Marquardt, pp. 1-18.

Academic Press, San Diego.

### **Week 2: Operationalizing the use of Landscape in Archaeology:**

Ashmore, W.

2002 Decisions and Dispositions: Socializing Spatial Archaeology. American Anthropologist 104 (4): 1172-1183.

Smith, A.T.  
2003 Sublimated Spaces. In *The Political Landscape: Constellations of Authority in Early Complex Polities*, pp. 30-77. University of California Press, Berkeley.

Anschuetz, K.F, R.H. Wilshusen and C.L. Scheick  
2001 An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research* 9(2): 157-211.

### **Week 3: Modelling Hunter-Gatherer Mobility**

Binford, L.  
1980 Willow smoke and dogs' tails: hunter gatherer settlement systems and archaeological site formation. *American Antiquity* 45/1: 4-20.

Kelly RL.  
2007 Chapter 4: Foraging and Mobility. *The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways*. Percheron Press.

Shott M.  
1986 Settlement mobility and technological organization: an ethnographic examination. *Journal of Anthropological Research* 42:15

Wallace IJ and Shea JJ.  
2006 Mobility patterns and core technologies in the Middle Paleolithic of the Levant. *Journal of Archaeological Science* 33/9: 1293—1309

Walker, S.  
2019 The persistence of place: Hunter-gatherer mortuary practices and land-use in the Trent Valley, Ontario. *Journal of Anthropological Archaeology* 54:133-148.

### **Week 4: Socio-evolutionary Approaches to Space and Landscape:**

Flannery, K.  
1998 The Ground Plans of Archaic States. In *Archaic States*, edited by G. Feinman And J. Marcus, pp. 15-57. SAR, Santa Fe.

Inomata, T. and K. Aoyama  
1996 Central-Place Analyses in the la Entrada Region, Honduras: Implications for Understanding the Classic Maya Political and Economic Systems. *Latin American Antiquity* 7(4): 291- 312.

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

Kohler, T.A.  
1992 Field Houses, Villages and the Tragedy of the Commons in the Early Northern Anasazi

Southwest. *American Antiquity* 57 (4): 617-635.

### **Week 5: Landscape and Phenomenology**

Tilley, C.

1994 *A Phenomenology of Landscape*, pp.7-34. Berg, Oxford.

Tilley, C.

2004 Barrows and Dykes as Landscape Metaphors. *Cambridge Archaeological Journal* 14(2): 185-203.

Cummings, V. A. Jones and A. Watson

2002 Divided Places: Phenomenology and Asymmetry in the Monuments of the Black Mountains, Southeast Wales. *Cambridge Archaeological Journal* 12(1): 57-70.

Johnson, M.

2012 Phenomenological Approaches in Landscape Archaeology. *Annual Review of Anthropology* 41: 269-84.

Van Dyke, R.

2008 Visual perception in Chaco Canyon, New Mexico: Some Phenomenological Observations. In *Archaeology and the Politics of Vision in a Post-Modern Context*, pp. 278-291. CSP, Newcastle.

### **Week 6: Situated Histories and Place-making: Taskscapes, Temporality, Dwelling and Practice**

Basso, K.

1996 *Wisdom Sits in Places: landscape and language among the Western Apache*. University of New Mexico Press, Albuquerque (pp. 3-37).

Lycett, M.

2004 *Archaeology Under the Bell: The Mission as Situated History in seventeenth century New Mexico*. *Missionalia* 32:3: 357-379.

Ingold, T.

1993 The Temporality of the Landscape. *World Archaeology* 25(2): 152-174.

Roddick, A.

2013 Temporalities of the Formative Period Tarasco Peninsula, Bolivia. *Journal of Social Archaeology* 15(2): 287-309.

### **Week 7: Relational Space and Practice: Landscape Production**

Lefebvre, H.

1991 *The Production of Space*. (Chapter 2; selection).

Elden, S.

2007 There is a Political Space because Space is Political: Henri Lefebvre and the Production of Space. *Radical Philosophy Review* 10(2): 101-116.

Bauer, A.M.

2011 Producing the Political Landscape: Monuments, Water, Labor and Place in Iron Age Central Karnataka. In *The Archaeology of Politics: The Materiality of Political Practice and Action in the Past*, edited by P.G. Johansen and A.M. Bauer, pp. 83-113. Cambridge Scholars Publishing, Newcastle.

Sturt, F.

2006 Local knowledge is required: a rhythm-analytical approach to the late Mesolithic and early Neolithic of the East Anglian Fenland, UK. *Journal of Maritime Archaeology* 1: 119-139.

### **Week 8: Methods and Practice: Survey, Sampling, Surface Collection and what makes a site**

Hester, T. et al.

2009 *Field Methods in Archaeology*. Pp. 21-55. Left Coast Press, Walnut Creek.

Dunnell, R.

1992 The Notion Site. In *Space, Time and Archaeological Landscapes*, edited by J. Rossignol and L.A. Wandsnider, pp. 21-42. Plenum Press, New York and London.

Dunnell, R. and W.S. Dancy

1983 The Siteless Survey: A Regional Scale Data Collection Strategy. In *Advances in Archaeological Method and Theory* Vol. 6, edited by M.B. Schiffer, pp. 267-287. Academic Press, New York.

Wilkensen, T.

1989 Extensive sherd scatters and land-use intensity: some recent results. *Journal of Field Archaeology* 16: 31-46.

### **Week 9: Site Structure, Occupational Histories, and Access Analysis**

Wandsnider, L-A

1998 Landscape Element Configuration, Lifespace, and Occupation History. In *Surface Archaeology*.

Johansen, P.G.

2010 Site maintenance practices and settlement social organization in Iron Age Karnataka, India: Inferring settlement places and landscape from surface distributions of ceramic assemblage attributes. *Journal of Anthropological Archaeology* 29: 432-454.

Stockett, M.K.

2005 Approaching Social Practice through Access Analysis at Las Canoas, Honduras. *Latin American Antiquity* 16(4): 385-407.

Scott, E.

1990 Romano British Villas and the social construction of space. In *The Social Archaeology of Houses*, edited by R. Samson, Edinburgh University Press.

### **Week 10: Remote Sensing and Geographical Information Systems in Landscape Archaeology**

Walker, S.

2020 Low-altitude aerial thermography for the archaeological investigation of arctic landscapes. *Journal of Archaeological Science* 117:105126.

Hester, T. et al.

2009 *Field Methods in Archaeology*, pp 59-62. Left Coast Press, Walnut Creek.

McCoy, M.D. and T. N. Ladefoged

2009 New Developments in the Use of Spatial Technology in Archaeology. *Journal of Archaeological Research*, 17 (3): 263-295.

Kosiba, S. and A.M. Bauer

2013 Mapping the Political Landscape: Toward a GIS Analysis of Environmental and Social Difference. *Journal of Archaeological Method and Theory* 20: 61-101.

Bevan, A.

2002 The Rural Landscape of Neopalatial Kytheria: A GIS Perspective. *Journal of Mediterranean Archaeology* 15(2): 217-256.

Sheets, P. and T. Sever

2007 Creating and Perpetuating Social Memory Across the Ancient Costa Rican Landscape. In *Remote Sensing in Archaeology*, edited by J. Wiseman and F. El-Baz, pp. 161-184.

### **Week 11: Power, Practice and the Political Landscape**

Smith, A. T. and N. David

1995 The Production of Space and the House at Xidi Sukur. *Current Anthropology* 36(3): 441-457.

Monroe, C.

2010 Architecture and Politics in Precolonial Dahomey. *Journal of Social Archaeology* 10(3): 367-397.

Rizvi, U.

2011 Subjectivity and Spatiality in Indus Urban Forms: Mohenjo-Daro, the Body, and the Domestication of Waste. In *The Archaeology of Politics: the Materiality of Political Practice and Action in the Past*. Edited by P. Johansen and A. Bauer, pp. 221-244. Cambridge Scholars Press, Newcastle.

Fogelin, L.

2003 Ritual and Presentation in Early Buddhist Religious Architecture. *Asian Perspectives* 42(1):

129-154.

Kosiba, S.

2011 The Politics of Locality: Pre-Inkan Social Landscapes in the Cusco Region, Peru. In *The Archaeology of Politics: The Materiality of Political Practice and Action in the Past*, edited by P.G. Johansen and A.M. Bauer, pp. 114-150. Cambridge Scholars Publishing, Newcastle.

### **Week 12: Monumentality and Commemorative-Memorial Practices**

Moore, J.

1996 The Architecture of Monuments (Chapter 3) in *Architecture and Power in the Ancient Andes: the Archaeology of Public Buildings*, pp 92-120. Cambridge University Press, Cambridge.

Fisher, K.

2014 The creation and Experience of Monumentality on Protohistoric Cypress. In *Approaching Monumentality in Archaeology*. Edited by J.F. Osbourne, pp. 355-383. SUNY Press, Albany.

Buikstra, J. and D. Charles

1999 Centring the Ancestors: Cemeteries, Mounds and Sacred Landscapes of the Ancient North American Mid-continent. In *Archaeologies of Landscape: Contemporary Perspectives*, pp. 201-228, Blackwell, Oxford.

Joyce, R.

2004 Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11(1): 5-29.

Johansen, P.G.

2004 Landscape, Monumental Architecture, and Ritual: A Reconsideration of the South Indian Ashmounds. *Journal of Archaeological Anthropology* 23: 309-330.

Bradley, R.

1998 *The Significance of Monuments: On the shaping of human experience in Neolithic and Bronze Age Europe*. Routledge, London.

### **Week 13: Subjectivity, Identity and Embodied Places: Spatiality of Gender and Indigeneity**

Schaepe, D. M.

2007 Stó:Lō Identity and the Cultural Landscape of S'ólh Téméxw. In *Be of Good Mind: Essays on the Coast Salish*, edited by B. G. Miller, pp. 234-259. UBC Press, Vancouver.

Teeman, D.L.

2008 Cultural Resource Management and the Protection of Valued Tribal Spaces: A View from the Western United States. In *Handbook of Landscape Archaeology*, edited by B. David and J. Thomas, 626-632. Left Coast Press, Walnut Creek.

Gilchrist, R.

1999 The Contested garden: Gender, space and metaphor in the medieval English castle (Chapter 6), in *Gender and Archaeology: contesting the past*, pp. 109-145. Routledge.

Geller, P.

2009 Bodyscapes, Biology and Heteronormativity. *American Anthropologist* 111(4): 504-516.