ANTH 3378.2
Landscape Archaeology

Location: LA178
Time: TTH 10-11:15
Professor: Jonathan Fowler
Office: MS226/228
Office Hours: TTH 11:15-12:00
2:15-4:30pm
or by appointment
Email: jonathan.fowler@smu.ca

Summary

Landscape Archaeology is an approach to studying the past that has come to mean at least two things. In an empirical sense, it is a methodology focusing not just individual sites, but on complexes of sites situated within and deriving unity from a geographical setting. Landscape Archaeology is thus concerned with large-scale archaeological surveys, and places a methodological focus on historical cartography, field survey, and remote sensing. In an interpretive sense, it emphasizes the human-scale experience of place rather than grand, overarching narratives, models, and laws, and in this respect it borrows liberally from social anthropological theory and philosophy.

This course offers an introductory survey to both the empirical and interpretive aspects of Landscape Archaeology, integrating academic learning with real-world case studies, many of which are drawn from local archaeological resources. It provides a basis for Advanced Landscape Archaeology (ANTH4378), in which a variety of landscape methods are applied through field study.

Objectives

Students will learn

(1) the purpose and practicability of a range of research methods common to the study of archaeological landscapes;

(2) how to apply certain aspects of landscape archaeological research in the context of colonial Nova Scotia; and

(3) how social theory has contributed to a ‘landscape perspective’ on the past.
Assessment

Your grade is based on several pieces of work, weighted as follows and described below:

1. Lab Assignments (3 @ 10pts each)  30
   a. Mapping of high potential areas
   b. Air photo interpretation
   c. Georeferencing
2. Research Report & Poster  40
3. Reading Response  10
4. Methods Midterm  20

Your Work Described:

Lab Assignments require you to apply three of the more fundamental research methods of the discipline: historical map interpretation, aerial photograph interpretation, and digital georeferencing. These exercises serve not only as assessment tools, but also as practice for some of the analysis you will undertake in your Research Report. The dates are fixed and are listed in the Provisional Class Schedule (see below).

The Research Report & Poster, your major assignment, will be modeled on a Category ‘A’ Archaeological Research Report of an actual colonial archaeological site on the Annapolis River in Nova Scotia. Your report will be formatted in order to correspond with the actual requirements of the Special Places Protection Act, and may be submitted to the Nova Scotia Department of Tourism, Culture and Heritage as a contribution to the Maritime Archaeological Resource Inventory (MARI). Deadline: Tuesday 4 April 2019.

Please see the separate hand-out detailing the requirements of and resources available for this assignment. This report requires a significant research effort and it simply cannot be pulled together at the last minute. Therefore, I strongly urge you to begin work as soon as possible. If at any time you hit a roadblock in your research, do not hesitate to contact me.

The Reading Response requires you to engage critically with the course readings. By this I mean you should:

a. identify the author’s main argument or purpose in writing the article;
b. briefly describe the evidence used to support this argument or make this point; and
c. evaluate the piece with respect to its clarity, logical strength, and/or how it relates to your prior knowledge of the subject (if any). Basically, what do you think of this reading and why?

I am asking you to submit one response, and you may choose from among the readings listed in the provisional class schedule. You may only select readings whose numbers are marked by an asterisk (e.g. [10]*).
Each response should be typed and double-spaced with a 12-pt font (Times New Roman is clear), and no more than two (2) pages in length. The catch: you may only submit a hard copy of your response up until the date of class in which the reading pertains.

E.g. If you want to review [24]* Lennox, Jeffers. 2007. “An Empire on Paper…” you have to submit the hard copy before the start of class on Thursday, 21 March.

Readings are available on Brightspace (.pdf), online, or on reserve at the Patrick Power Library.

The Methods Midterm is an in-class test of your understanding of the material covered in the first (i.e. methods-centered) portion of the course. This test is scheduled for Tuesday 19 March. In preparing for this test, you should focus on the course readings (not the supplementary list), lectures, and skills.

General Notes Regarding Assessment

1. I will be focusing on the quality of your written work. A fluent style that is free of typographical errors is one of the prerequisites for an A grade, so I strongly encourage you to take the time you need to complete your submissions to a high standard. I will also be looking for evidence of your reasoning skills. Evaluate the information you encounter before accepting it, and be sure to support your own ideas with logical argument and valid evidence. Consider how your most significant concepts are defined. Are they vague? Ambiguous?

2. For referencing, we will use the Chicago author-date system, outlined here: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html In-text citations will look like this (Fowler 2018, 12).

3. Although the assessment system used in this course places a premium on critical literacy, and considers writing mechanics and style to be important components of your work, I recognize that individual students have different learning styles and educational needs. Saint Mary’s University has historically taken an inclusive approach to teaching and learning, and I encourage students with significant learning differences and/or disabilities to consult with staff at the Fred Smithers Centre of Support for Students with Disabilities so that we may make the appropriate modifications: http://www.smu.ca/campus-life/services-for-students-with-disabilities.html


5. Late assignments will be penalized at 10% per day unless, in special circumstances, we come to a prior arrangement.
Provisional Class Schedule

Tues. Jan. 8th  Introduction to the Course
Why are we here?

Thurs. Jan. 10th  The Landscape as a Unit of Analysis
In which the earth beneath your feet becomes a document.
Reading:

Tues. Jan. 15th  Archaeological Landscapes 1: Stonehenge
It’s an example. Don’t mind the druids.
Reading:
Supplementary Reading:
  The Stonehenge Hidden Landscapes Project
  https://lbi-archpro.org/cs/stonehenge/index.html

Thurs. Jan. 17th  Archaeological Landscapes 2: Grand-Pré
A second example of our themes engaged; another icon meets its proper context. Your research assignment discussed.
Readings:
  https://archive.org/details/evangelinetaleof1847long
  (PS - You should get to know the Internet Archive (https://archive.org/))

Tues. Jan. 22nd  Historical Mapping I: Practical Considerations
Even the ugly maps have something to say.
Reading:

A primary research primer.

Tues. Jan. 29th  Geomatics, GIS and Archaeology
Introduction to Geographic Information Systems, their uses in Archaeology, and a couple of examples. Technology in action.
Readings:
Thurs. Jan. 31st  Map Lab I
In which we begin to scrutinize our map evidence, starting with the modern ones.
Reading:

Tues. Feb. 5th  Map Lab II
An opportunity to demonstrate your map reading and coordinate use skills; an archaeological landscape begins to take shape.
*In-class Assessment (10%):
Historical map interpretation assignment

Thurs. Feb. 7th  Field Survey Methods (w/ possible field component)
How small is an artifact and how best to spot it.
Readings:
Supplementary Reading:

Tues. Feb. 12th  Excursion 2: Point Pleasant Park or The Nova Scotia Archives
A sample tour of a lesser known archaeological landscape, or, project work
Let’s see how the weather treats us. If PPP, we’ll meet at the Martello Tower.

Thurs. Feb. 14th  Aerial Photography Principles
How to identify archaeological sites from the air. Or, shadows, stains, and crop marks.
Reading:

Tues. Feb. 19th  WINTER BREAK - NO CLASSES

Thurs. Feb. 21st  WINTER BREAK - NO CLASSES

Tues. Feb. 26th  Excursion 3: Dept. of Natural Resources Air Photo Library
Accessing aerial archives. A few samples for interpretation.
NS Dept. of Natural Resources, 1701 Hollis Street (Founders Square)
Readings:
Thurs. Feb. 28th  
**Interpreting Air Photos in Marshland Environments & Air Photo Lab I: Feature Identification**

*Peculiar landforms and signs of human intervention.*

*In-class Assessment (10%):*

Interpreting cultural features on air photos

Reading:


Tues. Mar. 5th  
**Air Photo Lab II: Georeferencing**

*Digital tools for aerial photography; plotting archaeology from photographs.*

*In-class Assessment (10%):*

‘Rubber sheeting in GoogleEarth’

Thurs. Mar. 7th  
**Archaeological Geophysics I: Brief Introduction**

*On seeing beneath the soil.*

Reading:

  
  [https://www.archaeologists.net/sites/default/files/CIfAS&GGeophysics_1.pdf](https://www.archaeologists.net/sites/default/files/CIfAS&GGeophysics_1.pdf)  

  (Feel free to read other sections of this useful document).

Tues. Mar. 12th  
**Archaeological Geophysics II: Methods and Case Studies**

*Applications of archaeological geophysics in our back yard. A look at the instrumentation.*

Readings:


Thurs. Mar. 14th  LiDAR and Archaeogeochemistry
On the surprising things you can learn from an airborne laser.
Readings:

Tues. Mar. 19th  Methods Midterm (20%)

Thurs. Mar. 21st  Historical Mapping II: Maps as Artifacts of Thought
Reading:

Supplementary Reading:

Tues. Mar. 26th  Interpretations 1: Domestic Landscapes
Shifting gears a little. On the intimate relationship between people, places, and routine practice.
Readings:

Thurs. Mar. 28th  Interpretations 2: Landscape Semiotics
Symbol, analogy, metaphor. Looking deeper at one of our early examples.
Reading:

Supplementary Reading:
Tues. Apr. 2nd

Interpretations 3: Landscapes of Social Power
Presentations of Research (Posters)
*Research Report Due (40%)

Enter Machiavelli (and a couple of ancient Italian illustrations of what happens when politics meets symbol, analogy, and metaphor).

Readings: