

**ANTHROPOLOGY 2233G/INDIGENOUS STUDIES 2233G**

**Archaeology of Ontario and the Great Lakes**

**Department of Anthropology**

**COURSE OUTLINE**

**Winter 2023-24**



Excavation of a longhouse at the Dorchester Iroquoian village (ca. 1300 – 1400 AD). Courtesy TMHC Inc.

*Version date: July 27, 2023*

Class day/time: Wednesdays 1:30-4:30 pm

Instructor: Prof. Peter Timmins

Office hours: By appointment (on Zoom or in person)

Credit Value: 0.5

**Requisites:**

Antirequisites: For Anthropology 2233F/G, the antirequisite is Indigenous Studies 2233F; for Indigenous Studies 2233F, the antirequisite is Anthropology 2233F

Prerequisites: None

**Course Description:**

This course will review the evidence for the archaeological history of Ontario and the Great Lakes region prior to the arrival of Europeans. Topics include a review of the environmental setting, the arrival of Paleo-Indigenous peoples in the Great Lakes region, the development of hunting and gathering cultures, the appearance of agriculture and settled village life, and the development of historically known societies, such as the Huron/Wendat, the Attawandaron/Chonnonton, the

Haudenosaunee and the Anishinaabe. During the second half of the course the class will take a field trip to the Museum of Ontario Archaeology to visit their gallery, the Sustainable Archaeology facility, and the Lawson Attawandaron Village. The course will conclude with a discussion of new perspectives and current trends in the archaeology of Ontario and the Great Lakes.

### **Learning Outcomes:**

Upon completion of this course students will have a general understanding of several aspects of the archaeology of Ontario and the Great Lakes region, including:

- a general understanding of early post-glacial environments.
- the nature of Paleo-Indigenous societies including their associated technologies and adaptations, ca. 13,000 – 10,000 Before Present (BP).
- the technological innovations, adaptations and settlement systems of the Archaic period (ca. 10,000 – 2,900 BP).
- the changes in technology, settlement systems and socio-political organization that occurred during the Woodland period (ca. 2900 – 400 BP).
- the role of museums, artifact repositories and archaeological sites in public education in Ontario.
- the impact of new perspectives and current trends on the archaeology of Ontario and the Great Lakes.

### **Course Materials:**

**Required text:** *Before Ontario: The Archaeology of a Province*. Marit K. Munson and Susan M. Jamieson (eds.), 2013, McGill-Queens University Press, Toronto. Available at the Western Bookstore. *Note that this book is also available as an e-book through Western Libraries.*

This text is a good general introduction to the archaeology of Ontario written mainly for a lay audience. It will be supplemented by several articles from archaeological journals and books that will delve into weekly topics more deeply. In most weeks students will read a selection from *Before Ontario* and one or two other articles. The articles will be accessed using OWL's Course Readings feature. Registered students will be able to access information about additional course readings through the course's on-line OWL site before the first day of class.

Other Available Texts (not required):

Relevant books that students may find of interest and which are available in the Weldon Library include:

- *Great Lakes Archaeology*, by Ronald J. Mason, 2002 (originally 1981). Caldwell, New Jersey, Blackburn Press.
- *A History of the Native People of Canada, Volumes I, II and III*, by James V. Wright, 1995, 1999, 2004, Canadian Museum of Civilization Mercury Series Paper 152, Ottawa.
- *The Archaeology of Southern Ontario to A.D. 1650*, edited by Chris Ellis and Neal Ferris, 1990, London Chapter, Ontario Archaeological Society, Occasional Publication No. 5.

### **Evaluation:**

Students will be required to attend in person lectures, attend a field trip to the Museum of Ontario Archaeology, complete weekly online quizzes using OWL, and complete three assignments. The due dates and percentage values of the assignments and quizzes are outlined below.

Assignment 1	Release and due dates TBD.	20%
Assignment 2	Release and due dates TBD.	30%
Assignment 3	Release and due dates TBD.	20%
Weekly Quizzes	Release and due dates TBD.	30%

There is no final exam in Anthropology 2233G.

### **Evaluation Details:**

Please note that the evaluation methods described in this course outline are essential to the course and alternative assessments are generally not permitted.

Note also that the grade submission system will automatically round up final grades in certain cases (e.g., 74.6 becomes 75). Grades will not be adjusted on the basis of need (i.e. to obtain or maintain a scholarship). It is important to monitor your performance in the course.

#### **Assignment 1, Article/Book Review – 20%**

Students are required to read and critique an article or book/monograph on a topic related to the first half of the course. Reviews should be approximately 1500 words in length and formatted in APA style. The assignment will be release and due dates are TBD. Marked reviews will be returned via the Assignments page on OWL and grades will be posted in the OWL Gradebook.

#### **Assignment 2, Essay – 30%**

All students are required to prepare and submit an essay dealing with a research question in Ontario or Great Lakes archaeology. As this is an essay course, completion of the essay is a course requirement. Detailed instructions and pre-approved essay topics will be made available on the OWL. The assignment release and due dates are TBD. Essays should be approximately 2000 words in length. Marked essays will be returned via the Assignments page on OWL and grades will be posted in the OWL Gradebook.

#### **Assignment 3, Field Trip and Reflection Paper – 20%**

A class in March will be devoted to a field trip to the Museum of Ontario Archaeology and the Lawson Attawandaron Village <https://archaeologymuseum.ca/>. Students will be required to make their own way to the Museum, which is located at 1600 Attawandaron Road in northwest London. The admission fee to the Museum will be paid by the Student Donation Fund. Students will be required to submit a reflection paper on their Museum experience. Assignment release and due dates are TBD. Marked reflections will be returned via the Assignments page on OWL and grades will be posted in the OWL Gradebook.

#### **Quizzes on Readings and lecture Content (10 x 3%) – 30%**

Weekly quizzes will be held using OWL and will be based on the readings and lecture content for that week (i.e. The Week 1 quiz will open on OWL the day of the Week 1 class and will close at the end of the day of the Week 2 class). There will be 12 quizzes in total, but only the best 10 will be counted, providing flexibility to miss up to two quizzes. Make-up quizzes will not be allowed. The results of each online quiz will be automatically posted to the OWL Gradebook.

#### **Late Policy**

To provide flexibility and negate the need to ask for short extensions, all assignments will have a formal due date as well as an extended submission window of three days after the due date that students may use without penalty. Extended submission windows are not due dates and cannot be further extended through academic considerations. Any academic considerations must date from the formal due date of any assignment. There will be a 5% reduction of the assignment grade for each day that an assignment is submitted after the extended submission window (including weekends and holidays). Unless accommodation is granted, assignments that are not handed in within 10 days of the formal due date (including weekends and holidays) may receive a grade of zero.

## **Academic Statements and Policies**

### **Course Specific Conditions Required to Pass this Course:**

The three written assignments in this course are all considered essays. In order to pass this essay course, students must submit and receive a passing grade in two of the three assignments.

### **Academic Integrity - Statement on Plagiarism and Artificial Intelligence Tools:**

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 will 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).

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately citing all sources of information and avoiding plagiarism. If an AI program refers to specific studies, students should review and cite the original sources. Essays, written assignments and/or reports should reflect the student's own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions. The same principles also apply to the use of translation software to support the writing of essays and other written assessments.

### **Use of OWL**

The OWL course webpage will be used for providing the syllabus (using the Syllabus page), providing pdf copies of weekly lecture slides (using Lessons pages), providing, submitting and returning assignments (using the Assignments page) and communications with the class (using the Announcements and Messages tools). All grades will be posted in the OWL Gradebook.

**Accommodation Policies:**

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

All missed work must be made up by the end of the exam period in the applicable term.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

**Religious Accommodation:**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

**Institutional Statements and Policies:**

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).

**Lecture Schedule and Readings TBD.**

\*\*\*