

AY2024-2025 Semester 1

History and Archaeology: An Introduction

Pre-requisites: Nil **No of AUs:** 3 **Contact Hours:** 39 (2-hour lecture + 1-hour tutorial)
Lecture: Thursday 10:30-12:20 **Venue:** LT22
Tutorials: Thursday 13:30-16:20 **Venue:** LHS-TR+26 LHS-B2-03



| Instructor | Office Location | Phone | Email |
|---------------|-----------------|----------|------------------|
| Goh Geok Yian | SHHK-05-09 | 65138163 | gygoh@ntu.edu.sg |

Course Aims

History and Archaeology: An Introduction provides a comprehensive overview of the development of two closely related fields of study: history and archaeology. In the course, students gain an understanding of the objectives, tools and sources of archaeology and history and how the similarities in the two disciplines provided the basis for the establishment of historical archaeology as a field of study in the United States in the mid-20th century. Since then the field has expanded to other parts of the world including Africa, Europe, and Australia. The course introduces students to the history of archaeology defined by its focus on material culture, and how its development intersects with history, especially in the study of past cultures, societies, and technologies of periods when historical documentation was also available. The course begins with a diachronic survey of the relations between history and archaeology before narrowing its focus to the specific development of historical archaeology in North America and its impact on other parts of the world, especially Asia. By examining case studies, images, and readings, the course helps students to acquire elementary skills to interpret the information presented in the course. Students will learn to identify and discuss key questions, approaches, methods, and sources used in historical archaeology at the end of the course.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe important events and developments in the parallel evolution of history and archaeology.
2. Provide a general chronological account of the establishment and

- development of the sub-discipline of historical archaeology in North America and worldwide.
3. Explain and compare the goals and form of historical archaeology in different parts of the world.
 4. Discuss major themes covered in historical archaeology.
 5. Formulate an argument on the complementary relationship between history and archaeology and how this connection facilitates the study of past and contemporary cultures and communities.
 6. Examine more specifically the impact of historical archaeology on the study of past societies, especially on the topic of interaction and exchange.

Course Content

This course provides a general introduction to the history of two complementary disciplines: history and archaeology. In examining the parallel development of archaeology and history, this course discusses major themes such as culture (traditions, practices, norms, and modes of belief and expression), communication and communication networks (ideas, ideologies and religion), trade and exchange, inter-group/community interaction (friendship/conflict, assimilation, acculturation etc.), technology (innovation, appropriation, transfer etc.), etc. While the course provides background knowledge regarding the fields of archaeology and history, the focus is on historical archaeology and how the framework and methods of historical archaeology can be used to examine culture, history and human societies from the period when writing (historical sources) began to be produced. The course will present new data from historical archaeology and demonstrates why and how the combination of archaeology and history in the form of historical archaeology provides an important framework, tools for analysis, and a wide range of data. This data, in the form of artifacts, allows for an accurate, diverse and equitable understanding of the past by facilitating a closer examination of material culture, especially of the masses, who were often silent in the written records.

Assessment (includes both continuous and summative assessment)

| Component | ILO Tested | Weighting | Team/ Individual |
|---|------------------|--|---------------------|
| 1. Group presentations and discussions | 1, 2, 3, 4, 5, 6 | 30% (Team: 15% Individual: 15%) | Team and individual |
| 2. Pop quizzes | 1, 2, 3, 4 | 20% | Individual |
| 3. Final group project - presentation - poster - peer assessment (individual 100-word feedback response) - essay (1,000 words each) | 1, 2, 3, 4, 5, 6 | 40% (Team: 20% Individual: 20%) | Individual and Team |
| 4. Participation in class discussions | 1, 2, 3, 4, 6 | 10% | Individual |

| | | |
|-------|------|--|
| Total | 100% | |
|-------|------|--|

Group Presentations and Discussions - 30%

Students are expected to take turns to present readings to the class in pairs. Students will present and lead discussions during these presentations; each student is expected to complete one(1) presentation as part of **a pair** or at in cases, where there is an odd number in the class, up to three members. Each pair/group's presentation should last approximately 10-15 minutes including a discussion of the week's readings led by the presenters.

Each pair/group should prepare a powerpoint presentation of approximately 5 slides. Each pair/group should present for up to 10 minutes followed by a five-minute discussion and/or question and answer session. Due to the time limit, each pair/group of presenters should focus on addressing the key points raised in the readings and devise at most two questions related to the week's topic. The pair/group should aim to engage the class in discussions related to the questions they posed.

Each pair/group of presenters will receive a group score (15%) and an individual score (15%). The group score is determined by the following criteria: a) coherence, content and structure of the presentation, and b) equitable distribution of the workload (peer feedback about individual contributions to the project is taken into account). The individual score will be assessed based on the individual's performance in producing the presentation, delivering it, and in responding to questions from the class.

Each student pair is also expected to assume equal responsibility in the preparation of their presentation and will work together to present their findings/analyses and to engage the class in individual or group discussions.

Pop Quizzes - 20%

Students are required to complete two pop quizzes during the semester. The pop quizzes will be administered once in the first half and once in the second half. Students are expected to keep up with their lecture and tutorial readings in order to do well in these quizzes.

Final Group Project – 40%

Students are expected to organize themselves in groups of no larger than three (3) individuals; the group will complete a final group project comprising four parts:

- i. presentation (10%) (10 minutes),
- ii. poster (10%) (A4/A3 poster summarizing the key research question(s), key arguments, and a short bibliography),
- iii. peer assessment of presentation and poster by a group other than one's own group (5%) (each student has to complete a 100-word feedback response), and
- iv. Individual essay (15%) (1,000 words each). The topic of the final project must be related to one or more themes examined in this course. Students have to select one or two themes and frame their research question(s) based on the theme(s) they have selected.

Students will submit their topic in week 9 to the instructor for approval.

To do well on the group presentation (10%) and poster (10%), it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. **However**, your individual score may vary based on instructor observations and peer feedback about your contributions to the group project.

Participation in class discussions - 10%

Students are expected to participate in class discussions and any activities conducted within the classroom.

Formative Feedback

You will receive formative feedback through written responses to your papers and verbal feedback through in-class comments on your group presentations and discussion. Generic summative feedback will be given to seminar group presentations and personal specific feedback (to individual written assignments) will be given to individual student.

I will consider the following points when giving comments to students:

1. Provide constructive and positive feedback whenever possible.
2. Return my feedback to students as soon as I can.
3. I will be specific in making suggestions regarding how each student can improve her/his work.
4. Focus on the students' advancement toward their goals.
5. With respect to presentations and in-class discussions, I will encourage students to express their views freely.

Learning and Teaching Approach

| Approach | How does this approach support you in achieving the learning outcomes? |
|---------------------------------|---|
| Lecture | The instructor will give a weekly online lecture introducing and providing the context for understanding each week's theme. The presentation will include the use of slides and other multi-media files. |
| Team-based presentations | Students in the class will select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. The presenters will respond to questions and comments from the instructor and the class; they would have to think quickly and respond to the questions posed to them. The students will learn teamwork. |
| In-class free-style discussions | The students will be encouraged to comment, critique, and make queries on the group presentations. This approach allows students to develop confidence in public speaking and also alert them to the importance of peer feedback. |

Reading and References

Texts subject to changes.

Deetz, James. *In Small Things Forgotten: the archaeology of early American life*. Anchor Books/Doubleday, 1996 (first published in 1977).

Orser, Charles. *A Historical Archaeology of the Modern World*. Springer, 1996.

Hicks, Dan and Mary Beaudry (eds.) *The Cambridge companion to historical archaeology*. Cambridge, 2006.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and submit all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Group presentations and in-class discussions require students to attend classes in order for them to contribute to the course discussions. Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a class, you must inform the course instructor via email (gygoh@ntu.edu.sg) prior to the start of the class.

(3) Penalties for late submission

Penalties will be levied for late submissions unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that they inform the instructor regarding any delay as soon as possible. Students failing to submit an assignment will be denied credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the assignments' submission dates.

(4) Plagiarism in writing research papers

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules pertaining to plagiarism that may result in disciplinary procedures. Students are reminded that copying or using any part of any essay (published and unpublished) and any other written work including another student's essay or written work without citing the author(s) is considered plagiarism. Verbatim citations from other writings must be placed within quotation marks. Students are encouraged to paraphrase sources. Whether quotations and/or paraphrases are used, students are required to cite their sources.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student is dependent on adherence to the principles of academic integrity

and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to work actively to equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

On the use of AI tools, this course will adopt NTU's policy on the use of AI tools for coursework:

1. **Give proper citations if you use any AI tool.** Extending the practice of correctly citing references in your work under NTU's policies on citation and plagiarism, the University requires students to **(i) identify any generative AI tools used** and **(ii) declare how the tools are used in submitted work**. Please note that even with acknowledgement, copying of output generated by AI tools (in part or whole) may still be regarded as plagiarism.

Here are some examples of proper citation (for illustration only; not comprehensive):

- a. If use of generative AI is allowed in your course, any direct quotation of the output of an AI must appear in quotation marks. Similarly, any use of an image must be acknowledged.
 - b. Likewise, if you paraphrase text from a generative AI rather than using it verbatim, you must cite it using the conventions of your field of study.
 - c. The use of generative AI to generate ideas or an outline for an assignment must be acknowledged.
2. **Ask your professors.** Some professors may encourage you to use AI tools in your coursework to augment your learning, while others will set assignments that will build your skills more effectively if you do not rely on AI. Before using AI tools in your coursework, please check on the requirements and ground rules with your professors, who will be able to advise you on how these AI tools can be applied to help you in your learning.
 3. **Check your facts.** AI tools may produce inaccuracies and introduce biases. Always check your facts from independent sources, and critically evaluate any AI-generated output.
 4. **Nothing beats your own ideas.** AI tools may be good at producing summaries and grammatical sentences, but they cannot replace your original ideas and creativity. A rigorous education will equip you with the ability to express your ideas, process ideas for problem solving and make sound judgements. These capabilities and your unique human experiences are still your most valuable assets.

5. **Uphold your pledge to integrity in learning.** NTU expects students to uphold the [Student Code of Conduct](#) at all times. The act of taking words or ideas from other sources, including ChatGPT and other AI technologies, and present them as your own without proper citation of the source(s), will be treated as misconduct.

The use of generative AI software (e.g. ChatGPT) in assignments is permitted in this course, but all use of such tools (whether in generating questions, outlines, or in draft production etc) should be declared in a preamble to the assignment. This declaration should detail the extent and objectives of such usage, especially the students' rationale for relying on AI software rather than their own capabilities to complete their assignments. Students are also required to cite their use of any AI tools (ChatGPT included). Please refer to Points 1a-c regarding what needs to be cited; in History, citations should be presented as footnotes.

The instructor aims to set aside some time in Week 3 or 4 of the course to discuss the use of AI in academic work.

Planned Weekly Schedule

| Week | Topic | Readings/ Activities |
|--------|--|--|
| Week 1 | Introduction General concepts and background | Deetz, James. <i>In Small Things Forgotten</i> . Anchor Books, 1977. Expanded edition, 1996. Chapter 1. Driscoll, S.T. "The relationship between history and archaeology: artefacts, documents and power", in S.T. Driscoll and M.R. Nieve (eds.) <i>Power and Politics in Early Medieval Britain and Ireland</i> . Edinburgh University Press, 1988. |
| Week 2 | Part One: Historiography and History of Archaeology Historiography: Foundations of History as a discipline | Kelley, Donald. <i>Faces of History: Historical Inquiry from Herodotus to Herder</i> . Yale University Press, 1999. Preface and Chapter 1. Arnold, John. <i>History: A Very Short Introduction</i> . New York: Oxford University Press, 2000. Chapter 1. |
| Week 3 | Part One: Historiography and History of Archaeology History of Archaeology: Collecting, Classical Studies and Antiquarianism | Bahn, Paul. <i>Archaeology: A Very Short Introduction</i> . Oxford, 2012. Introduction, Chapters 1 and 2. Praetzelis, Adrian. <i>Death by Theory</i> . Altamira Press, 2000. Chapters 1 and 2. |

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| Week 4 | Part One: Historiography and History of Archaeology Historical Archaeology | Hicks and Beaudry, "Introduction: the place of historical archaeology" in Cambridge Companion to Historical Archaeology. Orser, Charles. Historical Archaeology. New York: Routledge, 2016. Chapter 1. |
| Week 5 | Part Two: Historical Archaeology in Geographical Context North America and Europe | Deetz, J. In Small Things Forgotten. Chapters 2 and 4. Andren, Anders. Between Artifacts and Texts: Historical Archaeology in Global Perspective. Springer, 1998. Chapter 2. |
| Week 6 | Part Two: Historical Archaeology in Geographical Context Asia | Andren, Anders. Between Artifacts and Texts: Historical Archaeology in Global Perspective. Springer, 1998. Chapter 3, pp. 54-73. Miksic, John. "Historical Archaeology in Southeast Asia." Historical Archaeology (2017). |
| Week 7 | Part Three Themes in Historical Archaeology Imperialism, Colonialism and Nationalism | Lawrence, Susan and Nick Shepherd. "Historical archaeology and colonialism," in Dan Hicks and Mary Beaudry (eds.) The Cambridge companion to historical archaeology. Cambridge, 2006. Diaz-Andreu, Margarita. "Archaeology and Imperialism: From Nineteenth-Century New Imperialism to Twentieth-Century Decolonization," in Bonnie Effros and Lai Guolong (eds.) Unmasking Ideology in Imperial and Colonial Archaeology. Cotsen Institute of Archaeology Press, UCLA, 2018. |
| RECESS WEEK | | |
| Week 8 | Part Three Themes in Historical Archaeology Marginalized Groups | Watkins, Joe. "Through Wary Eyes: Indigenous Perspectives on Archaeology." <i>Annual Review of Anthropology</i> 34, 1 (2005): 429-449. Voss, Barbara. "Domesticating Imperialism: Sexual Politics and the Archaeology of Empire." <i>American Anthropologist</i> 110, 2 (2008): 191-203. Leone, Mark and Amanda Tang. "Definitions in Historical Archaeology: Enslaved African Americans Cultivating a Scientific Garden, Wye House, Maryland, USA," in James Symonds and Vesa-Pekka Herva (eds.) <i>The Oxford Handbook of Historical Archaeology</i> . Oxford, 2014. |

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| Week 9 | Part Three Themes in Historical Archaeology Ethnoarchaeology | <p>Beck, Margaret. "Ethnoarchaeology", in International Encyclopedia of the Social and Behavioral Sciences. Elsevier, 2015, pp. 162-165.</p> <p>Groover, Mark. "The Gibbs Farmstead: The Archaeology of Material Life in Southern Appalachia", in James Symonds and Vesa-Pekka Herva (eds.) <i>The Oxford Handbook of Historical Archaeology</i>. Oxford, 2014.</p> <p>Williams, Eduardo. "Ceramic Ethnoarchaeology in Huancito, Michoacan, Mexico." <i>Ancient Mesoamerica</i> 29, 1 (2018): 11-44.</p> |
| Week 10 | Part Three Themes in Historical Archaeology Environmental Archaeology | <p>Reitz, Elizabeth and Myra Shackley. <i>Environmental Archaeology</i>. Springer, 2012. "Introduction to Environmental Archaeology".</p> <p>De Cunzo, Lu Ann and Julie Emstein. "Landscapes, ideology and experience in historical archaeology," in Dan Hicks and Mary Beaudry (eds.) <i>The Cambridge companion to historical archaeology</i>. Cambridge, 2006.</p> |
| Week 11 | Part Three Themes in Historical Archaeology Military Archaeology | <p>McNutt, Ryan. "The archaeology of military prisons from the American Civil War: globalization, resistance and masculinity." <i>World Archaeology</i> 51, 5 (2019): 689-708.</p> <p>Farrell, Mary and Jeffrey Burton. "From Forgotten to National Monument: Community Archaeology at a World War II Internment Camp in Hawai'i," in John Jameson and Sergiu Musteafa (eds.) <i>Transforming Heritage Practice in the 21st Century</i>. Springer, 2019.</p> |
| Week 12 | Part Three Themes in Historical Archaeology Industrial Archaeology | <p>Symonds, James and Eleanor Casella. "Historical archaeology and industrialization," in Dan Hicks and Mary Beaudry (eds.) <i>The Cambridge companion to historical archaeology</i>. Cambridge, 2006.</p> <p>Davies, Peter and Susan Lawrence. "Adapting to a Dry Continent: Technology and Environment in Australian Industrial Archaeology," in James Symonds and Vesa-Pekka Herva (eds.) <i>The Oxford Handbook of Historical Archaeology</i>. Oxford, 2014.</p> |
| Week 13 | Summary | <p>Orser, Charles. "Twenty-First-Century Historical Archaeology." <i>Journal of Archaeological Research</i> 18 (2010): 111-150.</p> |