ANT324L (31290) THEORIES OF ARCHAEOLOGY

"American archaeology is anthropology or it is nothing."
Gordon R. Willey and Phillip Phillips (1958)

"We wish now to examine the proposal, again different from traditional and processual archaeology, that archaeology is neither history nor anthropology, but just archaeology."

Ian Hodder and Scott Hutson (2003)

SPRING 2013: TTh 9:30-11am; SAC 4.174

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Office hours: Tues and Thurs 11-noon, and by appointment

Course Description:

This course is a senior seminar for students who are pursuing studies in archaeology, and satisfies the "theory" requirement for the Anthropology degree. It is a broad survey of the major theoretical trends that have shaped anthropological archaeology over time. As such it is a course on the history of archaeological thought that highlights the major debates and key issues that have influenced the ways in which we diversely claim to know what we know about the past.

Why a course on theories of archaeology? We tend to envision archaeology as the discovery of sites and the pursuit of artifacts since field excavations dominate its public persona in print, documentaries, and of course in Hollywood movies. Yet archaeologists actually spend more time dealing with the analyses of excavated materials and moving from data to interpretations or explanations of the past than we do digging. The various intellectual approaches that we take towards drawing conclusions, if even tentative ones, are influenced by the different perspectives we have of the relationship between the past and the present, what kinds of information or meaning we believe can be derived from the archaeological record, the questions we seek to answer, and indeed, how much of the past each of us posits is knowable. Thus, what we often refer to as "archaeological theory" is best stated in the plural since there are multiple and competing ways that archaeologists theorize archaeological remains in order to interpret past societies and lifeways. That is to say, there is not a single, proven "archaeological theory" widely accepted by all. Theories are intertwined with practice/methodologies and are what frames and drives our interpretations, or what serve as the basis for our generalizing explanations of the past. Rather than bemoan the discipline's heterogeneity, it is hoped that students will come to appreciate its diversity and breadth.

While we will spend the majority of the semester with a focus on how archaeologists deal with the archaeological record and past cultures and societies as subjects of inquiry, we will also explore the politics of the discipline. That is, what role does archaeology play in the contemporary world with respect to urgent issues such as inequality and nationalism? Some of the topics that are now central in archaeology that will be addressed include professional ethics, social responsibility, working with the public, and Indigenous rights over their past.

A note on the format and workload of this course:

This course was designed to provide students with sufficient background knowledge of archaeological theories in order to prepare them for graduate studies in archaeology where the subject will be a core feature of the curriculum. Moreover, it will be taught mainly in the style of a graduate seminar, where student-led discussions are an integral part of the learning process. Thus, students will be expected to give careful consideration to the assigned readings in preparation for discussions. Please note that there is a relatively heavy reading load for this course, and that most of the readings are advanced and may be complicated (i.e., these are not introductory readings).

Course Requirements: Final grades will be based on the percentage of points scored out of a possible "100". The total points possible are divided as follows:

- 1. Co-lead 1 discussion, prepare and distribute to the class a 1-page handout (which includes a synopsis of the reading, and 2-3 questions/topics for discussion) = 10 points total (5 each for handout and discussion)
- 2. Journal (5 entries) = 5 points each; 25 points total
- 3. 2 in-class exercises = 5 points each; 10 points total
- 4. 1 position paper = 20 points
- 5. Take-home exam = 20 points
- 6. In-class exam = 15 points

Leading discussions, preparing handouts: You will be assigned one date for leading a discussion and preparing a handout for the class. You and your co-discussant will divvy up the readings for the day, and each prepare a one-page handout that includes a synopsis (general overview) of the reading and 2-3 questions that the class can discuss in relation to it (5 points total). Your synopsis must consider the author(s) objective and a summary of their discussion. Email a copy of the handout to the instructor, and make enough copies for the entire class to distribute at the beginning of class. In terms of leading the discussion, it is your responsibility to get it going and to field questions about your assigned reading (5 points total). There is no make-up for this assignment. With **prior approval** (no less than one week before your assigned date) from the instructor you can switch dates with a classmate.

Journaling: An electronic journal is set up in Blackboard in your name. The journals will help me to evaluate and keep track of your progress over the semester in comprehending course content. I will ask you to respond to a question or issue regarding specific readings (the questions will be posted on Blackboard under "Announcements" a week before the due date). Your journals will only be viewable by you and myself. Due dates for journal entries are listed in the schedule below under "Important Notes"; entries are due at 9:30am. Each entry should be around 250 words; please type (or paste) your entry in the journal rather than attach a document.

In-class exercises: There will be two exercises related to course content. You must be present in order to receive any credit for these. If you are unable to complete the exercises in class, you can turn them in within one week of the date of the exercise.

Position paper: At mid-semester a position paper is due based on the history of archaeological theory. It must be based on the readings for this class. You will receive a handout with the specific requirements. Your paper must be submitted electronically to Blackboard's SafeAssignment (do not email papers to me).

Exams: The two exams (one take-home, one in-class) will be comprehensive, covering topics raised over the course of the semester. You will be emailed the take-home exam one week before the due date and can use notes and readings (but you must be sure to cite the readings used and include them in a References Cited section). Please email your responses on the due date by 9:30am. Notes will not be allowed for the in-class exam.

Assignments are due as noted in the schedule below and according to your assigned discussion days. With prior approval, late assignments will be accepted but marked down 50% of the grade earned. IMPORTANT: late assignments will not be accepted one week past the original due date.

ATTENDANCE IS REQUIRED. You are allowed 2 absences. Two points will be deducted for each absence thereafter.

Class participation: The majority of this course will be conducted as a seminar, with the expectation that students will come fully prepared to discuss and debate the readings. Your vocal participation and preparation are integral to the overall success of creating an engaged and active learning/teaching environment. Individuals will be called on to answer questions regarding the readings, and to offer insights on various topics.

Minute papers: Minute papers are akin to pop quizzes (although these will not be graded). During or after a lecture or class discussion, you will be asked to answer a question based on that day's lecture/discussion. Your responses should be brief (1-3 sentences) and to the point. Minute papers are an assessment tool. If I note problem areas in

terms of students' comprehension, if there is a clear indication that a debate needed more discussion time, or if there are significant observations that should be shared, I will spend a few minutes at the beginning of the next class to address them. Examples of the kinds of questions you will have to answer include:

What did you perceive to be the major purpose or objective of today's class?

Would you agree or disagree with this statement: . . .? Why?

In your opinion, what was the most useful idea discussed in today's class?

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Grading Scale: 96.5-100 = A+; 93.5-96.4 = A; 89.5-93.4 = A-; 86.5-89.4 = B+; 83.5-86.4 = B; 79.5-83.4 = B-; 76.5-79.4 = C+; 73.5-76.4 = C; 69.5-73.4 = C-; 66.5-69.4 = D+; 63.5-66.4 = D; 59.5-63.4 = D-; 59.0 and below = F
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Required Texts (available at the UT Co-op):

- 1. Matthew Johnson, *Archaeological Theory: An Introduction*, 2nd edition, Wiley-Blackwell, 2010.
- 2. Adrian Praetzellis, *Death by Theory* (revised edition), AltaMira Press, 2011.
- 3. Rosemary Joyce, *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*, Thames and Hudson (2009)

Blackboard: Grades, announcements, readings, journals, handouts, and the syllabus will be posted on Blackboard at http://courses.utexas.edu.

Students with disabilities: You may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/

Academic Integrity: Scholastic dishonesty will not be tolerated, and will be reported to the Dean of Students. If anyone is caught falsifying excuses in order to get an extended deadline, plagiarizing, unauthorized collaboration, etc., the possible consequences include an automatic failure in this class or even dismissal from this university. Please refer to the Student Judicial Services web site for more information: http://deanofstudents.utexas.edu/sjs/.

SCHEDULE OF TOPICS AND REQUIRED READINGS

NOTE: "AT" = Archaeological Theory; all other readings + bibliography will be posted on Blackboard.

DATE	TOPIC	READING ASSIGNMENTS	IMPORTANT NOTES				
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HISTORY OF ARCHAEOLOGICAL THOUGHT AND PRACTICE							
T: 1/15	Introduction to class.						
Th: 1/17	Early history of archaeology	AT Preface & Ch. 1	Lecture				
T: 1/22	Overview of major	A. Praetzellis, Death by Theory (1 st half)	Lecture				
	theoretical trends						
Th: 1/24	Overview of major	A. Praetzellis, Death by Theory (2 nd half)	Instructor-led				
	theoretical trends		discussion; Journal 1				
CULTURE HISTORY							
T: 1/29	Overview	Webster; Trigger (Ch 6; sections with *)	Lecture				
Th: 1/31	Methods and more	Ford; Steward; McKern	Group 1				
CRITIQUES & TRANSITIONS: MOVING BEYOND CULTURE HISTORY							
T: 2/5	Functionalism, conjunctive	Trigger (Ch 7; sections with *); Steward and	Lecture				
	archaeology, cultural	Setzler					
	ecology						

DATE	TOPIC	READING ASSIGNMENTS	IMPORTANT NOTES				
EMERGENCE OF PROCESSUAL ARCHAEOLOGY							
Th: 2/7	New Archaeology	AT Ch. 2-5	Lecture				
T: 2/12	Methods and theory	Watson, LeBlanc, & Redman; Flannery;	Lecture; Journal 2				
		Gould & Watson					
T: 2/19	Exercise 1						
POST-PROCESSUAL ARCHAEOLOGIES							
Th: 2/21	Overview	AT Ch. 6-8	Lecture				
T: 2/26	New directions in	Hodder; Conkey and Spector; Leone	Group 2				
	archaeology		_				

CASE STUDIES IN CONTEMPORARY ARCHAEOLOGY						
Th: 2/28	Gender analysis and feminist archaeology	R. Joyce	Lecture; Position paper due (attach file to Bb SafeAssign).			
T: 3/5	Gender analysis and feminist archaeology	Brumfiel; Arthur	Group 3; Journal 3			
Th: 3/7	Hunter-gatherers	AT Ch. 10; McGuire and Hildebrandt	Group 4			
T: 3/12	SPRING BREAK		•			
Th: 3/14	SPRING BREAK					
T: 3/19	Origins of agriculture	Readings TBA	Guest lecture: Dr. Arlene Rosen			
Th: 3/21	Archaeology of technology	Readings TBA	Guest lecture: Dr. Enrique Rodriguez- Alegria			
T: 3/26	"Complex" societies	AT Ch. 9; Feinman, Lightfoot, and Upham	Group 5			
Th: 3/28	Iron Age Africa	Readings TBA	Guest lecture: Dr. James Denbow			
T: 4/2	Ethics; Public archaeology	Mills; Smardz; Ludlow Collective; SAA Ethics; Zimmerman et al.	Group 6; Journal 4			
Th: 4/4	Indigenous archaeology	Atalay; Watkins	Group 7			
T: 4/9	Ritual and ideology	Janusek; Pauketat et al.	Group 8			
Th: 4/11	Cultural Resource Management (CRM)	Readings TBA.	Guest lecture: Doug Boyd, VP, Prewitt and Assoc., Austin			
T: 4/16	Culture contact	Readings TBA.	Guest lecture: Dr. Samuel Wilson			
Th: 4/18	Inequality and power		Group 9; Journal 5			
T: 4/23	African American archaeology in Texas	McDavid; Boyd, Franklin and Myers.	Lecture			
Th: 4/25	Exercise 2		Take-home exam due			
T: 4/30	Where is archaeology headed?	Meskell and Preucel; AT Ch 13	Group 10			
Th: 5/2	In-class exam					