

## ANT 324L: Theories of Archaeology

Spring 2016

Unique nos.: 30415

Classroom: SAC 4.174

Hours: T, Th 12:30-2:00

Instructor: Enrique Rodríguez

Office: SAC 4.144

Office hours: Wednesdays. 2:00-3:00 or by appointment

Email: see email instructions below

### **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.

Students with disabilities: Any student with disabilities should talk to me as soon as possible so that we may make arrangements that will make for a better learning experience and that will allow the student to show his or her abilities fully. Any request for accommodations must be made at least two weeks prior to the first assignment that will require accommodations. No last-minute requests will be honored.

Some classroom rules:

- A. NO cellphones, laptops, newspapers, or calculators in class or during exams.
- B. You may not record lectures or take photographs during lecture. Recording of any of my lectures will be considered academic dishonesty and result in academic penalties for the students involved. I do not post lecture notes on the internet.
- C. Academic dishonesty will be dealt with according to University rules.

**Grading:** Successful completion of this course will require learning from readings, lectures, Power Point presentations, in-class exercises, and film. Topics covered in the readings and in the classroom will, at times, be entirely different.

I will post grades on Canvas, but I will not report or discuss grades with students over the phone or via email. Please talk to me about grades in person.

Instructions for written exercises will be given in class. Written exercises are due at the beginning of class.

Students may discuss their exams and assignments with me individually. Students who request that I re-grade their exams or assignments, must present their request in writing. If I agree to re-grade, students should be aware that their grade might suffer if I find errors that I did not find on my first grading. Therefore, students are advised to make sure they have specific reasons why their grade should improve before they challenge their grade.

Final grades will be calculated as follows:

1.:	Exam 1 (in class):	10%
2.:	Exam 2 (take home):	10%
3.:	Leading discussion:	15%
4.:	Attendance:	15%
5.:	Participation:	20%
6.:	Written assignment 1:	15%
7.:	Written assignment 2:	15%

1. Exam 1: in-class exam covering the first half of the semester. The format will most likely be short answer, and multiple choice. No essays.

2. Exam 2: take-home exam asking you to evaluate and expand the theories discussed in the second half of the semester. It will be an essay, most likely between 5 and 7 pages, double-spaced.
3. Leading discussion: Students will lead discussion in teams of two or three. Each team will turn in a sheet with some of the main questions and issues they will discuss. Once I approve the sheet, then students will hand it out in class and lead discussion. The entire class is expected to participate and contribute to the discussion.
4. Attendance: Students are required to attend the class. The attendance grade will drop to ten out of fifteen points if a student is absent more than twice, and to zero if a student is absent more than four times. Seminars depend on student attendance to function.
5. Participation: Students are required to participate regularly and constructively. I will do my best to get everyone to talk in class, but students who are unprepared or who do not speak up and contribute will see their grade suffer. Read, be prepared, and speak up. Seminars depend entirely on student participation.
6. Written assignment 1: This assignment will be modeled after the NSF application for graduate funding. It will be no longer than four pages, double-spaced.
7. Written assignment 2: TBA. No longer than four pages, double-spaced.

Final grades in the class will use the + and – system (A, A-, B+, B, etc.).

**Email rules:**

1. Email if you have a medical emergency that will prevent you from making it to an exam.
2. Email if an emergency prevents you from coming to class. Normally I ask students not to email if they will miss class, but this class has an attendance requirement. Please keep me informed if you are having trouble making it to class.
3. Email me if you need to see me in office hours but you have a time conflict with a class. Otherwise, you may just show up during office hours.
4. Email if I ask you to email me.
5. Do not email to continue class discussion; please use office hours. Also, if you have a question about the material, please bring it up in class. Other students might benefit from it.
6. Do not use email to turn in assignments or to send attachments unless I specifically ask you to do so.
7. My email is: [chanfle@austin.utexas.edu](mailto:chanfle@austin.utexas.edu). Before you click “send”, make sure that your email complies with rules 1-6 above. Click “send”.

### **Textbooks and other readings:**

Both textbooks are available at the University COOP, and both are required readings. I will also place copies on reserve at the PCL.

1. Johnson, Matthew 2010 *Archaeological Theory: An Introduction*. Second edition. Wiley-Blackwell.
2. Praetzellis, Adrian 2011 *Death by Theory: A Tale of Mystery and Archaeological Theory*. Revised edition. Altamira Press.

Other readings will be available on JSTOR, put on reserve, or made available on Canvas.

### **CLASS SCHEDULE**

Please complete the reading for each week by Tuesday of that week.

#### **Week 1 (January 19, 21): Introduction to the class**

Readings:

1. Archaeological Theory, Preface and Chapter 1. Complete the reading by Thursday and be ready for some discussion. I will place these two chapters on Canvas.

#### **Week 2 (January 26, 28): Overview of archaeological theory**

Readings:

1. A. Praetzellis, *Death by Theory*, chapters 1-7.

#### **Week 3 (February 2, 4): Culture history**

**Group 1 will lead discussion.**

Readings:

1. Ford, James A. 1954. The type concept revisited. *American Anthropologist* 56:42-53. 1954. On Jstor.
2. Dongoske, Kurt E., Michael Yeatts, Roger Anyon, and T.J. Ferguson. 1997. Archaeological cultures and cultural affiliation: Hopi and Zuni perspectives in the American Southwest. *American Antiquity* 62:600-608. On Jstor.
3. A. Praetzellis, *Death by Theory*, chapters 8-10 and Epilogue.

#### **Week 4 (February 9, 11): Processual archaeology**

Readings:

1. Archaeological Theory Ch. 2-5.

**Week 5 (February 16, 18): Site formation and middle-range theory**

**Group 2 will lead discussion.**

Readings:

1. Binford, Lewis R. 1962 Archaeology as Anthropology *American Antiquity* Vol. 28, No. 2, pp. 217-225. Stable URL:

<http://www.jstor.org.ezproxy.lib.utexas.edu/stable/278380>

2. Binford, Lewis R. 1967 Smudge pits and hide smoking: the use of analogy in archaeological reasoning. *American antiquity* 32(1): 1-12. On Jstor.

3. Schiffer, Michael B. 1983 Toward the Identification of Formation Processes *American Antiquity* Vol. 48, No. 4, pp. 675-706. Stable URL:

<http://www.jstor.org.ezproxy.lib.utexas.edu/stable/279771>

**Week 6 (February 23, 25): Post-Processual archaeologies**

Readings:

1. Archaeological Theory chapters 6-8.

2. Hodder, Ian. 1992. Symbolism, meaning and context. In *Theory and Practice in Archaeology*, pp. 11-23. London: Routledge. Book on reserve at the PCL.

**Week 7 (March 1, 3): Environmental and social explanations**

**Review for exam. Bring questions on Thursday.**

Readings:

1. Archaeological Theory chapters 9-10.

2. Brumfiel, Elizabeth M. 1992 Distinguished Lecture in Archeology: Breaking and Entering the Ecosystem - Gender, Class, and Faction Steal the Show.

*American Anthropologist* Vol. 94, No. 3 (Sep., 1992), pp. 551-567. Stable URL:

<http://www.jstor.org.ezproxy.lib.utexas.edu/stable/680562>

**Week 8 (March 8, 10): Testing ideas in archaeology.**

**In-class exam on March 8.**

**SPRING BREAK: March 14-18. Have a safe wild and fun Spring Break.**

**Week 9 (March 22, 24): TBA**

**Guest lecture: Maria Franklin, March 22.**

Readings: TBA

**Week 10 (March 29, 31): Gender in Archaeology**

**Group 3 will lead discussion**

**Written assignment 1 due March 29.**

Readings:

1. Gero, Joan M. and Margaret W. Conkey (editors) 1991 *Engendering Archaeology: Women and Prehistory*. Blackwell. Read chapters 1, 5, 8, and 14. Book on reserve at the PCL.

**Week 11 (April 5, 7): Ethics and professional organizations 2.**

**SAA meetings.**

Readings:

1. Society for American Archaeology, Principles of Archaeological Ethics: <http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>
2. World Archaeological Congress, Codes of Ethics: [http://www.worldarchaeologicalcongress.org/site/about\\_ethi.php](http://www.worldarchaeologicalcongress.org/site/about_ethi.php)
3. American Anthropological Association: <http://ethics.aaanet.org/category/statement/> Notice that this statement consists of several pages. Continue following the links until you have read all of the statements.

**Week 12 (April 12, 14): Ethics, part II? Communities and stakeholders**

**Group 4 will lead discussion**

Readings:

1. Franklin, Maria 1997 "Power to the People": Sociopolitics and the Archaeology of Black Americans *Historical Archaeology*, Vol. 31, No. 3, In the Realm of Politics: Prospects for Public Participation in African-American and Plantation Archaeology, pp. 36-50. On JSTOR.
2. Wilcox, Michael 2010 Saving Indigenous Peoples from Ourselves: Separate but Equal Archaeology is not Scientific Archaeology. *American Antiquity* 75(2): 221-227. On JSTOR. Stable URL: <http://www.jstor.org/stable/25766192>
3. Castañeda, Quetzil E. 2008 The "Ethnographic Turn" in Archaeology: Research Positioning and Reflexivity in Ethnographic Archaeologies. In *Ethnographic Archaeologies: Reflections on Stakeholders and Archaeological Practices*. Edited by Quetzil E. Castañeda and Christopher N. Matthews AltaMira Press, Lanham, pp.25-62. On Canvas.

**Week 13 (April 19, 21): Historical Archaeology**

**Group 5 will lead discussion**

Readings:

1. Hall, Martin and Stephen W. Silliman 2006 Introduction: Archaeology of the Modern World. In *Historical Archaeology*. Blackwell Studies in Global Archaeology. Edited by Martin Hall and Stephen W. Silliman. Blackwell Publishing. Pp. 1-19. Book on Reserve at the PCL.
2. Voss, Barbara 2006 Engendered Archaeology: Men, Women, and Others. In *Historical Archaeology*. Blackwell Studies in Global Archaeology. Edited by Martin Hall and Stephen W. Silliman. Blackwell Publishing. Pp. 107-127.
3. Scaramelli, Franz and Kay Scaramelli 2015 Uncommon Commodities: Articulating the Global and the Local on the Orinoco Frontier. In *Archaeology of Culture Contact and Colonialism in Spanish and Portuguese America*. Edited by Pedro Paulo A. Funari and Maria Ximena Senatore, pp. 155-182. Springer. Book on reserve at the PCL.

**Week 14 (April 26, 28): The future of archaeology, in theory**

**Written assignment 2 due April 26.**

Readings:

1. AT Ch. 13.
2. Thomas, Julian 2015 The future of archaeological theory. *Antiquity*. Vol. 89: pp. 1287-1296. Available online through the University catalog. It may or may not be available on Jstor. Search for it through the UT catalog.
3. Morehart, Christopher 2014 Archaeologies of the Past and in the Present in 2014: Materialities of Human History. *American Anthropologist* 117 (2): 329-344. Available online.

**Week 15 (May 3, 5): Exam 2 (take home, due on May 5 during class).**