

Seminar in Archaeology

Autumn 2017

When and Where: 2:00-4:50 Mondays; Seminar Room SS 252

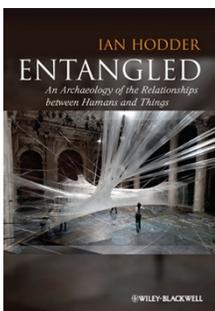
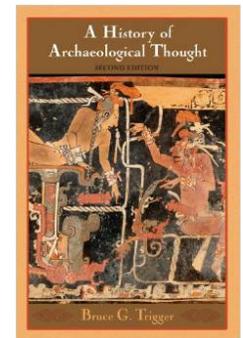
Professor: John Douglas; Office: Social Sciences 233; Office hours: Tuesday, Thursday 11:30-1:00, or by appointment. Tel: (612) 568-4827 (message or text); email: john.douglas@umontana.edu.

Description: This seminar provides graduate students in anthropology, especially those focused on archaeology and allied areas, an advanced understanding of archaeological theory, history and practice. The first part of the class emphasizes an overview of approaches, examining how specific archaeological theories are fuelled by social and intellectual milieus, and the interconnections between practice and theory. In the later part of the class, the focus is on how theory is applied by archaeologists to build understandings of human societies. There are no specific prerequisites, but participants should bring to the seminar a basic understanding of archaeological methods and goals, and to be prepared to read, analyze, discuss, and write on a graduate level.

Learning Outcomes: At completion, students in this course will be able to:

- 1) Summarize the history of archaeology, with an emphasis on the major intellectual traditions;
- 2) Understand the intellectual currents in English language archaeology over the last 50 years, and be able to analyze the strengths and weaknesses of the major schools;
- 3) Articulate how theory effects the practice of archaeology; and
- 4) Be able to apply and use this knowledge in critical analyses of the field through discussions, presentations and writing.

Texts and readings: Bruce G. Trigger, *A History of Archaeological Thought*, Second Edition (2006), Cambridge University Press; Ian Hodder, *Entangled: An Archaeology of the Relationships between Humans and Things* (2012), Wiley-Blackwell.



Assigned articles, with one noted exception, are available through the [Mansfield Library](#)'s electronic journal subscriptions; PDFs, for reading or printing, can be downloaded for these articles. Generally, you can find these articles quickly by entering the title in the OneSearch box; otherwise, look up the journal and search there. Articles can be retrieved at home with your NetID and password.

Course requirements:

A. Participation. In a seminar, you are a *participant and a co-creator of the class*, meaning that you must join in the discussion by providing thoughtful questions, critiques, and opinions based on your experiences. Students must read and be prepared to discuss/analyze *all* assigned reading. A significant portion of your final grade is based on attendance, general participation, and discussion leader for assigned articles. 100 points possible.

B. Short Assignments. Four assignments are due on Moodle the day (by 2:00 PM) noted in the schedule. Each paper should be no more than 1,000 words (about four double-spaced pages) and follow the *American Antiquity* citation style discussed below. I prefer that papers are submitted in Microsoft Word format unless you use a different editor, in which case submit a PDF. I return comments on the paper electronically. Each paper is worth 25 points for a total of 100 points.

1. **Intellectual biography.** Explain how you became interested in archaeology, your background, and the people, events, readings, and ideas that have most influenced your interests.
2. **Examine archaeological history.** Based on Trigger's book, take a short period of archeological history, on the order of 20 to 50 years, in one archaeological research tradition. Outline the characteristics of the period in your own words, and then evaluate the strengths and the biases of the period. Finally, examine whether the characteristics of the period are best explained by an "internalist" or "externalist" history of archaeology, as defined by Trigger.
3. **Review an article.** Take one of the articles we've read and consider it closely. In your essay: 1) briefly explain the goal(s) of the article; 2) examine the assumptions and approaches that are made; 3) connect the article to the history and development of archaeology; 4) assess weaknesses and strengths; 5) discuss the importance.
4. **Concept/Outline for your conference paper.** Choose a topic inspired by this seminar or your broader interests. The topic can focus on an approach/topical area with little or no emphasis on application to a specific archaeological record, or it can be applied to an archaeological problem. The paper should be written for this class, although the topic can be one you are developing in other contexts, including your thesis or dissertation. In a short format, state what your focus will be and what you hope to accomplish, along with a short/basic outline. No references needed, unless required for clarity/explanation. *The usual maximum of 1,000 words applies, but you should be able to state your project in a few pages.*

C. **Conference Paper.** Develop a paper that examines theory or method, either through a general analysis or a specific application. You will present your work both in class (as a 20-25 minute presentation, including a few minutes for questions) and as a written assignment submitted to Moodle. The paper should be 2,500-3,000 words (about 10-12 pages of standard double-spaced text), plus 10 or more references, at least half oriented to theory or method. PowerPoint normally should be part of your presentation. 100 points maximum.

D. **Citation Style For Papers.** Anthropology, and this class, uses the Chicago/Turabian style with parenthetical author-date citations. As long as citations, quotes, and references are handled in a systematic way using this approach, you need not sweat the details. See the Mansfield [citation style page](#) for a useful overview. If you want specific instructions, follow the [style guide](#) for *American Antiquity*. Note that the web-based citation manager RefWorks is available on the Library for free, and while less than perfect, can save you time in the long run, and will write your saved references to an *American Antiquity* style bibliography.

"Rules of the road" for new seminar participants

1. **Do not plagiarize.** Plagiarism is stealing ideas, the most precious commodity in academia. If you are not sure how to cite references or where the line is drawn in attributing sources, you *must* educate yourself (you can start at the [Mansfield Library](#)). Ignorance or "accidents" do not serve as excuses. Your responsibilities as a student are spelled out in the Student Code of Conduct (available at [the UM website](#)).
2. **Be respectful of others.** Everyone should feel safe to share ideas and thoughts. Everyone should have an opportunity to speak. Rude behavior will lower your participation points.
3. **Come to seminar.** More than one unexcused absence will lower your participation points.
4. **Present yourself in a professional manner.** Be on time and ready to speak. Papers should be well written, grammar and spelling checked, and with the appropriate references style.

Other Policies

Final Grades: There are 300 points for the class. Students with more than 280 points will receive an A; 268-279= A-; 259-267= B+, 250-258= B, 238-249= B-, and so on.

Disability Accommodations: Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the [Disability Services website](#) at or call 406.243.2243 (Voice/TTY).

Changing enrollment status: **September 11** (5:00 pm) is the last (simple) day to add/drop a course on Cyberbear; **November 2** (5:00 pm) is the last day to add or drop (marked with a “W” on transcript) without a petition to the Dean’s office.

Incompletes: An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a portion of the class because of documented serious health or personal problem during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

Schedule

Date	Event	Readings to Discuss	Assignment Due
9/11	Introduction		
9/18	Intellectual Bios/Start Trigger	Trigger, chapters 1-2	Intellectual biography
9/25	Roots through Culture History	Trigger, chapters 3-6	
10/2	Function and Society archaeology	Trigger, chapters 7-10	Trigger essay
10/9	What does archaeology study? Behavioral Arch answers	See article list	
10/16	What does archaeology study? Post-processual Arch answers	Hodder 2012	
10/23	What do we want from archaeology?	See article list	
10/30	Social Complexity	See article list	
11/6	Exchange, Networks & Specialization	See article list	
11/13	Environment & Subsistence	See article list	Article Review
11/20	Consultations (no class)		
11/27	Ritual, Power, & Religion	See article list	Outline/Concept Paper
12/4	Conference Paper Presentations		Last names A-F
12/11	Conference Paper Presentations		Last names J-Z
12/19	Finals period, 1:10-3:10		Paper due

Article Readings (listed in order for reading/class discussion).

What does archaeology study? Behavioral Archaeology answers

Schiffer, M. B., 1972 Archaeological context and systemic context. *American Antiquity*, 37:156-165

Binford, Lewis R., 1981 Behavioral Archaeology and the “Pompeii Premise.” *Journal of Anthropological Research* 37:195-208.

Schiffer, Michael B., 1985, Is there a “Pompeii Premise” in Archaeology? *Journal of Anthropological Research* 41:18-41.

Schiffer, Michael B and James M. Skibo, 1987, Theory and Experiment in the Study of Technological

Change, *Current Anthropology*, Vol. 28(5):595-622.

Walker, William H. and Michael Brian Schiffer, 2006, The Materiality of Social Power: The Artifact-Acquisition Perspective. *Journal of Archaeological Method and Theory* 13(2):67–88.

What do we want from archaeology?

Binford, Lewis R., 1962, Archaeology as anthropology, *American Antiquity* 28(2):217-225.

Reid, J. Jefferson, M. B. Schiffer, & W.L. Rathje, 1975, Behavioral archaeology: Four strategies. *American Anthropologist*, 75:864-869

Brumfiel, Elizabeth M., 1992 Distinguished Lecture in Archeology: Breaking and Entering the Ecosystem-- Gender, Class, and Faction Steal the Show. *American Anthropologist* 94(3):551-567

Kintigh, Keith, and many others, 2014, Grand Challenges for Archaeology, *American Antiquity*, 79:5-24.

Cobb, Charles R., 2014, The Once and Future Archaeology. *American Antiquity*, 79:589-595.

Social Complexity

Wolf, Eric R., 1990, Distinguished Lecture: Facing Power -- Old Insights, New Questions. *American Anthropologist* 92(3):586-597.

Crumley, Carole L. 1995, Heterarchy and the Analysis of Complex Societies. In *Heterarchy and the Analysis of Complex Societies*, edited by Robert M. Ehrenreich, Carole L. Crumley, and Janet E. Levy, pp. 1-5. *Archeological Papers of the AAA*, No. 6, Washington.

Wiessner, Polly, 2002 The Vines of Complexity: Egalitarian Structures and the Institutionalization of Inequality Among the Enga. *Current Anthropology* 43(2):233-269.

Nelson, Ben A., 1996, Complexity, Hierarchy, and Scale: a Controlled Comparison Between Chaco Canyon, New Mexico, and La Quemada, Zacatecas. *American Antiquity* 60(4):597-614.

Mills, B. J., 2004, The establishment and defeat of hierarchy: inalienable possessions and the history of collective prestige structures in the Pueblo Southwest. *American Anthropologist*, 106(2), 238-51

Exchange, Networks & Specialization

Spielmann, Katherine A., 2002 Feasting, Craft Specialization, and the Ritual Mode of Production in Small-Scale Societies. *American Anthropologist* 104(1):195-207.

Mills, Barbara J. and many others, 2013 Transformation of social networks in the late pre-Hispanic US Southwest. *PNAS (Proceedings of the National Academy of Sciences)* 110 (15) 5785-5790.

Wells, E. C., 2006 Recent Trends in Theorizing Prehispanic Mesoamerican Economies. *Journal of Archaeological Research* 14:265-312.

Moffett, Abigail Joy and Shadreck Chirikure, 2016, Exotica in Context: Reconfiguring Prestige, Power and Wealth in the Southern African Iron Age, *Journal of World Prehistory*, 29(4): 337–382.

Wesley D. Stoner and Christopher A. Pool, 2015, The Archaeology of Disjuncture: Classic Period Disruption and Cultural Divergence in the Tuxtla Mountains of Mexico. *Current Anthropology*, 56(3):385-420.

Environment & Subsistence

Barlow, K. Renee, 2002, Predicting Maize Agriculture among the Fremont: An Economic Comparison of Farming and Foraging in the American Southwest. *American Antiquity* 67(1): 65-88.
doi:10.2307/2694877.

Minnis, Paul E., Michael E. Whalen, and R. Emerson Howell, 2006, Fields of Power: Upland Farming in the Prehispanic Casas Grandes Polity, Chihuahua, Mexico. *American Antiquity* 71(4): 707-22.

doi:10.2307/40035885.

d'Alpoim Guedes, Jade A. et al., 2016, Twenty-first century approaches to ancient problems: Climate and society, *PNAS* 113(51): 14483–14491, doi: 10.1073/pnas.1616188113

Kennett, Douglas J., and many others, 2012, Development and Disintegration of Maya Political Systems in Response to Climate Change. *Science* 338(6108):788.

Schwindt, Dylan M. et al., 2016, The Social Consequences of Climate Change in the Central Mesa Verde Region, *American Antiquity* 8(1)74-96. DOI: <https://doi.org/10.7183/0002-7316.81.1.74> (Not at the Mansfield--find it on our Moodle page)

Ritual, Power, & Religion

Gesualdo Busacca, 2017, Places of Encounter: Relational Ontologies, Animal Depiction and Ritual Performance at Göbekli Tepe, *Cambridge Archaeological Journal*, 27(2):313-330.

Lucero, Lisa J. The Politics of Ritual: The Emergence of Classic Maya Rulers. *Current Anthropology* 47(5):805-842.

Inomata, Takeshi, 2006, Plazas, Performers, and Spectators: Political Theaters of the Classic Maya. *Current Anthropology* 44(4): 523-558.

Crown, Patricia L. et al., 2012, Ritual Black Drink consumption at Cahokia, *PNAS* 109:13944–13949, doi: 10.1073/pnas.1208404109.

VanPool, Christine S., 2003, The Shaman-Priests of the Casas Grandes Region, Chihuahua, Mexico. *American Antiquity* 68(4): 96-717. doi:10.2307/3557068.