Seminar in Archaeology

When and Where: 2:10-5:00 Fridays; Seminar Room SS 252

Professor: John Douglas; Office: Social Sciences 233; Office hours: Fridays 1:00-2:00, Tuesday and Thursday 11:10-12:10, or whenever my door is open. Tel: 243-4246; email: john.douglas@umontana.edu.

Description: This seminar is designed to give 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. There are no specific prerequisites, but all participants must 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, successful 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.


Assigned articles are available through the Library’s electronic journal subscriptions; PDFs, for reading or printing, can be downloaded for all the assigned articles. These can be found at the Mansfield e-journals. You can use any campus computer, or, at home, enter your “computer access user ID" (NetID) and password when required.

Course requirements:

A. In a seminar, you are not a passive learner, you are a participant and creator of the class, meaning that you must join in the discussion by providing thoughtful questions, opinions, and critique. Students must read and be prepared to discuss/analyze all assigned reading. A significant portion of your final grade will be based on presence and general participation (100 points).

B. Oral presentations. Each student will present an oral version of three of their papers in class: 1) the intellectual biography; 2) a review of an archaeological paper, and 3) your research problem
paper. The content of the papers will be judged separately, but your presentation in the classroom will be judged for your preparedness, organization, ability to explain the key concepts, and responses to questions. PowerPoint can be useful for the Journal Review and Research Problem assignments, depending on your approach and the topic at hand, but it is not expected or required (50 points).

C. Written assignments.

1. **Intellectual biography.** In 3-4 double spaced pages (no more than 1,000 words), explain how you became interested in archaeology, what your background is, and the people, events, and ideas have most influenced your approach to archaeology. (25 points)

2. **Review a professional paper.** The selected paper should be less than 50 years old; be at least 10 pages long; provide an original contribution (no book reviews or review articles); must be found in a professional, peer-reviewed journal; and you must be the first student to pick the article on the appropriate Moodle forum. The paper can be applied or explicitly theoretical, but you must be able to connect it to the history/development of archaeology. In your essay: 1) briefly summarize the article; 2) discuss the assumptions and approaches that are made; 3) connect the article to the history and development of archaeological approaches; 4) assess the weaknesses and strengths of the approach that is used; 5) discuss the importance of the article. The assignment should be no longer than five double spaced pages with standard formatting (1,250 word limit). (50 points)

3. Develop an original paper on a research topic that deals with theory and method in archaeology—it can be applied or not. The paper might overlap other research you have done or are currently working toward, but the paper should be written specifically for this class.
   a. You are free to choose a topic inspired by readings in the class, or interests that you have already established. The paper can focus on a theoretical approach or method with little or no emphasis on application to a specific archaeological record, or it can focus on the applicability of an approach to a specific region. If you choose to look at a region (or even site), your paper can either develop a research question revolving around a specific theory or method—along the lines of a research proposal—or simply look at how well a theory or data from a new method helps us understand a region or site. Insure that if you look at a region, you give appropriate coverage establishing and evaluating the theory or method.
   b. There are two assignments related to your independent research effort:
      i) **Outline/Concept Paper:** in 2-3 pages, (500 to 750 words) tell me what you are considering doing and why. No references needed. (25 points)
      ii) **Research Problem Paper:** develop a paper that explains the theory or method you are exploring, and then look at its importance, either through a general analysis or a specific application. The paper should consist of 2,500-3,000 words (about 10-12 pages of standard double-spaced text), plus at least 10 references, at least half oriented to theory or method. (100 points)

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**Some important “rules of the road” for 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 now (you can start at the Mansfield Library). Ignorance or “accidents” do not serve as excuses. For full knowledge of your ethical responsibilities, know the Student Code of Conduct.
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 and your work in a professional manner.** Be on-time and prepared for seminar. Your papers should be well-written, grammar and spelling checked, with appropriate references and a bibliography in an acceptable style (see below). If you submit on paper, staple your assignment in the upper left corner—sheet protectors and folders won’t help grades!

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**Other Policies**

*Citation Style:* Anthropology generally follows the Chicago/Turabian style with parenthetical author-date citations, and that is the expectation for papers in this class. As long as citations, quotes, and references are handled in a systematic way using this general approach, you need not worry about the details. See the Mansfield citation style page for a useful overview. If you have specific issues, use the style guide for *American Antiquity*. Note that two web-based citation managers, RefWorks and EndNote, are available on the Library website for free (these are can found on the alphabetical list at the library database page). I use RefWorks because once learned and references entered, it saves time and insures accuracy—and writes saved references to *American Antiquity* style.

*Final Grades:* There are 350 points for the class (in-seminar activities, participation and presentations, total 150 points; the four written assignments total 200 points). Students with more than 332 points will receive an A; 315-331= A-; 297-314= 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 21** (5:00 pm) is the last (simple) day to add/drop a course on Cyberbear; **November 3** (5:00 pm) is the last day to add or drop 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.

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**Schedule**

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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading for the day</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>9/4/15</td>
<td>Opening</td>
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<tr>
<td>9/11/15</td>
<td>Discussion of Biographies/Intro to Trigger</td>
<td>Trigger, chapters 1-2</td>
<td>Intellectual biography (presentation and written version due at class time)</td>
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<tr>
<td>9/18/15</td>
<td>Roots through Culture History</td>
<td>Trigger, chapters 3-6</td>
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<td>9/25/15</td>
<td>Function and Society archaeology</td>
<td>Trigger, chapters 7-10</td>
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<td>10/2/15</td>
<td>Critical Reading</td>
<td>Gibbon, Part 1; Kintigh et al. 2014 &amp; Cobb 2014</td>
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<td>10/9/15</td>
<td>Critical Reading</td>
<td>Gibbon, Parts 2-4; Buchanan et al. 2008; Steele 2010</td>
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<td>10/16/15</td>
<td>Journal Readings 1</td>
<td>See syllabus list</td>
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<td>10/23/15</td>
<td>Journal Readings 2</td>
<td>See syllabus list</td>
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<tr>
<td>10/30/15</td>
<td>Journal Readings 3</td>
<td>See syllabus list</td>
<td>List your article for presentation on the Moodle forum</td>
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<tr>
<td>11/6/15</td>
<td>Student Selected Readings 1</td>
<td>Student selected--see Moodle forum</td>
<td>Students (last name A-N) lead discussion</td>
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<tr>
<td>11/13/15</td>
<td>Student Selected Readings 2</td>
<td>Student selected--see Moodle forum</td>
<td>Students (last name O-Z) lead discussion; <strong>turn in</strong> Professional Paper Review by Monday 11/16</td>
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<td>11/20/15</td>
<td>Consultations (no class)</td>
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<td>Turn in Outline/Concept Paper by Monday 11/23</td>
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<td>11/27/15</td>
<td>Thanksgiving Break (no class)</td>
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<td>12/4/15</td>
<td>Student Presentations</td>
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<td>Students (last name O-Z) lead discussion</td>
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<td>12/11/15</td>
<td>Student Presentations</td>
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<td>Students (last name A-N) lead discussion; Paper due by Monday 12/14</td>
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<td>12/17/15</td>
<td>Discussion</td>
<td><strong>Finals period, 1:10-3:10</strong></td>
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**Article Readings (listed in order for reading/class discussion).**

**Readings paired with Gibbon book:**

Kintigh, Keith, and many others

Cobb, Charles R.

Buchanan, Briggs and others

James Steele

**Journal Readings 1:**

Schiffer, Michael B

Reid, J. Jefferson, MB Schiffer, & W.L. Rathje,

Binford, Lewis R.

Schiffer, Michael B.

Wylie, Allison
- 1992 The interplay of evidential constraints and political interests: recent archaeological research on gender *American Antiquity* 57: 15-35.
Journal Readings 2:
Wolf, Eric R.

Brumfiel, Elizabeth M.

Blanton, Richard E., Gary M. Feinman, Stephen A. Kowalewski, and Peter N. Peregrine

Wells, E. C.

Crumley, Carole L.

Wiessner, Polly

Journal Readings 3:
Spielmann, Katherine A.

McGuire, Randall H., Saiitta, Dean

Inomata, Takeshi

Nelson, Ben A.

Wesley D. Stoner and Christopher A. Pool

Mills, Barbara J. and many others