

## Anthropology 681 - Archaeology and Anthropology Spring 2007

Madonna L. Moss

Time & Place: Monday & Wednesday, 4:00-5:50 PM, 313 Condon Hall

### Contact Information:

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### Objectives and Requirements

This course examines fundamental issues in archaeological theory, method, process, and practice--- and how all of these are interrelated. We sample various efforts by anthropological archaeologists to document, explain, and understand human cultures and societies over time. The readings consist of two single-authored texts and a selection of journal articles and book chapters (most on Blackboard). Taken together these span the history of archaeology and illustrate how archaeology has moved from culture history into considering behavioral, ecological, processual, postprocessual, social, symbolic, epistemological, and political questions. The course should result in a growing understanding of the relationship between archaeology and anthropology and between archaeology and some of the other social and historical sciences. Please remember that this is a survey course, however, and it cannot cover all the archaeologies that exist on the contemporary scene.

The course is designed to foster your professional development as graduate students. I expect that each student has some background in archaeological methods and interpretation with a basic understanding of the differences between culture history, processual, and postprocessual archaeologies. If you lack this information, please read Matthew Johnson's, *Archaeological Theory: an Introduction*, as soon as possible. Each class member is responsible for all readings and for developing a personal perspective on the topic of the day. Discussions will go beyond simple summary to critical evaluation of the strengths and weaknesses of the arguments examined. We will build up our cumulative experience to make possible comparative analyses. By the end of the term, we will be able to understand the development of archaeology as anthropology and use what we've learned as theoretical resources for future study and work. This course should also strengthen your analytical skills, whether you are an archaeologist or not.

As a graduate core class, the success of the course relies heavily on your comprehension of the material, your preparation, and our discussion of the readings. My role is to select the readings, facilitate discussion, and evaluate your performance. In preparation for each class meeting, I encourage every student to take notes on every reading and bring these to class. Although I will not require you to submit these notes for my review, compiling such

annotations is excellent practice for every graduate course you take. Think of this in terms of writing 100-word abstracts for each chapter and article you read. This will greatly assist you when it is time to prepare for your two exams in this course. For those of you who are archaeologists planning to work on a Ph.D., if you start this practice now, you will find that it will be of great benefit to you when you are preparing to take your comprehensive examinations later.

**Homework** - For each of the 16 class meetings where we will discuss assigned readings, you have a short writing assignment. For those classes in which we discuss the Trigger and Smith texts, you are required to select one idea or argument that you think is particularly important, convincing, or enlightening and explain why (in a single paragraph). In addition, formulate one question raised in the reading that you would like to explore more fully in the class discussion. This paragraph and question should be emailed to me, no later than noon on the day of class. On days where we have additional articles and book chapters, please write 1-3 sentences for each article that summarize the central point the author is trying to make. In addition, formulate one question raised in each article or book chapter that you would like to explore more fully in the class discussion. For some class days, I will email you additional questions for you to respond to in writing prior to our class meeting. Again, you are required to email me these writings no later than noon on the day where we will discuss them in class. My intent is for this material to function as a "springboard" for class discussion; it is not supposed to be an onerous task for you. We will make a concerted effort to explore as many of these questions as possible in class; in some cases I may recommend additional readings to clarify specific issues.

In the past, each seminar discussion has been led by an individual student. At this time, I am not going to assign individuals specific days because there can be a tendency to over-prepare for the assigned day and be more "passive" on other days. Because we are a small class, I expect each student to participate in each class discussion and that we will share leadership as a group. I may make adjustments to this structure as needed as we proceed through the term.

I have found that disagreement about various topics in archaeological theory can be very enlightening. Each of us comes to this class from a different standpoint with different experiences. Developing constructive and respectful ways of talking and writing about different perspectives is essential preparation for a productive scholarly career, and essential to a successful seminar.

I encourage students to form study groups (a group?) to share readings and discuss issues outside of class. Participating in a study group can help you better understand course content and study groups are a proven practice of serious and successful graduate students. Each student must produce his or her own independent written work on exams, however. Discussion of exam questions by study groups is prohibited.

## **Examinations**

Two take-home examinations, covering class readings and discussions, will function as the

qualifying examination for the archaeological core course portion of the departmental Master's degree requirement. One will be due at mid-term (week 6), the other during finals week. You should be prepared to take the exams before they are handed out in class, in other words, all readings should be completed according to the schedule, all notes and abstracts compiled, and study groups shall have met. Each exam will have a strict page limit of 10 pages (12 point font, 1-inch margins). The two exams have equal weight and will be read by your instructor as well as Professor Ayres. We expect you will write multiple drafts of your exams to insure that each is concise, coherent, and within the page limit.

Be very careful to avoid plagiarism and learn how to quote and paraphrase effectively (see <http://libweb.uoregon.edu/guides/plagiarism/students/> for excellent advice). Class attendance and the quality of emailed homework will also figure in determining individual letter grades for the course.

Grades will be based on a percentage of 250 points:

|               |           |
|---------------|-----------|
| Homework      | 50 points |
| Participation | 50 points |
| Mid-term Exam | 75 points |
| Final Exam    | 75 points |

**Attendance and Participation:** As in all my courses, and especially in this course, missing class will be detrimental to your understanding of the course content and that of other students. Your attendance and participation are required for the entire session of each class meeting. Failure to be prepared for class will also impact the caliber of discussion. Please avoid talking in general terms in class, and focus on the readings. I expect each student to attend and productively participate in every class. If you have to miss class (due to an accident or for a contagious illness), please notify me before class.

High quality participation is judged by being prepared for discussion having completed the readings, making relevant comments, asking clarifying questions, moving discussion forward, using evidence to support a position, presenting factual information, making analogies, and recognizing and identifying contradictions. Negative behavior includes being unprepared for class, **being late for class**, making irrelevant comments, not paying attention, distracting others, interrupting, monopolizing discussion, or making a personal attack.

### **Disability Accommodation**

If you have a documented disability and anticipate needing accommodation in this course please contact me soon. Please also request that the Counselor for Students with Disabilities send a letter verifying your disability.

### **Required Texts** - available at the UO Bookstore

Trigger, Bruce G. (2006) *A History of Archaeological Thought*. (2nd edition).

Cambridge University Press.

Smith, Laurajane (2004) *Archaeological Theory and the Politics of Cultural Heritage*. Routledge, New York.

**Recommended Text** - Johnson, Matthew (1999) *Archaeological Theory: an Introduction*. Blackwell, Oxford, UK.

**Additional Required Readings - [most on Blackboard, under "Course Documents"]**

Please note: These readings are listed alphabetically by author, not in the order in which we will read them (see course schedule below).

Bamforth, Douglas 2002 Evidence and Metaphor in Evolutionary Archaeology. *American Antiquity* 67:435-452.

Benavides, Hugo O. 2001 Returning to the Source: Social Archaeology as Latin American Philosophy. *Latin American Antiquity* 12:335-370.

Binford, Lewis R. 1962 Archaeology as Anthropology. *American Antiquity* 28:217-225.

Binford, Lewis R. 1964 A Consideration of Archaeological Research Design. *American Antiquity* 29: 425-441.

Binford, Lewis R. 1967 Smudge Pits and Hide Smoking: the Use of Analogy in Archaeological Reasoning. *American Antiquity* 32:1-12.

Binford, Lewis R. 1977 General Introduction. In *For Theory Building in Archaeology*, edited by L. R. Binford. Academic Press, New York.

Binford, Lewis R. 1980 Willow Smoke and Dog's Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity* 45:4-20.

Brumfiel, Elizabeth M. 1992 Breaking and Entering the Ecosystem - Gender, Class, and Faction Steal the Show. *American Anthropologist* 94:551-567.

Condori, Carlos Mamani 1989 History and Pre-History in Bolivia, What about the Indians? In *Conflicts in the Archaeology of Living Traditions*, edited by R. Layton, pp. 46-59. Unwin Hyman.

Conkey Margaret W. and Sarah Williams 1991 Original Narratives: the Political Economy of Gender in Archaeology. In *Gender, Culture and Political Economy, Feminist Anthropology in the Post-Modern Era*, edited by M. Di Leonardo, pp. 102-139. University of California Press,

Berkeley.

Ferguson, T. J. 2003 Anthropological Archaeology Conducted by Tribes: Traditional Cultural Properties and Cultural Affiliation. In *Archaeology is Anthropology*, edited by Susan D. Gillespie and Deborah L. Nichols, pp. 137-144. Archeological Papers of the American Anthropological Association No. 13, Arlington, VA.

Fritz, J. M. and F. T. Plog 1970 The Nature of Archaeological Explanation. *American Antiquity* 35:405-412.

Gifford, Diane P. 1981 Taphonomy and Paleoecology: a Critical Review of Archaeology's Sister Disciplines. *Advances in Archaeological Method and Theory*, vol. 4:365-438.

Gifford-Gonzalez, Diane 1993 You Can Hide, But You Can't Run: Representation of Women's Work in Illustrations of Paleolithic Life. *Visual Anthropology Review* 9(1):23-41.

Hegmon, Michelle 2003 Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology. *American Antiquity* 68(2):213-243.

McGuire, Randall 1992 Introduction. In *A Marxist Archaeology*, by R. McGuire, pp. 1-19. Academic Press, San Diego.

Mihesuah, Devon 2000 American Indians, Anthropologists, Pothunters, and Repatriation: Ethical, Religious, and Political Differences. In *Repatriation Reader: Who Owns American Indian Remains?*, edited by D. A. Mihesuah, pp. 95-105. University of Nebraska Press, Lincoln.

Moss, Madonna L. 1993 Shellfish, Gender, and Status on the Northwest Coast: Reconciling Archaeological, Ethnographic, and Ethnohistorical Records of the Tlingit. *American Anthropologist* 95(3):631-652.

Moss, Madonna L. 2005 Rifts in the Theoretical Landscape of Archaeology in the United States: a Comment on Hegmon and Watkins. *American Antiquity* 70(3):581-587.

O'Brien, M. J., R. L. Lyman, and R. D. Leonard (1998) Basic Incompatibilities between Evolutionary and Behavioral Archaeology. *American Antiquity* 63:485-498.

Patterson, Thomas C. 1990 Some Theoretical Tensions within and between the Processual and Postprocessual Archaeologies. *Journal of Anthropological Archaeology* 9:189-200.

Patterson, Thomas C. 2003 *Marx's Ghost: Conversations with Archaeologists*. Berg, New York.

Raab, Mark and Albert Goodyear 1984 Middle-Range Theory in Archaeology: a Critical Review of Origins and Applications. *American Antiquity* 49:255-268.

Salmon, Merilee 1975 Confirmation and Explanation in Archaeology. *American Antiquity* 40:459-464.

Schiffer, Michael B. 1996 Some Relationships between Behavioral and Evolutionary Ecologies. *American Antiquity* 61:643-662.

Schiffer, Michael B. 1999 Behavioral Archaeology: Some Clarifications. *American Antiquity* 64:166-168.

VanPool Christine S. and Todd L. VanPool 1999 The Scientific Nature of Postprocessualism. *American Antiquity* 64:33-53.

Villa, Paola 1982 Conjoinable Pieces and Site Formation Processes. *American Antiquity* 47:276:290.

Watkins, Joe E. 2003 Beyond the Margin: American Indians, First Nations, and Archaeology in North America. *American Antiquity* 68(2):273-285.

Willey, Gordon R. and Philip Phillips 1958 American Archaeology and General Anthropological Theory, Archaeological Unit Concepts: Archaeological Integration. In *Method and Theory in American Archaeology*, pp. 1-57. University of Chicago Press.

Winterhalder, Bruce and Eric Alden Smith 2000 Analyzing Adaptive Strategies: Human Behavioral Ecology at Twenty-Five. *Evolutionary Anthropology* 9(2):51-72.

Wylie, Alison 1992 The Interplay of Evidential Constraints and Political Interests: Recent Archaeological Research on Gender. *American Antiquity* 57:15-35.

Wylie, Alison 1993 A Proliferation of New Archaeologies: Beyond Objectivism and Relativism. In *Archaeological Theory, Who Sets the Agenda?* edited by N. Yoffee and A. Sherratt, pp. 20-26. Cambridge University Press.

Wylie, Alison 2002 Heavily Decomposing Red Herrings: Middle Ground in the Anti-/Postprocessualism Wars. In *Thinking from Things: Essays in the Philosophy of Archaeology* by Alison Wylie, pp. 171-178. University of California Press, Berkeley.

### Schedule of Readings and Discussion

In the schedule below, names with dates refer to articles and excerpts; Trigger and Smith are your textbook readings.

| Date   | Topic        | Readings                   |
|--------|--------------|----------------------------|
| Apr. 2 | Introduction | Trigger, preface, pp. 1-39 |

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|---------|--|---|
| Apr. 4  | Intellectual Foundations & Antiquarianism                              | Trigger, pp. 40-120   |
| Apr. 9  | Early Archaeology - Colonial Origins                                   | Trigger, pp. 121-210  |
| Apr. 11 | Culture Historical Archaeology   | Trigger, pp. 211-278  |
| Apr. 16 | Culture Historical Archaeology   | Trigger, pp. 278-313; Willey and Phillips 1958  |
| Apr. 18 | Early Functional-Processual Archaeology                                | Trigger, pp. 314-385  |
| Apr. 23 | Marxism in Archaeology   | McGuire 1992; Patterson 2003, pp. 1-62; Benavides 2001                                    |
| Apr. 25 | <b>NO CLASS</b>  | Society for American Archaeology Annual Meeting   |
| Apr. 30 | Processualism  | Trigger, pp. 386-444; Fritz & Plog 1970; Salmon 1975                                      |
| May 2   | L. Binford's Early Work  | Binford 1962, 1964, 1967, 1977  |
| May 7   | <b>NO CLASS - Midterms Due</b>   | <b>Midterm Exams due, May 7 at noon</b>   |
| May 9   | "Middle- Range" Theory   | Raab & Goodyear 1984; Binford 1980; Gifford 1981; Villa 1982                              |
| May 14  | Postprocessualism  | Trigger, pp. 444-483; Patterson 1990; Brumfiel 1992; Wylie 1993; Van Pool & Van Pool 1999 |
| May 16  | Pragmatic Synthesis  | Trigger, pp. 484-528; Hegmon 2003; Watkins 2003; Moss 1993, 2005                          |
| May 21  | Following up Hegmon's typology of Three "Self-Identified Perspectives" | Winterhalder & Smith 2000; Bamforth 2002; Schiffer 1996, 1999; O'Brien et al. 1998        |
| May 23  | Feminism & Archaeology   | Conkey & Williams 1991; Gifford-Gonzalez 1993; Wylie 1992, 2002                           |
| May 28  | <b>NO CLASS Memorial Day</b>   |   |
| May 30  | Politics of the Past   | Smith, pp. 1-104; Mihesuah 2000   |
| Jun. 4  | Archaeological Theory in CRM   | Smith, pp. 105-173; Ferguson 2003   |
| Jun. 6  | Contested Heritage   | Smith, pp. 174-203; Condon 1996   |
| Jun. 12 | <b>Final Exams due at noon</b>   |   |