Dr. Stephen Dueppen  
Office: 252 Condon Hall  
Office Hours: Wednesday 11:30 am-1:30 pm  
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Course Description:  
This course provides a general graduate level introduction to anthropological archaeology. Focusing on the complex nature of interpreting the past through the archaeological record, our discussions and readings will span diverse theoretical frameworks, methodological practices and innovations and changing concerns. In so doing, students will obtain a general framework for understanding archaeological research in different eras and parts of the world, and learn about the complex and dynamic relationships between archaeology and the other anthropological subfields.

Readings (Required for All Students):  
All other readings will be available as PDF files through the class canvas site.

Course Requirements  
Your grade will consist of three primary elements:  
• seven short papers on weekly readings (7 x 10%)  
• a final research design project (20%)  
• class participation (10%).

Papers on Weekly Readings: These papers will be written in response to provided prompts, and should demonstrate that you have read and interacted with all of the required readings. I also strongly encourage you to incorporate recommended readings that you find to be of particular interest or relevance to your research. Papers should be ca. 1500-2000 words, and are due by 4:00 pm on Wednesdays (I will read them prior to our class meetings). Weekly reading papers are required for Weeks 2-8.

Research Design Project: For Week 10, rather than write a paper on the assigned readings, you will be asked to produce a basic archaeological research design. You will work with me to customize your project to engage with your topical or regional interests. More information on the research design project will be distributed the second or third week of class.

Class Participation: You are expected to attend every class meeting and participate actively in discussions.

Accommodations  
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.
Inclusion Statement
The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-346-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Academic Integrity
I take academic integrity very seriously: please review the University’s Academic Honesty Policy and contact me if you have any questions.

Office Hours and Email
I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time.

Grading
I do not anticipate a curve for this class. The grading scale to be used is as follows:

- A+ = 97.5-100%
- A  = 92.5-97.4%
- A- = 90-92.4%
- B+ = 87.5-89.9%
- B  = 82.5-87.4%
- B- = 80-82.4%
- C+ = 77.5-79.9%
- C  = 72.5-77.4%
- C- = 70-72.4%
- D+ = 67.5-69.9%
- D  = 62.5-67.4%
- D- = 60-62.4%
- F  = 59.9% or below

Department of Anthropology: Expected levels of performance:
A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
CLASS TOPICS AND READINGS

Week 1 (September 27): History of Archaeology


Week 2 (October 4): History, Ethnography and Archaeology

**Required**


**Recommended**


Trautmann, T., & Sinopoli, C. M. (2002). In the beginning was the word: Excavating the relations between history and archaeology in South Asia. *Journal of the Economic and Social History of the Orient*, 45:492-523.

**Week 3 (October 11): Subsistence/Ecology**

**Required**

**Recommended**
London, excerpts.

**Week 4 (October 18): Materiality**

**Required**

**Recommended**

**Week 5 (October 25): Style and Identity**

**Required**

**Recommended**
Week 6 (November 1): Archaeology of Space

Required

Recommended
Mindeleff, V. (1891). *A Study of Pueblo Architecture*. Bureau of American Ethnology Report, 8:3-228,
Week 7 (November 8): Political Organization and Complexity

Required

Recommended
Engels, F. (1884). The origin of the family, private property and the state, excerpts
inequality Springer, pp. 15-86.


Tyler, E.B. (1865), *Researches into the early history of mankind and the development of civilization,* excerpts.


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**Week 8 (November 15): Religion and Ideology**

**Required**


Norder, J. (2012). The Creation and Endurance of Memory and Place Among First Nations of


**Recommended**


**Week 9 (November 22): No Class (Thanksgiving)**

**Week 10 (November 29): Research Design**


*Archaeological Dialogues* Volume 18(1) (June 2011), contributions by Demoule, Cherry, Carver, Nilsson, Kolen, Ndlovu, Edgeworth, Zubrow, and Bonnie on the Future of archaeological excavation

