Instructor: Dr. Jeffrey Blomster
Office: 302 HAH (2110 G St.), Telephone: 994-4880
Office Hours: Thursday, 11:00 – 1:00, or by appointment.
E-mail: blomster@gwu.edu

General Course Description:
This course offers graduate students an opportunity to explore issues related to archaeological theory, method and practice. Archaeologists study human culture, society and behavior through the material remains of human activities. In this class, we will examine how and why archaeologists make their interpretations, looking at methods, underlying theories and analogies, and the nature of the archaeological record – the practice of archaeology. Material culture, from early stone tools to modern Barbie dolls, as well as in depth explorations of specific Old and New World sites, will be utilized to analyze how archaeologists construct and support their arguments. If students have not been exposed to archaeological methods and/or “world prehistory” prior to this class, I urge them to attend Dr. Susan Johnston’s lectures in Anth 1003 (Introduction to Archaeology). We will also examine some of the more political aspects of archaeology, looking at the use – and abuse – of the past, Cultural Resource Management, public archaeology, as well as tension between archaeologists and descendant groups of the people they study, especially Native Americans. The readings include both classics and current works. Themes of the seminar for this semester are: nationalism, marketing heritage, public archaeology and the archaeology of collective action.

Learning Outcomes:
1) learn, compare and critique archaeologists’ appropriations of and contributions to theory;
2) understand how archaeology is situated in and contributes to anthropology;
3) explore how archaeologists develop methods and use data to advance arguments and theoretical positions;
4) consider how archaeology impacts the identities of living people, and how archaeology has served – both willingly and unwillingly – nationalistic agendas;
5) explore how archaeologists can best articulate their finds to the public and involve them – and interest and/or serve them – in research;
6) focus on how archaeology and heritage issues can positively impact community development.

There are no prerequisites for this course; students without any archaeology background are expected to attend Anth. 1003 (see above). Students are expected to come to class prepared to engage in an informed discussion of required readings.

Grading:
There will be two essays, a critique/presentation; a final project; and a final/qualifying exam. These items are weighted as follows:

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<tr>
<th>Item</th>
<th>Percentage</th>
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<td>Essay 1/Reconciling Theory</td>
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<td>Essay 2/Seriation Problem</td>
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<td>Critique/presentation of articles</td>
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<td>Final Project</td>
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<td>Participation</td>
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<td>Qualifying exam</td>
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Textbooks:
Six textbooks are required for the class, available at the bookstore and on reserve at Gelman: Archaeology: Original Readings in Method and Practice, edited by P. Peregrine, C. Ember, and M. Ember, 2002, Prentice Hall.
The Leopard’s Tale: Revealing the Mysteries of Çatalhöyük, I. Hodder, 2006, Thames & Hudson.
The Lost Boys of Zeta Psi: A Historical Archaeology of Masculinity at a University Fraternity, L. Wilkie, 2010, University of California Press.

Class Schedule, Readings, and Assignments:
Note: Arch = Archaeology; Etla = Etlatongo; LT = Leopard’s Tale; MH = Marketing Heritage; CA = The Archaeology of Collective Action. All other readings are on Blackboard.
* = read for background but won’t be discussed.

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<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
<th>Due</th>
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<tr>
<td>01/15</td>
<td>What can Archaeology Contribute, and Why does it Matter?</td>
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<td>Skim: Arch, Chap. 21; Etla, Chap. 1; CA, Chap. 1; LT, Prologue.</td>
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<td>01/22</td>
<td>The Power of Archaeology: Heritage, Uses and Abuses of the Past.</td>
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<td><strong>Read:</strong></td>
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<td>- Arch, Chap. 23.</td>
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<td>- MH, 1*, 10, 14.</td>
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<td>01/29</td>
<td>Theory in American Archaeology: from Culture History to Processualism</td>
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<td><strong>Read:</strong></td>
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<td>- Arch, Chap. 15</td>
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02/05 Processualism Transformed, Critiqued, and Rejected: Darwinian Evolution, Structuralism, Marxism, and Post-processualism.

Read:
- LT, Chaps. 1 & 2.

02/12 Theory: Critical Archaeology, Agency and Compromise?

Read:
- CA, Chaps. 2 and 3.

02/19 Marketing Heritage: Development, Tourism and Site Museums.

Read:
- MH, Chaps. 5, 7, 12.

02/26 From Research Design to Excavation: Understanding Early Villages and Complexity in the New World. Etlatongo Case Study.

Read: Etl, Chaps. 2-5, 7.

03/05 Challenges and Problems in the Old World: Biblical Archaeology.

Guest Lecturer: Dr. Eric Cline

Read (Kindle download or on reserve at Gelman):

Interpretation and Analogy in Ceramic Studies: Ethnoarchaeology, Style and Interaction

**Read:**
- Arch, Chap. 5.
- Etla, Chaps. 6*, 8*.

**03/12** No Class; Spring Break.

**03/19** Chronology, Diachronic Change, and Survey/Sampling Strategies: How Archaeologists Get Dates and Find Sites.

**Read:**
- Arch, Chap. 2*.
- Arch, Chap. 1*.
- Arch, Chap. 20.

**Essay 2**

**For Essay 2, read and do exercise:**
- Seriation (T. Patterson).

**03/26** Floral, Faunal and Osteological Approaches.

**Read:**
- Arch, Chap. 6*, 7, 8*, 10.

Reconstructing Life in an Old World Village: Çatalhöyük Case Study.

**Read:** LT, Chaps. 3-11.

**04/02** Public Archaeology: Freedmen’s Cemetery Case Study. Guest Lecturer: Dr. Pamela Cressey

**Read:** MH, Chap. 15

Archaeology of Collective Action: Ludlow Case Study.

**Read:** CA, Chaps. 4-8.

**04/09** Ethics: Nationalism, Indigenous Communities and Human Remains in Archaeology.

**In-Class**
Read:
-MH, Chap. 9.

In-class Debate: Human Remains, NAGPRA, and Kennewick Man.

04/16 Protecting the Past: CRM, Collecting and Claiming the Past. 
Read:
-MH, 2*, 3, 4, 8, 11

04/23 Gendered Archaeology: Masculinity at a University Fraternity. 
Read:
-Arch, Chap. 14*
-Lost Boys.

04/30 Qualifying Exam – due in Department by 4:30.