

Anthropology 6103, Section 10
Proseminar in Archaeology
Spring 2013, Tues 11:00-1:30, HAH 202
(Anth 1003 lectures – Wed & Fri, 9:35-10:50, 1957 E St. B12)

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, 1 critique/presentation; a final project; and a final/qualifying exam. These items are weighted as follows:

Essay 1/Reconciling Theory	15%
Essay 2/Seriation Problem	10%
Critique/presentation of articles	15%
Final Project	30%
Participation	10%
Qualifying exam	20%

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.

Etlatongo: Social Complexity, Interaction and Village Life in the Mixteca Alta of Oaxaca, Mexico, J. Blomster, 2004, Wadsworth.

Marketing Heritage: Archaeology and the Consumption of the Past, edited by Y. Rowan and U. Baram, 2004, Altamira.

The Leopard's Tale: Revealing the Mysteries of Çatalhöyük, I. Hodder, 2006, Thames & Hudson.

The Archaeology of Collective Action, D. Saitta, 2007, University Press of Florida.

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*; Etlá = *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.

Date	Topic and Readings	Due
01/15	What can Archaeology Contribute, and Why does it Matter? Skim: Arch, Chap. 21; Etlá, Chap. 1; CA, Chap. 1; LT, Prologue.	
01/22	The Power of Archaeology: Heritage, Uses and Abuses of the Past. Read: -Rathje, William and Cullen Murphy, 1992, What We Say, What We Do. In <i>Rubbish</i> , pp. 53-78. Harper Perennial. -Arch, Chap. 23. -MH, 1*, 10, 14. -Cuno, James, 2009, Introduction. In <i>Whose Culture? The Promise of Museums and the Debate over Antiquities</i> , edited by J. Cuno, pp. 1-35. Princeton University Press. -Ortman, Scott, 2010, Evidence of a Mesa Verde Homeland for the Tewa Pueblos. In <i>Leaving Mesa Verde: Peril and Change in the Thirteenth-Century Southwest</i> , edited by T. Kohler, M. Varien, and A. Wright, pp. 222-261. University of Arizona Press.	
01/29	Theory in American Archaeology: from Culture History to Processualism Read: -*Trigger, Bruce G., 1989, History and Contemporary American Archaeology: A Critical Analysis. In <i>Archaeological Thought in America</i> , edited by C.C. Lamberg-Karlovsky, pp. 19-34. Cambridge University Press. -Lyman, R. Lee, Michael J. O'Brien and Robert C. Dunnell, 1997, The Birth of Culture History. In <i>The Rise and Fall of Culture History</i> , pp. 33-72. Plenum Press. -Binford, Lewis R., 1972 [1962], Archaeology as Anthropology. In <i>An Archaeological Perspective</i> , edited by L.R. Binford, pp. 21-32. Seminar Press. -Watson, Patty Jo, Steven A. LeBlanc, and Charles L. Redman, 1971, The Logic of Science. In <i>Explanation in Archaeology: An Explicitly Scientific Approach</i> , pp. 3-19. Columbia University Press. -Binford, Lewis R., 1989, The "New Archaeology," then and now. In <i>Archaeological Thought in America</i> , edited by C.C. Lamberg-Karlovsky, pp. 50-62. Cambridge University Press. -Arch, Chap. 15	

- 02/05 Processualism Transformed, Critiqued, and Rejected: Darwinian Evolution, Structuralism, Marxism, and Post-processualism.
Read:
 -Deetz, James, 1996 [1977], *Small Things Remembered*. In *In Small Things Forgotten*, Expanded and Revised Edition, pp. 165-186. Anchor Books.
 -Neiman, Fraser, 2008, The Lost World of Monticello: an Evolutionary Perspective. *Journal of Anthropological Research* 64(2):161-194.
 -Saitta, Dean, 1994, Class and Community in the Prehistoric Southwest. In *The Ancient Southwestern Community: Models and Methods for the Study of Prehistoric Social Organization*, edited by W.H. Wills and R.D. Leonard, pp. 25-43. University of New Mexico Press.
 -Hodder, Ian, 1984, Archaeology in 1984. *Antiquity* 58:25-32.
 -LT, Chaps. 1 & 2.
- 02/12 Theory: Critical Archaeology, Agency and Compromise?
Read:
 -Leone, Mark, 1984, Interpreting Ideology in Historical Archaeology: Using the Rules of Perspective in the William Paca Garden in Annapolis, Maryland. In *Ideology, Power and Prehistory*, edited by D. Miller and C. Tilley, pp. 25-35. Cambridge University Press.
 -CA, Chaps. 2 and 3.
 -Dobres, Marcia-Anne and John E. Robb, 2000, Agency in Archaeology: Paradigm or Platitude? In *Agency in Archaeology*, edited by M. Dobres and J. Robb, pp. 3-17. Routledge.
 -Joyce, Arthur, Laura Arnaud Bustamante, and Marc Levine, 2001, Commoner Power: A Case Study from the Classic Period Collapse on the Oaxaca Coast. *Journal of Archaeological Method and Theory* 8(4):343-385.
 -Hegmon, Michelle, 2003, Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology. *American Antiquity* 68(2):213-243.
- 02/19 Marketing Heritage: Development, Tourism and Site Museums. **Essay 1**
Read:
 -MH, Chaps. 5, 7, 12.
 -Cyphers, Ann and Lucero Morales-Cano, 2006, Community Museums in the San Lorenzo Tenochtitlán Region, Mexico. In *Archaeological Site Museums in Latin America*, edited by H. Silverman, pp. 30-46. University Press of Florida.
 -Mortensen, Lena, 2006, Experiencing Copán: The Authenticity of Stone. In *Archaeological Site Museums in Latin America*, edited by H. Silverman, pp. 47-63. University Press of Florida.
 -Castillo Butters, Luis Jaime and Ulla Sarela Holmquist Pachas, 2006, Modular Site Museums and Sustainable Community Development at San José de Moro, Peru. In *Archaeological Site Museums in Latin America*, edited by H. Silverman, pp. 130-155. University Press of Florida.
- 02/26 From Research Design to Excavation: Understanding Early Villages and Complexity in the New World. Etlatongo Case Study.
Read: Etlá, Chaps. 2-5, 7.
- 03/05 Challenges and Problems in the Old World: Biblical Archaeology. **Paper topics**
 Guest Lecturer: Dr. Eric Cline
Read (Kindle download or on reserve at Gelman):

-Cline, Eric, 2009, *Biblical Archaeology*. Oxford.

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

Read:

-Arch, Chap. 5.

-Hardin, Margaret A., 1979, The Cognitive Basis of Productivity in a Decorative Art Style: Implications of an Ethnographic Study for Archaeologists' Taxonomies. In *Ethnoarchaeology: Implications of Ethnography for Archaeology*, edited by C. Kramer, pp. 75-101. Columbia University Press.

-Hegmon, Michelle, James R. Allison, Hector Neff, and Michael D. Glascock, 1997, Production of San Juan Red Ware in the Northern Southwest: Insights into Regional Interaction in Early Puebloan Prehistory. *American Antiquity* 62(3):449-463.

-Etna, 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.

Essay 2

Read:

-Arch, Chap. 2*.

-Deetz, James, 1977, Remember Me as You Pass By. In *In Small Things Forgotten*, pp. 64-90. Anchor Books.

-Pearson, Marlys and Paul Mullins, 1999, Domesticating Barbie: An Archaeology of Barbie Material Culture and Domestic Ideology. *International Journal of Historical Archaeology* 3(4):225-259.

-Arch, Chap. 1*.

-Redman, Charles L. and Patty Jo Watson, 1970, Systematic, Intensive Surface Collection. *American Antiquity* 35(3):279-291.

-Arch, Chap. 20.

For Essay 2, read and do exercise:

-Seriation (T. Patterson).

03/26 Floral, Faunal and Osteological Approaches.

Read:

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

-Scott, Elizabeth M., 2001, Food and Social Relations at Nina Plantation. *American Anthropologist* 103(3):671-691.

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.

debate

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

-Trigger, Bruce G., 1980, Archaeology and the Image of the American Indian. *American Antiquity* 45(4):662-676.

-Clark, G.A., 1997, NAGPRA, the Conflict between Science and Religion, and the Political Consequences. *Society for American Archaeology Bulletin* 16(5):22, 24-25.

-White Deer, Gary, 1998, Return of the Sacred: Spirituality and the Scientific Imperative. In *Native Americans and Archaeologists: Stepping Stones to a Common Ground*, edited by N. Swidler, et al, pp. 37-43. Altamira Press.

-Dongoske, Kurt E., 2000 [1996], NAGPRA: A New Beginning, Not the End, for Osteological Analysis – A Hopi Perspective. In *Repatriation Reader: Who Owns American Indian Remains?*, edited by D.A. Mihesuah, pp. 282-293. University of Nebraska Press.

-Watkins, Joe, 2000, The “Ancient One” of Kennewick. In *Indigenous Archaeology: American Indian Values and Scientific Practice*, pp. 135-154. Altamira, Walnut Creek.

-Kelly, Robert, 2004, Kennewick Man is Native American. *The Society for American Archaeology Record* 4(5):33-37.

04/16 Protecting the Past: CRM, Collecting and Claiming the Past.

Read:

-Raab, L. Mark, 1984, Achieving Professionalism through Ethical Fragmentation: Warnings from Client-Oriented Archaeology. In *Ethics and Values in Archaeology*, edited by E.L. Green, pp. 51-61. The Free Press.

-MH, 2*, 3, 4, 8, 11

**Final
Project**

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.

QE!