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ANTY 550.01: Seminar in Archaeology

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Seminar in Archaeology

Autumn 2015

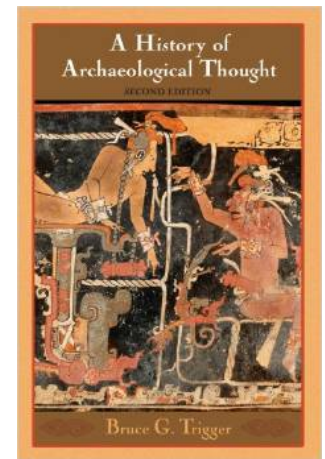
When and Where: 2:10-5:00 Fridays; Seminar Room SS 252

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.

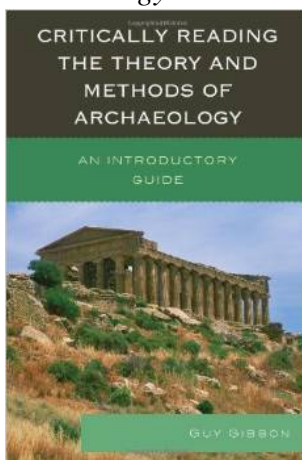
Description: This seminar is designed to give graduate students in anthropology, especially those focused on archaeology and allied areas, an advanced understanding of archaeological theory, history and practice. The first part of the class emphasizes an overview of approaches, examining how specific 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.



Texts and readings: Bruce G. Trigger, *A History of Archaeological Thought, Second Edition* (2006), Cambridge University Press; Guy Gibbon, *Critically Reading the Theory and Methods of Archaeology: An Introductory Guide*, AltaMira Press, Lanham, Maryland.



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)

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 can be 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.

Schedule

Date	Event	Reading for the day	Assignment Due
9/4/15	Opening		
9/11/15	Discussion of Biographies/Intro to Trigger	Trigger, chapters 1-2	Intellectual biography (presentation and written version due at class time)
9/18/15	Roots through Culture History	Trigger, chapters 3-6	
9/25/15	Function and Society archaeology	Trigger, chapters 7-10	
10/2/15	Critical Reading	Gibbon, Part 1; Kintigh et al. 2014 & Cobb 2014	
10/9/15	Critical Reading	Gibbon, Parts 2-4; Buchanan et al. 2008; Steele 2010	

Date	Event	Reading for the day	Assignment Due
10/16/15	Journal Readings 1	See syllabus list	
10/23/15	Journal Readings 2	See syllabus list	
10/30/15	Journal Readings 3	See syllabus list	List your article for presentation on the Moodle forum
11/6/15	Student Selected Readings 1	Student selected--see Moodle forum	Students (last name A-N) lead discussion
11/13/15	Student Selected Readings 2	Student selected--see Moodle forum	Students (last name O-Z) lead discussion; turn in Professional Paper Review by Monday 11/16
11/20/15	Consultations (no class)		Turn in Outline/Concept Paper by Monday 11/23
11/27/15	<i>Thanksgiving Break (no class)</i>		
12/4/15	Student Presentations		Students (last name O-Z) lead discussion
12/11/15	Student Presentations		Students (last name A-N) lead discussion; Paper due by Monday 12/14
12/17/15	Discussion	Finals period, 1:10-3:10	

Article Readings (listed in order for reading/class discussion).

Readings paired with Gibbon book:

Kintigh, Keith, and many others

2014 Grand Challenges for Archaeology, *American Antiquity*, 79:5-24

Cobb, Charles R.

2014 The Once and Future Archaeology. *American Antiquity*, 79:589-595.

Buchanan, Briggs and others

2010 Paleoindian Demography and the Extraterrestrial Impact Hypothesis. *PNAS (Proceedings of the National Academy of Sciences)*, 105:11651–11654.

James Steele

2010 Radiocarbon Dates as Data: Quantitative Strategies for Estimating Colonization Front Speeds and Event Densities, *Journal of Archaeological Science*, 37:2017–2030.

Journal Readings 1:

Schiffer, Michael B

1972 Archaeological context and systemic context. *American Antiquity*, 37:156-165

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

1975 Behavioral archaeology: Four strategies. *American Anthropologist*, 75:864-869

Binford, Lewis R.

1981 Behavioral Archaeology and the “Pompeii Premise.” *Journal of Anthropological Research* 37:195-208.

Schiffer, Michael B.

1985 Is there a “Pompeii Premise” in Archaeology? *Journal of Anthropological Research* 41:18-41.

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.

1990 Distinguished Lecture: Facing Power -- Old Insights, New Questions. *American Anthropologist* 92(3):586-597.

Brumfiel, Elizabeth M.

1992 Distinguished Lecture in Archeology: Breaking and Entering the Ecosystem-- Gender, Class, and Faction Steal the Show. *American Anthropologist* 94(3):551-567

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

1996 A Dual-Processual Theory for the Evolution of Mesoamerican Civilization. *Current Anthropology* 37(1):1-14.

Wells, E. C.

2006 Recent Trends in Theorizing Prehispanic Mesoamerican Economies. *Journal of Archaeological Research* 14:265-312.

Crumley, Carole L.

1995 Heterarchy and the Analysis of Complex Societies. In *Heterarchy and the Analysis of Complex Societies*, edited by Robert M. Ehrenreich, Carole L. Crumley, and Janet E. Levy, pp. 1-5. *Archeological Papers of the AAA*, No. 6, Washington.

Wiessner, Polly

2002 The Vines of Complexity: Egalitarian Structures and the Institutionalization of Inequality Among the Enga. *Current Anthropology* 43(2):233-269.

Journal Readings 3:

Spielmann, Katherine A.

2002 Feasting, Craft Specialization, and the Ritual Mode of Production in Small-Scale Societies. *American Anthropologist* 104(1):195-207.

McGuire, Randall H., Saitta, Dean

1996 Although They Have Petty Captains, They Obey Them Badly: The Dialectics of Prehispanic Western Pueblo Social Organization. *American Antiquity* 61(2):197-216.

Inomata, Takeshi

2006 Plazas, Performers, and Spectators: Political Theaters of the Classic Maya. *Current Anthropology* 47(5):pp. 805-842.

Nelson, Ben A.

1996 Complexity, Hierarchy, and Scale: a Controlled Comparison Between Chaco Canyon, New Mexico, and La Quemada, Zacatecas. *American Antiquity* 60(4):597-614.

Wesley D. Stoner and Christopher A. Pool

2015 The Archaeology of Disjuncture: Classic Period Disruption and Cultural Divergence in the Tuxtla Mountains of Mexico. *Current Anthropology*, 56(3):385-420.

Mills, Barbara J. and many others

2013 Transformation of social networks in the late pre-Hispanic US Southwest. *PNAS (Proceedings of the National Academy of Sciences)* 110 (15) 5785-5790.