

INTRODUCTION TO ARCHAEOLOGY**ANTHRO 0582**

Fall Term 2004
 M/W: 1:00-1:50 pm
 Lawrn 120

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 Office Hours: Mon. 3-5 pm; Tues. 1-5 pm; Wed. 3-5 pm; and by appointment

Teaching Assistants

TBA
 TBA

Required Course Materials

- 1) Thomas, D.H., 1998. *Archaeology (Third Edition)*. Orlando: Harcourt Brace & Company.
- 2) Course pack of supplemental articles

This course provides an intriguing exploration into the complex field of archaeology, providing an introduction to the theoretical and methodological aspects of the discipline as well as addressing its importance within the contemporary world. As such, the main objectives of the course are to:

1. Stimulate critical thinking about the human past and its relationship to the contemporary.
2. Examine the complex theories and methods associated with analyzing and interpreting past human development and behavior.
3. Investigate some of the main transitions associated with the rise of human social complexity.
4. Evaluate the responsibilities associated with cultural heritage protection and preservation.

The course will consist of two lectures per week with additional recitation sections. Attendance and participation in the lectures and recitation sections is mandatory. The lectures will generally follow the main themes of the textbook but will also provide additional information and examples. Therefore, students will need to attend the lectures and recitations and keep up with the assigned reading in order to do well in the class. Recitation sections will provide an important opportunity for students to clarify their knowledge of the course material as well as participate in discussions relating to class lectures and the assigned reading. Course grading will be based on two exams – with each exam counting for 33 % of the overall course grade. The final 33 % of the grade will be based on participation and writing assignments in the recitations.

Grading Scheme

<i>Midterm</i>	33 %
<i>Final</i>	33 %
<i>Recitations, Writing Assignments & Attendance</i>	33 %

Exams will be objective in nature and will have true/false, multiple choice, and matching questions. Three writing assignments will also be required and will be organized through the recitations on specific topics (to be discussed in class). The due dates for these assignments are noted below in the lecture schedule. Attendance and participation in the lectures and recitations will be figured into the overall course grade at the end of the term. If you have a valid excuse for missing an exam you must contact the department office (648-7500) before the exam. You must also present us with a letter of explanation along with photocopied proof of this. It is important for you to understand that late assignments in the recitations will be marked down one grade level for each day they are late (e.g. one day = B to B-).

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services, 216 William Pitt Union, (412) 648-7809/ (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

CURRICULUM OUTLINE

Part I. Archaeology and its Relevance in the Modern World

Week One [8/30; 9/01]: Anthropology, Science and the Humanities

Reading: (1) Thomas – Chapter 1 and Read Chapter 2

- 8/30 – in class 10 minute writing assignment

Week Two [9/6 – Labor Day – No Class; 9/8]: Theorizing the Past: Postmodern Dialogue & Multivocality

Reading: (1) Thomas – Chapter 3; (2) Flannery 1982

- 9/08 – Presentation of Kennewick Man Case Study

Part II. Archaeological Methods

Week Three [9/13; 9/15]: Fieldwork Methods

Reading: (1) Thomas – *Skim* Chapter 4 and Read Chapters 5 & 6; (2) Hodder 1997

Week Four [9/20 Film; 9/22]: Constructing Temporal Frameworks

Reading: (1) Thomas – Chapters 7, 8; (2) Bradley 1991

Week Five [9/27; 9/29]: Classifying the Archaeological Record

Reading: (1) Thomas Chapter 9; (2) Adams 1988

Week Six [10/04; 10/06; Midterm Review]: Ethnoarchaeology and Experimental Archaeology

Reading: (1) Thomas – Chapter 10

Recitation Assignment # 1 Due (Kennewick Man Presentations)

Part III. Archaeology's View on the Past

Week Seven [10/11 – MIDTERM EXAM; 10/13]: Social Systems in the Past

Reading: (1) Thomas – Chapter 13; (2) Peebles & Kus 1977

Week Eight [10/18; 10/20]: The Bioarchaeology of Human Remains

Reading: (1) Thomas – Chapter 12; (2) Barfield 1994; (3) Deniro 1987

Week Nine [10/25; 10/27]: Archaeological Approaches to Death & Burial

Reading: (1) Crass 2001; (2) Arnold 1993; (3) Parker Pearson 1993

- 10/27 – in class 10 minute writing assignment

Week Ten [11/01; 11/03]: Foragers & Farmers: Seasons, Life Space & Gender

Reading: Thomas – Chapters 14 & 15; (1) Nelson et al. (2002); (2) Spector 1991

Recitation Assignment # 2 Due (Fletcher Site Project)

Week Eleven [11/8; 11/10]: People, Plants & Animals

Reading: (1) Thomas – Chapter 11; (2) Gummerman 1997

Week Twelve [11/15; 11/17]: Approaches to Human Cognition and Belief Systems

Reading: (1) Thomas – Chapters 16 & 17; (2) Flannery & Marcus 1993

Part IV. Archaeology and Cultural Heritage in the New Millennium

Week Thirteen [11/22; 11/24 – Thanksgiving – No Class]: Archaeology in the Contemporary World

Reading: (1) Thomas – Chapters 18; (2) Trigger 1984

Week Fourteen [11/29; 12/1] The Archaeology of African America

Reading: (1) Thomas – Chapter 19; (2) Singleton 1995

- 12/01 – in class 10 minute writing assignment - commentary on the New York Burial Ground Issue

Week Fifteen [12/06; 12/08 – Final Exam Review]: Archaeology's Unfinished Business in the New Millennium

Reading: (1) Thomas – Chapters 20 & 21; (2) Jones & Harris 1998

Recitation Assignment # 3 Due (Museum or Website Review)

FINAL EXAM **Tuesday, December 14**
8:00 – 9:50 am
LWRN 120
(No Exceptions)

REQUIRED SUPPLEMENTAL READING

Adams, W.Y., 1988. Archaeological classification: theory versus practice. *Antiquity* 61: 40-56.

Arnold, B., 1996. 'Honorary Males' or Women of Substance? Gender, Status and Power in Iron Age Europe. *Journal of European Prehistory* 3(2): 153-68.

Crass, B. A., 2001. Gender and Mortuary Analysis: What Can Grave Goods Really Tell Us? In *Gender and the Archaeology of Death*, eds. B. Arnold & N. Wicker. New York: Alta Mira, 105-118.

Bradley, R. 1991. Ritual time and history. *World Archaeology* 23: 209-219.

Flannery, K.V., 1982. The Golden Marshalltown: A Parable for the Archaeology of the 1980s. *American Anthropologist* 84: 265-278.

Flannery, K.V. & J. Marcus, 1996. Cognitive Archaeology, in *Contemporary Archaeology in Theory: A Reader*, eds. R. Preucel and I. Hodder. Oxford: Blackwell, 350-363.

Gummerman, G., 1997. Food and Complex Societies. *Journal of Archaeological Method and Theory* Vol. 4 (2): 105-139.

Hodder, I., 1997. Always momentary, fluid and flexible: towards a self-reflexive excavation methodology. *Antiquity* 71: 691-700.

Jones, D.G. and R.J. Harris, 1998. Archaeological human remains: scientific, cultural and ethical considerations. *Current Anthropology* 39: 253-265.

Nelson, M., D. Glowacki & A Smith, 2002. The Impact of Women on Household Economies: A Maya Case Study, in *Pursuit of Gender: Worldwide Archaeological Approaches*, eds. S. Nelson & M. Rosen-Ayalon. New York: Alta Mira, 125-154.

Parker Pearson, M., 1993. The powerful dead: relationships between the living and the dead. *Cambridge Archaeological Journal* 3: 203-29.

Peebles, C.S. & S. M. Kus, 1977. Some archaeological correlates of ranked societies. *American Antiquity* 42: 421-448.

Spector, J., 1991. What this Awl Means: Toward a Feminist Archaeology, in *Engendering Archaeology: Women*

Singleton, T.A., 1995. The archaeology of slavery in North America. *Annual Review of Anthropology* 24: 119-140.

Trigger, B.G., 1984. Alternative Archaeologies: Nationalist, Colonialist, Imperialist. *Man* 19: 355-370.

Ucko, Peter J., 1969. Ethnography and archaeological interpretation of funerary remains. *World Archaeology* Vol. 1: 262-280.

IN CLASS ASSIGNMENTS:

08/30 (First Lecture)

In-class written (10 minutes) responses to the following questions: (i) what is the relevance of archaeology to the modern world? (ii) If you could go back in time to any period of human prehistory, where would you go and what would you do there? (iii) How might archaeology and the study of the past help to inform us about contemporary problems facing humanity (e.g. racial and ethnic tensions, gender biases, the perpetuation of violence and warfare, etc.)?

10/27 Interpretation of Gender

In-class written (10 minutes) responses to the following questions: (i) how biased has archaeological interpretation been in regards to understanding gender in the past? (ii) How do our contemporary perceptions of biological sex and gender as a social construction impact our understanding of these categories in the past?

12/01 African American Burial Ground

In-class written (10 minutes) response to the following questions: How has the presentation of the New York burial ground changed your perspective on the historical perception of slavery and diaspora associated with African Americans in the 17th & 18th centuries in America?

12/08 (Last Lecture)

In-class written (10 minutes) responses to the following questions: (i) what is the relevance of archaeology to the modern world? (ii) If you could go back in time to any period of human prehistory, where would you go and what would you do there? (iii) How might archaeology and the study of the past help to inform us about contemporary problems facing humanity (e.g. racial and ethnic tensions, gender biases, the perpetuation of violence and warfare, etc.)?

RECITATION ASSIGNMENTS:

Assignment # 1

In this first assignment, students will work together in groups. Each recitation section will be divided equally into 4 groups in order to debate the *Kennewick Man* issue (see www.kennewick-man.com). Four main viewpoints will be offered by the students in this assignment: (i) Archaeologists, (ii) State/Federal Government, (iii) Native Americans, and (iv) Neo-pagan/alternative groups. Student groups will be picked randomly and numbers will be drawn in order to assign a particular viewpoint to a group. Each group will be required to do a short presentation (approx. 10 min) on their research and point of view and each member of each group will be required to read a short section of the presentation. Therefore, everyone will have a share in the group effort. General information on the Kennewick Man issue will be presented in *Week Two* in the course lecture and the assignment will be discussed and organized in the recitation sections.

Due Date: Presentations will be done in the recitations during Week Six

Assignment # 2: Fletcher Site Project

This assignment will provide students with the opportunity to work with some raw data relating to the Fletcher Site, which was a historic period Native American (Ottawa) cemetery located near Bay City, Michigan. The Cemetery was in use from roughly 1740 to 1765. A more detailed handout, with accompanying information relating to the cemetery and some of its burials, will be provided to students for this project. The project will also be discussed in more detail during the regular course lectures and in the individual recitation sections.

Due Date: At the End of Week Ten

Assignment # 3

In this third assignment, students have a choice of doing one of two possible individual written projects:

1. A critical analysis of the Çatalhöyük Website (<http://catal.arch.cam.ac.uk/index.html>).
2. A critical analysis of a particular gallery or collection in the Carnegie Museum.

This assignment should be approximately 3-4 pages in length and must reflect the opinions and original research of the student. If the first option is chosen, students may consider addressing issues such as:

- How successful is the website at crossing the public/academic interface?
- How well is the information and data from the site being presented?
- What view of archaeology as a social science is being represented by the website?
- Does the site represent a genuine attempt at “critique, interpretation and multi-vocality”, as advocated by Hodder in the 1997 article on archaeological excavation methodology and interpretation (Discussed in the *Week Three* recitation)?

If the second option is chosen, students will need to visit and spend some time in a museum. Some suggested ideas and options for this will be discussed in recitation sections in *Week Twelve*. This assignment is meant to follow issues relating to cultural heritage management and ownership of the past. Students must think critically about these topics and use them to inform their analysis of how materials of the past are being presented to the public through the museum setting. Course lectures and recitations will provide knowledge of these important issues in the last section of the course. Suggestions for critical thinking might include:

- What information is being effectively presented (and what is *not!*) through the artifact displays and information boards?
- If you were in charge of organizing the display how would you do it? What other material artifacts or information should/could be displayed?
- How could one change the spatial orientation of the display in order to draw people into the materiality of the past (e.g. walk-through displays, interactive display settings, etc.)?
- Are the displays providing an extension of the object/artifact towards the social significance of the material remains?

Due Date: The End of Week Fifteen

Writing Guidelines

It is very important for students to use these assignments to develop their undergraduate writing and research skills. Students are encouraged to utilize the excellent campus support available for writing at the *Writing Center* (http://www.wac.pitt.edu/stu/stu_writingcenter.shtm). Additionally, TAs can answer your questions and concerns during the recitation sections and students should also feel free to speak with the course instructor if any aspect of the assignments appears unclear. The instructor and the TAs are available to help guide you but it is up to you to work towards the development of your research and writing skills.

Assignments

All assignments must be typed and printed on 8.5 X 11 inch paper with font size 12 (Times New Roman or Arial). They must have the course number, recitation section number, and the student's name at the top. Margins should be 1 inch all around. All references cited in the paper must appear in the bibliography and the style should follow that of *Latin American Antiquity* (this will be clarified in the Recitations). Use of footnotes should be avoided.

World Wide Web Resources

The Thomas textbook provides numerous WWW links for you, however, here are a few that are particularly useful and will provide a good start for web research on the topic of archaeology.

Archaeology at Yahoo.com (excellent starting point for web searches)

http://dir.yahoo.com/Social_Science/Anthropology_and_Archaeology/Archaeology/

Archaeological Fieldwork Server (global fieldwork opportunities)

<http://www.cincpac.com/afos/testpit.html>

Archaeology Fieldwork.com (good resource for internships and fieldwork opportunities)

<http://archaeologyfieldwork.com/cgi-bin/yabb/YaBB.cgi>

Archaeological Fieldwork Opportunities Bulletin (Archaeological Institute of America)

<http://www.archaeological.org/webinfo.php?page=10015>

Society for American Archaeology (good resource for general information and links)

<http://www.saa.org/>

Minnesota State University Mankato (E-Museum website with excellent information)

<http://www.anthro.mankato.msus.edu/index.shtml>

Çatalhöyük Website (Excellent example of 'archaeology on the web' with good links relating to excavations, archaeological data and other information pertaining to this interesting Neolithic settlement)

<http://catal.arch.cam.ac.uk/index.html>