

ANTH 480
HISTORY AND THEORY OF ARCHAEOLOGY
 Winter 2009
 MW 1000-1150 HSS 106



[Instructor](#)

[Description](#)

[Texts](#)
[Schedule](#)

[Evaluation](#)

[Goals](#)

INSTRUCTOR

Dr. Robin L. Smith smithr@wou.edu
 Phone: 838-8357
 Office: HSS 210B
 Office Hours: M-R 1200-1330
 and by appointment

Note: If you have a disability that might require assistance or accommodations for any aspect of this course, please stop by my office during the first week of classes to confer. You may also contact the Office of Disability Services, at 838-8250 V/TTY, for information about accessibility and accommodations.

To understand what is happening today or what will happen in the future, I look back. Oliver Wendell Holmes

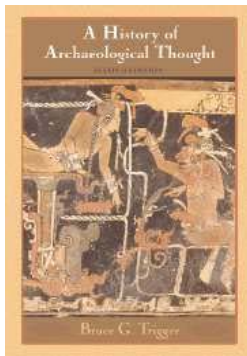
DESCRIPTION

This course examines the development of modern archaeological science from beginnings in the 18th century through the emergence of contemporary theories of cultural evolution with an emphasis on Americanist archaeology. We explore current theoretical issues and concerns, including ethics, feminist critiques, and post-processual paradigms. Seminar format; student participation is an integral component of the course.

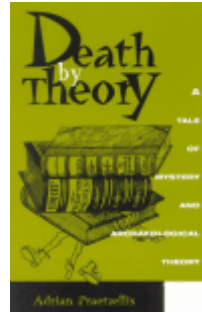
TEXTS

Trigger, Bruce G.

Johnson, Matthew



2006 ***A History of Archaeological Thought***. Second Edition.
Cambridge:
Cambridge
University Press.



1999
Archaeological Theory: An Introduction.
Walnut Creek,
California:
Blackwell.

EVALUATION

This course is built upon collaborative analysis of assigned readings. Preparation and attendance are mandatory. Responsibility for leading in-class discussion rotates among members of the seminar. The seminar leader will prepare a succinct outline of the chapter, introduce the main points, and then call on members of the class for contributions. The class will respond and then pose questions for further discussion. ***Brief essays are due for each assignment are due at the beginning of class.***

Each member also conducts research on a special topic selected to contribute to the seminar. This research is discussed with the class during the second half of the term and submitted as a formal paper at the last regular class meeting. The final is a presentation of the research and response to questions about it from the seminar participants during the final exam period.

Do not enroll in this course if you do not plan to attend and participate fully and enthusiastically.

Please note: all work prepared outside of class must be typed/word processed; this encourages planning for adequate time to read and compose as well as type and shows respect for your reading audience.

Keep a copy for your records. Always back up your work.

Chapter Essays: Read the chapter, noting major topics covered, terms defined, key people and dates. Select the most compelling issue, idea or insight and find a quotation that captures its essence. In 1-2 pages double spaced, introduce your topic, quote your quote, and discuss its significance. Try, once we get under way, to make connections with previous chapters or other readings..

Grades are assigned according to the following scale: A = 93-100, A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; < 60 = F.

Weighting of required work:

- 50 % Participation
- 20 % Research Process
- 20 % Research Paper
- 10 % Presentation

I place a high value on academic honesty and expect my students to do the same. Please ensure you understand the definition of academic dishonesty in the [Code of Student Responsibility](#). I refer apparent cases of academic dishonesty to the Coordinator of Campus Judicial Affairs for adjudication. If you have any questions or concerns about how you have quoted, paraphrased or cited sources, seek my assistance **before** you submit your work.

ACADEMIC CULTURE NOTES

- You are responsible for a grade if your name remains on the Registrar's role past the last drop date, at the end of week 6.
- The "Incomplete" grade is reserved for the rare case in which the student was making satisfactory progress when documented circumstances beyond the student's control caused a significant but discrete portion of the course to remain unfinished at the end of dead week.
- I place a high value on academic honesty and expect my students to do the same. Please ensure you understand the definition of academic dishonesty in the Code of Student Responsibility. I refer apparent cases of academic dishonesty to the Coordinator of Campus Judicial Affairs for adjudication. If you have any questions or concerns about how you have quoted, paraphrased or cited sources, seek my assistance before you submit your work.
- Please make wise use of email. Use the subject line to identify the course and yourself: "ANTH 216 Last Name". Do not send written assignments by email; submit them in hard copy. Avoid sending email messages (to anyone) when angry or upset.
- Requests for special accommodations are best made in person during office hours.
- Cell phones? Please turn them off at the beginning of class.

GOALS

Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener as you enhance your knowledge and appreciation of:

- When and how Western cultures became aware of the human past.
- The major periods in the development of archeological thought.
- The particular course taken in the evolution of archaeological thought in the Americas.
- The potential and limits of material culture as a source of information about our past.
- The influence of cultural environments and historical events on what is asked about the past.
- The major contributions of archeology to our understanding of the human condition.

ANTH 480 SCHEDULE WINTER 2009

WEEK 1 Introductions and Plan for the Seminar	
Monday Jan 5	Organizational meeting Review Paper Guide
Wednesday Jan 7	Why We Need Theory Trigger: Preface & Ch 1 Studying the History of Archaeology (xv-39) Johnson "Chapter 1: Common Sense is Not Enough" (1-11) optional: Yellowhorn: Understanding Antiquity optional: Sarah May: "What Future for studying the past?"
WEEK 2 Biblical Views of the Past	
Monday Jan 12	Trigger: Ch 2 Classical and Other Text-Based Archaeologies (40-79) Discussion Leader:
Wednesday Jan 14	Trigger: Ch 3 Antiquarianism without Texts (80-120) Discussion Leader:
WEEK 3 A Systematic Approach Emerges	
Monday Jan 19	No Class--M. L. King Holiday <i>Search out your theorist -- visit my office this week.</i>
Wednesday Jan 21	Trigger: Ch 4 The Beginnings of Prehistoric Archaeology (121-165) Discussion Leader:

WEEK 4 Political Agendas in Archaeology	
Monday Jan 26	Trigger: Ch 5 Evolutionary Archaeology (166-210) Discussion Leader:
Wednesday Jan 28	Trigger: Ch 6 Culture-Historical Archaeology: Part I(211-247) Discussion Leader: <i>Last day to declare your research subject</i>
WEEK 5 The Concept of Culture Applied	
Monday Feb 2	Trigger: Ch 6 Culture-Historical Archaeology: Part II(248-311) Discussion Leader:
Wednesday Feb 4	Trigger: Ch 7 Early Functional-Processual Archaeology (314-385) Discussion Leader:
WEEK 6 History with Artifacts ?	
Monday Feb 9	Trigger: Ch 8 Processualism and Postprocessualism Part I(386-444) Discussion Leader: Johnson: The "New Archaeology" Discussion Leader:
Wednesday Feb 11	Johnson: Archaeology as a Science Discussion Leader: Johnson: Testing, Middle Range Theory and Ethnoarchaeology Discussion Leader: Johnson: Culture as a System Discussion Leader: <i>Outline, Thesis & Sources Due Today</i>
WEEK 7 The Logic of Culture	
Monday Feb 16	Trigger: Ch 8 Processualism and Postprocessualism Part II(444-483) Discussion Leader: Johnson: Postprocessual and Interpretive Archaeologies Discussion Leader:

Wednesday Feb 18	Johnson: Archaeology and Gender Discussion Leader: Gero and Conkey: Has Feminism Changed Archaeology Discussion Leader:
WEEK 8 Archaeology As Anthropology, or Else...	
Monday Feb 23	Johnson: Archaeology and Evolution Discussion Leader: Johnson: Archaeology and History Discussion Leader:
Wednesday Feb 25	Trigger: Ch 9 Pragmatic Synthesis (484-528) Discussion Leader: Johnson: Archaeology in a Postmodern World Discussion Leader:
WEEK 9 Emergence of Modern Views	
Monday Mar 2	Flex time
Wednesday Mar 4	<i>Rough Draft Due (submit electronic version by 9 am today)</i> Peer review session
WEEK 10 Conclusions	
Monday Mar 9	Plenary Session Trigger: Ch 10 The Relevance of Archaeology (529-548) Johnson: Conclusion: Conflict and Consensus
Wednesday Mar 11	Presentations; <i>Final Draft Due by 5 PM today</i>
EXAM WEEK	
Friday Mar 20	1000-1150 More Presentations. Please be on time!

[SMITH HOME](#)