ANTH 616: History and Theory of Archaeology
California State University, San Bernardino
College of Social and Behavioral Sciences
Department of Anthropology

Syllabus
Fall Quarter, 2019

Instructor: Dr. Guy D. Hepp
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Office Hours: W 2–4 PM, or by appointment
Class: W 5:00–8:50 PM
Classroom: SB 211

Course Description
This course provides an in-depth survey of the history of archaeology from its beginnings to the present day with an emphasis on developments in theory and their relationship to the interpretation of the archaeological record. Though by no means exhaustive regarding the historical developments and theoretical themes of archaeology, the course should help to establish a basic framework for understanding the development of the discipline.

Student Learning Outcomes
This course will help familiarize you with the major theoretical themes in Anglophone archaeology over the last century or more. The core of the class will be our readings and discussions regarding some of archaeology’s most important foundational publications from proponents of different theoretical perspectives. We will also read examples of how those approaches have been applied to the interpretation of the archaeological record. You will write a detailed term paper about a key topic in archaeological theory. At the end of the course, you should have a basic understanding of the major schools of thought in contemporary archaeological theory, as well as of their academic genealogies. You should also feel comfortable reading about, discussing, and writing about those themes.

Required Texts

Additional required readings will be available as electronic documents or links on the course Blackboard site. For this course, you will also need to find readings through online resources such as JSTOR and other journal databases. Please see http://xerxes.calstate.edu/sanbernardino/databases/alphabetical for more information.

Recommended Texts


**Online Content**
The Blackboard site for this course ([https://csusb.blackboard.com](https://csusb.blackboard.com)) will be an important source of class information and content. It will serve as a repository for a copy of this syllabus, additional handouts and assignments (including readings), useful web links, and news about the course. Please check regularly for updates.

**Course Policies**

- **Participation and attendance**
  - Attendance and participation are essential to your success in this course. Major components of the class will be discussions and presentations related to the assigned readings. Your grade, therefore, depends on both being present and on regularly making meaningful contributions to classroom discussions. In other words, you need to both *read* about theory and *talk* about theory in archaeology.
  - Cell phones must be silenced and put away during class. Please do not text, chat, send or read emails, or otherwise engage in distracting behaviors during class. The use of laptops or tablets for taking notes is acceptable, but I will revoke this privilege on a case-by-case basis if I believe it is being abused.

- **Readings:** The foundation of this course will be our reading and discussion of some seminal works in archaeology. To keep up with the readings, you will need to approach them strategically. Such directed reading is not the same as skimming, and it is a crucial skill for success in graduate school. We will discuss this strategy in detail at the beginning of class. I will not expect you to know the assigned publications word for word, but you should understand their main arguments, theoretical perspectives, methodology, and contributions. To help facilitate your reading, you will be asked to turn in regular writing assignments that synthesize the publications.

- **Written work:** It is imperative that all your writing for this course is your own original work. Most written assignments must be submitted in electronic form to the appropriate folder on the course Blackboard page. I may also ask for paper copies in some cases. I will check your papers for originality with Turnitin® software.

- **Make-up assignments:** Make-up work will be handled on a case-by-case basis, and it is your responsibility to arrange this with me. To make up an assignment you have missed, you must present me with a valid reason and evidence (e.g., a doctor's note). Please notify me with as much warning as possible if you know you will have to miss a class or assignment.

- **Academic honesty:** CSUSB academic regulations are in effect for this course. All your assignments must be original, independent work. Plagiarism (including presenting another's work as your own, citing another person's work improperly, presenting a list
of properly-cited expert opinions devoid of your own interpretation, or presenting your own work from another class without permission of both instructors involved) will result in a failing grade and in sanctions by the University. For more information on these issues and on course withdrawal, refer to http://bulletin.csusb.edu/academic-regulations/ and https://www.csusb.edu/student-affairs/dean-students/student-conduct-and-ethical-development/student-academic-dishonesty

Grading Policy
The course will be graded based on attendance and participation (30%); reading responses (20% total); term paper rough draft (10%); final paper presentation/discussion (10%); and your final paper (30%).

• Attendance and Participation (30% of final grade): Throughout the course, I will take note of your attendance and level of engagement with classroom discussions and assignments. Your grade will not be based on a “correct” understanding of a particular reading or on your agreement with me or with your classmates on a particular topic. In fact, I encourage respectful debate. Instead, I will grade you on your effort to consistently attend class and engage intellectually with each assignment.
  o I ask that you prepare at least one salient discussion question for each article we discuss, every week. Post these on Blackboard in the “discussion board” area, and also be prepared to pose them to the class during our meeting. This will be part of your participation grade. Feel free to reply to the posts of your classmates.
  o I will also ask that students take turns leading the discussion of different topics or readings. You will have advance warning of your leadership role in a conversation, by way of a sign-up sheet. You may use this sheet as an opportunity to volunteer for a topic that you think will be particularly interesting or rewarding for you. To prepare for these discussions, I suggest carefully reading the assigned publication(s), taking extra care with your reading responses, and outlining discussion topics or questions for the class. In some cases, discussions may be prepared by a small group of students in cooperation.

• Reading Responses (20% of final grade total): During the quarter, I will periodically ask that you turn in written responses to readings on particular topics. I will use these assignments to assess your level of engagement with the course content. Also, keeping electronic, word-searchable copies of your reading responses and/or your more informal class and reading notes may be useful to you in the future. The format of these reading responses should be as follows: in a short paper of five pages or less (double-spaced, 12 pt. font, 1-inch margins), synthesize the readings on the particular topic being discussed. In other words, rather than going into exhaustive detail about a particular reading, discuss all the readings assigned for a given week and how they inform or otherwise relate to one another. I will grade these responses based on technical proficiency and especially on how well they demonstrate your engagement with the readings. These exercises will help you to remember the readings, foster classroom discussion, and increase your level of comfort with archaeological theory.
**Paper Rough Draft (10% of final grade):** A few weeks before your final paper is due, you will turn in a rough draft of that paper. This is not intended to be polished, fully researched, or at full length. Instead, it should include a title, abstract (summarizing paragraph), outline, and any other content you have up to that date. You may either submit a rough text of the paper itself or an annotated outline of how the paper will be structured. The purpose of this assignment is to give me an idea of which topic you have chosen, allow me to provide comments or suggestions, and (most importantly) to remind you about the upcoming paper deadline.

**Final Paper Presentation/discussion (10% of final grade):** Near the end of the course, you will give a short presentation and lead a discussion about your final paper topic. The format of these presentations is flexible. You may have a PowerPoint, you may provide handouts, you might show short film clips (though this may not comprise the bulk of your presentation), or you may simply present your paper verbally. Consider sharing with the class why you found this topic interesting and elaborate on how it fits with broader themes of the course. This is an opportunity to discuss with your classmates an aspect of archaeological theory that is of particular interest to you and which we may not have discussed extensively in class.

**Final Paper (30% of final grade):** Your final project will be a research paper related to a key theme in archaeological theory. Below, you will find a list of approved topics for this assignment. You may also select a different theme once you have consulted with me. Be sure to have an approved topic in advance of the rough draft deadline so you have time to write a good paper. Your final paper should be 15–20 pages in length (not including the bibliography), with 12 pt. font, double spacing, 1-inch margins, and a bibliography of 20 or more scholarly sources. These citations may not include Wikipedia, Amazon book reviews, or similar non-academic resources. Most importantly, this paper is not meant to be a version of a site report or other technical document with a bit of theory “sprinkled on top.” Instead, this is meant to be a deep investigation of a particular theoretical approach in archaeology. Hopefully, the resulting paper will be useful to you as you move ahead with your thesis research and writing. Please feel free to approach me with paper questions and/or drafts ahead of the deadline for feedback.

**Grading 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; F = below 60

**Support for Students with Disabilities (ADA Compliance)**
If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909)537-5238. If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.
**Schedule of Readings and Assignments**

The following is the schedule of topics and readings for class discussion (Johnson 2020 = Matthew Johnson textbook). All other readings are available as PDF files or web links on the course Blackboard page, though I encourage you to consult JSTOR or other scholarly databases for additional readings. When readings or assignments are listed for a specific date, you should have them completed and be prepared for discussion **on the date listed**. The class will move quickly across broad topics and cover a lot of information. The readings are important; make sure you understand the main arguments of each one.

<table>
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<tr>
<th>Date</th>
<th><strong>Topic w/ readings underlined</strong> (schedule subject to modification)</th>
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<tr>
<td><strong>Week 1</strong></td>
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| W 9/25     | Introduction: (Johnson 2020: preface and 1–12; Willey and Sabloff 1993:1–37)  
| **Week 2** |                                                                     |
| W 10/2     | Culture history: (Willey and Sabloff 1993:152–213; Taylor 1948:chaps. 3, 6)  
Early functionalism and evolutionism: (White 1949; Steward 1949, 1955:chaps. 2, 3)  
**Reading response # 1 due (Blackboard)** |
| **Week 3** |                                                                     |
| W 10/9     | Early functionalism and evolutionism, continued: (Childe 1950; Willey and Phillips 1958;  
Sahlins and Service 1960:23–44)  
The New Archaeology: (Johnson 2020:13–71; Binford 1962; Flannery 1967) |
| **Week 4** |                                                                     |
| W 10/16    | Neo-functionalism and evolutionism: (Johnson 2020:72–93; Binford 1968; Clarke 1972;  
Flannery 1972)  
Archaeology and evolutionism, continued: (Johnson 2020:180–225; Flannery 1982)  
**Reading response # 2 due (Blackboard)** |
| **Week 5** |                                                                     |
| W 10/23    | Systems theory: (Salmon 1978; Lowe and Barth 1980; Salmon 1980)  
Behavioralism versus processualism: (Binford 1981, 1982; Schiffer 1985, 1988) |
| **Week 6** |                                                                     |
| Week 7 | Archaeology, politics, and postmodernism: (Johnson 2020:246–259; Shanks and Tilley 1992:103–115)  
**Reading response # 3 due (Blackboard)** |
Children, personhood, and agency: (Dobres and Robb 2000; Joyce and Lopiparo 2005; Baxter 2008)  
**Final paper rough draft due (Blackboard)** |
Landscape, materiality, memory, and history: (Johnson 2020:226–245; Ashmore 2009; Brumfiel 2003) |
| **Week 9** | W 11/20 | Landscape, materiality, memory, and history, continued: (Branton 2009; Tilley et al. 2006a, 2006b; Van Dyke 2009)  
Materiality and memory: (Gosden and Marshall 1999; Hendon 2000; Mills and Ferguson 2008; Zedeño 2008)  
**Reading response # 4 due (Blackboard)** |
Archaeology of the senses: (Houston and Taube 2000; Hepp et al. 2014; Hamilakis 2014:16–56) |
| **Week 11** | **Finals** | **Final paper presentation/discussion**  
**Final papers due (Blackboard)** |
Approved term paper topics
Agency/identity/personhood
Behavior/practice
Chiefdoms
Childhood/age
Cultural evolution
Ethnoarchaeology
Gender/Feminist archaeology
Hunter-gatherer/foraging societies
Ideology/cosmology
Interregional/intersocietal interaction
Landscape
Material culture
Materiality/new materialisms

Middle-range theory
Migration
Monumentality
Phenomenology/archaeology of the senses
Post-processual critique
Power
Ritual/religion
Social complexity
Social organization
Style
Testing hypotheses about the past
The “State”

Reading list

Ashmore, Wendy

Baxter, Jane Eva

Bettinger, Robert L.

Binford, Lewis R.

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

Branton, Nicole

Brumfiel, Elizabeth M.

Childe, V. Gordon

Clarke, David L.

Dobres, Marcia-Anne, and John E. Robb

Fargher, Lane F., Richard E. Blanton, and Verenice F. Heredia Espinoza

Flannery, Kent V.

Geller, Pamela A.

Gosden, Chris, and Yvonne Marshall

Hamilakis, Yannis

Hendon, Julia A.

Hepp, Guy David, Sarah B. Barber, and Arthur A. Joyce

Hodder, Ian

Houston, Stephen D., and Karl A. Taube

Johnson, Matthew

Joyce, Rosemary A.

Joyce, Rosemary A., and Jeanne Lopiparo

Lowe, John W. G., and Robert J. Barth

Mills, Barbara J., and T. J. Ferguson

Olsen, Bjørnar
2010 In Defense of Things: Archaeology and the Ontology of Objects. AltaMira, Lanham, MD.

Sahlins, Marshall D., and Elman R. Service

Salmon, Merrilee H.

Schiffer, Michael B.

Shanks, Michael, and Christopher Tilley

Slocum, Sally
2013 Woman the Gatherer: Male Bias in Anthropology. In Readings for a History of Anthropological

Steward, Julian H.

Taylor, Walter W

Tilley, Christopher, Webb Keane, Susanne Küchler, Patricia Spyer, and Michael Rowlands

Trigger, Bruce G.

Van Dyke, Ruth M.

Webmoor, Timothy, and Christopher Witmore

White, Leslie A.

Willey, Gordon R., and Philip Phillips

Willey, Gordon R., and Jeremy A. Sabloff

Wylie, Alison

Zedeño, María Nieves