

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

Johnson, Matthew. *Archaeological Theory: An Introduction*. 3rd ed. 2020. ISBN-10: 111847502X

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

Hodder, Ian, and Scott R. Hutson 2003 *Reading the Past*. 3rd ed. Cambridge University Press, New York.

Taylor, Walter W. 1948 *A Study of Archaeology*. Memoir Series of the American Anthropological Association, No. 69, Menasha.

Trigger, Bruce G. 2006 *A History of Archaeological Thought*. 2nd ed. Cambridge University Press, New York.

Willey, Gordon R., and Jeremy A. Sabloff 1993 *A History of American Archaeology*. 3rd ed. Freeman, New York.

Online Content

The Blackboard site for this course (<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.
 - 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.
 - 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.

<u>Date</u>	<u>Topic w/ readings underlined</u> (<i>schedule subject to modification</i>) "Johnson" = Matthew Johnson's <i>Archaeological Theory: An Introduction</i> , 3 rd ed.
Week 1	
W 9/25	Introduction: (Johnson 2020: preface and 1–12; Willey and Sabloff 1993:1–37) Origins of the discipline: (Willey and Sabloff 1993:38–52; Childe 1925:xiii–21; Trigger 1994)
Week 2	
W 10/2	Culture history: (<u>Willey and Sabloff 1993:152–213; Taylor 1948:chaps. 3, 6</u>) Early functionalism and evolutionism: (<u>White 1949; Steward 1949, 1955:chaps. 2, 3</u>) Reading response # 1 due (Blackboard)
Week 3	
W 10/9	Early functionalism and evolutionism, continued: (<u>Childe 1950; Willey and Phillips 1958; Sahlins and Service 1960:23–44</u>) 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: (<u>Salmon 1978; Lowe and Barth 1980; Salmon 1980</u>) Behavioralism versus processualism: (<u>Binford 1981, 1982; Schiffer 1985, 1988</u>)
Week 6	
W 10/30	The post-processual critique: (Johnson 2020:94–131; Hodder 1982; Binford 1989)

	<p>Archaeology, politics, and postmodernism: (Johnson 2020:246–259; Shanks and Tilley 1992:103–115)</p> <p>Reading response # 3 due (Blackboard)</p>
Week 7	
W 11/6	<p>Gender and identity: (Johnson 2020:156–179; Slocum 2013 [1975]; Wylie 1992; Joyce 2003; Geller 2008)</p> <p>Children, personhood, and agency: (<u>Dobres and Robb 2000; Joyce and Lopiparo 2005; Baxter 2008</u>)</p> <p>Final paper rough draft due (Blackboard)</p>
Week 8	
W 11/13	<p>Contemporary archaeologies (part 1): (Johnson 2020:260–283; Blanton et al. 1996; Fargher et al. 2010; Bettinger 2015:15–57)</p> <p>Landscape, materiality, memory, and history: (Johnson 2020:226–245; Ashmore 2009; Brumfiel 2003)</p>
Week 9	
W 11/20	<p>Landscape, materiality, memory, and history, continued: (<u>Branton 2009; Tilley et al. 2006a, 2006b; Van Dyke 2009</u>)</p> <p>Materiality and memory: (Gosden and Marshall 1999; Hendon 2000; Mills and Ferguson 2008; Zedeño 2008)</p> <p>Reading response # 4 due (Blackboard)</p>
Week 10	
W 11/27	<p>Materiality and new materialisms: (Johnson 2020:132–155; Olsen 2010 [skim introduction online]; Hodder 2012:1–39, 206–222; Webmoor and Witmore 2008)</p> <p>Archaeology of the senses: (Houston and Taube 2000; Hepp et al. 2014; Hamilakis 2014:16–56)</p>
Week 11	
Finals	
W 12/4	<p>Final paper presentation/discussion</p> <p>Final papers due (Blackboard)</p>

Approved term paper topics

Agency/identity/personhood	Middle-range theory
Behavior/practice	Migration
Chiefdoms	Monumentality
Childhood/age	Phenomenology/archaeology of the senses
Cultural evolution	Post-processual critique
Ethnoarchaeology	Power
Gender/Feminist archaeology	Ritual/religion
Hunter-gatherer/foraging societies	Social complexity
Ideology/cosmology	Social organization
Interregional/intersocietal interaction	Style
Landscape	Testing hypotheses about the past
Material culture	The “State”
Materiality/new materialisms	

Reading list

Ashmore, Wendy

2009 Mesoamerican Landscape Archaeologies. *Ancient Mesoamerica* 20(2):183–187.

Baxter, Jane Eva

2008 The Archaeology of Childhood. *Annual Review of Anthropology* 37:159–175.

Bettinger, Robert L.

2015 *Orderly Anarchy: Sociopolitical Evolution in Aboriginal California*. Vol. 8. University of California Press, Oakland.

Binford, Lewis R.

1962 Archaeology as Anthropology. *American Antiquity* 28(2):217–225.

1968 Post-Pleistocene Adaptations. In *New Perspectives in Archaeology*, edited by Lewis R. Binford and Sally R. Binford, pp. 313–341. Aldine, Chicago.

1981 Behavioral Archaeology and the “Pompeii Premise.” *Journal of Anthropological Research* 37(3):195–208.

1982 The Archaeology of Place. *Journal of Anthropological Archaeology* 1:5–31.

1989 Data, Relativism, and Archaeological Science. In *Debating Archaeology*, edited by Lewis R. Binford, pp. 55–68. Academic Press, San Diego.

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.

Branton, Nicole

2009 Landscape Approaches in Historical Archaeology: The Archaeology of Places. In *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David R. M. Gaimster, pp. 51–65. Springer, New York.

Brumfiel, Elizabeth M.

2003 It's A Material World: History, Artifacts, and Anthropology. *Annual Review of Anthropology* 32(1):205–223.

Childe, V. Gordon

1925 *The Dawn of European Civilization*. Kegan Paul, Trench, Trubner, London.

1950 The Urban Revolution. *Town Planning Review* 21(1):3–17.

Clarke, David L.

1972 A Provisional Model of an Iron Age Society and its Settlement System. In *Models in Archaeology*, edited by David L. Clarke, pp. 801–869. Methuen, London.

Dobres, Marcia-Anne, and John E. Robb

2000 Agency in Archaeology: Paradigm or Platitude? In *Agency in Archaeology*, pp. 3–17. Routledge, London.

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

2010 Egalitarian Ideology and Political Power in Prehispanic Central Mexico: The Case of Tlaxcallan. *Latin American Antiquity* 21(3):227–251.

Flannery, Kent V.

1967 Culture History Versus Culture Process: A Debate in American Archaeology. *Scientific American* 217:119–122.

1972 The Cultural Evolution of Civilizations. *Annual Review of Ecology and Systematics* 3(1):399–426.

1982 The Golden Marshalltown: A Parable for the Archaeology of the 1980s. *American Anthropologist* 84(2):265–278.

Geller, Pamela A.

2008 Conceiving Sex: Fomenting a Feminist Bioarchaeology. *Journal of Social Archaeology* 8(1):113–138.

Gosden, Chris, and Yvonne Marshall

1999 The Cultural Biography of Objects. *World Archaeology* 31(2):169–178.

Hamilakis, Yannis

2014 *Archaeology and the Senses: Human Experience, Memory, and Affect*. Cambridge University Press, New York.

Hendon, Julia A.

2000 Having and Holding: Storage, Memory, Knowledge, and Social Relations. *American Anthropologist* 102(1):42–53.

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

2014 Communing with Nature, the Ancestors, and the Neighbors: Ancient Ceramic Musical Instruments from Coastal Oaxaca, Mexico. *World Archaeology* 46(3):380–399.

Hodder, Ian

1982 Theoretical Archaeology: A Reactionary View. In *Symbolic and Structural Archaeology*, edited by Ian Hodder, pp. 1–16. Cambridge University Press, Cambridge.

2012 *Entangled: An Archaeology of the Relationships between Humans and Things*. Wiley-Blackwell, Malden, MA.

Houston, Stephen D., and Karl A. Taube

2000 An Archaeology of the Senses: Perception and Cultural Expression in Ancient Mesoamerica. *Cambridge Archaeological Journal* 10(2):261–294.

Johnson, Matthew

2020 *Archaeological Theory: An Introduction*. 3rd ed. Wiley-Blackwell, Malden, MA.

Joyce, Rosemary A.

2003 Making Something of Herself: Embodiment in Life and Death at Playa de los Muertos, Honduras. *Cambridge Archaeological Journal* 13(2):248–261.

Joyce, Rosemary A., and Jeanne Lopiparo

2005 Postscript: Doing Agency in Archaeology. *Journal of Archaeological Method and Theory* 12(4):365–374.

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

1980 Systems in Archaeology: A Comment on Salmon. *American Antiquity* 45(3):568–575.

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

2008 Animate Objects: Shell Trumpets and Ritual Networks in the Greater Southwest. *Journal of Archaeological Method and Theory* 15(4):338–361.

Olsen, Bjørnar

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

Sahlins, Marshall D., and Elman R. Service

1960 *Evolution and Culture*. University of Michigan Press, Ann Arbor.

Salmon, Merrilee H.

1978 What Can Systems Theory Do for Archaeology? *American Antiquity* 43(2):174–183.

1980 Reply to Lowe and Barth. *American Antiquity* 45(3):575–579.

Schiffer, Michael B.

1985 Is There a “Pompeii Premise” in Archaeology? *Journal of Anthropological Research* 41(1):18–41.

1988 The Structure of Archaeological Theory. *American Antiquity* 53(3):461–485.

Shanks, Michael, and Christopher Tilley

1992 *Re-Constructing Archaeology*. 2nd ed. Routledge, London.

Slocum, Sally

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

Theory, edited by Paul A. Erickson and Liam D. Murphy, pp. 307–314. 4th ed. University of Toronto Press, Toronto.

Steward, Julian H.

1949 Cultural Causality and Law: A Trial Formulation of the Development of Early Civilizations. *American Anthropologist* 51(1):1–27.

1955 *Theory of Culture Change*. University of Illinois Press, Urbana.

Taylor, Walter W

1948 *A Study of Archaeology*. Second. Southern Illinois University Press, Carbondale and Edwardsville.

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

2006a Introduction. In *Handbook of Material Culture*, edited by Christopher Tilley, Webb Keane, Susanne Küchler, Patricia Spyer, and Michael Rowlands, pp. 2–6. Sage, London.

2006b Theoretical Perspectives. In *Handbook of Material Culture*, edited by Christopher Tilley, Webb Keane, Susanne Küchler, Patricia Spyer, and Michael Rowlands, pp. 7–11. Sage, London.

Trigger, Bruce G.

1994 Childe's Relevance to the 1990s. In *The Archaeology of V. Gordon Childe*, edited by D. R. Harris, pp. 9–27. University of Chicago Press, Chicago.

Van Dyke, Ruth M.

2009 Chaco Reloaded: Discursive Social Memory on the Post-Chacoan Landscape. *Journal of Social Archaeology* 9(2):220–248.

Webmoor, Timothy, and Christopher Witmore

2008 Things Are Us! A Commentary on Human/Things Relations under the Banner of a "Social" Archaeology. *Norwegian Archaeological Review* 41(1):53–70.

White, Leslie A.

1949 *The Science of Culture*. Farrar, Straus, New York.

Willey, Gordon R., and Philip Phillips

1958 *Method and Theory in American Archaeology*. University of Chicago Press, Chicago.

Willey, Gordon R., and Jeremy A. Sabloff

1993 *A History of American Archaeology*. 3rd ed. Freeman, New York.

Wylie, Alison

1992 The Interplay of Evidential Constraints and Political Interests: Recent Archaeological Research on Gender. *American Antiquity* 57(1):15–35.

Zedeño, María Nieves

2008 Bundled Worlds: The Roles and Interactions of Complex Objects from the North American Plains. *Journal of Archaeological Method and Theory* 15(4):362–378.