Objectives

This course reviews philosophical, theoretical, and methodological issues in anthropological archaeology. Topics include the ideological and pragmatic aspects of paradigmatic shifts in archaeology, the social and political implications of its practice, and an examination of a range of topics, including culture as an ecological system, middle range theory, ethnographic analogy, experimentations, engendering archaeology, and the archaeology of living traditions.

Course Organization

The seminar will center on student conversations, with the instructor providing the frame, directing, facilitating, and moderating discussions. For each class, students will prepare a short presentation of the reading materials, focusing on the key arguments and concerns raised in the readings. Presenters are encouraged to incorporate outside readings where they would contribute to the breadth of the discussion. While creative license is granted regarding the form of presentations, all should go beyond the descriptive summaries to make clear arguments, employing case studies where appropriate. Additionally, students should be prepared to facilitate discussion of these topics. Readings include both important theoretical pieces and case studies that put theory into practice.

Course Outline

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan W 18</td>
<td>Introduction to the course and to Latte</td>
<td>None</td>
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<tr>
<td>Jan M 23</td>
<td>Archaeology: Straddling the Sciences and the Humanities</td>
<td>Caso 1952; Binford 1962; Nichols et al. 2003; Smith M. et al. 2012</td>
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</table>
Major paradigms in archaeological thought

Time in archaeology

Workshop on Gobekli Tepe

Formation Processes and Taphonomy

Behavior and material correlates: Ethnographic analogy and experimental archaeology

Human Societies as part of Ecosystems: The legacy of Systems theory

Human geographies and the archaeology of Regions: Settlement patterns and Political economies

Landscape archaeology

Workshop on Gobekli Tepe

Workshop on Gobekli Tepe

Urbanism and urbanization

Engendering the past and Feminists approaches

Agency and Structuration

Workshop on Cerro Sechín

Materials and Materiality

Kuhn 1970; Hodder-Hudson 2003

Murray 1999; Lucas 2005; Stahl 1993

Banning 2011, Giffors-Antonello 2015, Kornienko 2009; McBride 2013; Scham 2008

Shiffer 1985a; Ginzburg 1986; Marcus 1983a-b


Flannery 1968; Plog 1975; Winterhalder-Smith 2000

Cobb 1993; Smith E. 1991

Knapp and Ashmore 1999; Hutson 2002

Schmidt 2000, Scham 2008; Verhoeven

Sandars and Webster 1988; Smith 1989

None

Conkey-Gero 1997; Voss 2000

Dobres-Robb 2000; Dornan 2002

Hill 2004; Burger 1999;

Renfrew 2004; Ingold 2007
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>Mar M 27</td>
<td>Archaeology of Death</td>
<td>Binford 1972; Bartel 1982</td>
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<tr>
<td>Mar W 29</td>
<td>Workshop on Cerro Sechín</td>
<td>Wickler-Siebt 1982</td>
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<td>Apr M 3</td>
<td>Archaeology of ritual and religion</td>
<td>Marcus-Flannery 1994; Brown 1997</td>
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<td>Apr W 5</td>
<td>Archaeology and Social Memory</td>
<td>Connerton 2006; Elsner 2003</td>
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<tr>
<td>Apr M 19</td>
<td>Monumentality and miniaturization</td>
<td>Nelson-Olin 2003; Joyce 2004</td>
</tr>
<tr>
<td>Apr M 24</td>
<td>Individual Research presentations</td>
<td>None</td>
</tr>
<tr>
<td>Apr W 26</td>
<td>Individual Research presentations</td>
<td>None</td>
</tr>
<tr>
<td>May M 1</td>
<td>Politics and Ethics in archaeological practice</td>
<td>Trigger 1986; Gero-Root 1999; Leone-Preucel 1992; Wylie 1992</td>
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<tr>
<td>May W 3</td>
<td>Retrospective</td>
<td>Preucel 1991; Preucel and Hodder 1996b</td>
</tr>
<tr>
<td>May F 5</td>
<td>Research paper due</td>
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**Students with extra challenges**
If you are a student with a documented disability at Brandeis University and if you wish to request a reasonable accommodation for this class, please see me immediately. Keep in mind that reasonable accommodations are not provided retroactively.

**Course Requirements**

*Four-Credit Course (with three hours of class-time per week)*
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

**Class attendance**
Attendance to class is obligatory. Absence from classes will only be accepted in cases of medical or extreme emergencies, and should be timely notified in person or by email (before the intended absence, not after). Three missed classes without justification carry a recommendation to drop the course or will affect the final grade in a significant way.
**Reading assignments**
Reading assignments (available on Latte) should be completed by the dates indicated above. Reading of these materials is essential for your engagement and participation in class (15% of the total grade). Throughout the semester, you will reflect critically on the readings and generate at least one question for each of the readings assigned. These questions should reflect your comprehension of the readings and highlight salient points that you think are significant for a discussion. You should TYPE and PRINT your questions for each session and be ready to present them orally as well as hand them over at the beginning of each class.

**Midterm exam**
The midterm will be posted electronically on Monday March 5th and is due in printed form on Wednesday March 8th during class time. The goal is for the student to read and make a 4 – 5 page review of an article (15%).

**Group projects**
Because of the small size of the class, students will form a group and work on two assignments involving meta-analysis of published materials. One of the project revolves around interpreting the circular building at Gobekli Tepe (Turkey), and the rectangular building at Cerro Sechin (Peru). Students need to collect as much data as possible on these archaeological features, make a scaled master map, compile a catalogue of the associated carved stones, and engage in an interpretative exercise on the meaning of those buildings.

**Individual research project**
Each student will select an archaeological topic and do extensive research on it, producing a final paper 10-15 pages long of text. The paper should be supplemented with photographs, drawings, and maps. Both a printed and a digital version, including the visual aids, are due no later than Friday May 5 at 5pm.

**Summary of Grading**
- Participation in class: 15%
- Midterm: 15%
- Group Research projects: 20% each
- Individual research paper: 30%

**Use of Laptops, tablets, and other devices**
You are welcome to use a personal Laptop or tablet for note taking and researching. If a student is found using a device for purposes other than those related to the class, his or her privilege for using it will be immediately suspended for the rest of the semester. The use of mobile phones (calls and text messaging) is not allowed.

**Academic integrity**
Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to be familiar with, and to follow, the University’s
policies on academic integrity. Please consult Brandeis University Rights and Responsibilities (http://www.brandeis.edu/studentaffairs/srcs/rr/) for all policies and procedures. All policies related to academic integrity apply to in-class and take home projects, assignments, exams, and quizzes. Students may only collaborate on assignments with express permission. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.

Readings

Bartel, Brad

Binford, Lewis, R.


Brown, James A.

Caso, Alfonso

Cattaneo, C., K. Gelsthorpe, P. Phillips, and R. J. Sokol

Clark, John E.

Cobb, Charles, R.

Conkey, Margaret, W.

Conkey, M. W. and J.M. Gero.  
1997  Programme to Practice: Gender and Feminism in Archaeology. Annual Review of Anthropology 26: 411-437.

Connerton, Paul  

Dobres, Marcia-Anne, and John E. Robb  

Dornan, Jennifer L.  

Elsner, Jaś  

Falconer, Steven, E. and Stephen H. Savage  

Flannery, Kent V.  

Galloway, P.  

Gero, J. and D. Root  
Ginzburg, Carlo

Hodder, I. And Scott Hutson

Hutson, Scott R.

Joyce, Rosemary A.

Ingold, Tim

Knapp, A. Bernard, and Wendy Ashmore

Kuhn, Thomas, S.

Leone, M. and R. Preucel

Marcus, Joyce, and Kent V. Flannery

Nelson, Robert, S., and Margaret Olin
Monuments and Memory, Made and Unmade, edited by Robert S. Nelson 

Plog, Fred T.
1975  Systems Theory in Archaeological Research. Annual Review of 
Anthropology 4: 207-224.

Preucel, R W. and I. Hodder
1996  Material Symbols. In Contemporary Archaeology in Theory: A Reader, 
Blackwell.

Preucel, R W. and I. Hodder
1996  Constructing Identities. In Contemporary Archaeology in Theory: A Reader, 
Blackwell.

Renfrew, C.
1986  Introduction: Peer-Polity interaction and Socio-Political Change, in Peer 
Polity Interaction and Socio-Political Change, edited by C. Renfrew and J.F. 

2004  Towards a Theory of Material Engagement. In Rethinking Materiality: The 
Engagement of Mind with the Material World, edited by E. DeMarrais, C. 
Gosden, and C. Renfrew, pp. 23-31. McDonald Institute for Archaeological 
Research, University of Cambridge.

Sanders, William T., and David Webster
546

Schiffer, Michael B.
1985a  Is there a "Pompeii Premise" in archaeology? Journal of Anthropological 
Research 41:18-41.

1985b  Archaeology as Behavioral Science. American Anthropologist 77 (4): 836- 
848.

Smith, Estellie, M.
1991  The ABCs of Political Economy. In Early State Economics, edited by 
Smith, Michael E.

Smith, Michael E., Gary M. Feinman, Robert D. Drennan, Timothy Earle and Ian Morris

Stahl, A. B.

Trigger, B.G.

1989 A History of Archaeological Thought (Chapters 1, 2, 3, and 5). Cambridge: Cambridge University Press.

Tilley, Christopher

Voss, Barbara

Willey, G. R. and J. A. Sabloff.

Winterhalder, B. and E. A. Smith

Wylie, A.
1992 Rethinking the Quincentennial: Consequences for Past and Present American *Antiquity* 57 (4): 591-594