**Course Description**

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach.

**Course Learning Objectives**

The learning objectives for this course reflect the Seven Principles developed by the Society for American Archaeology (SAA) Task Force on Curriculum: (1) foster long-term stewardship of archaeological resources; (2) recognize diverse interests in the past; (3) engage with diverse audiences to explore the various (and sometimes competing) meanings of archaeological remains; (4) promote awareness of the social relevance of archaeological data and its interpretations; (5) infuse the curriculum with professional ethics and values that frame archaeological practice; (6) improve written and oral communication skills; and (7) develop fundamental understandings of archaeological methods, theoretical frameworks, and problem solving [Bender 2000].

**Required Readings**

- Additional assigned readings available on E-Reserves.
- Additional web resources will be assigned throughout the semester.
**Course Grading**

The final course grade is based on a variety of assignments throughout the semester. First, each student will complete 5 short exercises, which include a written summary (2-3 pages) and in-class discussion component. Second, students will work in a small group (4-5 students) to develop a class lecture and lead discussion on an assigned journal article. Evaluation is based both on individual contribution and the final group presentation. Third, each student will complete a three part final project that summarizes, analyzes and evaluates two journal articles on a topic/s of his or her choice. Additional details for each assignment will be provided.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Exercises (choose 5 of 6 to complete)</td>
<td>Varies, see calendar</td>
<td>25%</td>
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<tr>
<td>Class Presentation (group/individual)</td>
<td>Varies, see calendar</td>
<td>20% (10/10)</td>
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<tr>
<td>Final Project, Part I</td>
<td>4/01/10</td>
<td>5%</td>
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<tr>
<td>Final Project, Part II</td>
<td>4/08/10</td>
<td>20%</td>
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<tr>
<td>Final Project, Part III</td>
<td>5/10/10 (finals week)</td>
<td>30%</td>
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**Course Policies**

- The success of this course depends on student preparation for and participation in class. Students are expected to arrive on time to class, ready to comment on the readings scheduled for that day, answer questions, and actively contribute to discussion with classmates. Three or more absences will take reduce your final course grade (e.g. A to A-, A- to B+, etc.).

- Please review Amherst College’s Academic Honesty guidelines [https://www.amherst.edu/campuslife/deanstudents/acadhonesty]. Use care on all written work to avoid even the appearance of cheating or plagiarism. Discuss any questions with me before a problem arises.

- Assignments are due at the beginning of class on the posted date. Late assignments will be accepted, but marked down one full letter grade if turned in by 5pm the following day. The Final Project is due by 5pm on 5/10, no exceptions.

- Phones are off and away, computers are for note taking, and bring relevant reading materials or exercises with you to class.

- Take advantage of office hours. I am happy to brainstorm with you about your projects, suggest readings, review preliminary drafts, etc. I return emails as quickly as possible, but I do not answer course-related email after 7 pm. In other words, don’t wait to ask questions about assignments until the last minute!

- If you have a disability of any kind, come and speak with me at the beginning of the semester so that we can guarantee your needs are fully met throughout the course.
# Topics & Reading Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Class Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>WEEK 1: HISTORY OF ARCHAEOLOGY...</strong></td>
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<tr>
<td>January 26</td>
<td>Course overview</td>
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<tr>
<td>January 28</td>
<td>- Renfrew &amp; Bahn, Intro and Ch 1</td>
<td>Film: &quot;Questioning the Past&quot; (26 mins)</td>
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<td><strong>WEEK 2: ARCHAEOLOGICAL EVIDENCE... WHAT WE FIND</strong></td>
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<tr>
<td>February 2</td>
<td>- Renfrew &amp; Bahn, Ch 2</td>
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<tr>
<td></td>
<td>- Binford, 1983</td>
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<td></td>
<td>- Fagan, 2005</td>
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<tr>
<td>February 4</td>
<td>- Ur, 2006</td>
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<td>Ex 1: Google Earth</td>
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<tr>
<td></td>
<td>- <a href="http://www.jqjacobs.net/archaeo/sites/">http://www.jqjacobs.net/archaeo/sites/</a></td>
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<td><strong>WEEK 3: SURVEY &amp; EXCAVATION</strong></td>
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<td>February 9</td>
<td>- Renfrew &amp; Bahn, Ch 3</td>
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<td>- David, 2006</td>
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<td>- Glassow, 2005</td>
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<tr>
<td>February 11</td>
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<td>Ex 2: Cemetery sampling strategies</td>
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<td><strong>WEEK 4: DATING METHODS &amp; CHRONOLOGY</strong></td>
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<td>February 16</td>
<td>- Renfrew &amp; Bahn, Ch 4</td>
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<td>- Gowlett, 2006</td>
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<td>- Holdaway, 2006</td>
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<td>February 18</td>
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<td>Ex 3: Stratigraphy</td>
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<td><strong>WEEK 5: SOCIAL ORGANIZATION</strong></td>
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<td>February 23</td>
<td>- Renfrew &amp; Bahn, Ch 5</td>
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<td></td>
<td>- Brumfiel, 1992</td>
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<td>- Hodder, 2004</td>
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<td>February 25</td>
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<td>Group 1: Settlement Patterns/China</td>
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<td><strong>WEEK 6: ENVIRONMENTAL ARCHAEOLOGY</strong></td>
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<td>March 2</td>
<td>- Renfrew &amp; Bahn, Ch 6 [162-177]</td>
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<td>- Rowley-Conwy, 2006</td>
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<td>March 4</td>
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<td><strong>WEEK 7: PLANTS + ANIMALS = DIET</strong></td>
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<tr>
<td>March 9</td>
<td>- Renfrew &amp; Bahn, Ch 6 [177-193]</td>
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<td></td>
<td>- Pearsall, 2004</td>
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<td>- Hastorf, 1991</td>
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<td>March 11</td>
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<td>Group 2: Fauna/ American S. East</td>
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<td><strong>WEEK 8: NO CLASS, SPRING BREAK</strong></td>
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<td>Mar 16/18</td>
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**WEEK 9: TECHNOLOGY**

| March 23  | • Renfrew & Bahn, Ch 7 [194-203]  
|          | • Miller, 2007  
|          | Films: “The Potters of Buur Heybe, Somalia”  
|          | & “Woman the Toolmaker: Hideworking & Stone Tool Use in Konso, Ethiopia” (30 mins each)  
| March 25 | Group 3: Flora, ethnarchaeology/ E. Africa  
|          | Exercise 4: Ethnoarchaeology Films  

**WEEK 10: TRADE & EXCHANGE**

| March 30 | • Renfrew & Bahn, Ch 7 [203-217]  
|          | • David and Kramer, 2001  
| April 1  | Group 4: Obsidian/ Maya region  
|          | Final Project Part I  

**WEEK 11: GETTING INTO ANCIENT MINDS**

| April 6  | • Renfrew & Bahn, Ch 8 [218-235]  
|          | • Flannery & Marcus, 1993  
| April 8  | Field Trip: Mead Art Museum, Amherst  
|          | Final Project Part II  

**WEEK 12: BIOARCHAEOLOGY**

| April 13 | • Renfrew & Bahn, Ch 8 [236-245]  
|          | • Buzon et al. 2005  
| April 15 | • Review NAGPRA website (http://www.nps.gov/nagpra/)  
|          | Film: "Bones of Contention" (1 hr)  
|          | Exercise 5: Mead Visit  

**WEEK 13: EXPLAINING CHANGE (& FINISH UP BIOARCHAEOLOGY)**

| April 20 | • Renfrew & Bahn, Ch 9  
|          | • Hegmon, 2003 & 2005  
|          | • Moss, 2005  
|          | Group 5: Bioarchaeology/ Peru  
|          | Exercise 6: "Bones of Contention"  
| April 22 |  

**WEEK 14: WRAPING UP...**

| April 27 | • Additional readings TBA  
|          | Group 6: Ceramics/ American Southwest  
| April 29 | Review: Final Project expectations  

**WEEK 15: ARCHAEOLOGY & THE PUBLIC, ETHICS**

| May 4  | • Renfrew & Bahn, Chapter 10  
|        | • Price and Feinman, 2001  
|        | • Sabloff, 1998  
| May 6  | Course overview  
|        | Short summary of final project by each student  

*I reserve the right to make changes to the schedule/syllabus for this course as needed, which will be posted to the course web site and announced in class.*
ADDITIONAL READINGS, FULL CITATIONS (LISTED BY WEEK):


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**GROUP PRESENTATIONS ARTICLES**

(1) Settlement Patterns & Development of Social Complexity in the Yiluo Region, North China
Li Liu, Xingcan Chen, Yun Kuen Lee, Henry Wright, Arlene Rosen
*Journal of Field Archaeology*, Vol. 29, No. 1/2 (Spring, 2002 - Summer, 2004), pp. 75-100

(2) Patterns of Elite Faunal Utilization at Moundville, Alabama
H. Edwin Jackson, Susan L. Scott

(3) Griddles, Ovens, and Agricultural Origins: An Ethnoarchaeological Study of Bread Baking in Highland Ethiopia
Diane Lyons, A. Catherine D’Andrea
[http://dx.doi.org/10.1525/aa.2003.105.3.515](http://dx.doi.org/10.1525/aa.2003.105.3.515)

(4) Commodity or Gift: Teotihuacan Obsidian in the Maya Region
Michael W. Spence

(5) Prehistoric trepanation in the Cuzco region of Peru: A view into an ancient Andean practice
Valérie A. Andrushko, John W. Verano
[http://home.southernct.edu/~andrushkov1/publications.html](http://home.southernct.edu/~andrushkov1/publications.html)

(6) Pots, Parties, and Politics: Communal Feasting in the American Southwest
James M. Potter