Fall 2019
Method and Theory in Archaeology
ANTH 4600-001
New College of Florida

Professor Uzi Baram
Office Hours: Thursday 1:00-2:00 and by appointment and drop-in at College Hall 205
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Class meets Tuesday and Thursday 10:30-11:50 in College Hall 214
URL for syllabus: http://sites.ncf.edu/baram/courses
Course is on Canvas

Catalogue Description:
The past matters, and archaeology can be a productive avenue for a meaningful history for today and our future. Archaeology is undergoing a tremendous transformation. Survey of Archaeology offered the foundational issues in methods and theory with an overview of human history from the earliest times to the present; Method and Theory in Archaeology reflects and explains the current approaches that address climate change, confrontations with sexism and racism, intellectual property rights for indigenous peoples, and empowering heritage approaches to the past and material culture and even archaeology as futurology, a source for our potential futures. The challenges and opportunities of these new approaches will guide the seminar as we grapple with scholarship and case studies. Prerequisite: an introductory course in archaeology, or permission of the instructor. The course is a requirement of the Anthropology AOC.

Goals for the Course:
Archaeology is one of the four subfields of Anthropology and offers significant contributions to the discipline as well as to contemporary social concerns. More than ever, archaeology is meaningful and engaged, as this course will show. Archaeological analyzes, interpretations, and presentations from around the world constitute the core materials for this course. With Survey of Archaeology in Fall 2018 as the assumed background for the course, students have basic background for the epochs and for the culture areas employed in the readings. Laurie Wilkie’s Strung out on Archaeology: An Introduction to Archaeological Research gave techniques and methods from archaeology, focused on Madi Gras beads; Eric Cline provided snapshots of theory, method, and culture history in Three Stones Make a Wall: The Story of Archaeology; and James C. Scott offered a synthesis of current archaeological understandings of the rise of agriculture and the state in Against the Grain: A Deep History of the Earliest States – all will be relevant as we push ahead in our study of what archaeologists, innovative and ethical archaeologists, are doing in Anthropology today. Other courses from the anthropology program should provide further depth in culture areas, regional archaeological traditions, and theory. Method and Theory in Archaeology builds upon those foundations and propels the research possibilities.

One research skill for this upper-level anthropology is being able to locate the appropriate context for the various arguments being made in the readings and class presentations for archaeology, anthropology, and the social sciences in general. Another skill is the ability to organize a diffuse set of concerns, examples, and paradigms into a meaningful structure both in articulating points during class discussions and in your written work for the course that should highlight anthropological concerns. The result will be a grounding in current approaches, the opportunity to demonstrate mastery over method and theory through a range of representations and projects, and a solid foundation for advanced undergraduate research on material culture, landscapes, the past, and intellectual history.

This semester the course addresses social theory, homelessness, climate crises, and the meaning of the past for the present and the future. Throughout the term, recent transformations in archaeology will be highlighted, open to scholarly critique and evaluation. The approach, for Fall 2019, is to focus on individuals whose
lives are in ruins, ancient and contemporary – people who professionally identify as archaeologists and their careers and goals. This biographic approach is unusual and your support will make it productive.

**Format:**
As an upper-level requirement for the Anthropology area of concentration, the course will be run as a seminar. The success of seminars comes from the active participation of all members of the class. Quality, not quantity is the key for in-class discussions. I expect you to use your background in anthropology to work through the major ideas in this course and the contributions of the various scholars and publications. I like to think of discussion as an opportunity to work through notions and to engage in a dialogue and discussion with your fellow students, the professor, and the scholars we are reading. Raising questions is an expected part of your contribution to class discussion. The final evaluation will include commentary on preparation for class discussions. I am always willing to talk over any issues and concerns, including suggestions on improving written work and oral communications, during my office hours or via email.

**Embedded Librarian:**
One of the challenges for an upper-level anthropology course is the wide-range of information available for addressing course concerns. To help navigate those encounters with scholarship and work toward interesting and engaging representations of knowledge, this course has Cal Murgu, Librarian, Research, Instruction and Digital Humanities (cmurgu@ncf.edu) embedded within the course; the librarian will attend class irregularly and be regularly available to class members throughout the semester.

**Class Requirements:**
This syllabus contains details on readings, topics, assignments, and expectations; look over the syllabus throughout the semester to keep track of assignments and topics as well as course goals.
* You are required to use this syllabus
* You should bring pen & paper or an electronic device for note-taking during class sessions
* You need to read the assigned chapters and articles before class meets and bring either the readings or your notes on the readings to class
* You are expected to respond to emails from the professor and to check the course’s Canvas page
* You are required to attend each and every class during the semester. If you need to miss a class meeting, let the professor know ahead of time via email, voice mail, or a note in the divisional mailbox (in the Social Science Building); all standard reasons for missing class will be accepted; skipping class is a basis for an unsatisfactory evaluation for the course.
*All assignments are expected to be completed by their deadline – missing any assignment can lead to a preemptive unsatisfactory evaluation for the course. Since there are no grades, if you are requested to revise a paper you must do so for a satisfactory evaluation in the course. All the work for the course, as listed on this syllabus, must be completed for a satisfactory evaluation.

**Course Assignments:**
There are multiple assignments for the course, some of the assignments are in class and the rest will be done independently; you are expected to upload your work to the course Canvas page. Details on the assignments will be provided in a timely manner in class and on Canvas, which will include the type of evaluation for each assignment:
- a. Archaeo-Representation: What does Archaeological Theory look like? In-class project
- b. Presentation of an Archaeological Technique: presented in class on September 26th
- c. Analyze a Collection of Material Culture: upload to Canvas and present in class on November 7th
- d. Representing Archaeologists and their Research through a Comic: class will divide up the chapters in Engaging Archaeology and present visual representations for specific chapters as assigned
- e. Research Project: in class search of public outreach for consideration and discussion on November 5th
- f. In class Presentation on *Homeless Heritage* on October 10th
- g. Systematic Review of Scholarly Literature, uploaded to Canvas and present in class on November 26th
- h. Final Assignment, presented on December 3rd: Why Archaeology Matters – a one minute pitch
Outline of Topics and Readings

8/22 Mini-class: Archaeology Matters

8/27 Introduction to the Course: Confronting the Possibilities for an Archaeology that Matters
Readings:
- Harris and Cippolla Chapter 1 An introduction to contemporary archaeological theory: confronting dualisms

8/29 Transformations in Archaeology
Readings:
- Harris and Cippolla Chapter 2 Beyond paradigms: a potted history of archaeological thought
- Harris and Cippolla Chapter 3 Between thoughts and things: theorising practice and agency
- David Schaepe, Bill Angelbeck, David Snook, and John Welch 2018 Archaeology as Therapy: Connecting Belongings, Knowledge, Time, Place, and Well-Being. *Current Anthropology* 58(4):502-533
- *Engaging Archaeology* Chapter 1 Engaging Archaeology: An Introduction and a Guide/Silliman

9/3 Alternatives to the Status Quo: Marxist, Feminist, Anarchist, and Punk Archaeologies
Readings:
- *Engaging Archaeology* Chapter 2 Climbing Hillforts and Thinking about Warfare in the Pre-Columbian Andes/Arkush
- *Engaging Archaeology* Chapter 3 Losing Control in the American Southwest: Collaborative Archaeology in the Service of Descendant Communities/Liebmann
- *Engaging Archaeology* Chapter 17 Slouching Towards Theory: Implementing Bioarchaeological Research at Petra, Jordan/Perry
- *Engaging Archaeology* Chapter 25 Learning about Learning in Ice Age France through Stone Tools: An Intersectional Feminist Approach without Gender/Sterling

9/5 The Importance of Identity in the Work of Archaeology, or Witnessing the Society for American Archaeology Implode in April 2019
Readings:
- Harris and Cippolla Chapter 4 Situating things in society: identity and personhood
- *Archaeology, Sexism, and Scandal* Introduction
- *Archaeology, Sexism, and Scandal* Part I: Mary Ross Ellingson’s Archaeological Adventure
9/10 The Moment of Intellectual Discovery
Readings:
- *Archaeology, Sexism, and Scandal* Part II: Sexism and Scholarship
- *Engaging Archaeology* Chapter 4 Getting It Wrong for All the Right Reasons: Developing an Approach to Systematic Settlement Survey for Viking Age Iceland/Steinberg et al
- *Engaging Archaeology* Chapter 5 Archaeological Projects in India: Decolonizing Archaeological Research, Assessing Success, and Valuing Failure/Rizvi

9/12 Discoveries and the Importance of Things
Readings:
- Harris and Cippolla Chapter 5 Secret lives of things: object agency and biography
- Harris and Cippolla Chapter 6 Things make people? Considering materiality, phenomenology, experience and entanglement
- *Archaeology, Sexism, and Scandal* Part III: Scandal! Mary Ross Ellingson’s Work Plagiarized

9/17 The Meaning of Things: Techniques and Theories of Material Culture Studies after New Orleans Mardi Gras Beads
Readings:
- Harris and Cippolla Chapter 7 Mediating the world: archaeological semiotics
- Harris and Cippolla Chapter 8 Finding symmetry: Actor-Network-Theory and new materialism
- *Engaging Archaeology* Chapter 20 Dr. Stage-Love, or: How I Learned to Stop Worrying and Love My Dissertation on Race, Pipes, and Classification in the Chesapeake/Agbe-Davies
- *Engaging Archaeology* Chapter 23 Disrupting Fixed Narratives: Researching Colonial Dress and Identity in Museum Collections/Loren

9/19 Paleoethnobotany and Zooarchaeology
Readings:
- Harris and Cippolla Chapter 9 Multi-species archaeology: people, plants and animals
- *Engaging Archaeology* Chapter 13 Integrating Paleoethnobotany in Investigations of Spanish Colonialism in the American Southwest/Trigg
- *Engaging Archaeology* Chapter 22 The Bones from the Other Tell: Zooarchaeology at Çatalhöyük West/Orton

9/24 The Challenge and Opening created by NAGPRA: Decolonizing Archaeology
Readings:
- National NAGPRA online at [https://www.nps.gov/nagpra/](https://www.nps.gov/nagpra/)
- Harris and Cippolla Chapter 10 ‘Others’: postcolonialism, the ontological turn and colonised things
- *Engaging Archaeology* Chapter 6 Lifeways of the First Australians: Regional Archaeology in the Remote North of Australia/Balme
- *Engaging Archaeology* Chapter 7 The Kuril Biocomplexity Project: Anatomy of an Interdisciplinary Research Program in the North Pacific/Fitzhugh
- *Engaging Archaeology* Chapter 11 Research Spaces from Borderland Places – Late Woodland Archaeology in Southern Ontario/Ferris
9/26 Teaching Slam: Class presentations on archaeological techniques
Readings:

10/1 Transforming Archaeology
Readings:
- Harris and Cippolla Chapter 11 On breaking walls and building relations: a conclusion
- *Engaging Archaeology* Chapter 15 Rooting in New England: Archaeologies of Colonialism, Community, and Collaboration/Silliman

10/3 Expanding Archaeology to the Present: Case Study on the Homeless
Readings:
- *Engaging Archaeology* Chapter 19 Archaeologies of a Medieval Irish Castle: Thinking about Trim/O'Keeffe
- Kiddey chapters 1-3

10/8 Caring: Homelessness as an Archaeological Subject
Readings:
- Kiddey chapters 4-8

10/10 Applied Archaeo-Heritage: Presentations on Homeless Heritage
Readings:
- Kiddey chapters 9 - conclusion

FALL BREAK

10/22 Ethics Bowl
Readings:
- Ethics Resources American Anthropological Association [https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1895](https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1895)

10/24 What does It Mean to be Human?: Archaeological Approaches to Humanity and its Major Transformations
Readings:
- David Graeber and David Wengrow 2018 How to Change the Course of Human History (at least, the part that's already happened). *Eurozine* [https://www.eurozine.com/change-course-human-history/](https://www.eurozine.com/change-course-human-history/)
- Rebecca Sykes 2019 The Neanderthal Renaissance. *Aeon* [https://aeon.co/essays/to-know-ourselves-we-must-first-know-the-neanderthals](https://aeon.co/essays/to-know-ourselves-we-must-first-know-the-neanderthals)
- *Engaging Archaeology* Chapter 16 Accidentally Digging Central America's Earliest Village/Joyce
10/29 Archaeology as a Brand: Studying Collapse, Beer, and other Topics that get Public Attention
Readings:
- Reinhard Bernbeck 2018 An Emerging Archaeology of the Nazi Era. Annual Review of Anthropology 47:361-376
- Kelly Reed 2019 Feeding the world: archaeology can help us learn from history to build a sustainable future for food. The Conversation http://theconversation.com/feeding-the-world-archaeology-can-help-us-learn-from-history-to-build-a-sustainable-future-for-food-117601

10/31 Case Study of the Personal in Archaeology: Looking, Celebrating, and Saving Angola on the Manatee River
Readings:
- Tragedy and Survival on the early 19th century Florida Gulf Coast http://tragedyandsurvival.timesifters.org/
- Myrna Pokiak (Inuvialuit) 2010 Being an Inuvialuit Archaeologist and Educator from Tuktoyaktut. Being and Becoming an Indigenous Archaeologist, pages 252-257
- Engaging Archaeology Chapter 14 Framing Local History with Global Archaeological Lenses in Osun Grove, Nigeria/Ogundiran

11/5 Public Engagement in Today’s Archaeology – what are folks doing? In-class Search and Discussion
Readings:

11/7 Experiments in Representations: Comics, Virtual Worlds, and Other Attempts to Convey the Past for the Present
Readings:
- Digital Heritage Interactive www.digital-heritage.net

11/12 Uncharted Terrain: A Discussion of Archaeology in an Age of Rising Sea Levels
Readings:
- Robert van de Noort 2011 Conceptualizing Climate Change Archaeology. Antiquity 85:1039-1048

11/14 What do You See when You See a Site?: Heritage Tourism and Archaeology
Readings:

11/19 Archaeologies of the Future
Readings:

11/21 Class does not meet – American Anthropological Association annual meeting
Assignment: Scan the conference schedule for the annual meeting of the American Anthropological Association and prepare your presentations for next Tuesday

11/26 Presentations on Systematic Literature Reviews

11/28 Class does not meet – Thanksgiving

12/3 Why Archaeology Matters in the Anthropocene: Method and Theory for Relevance Moving Forward
Final class presentations