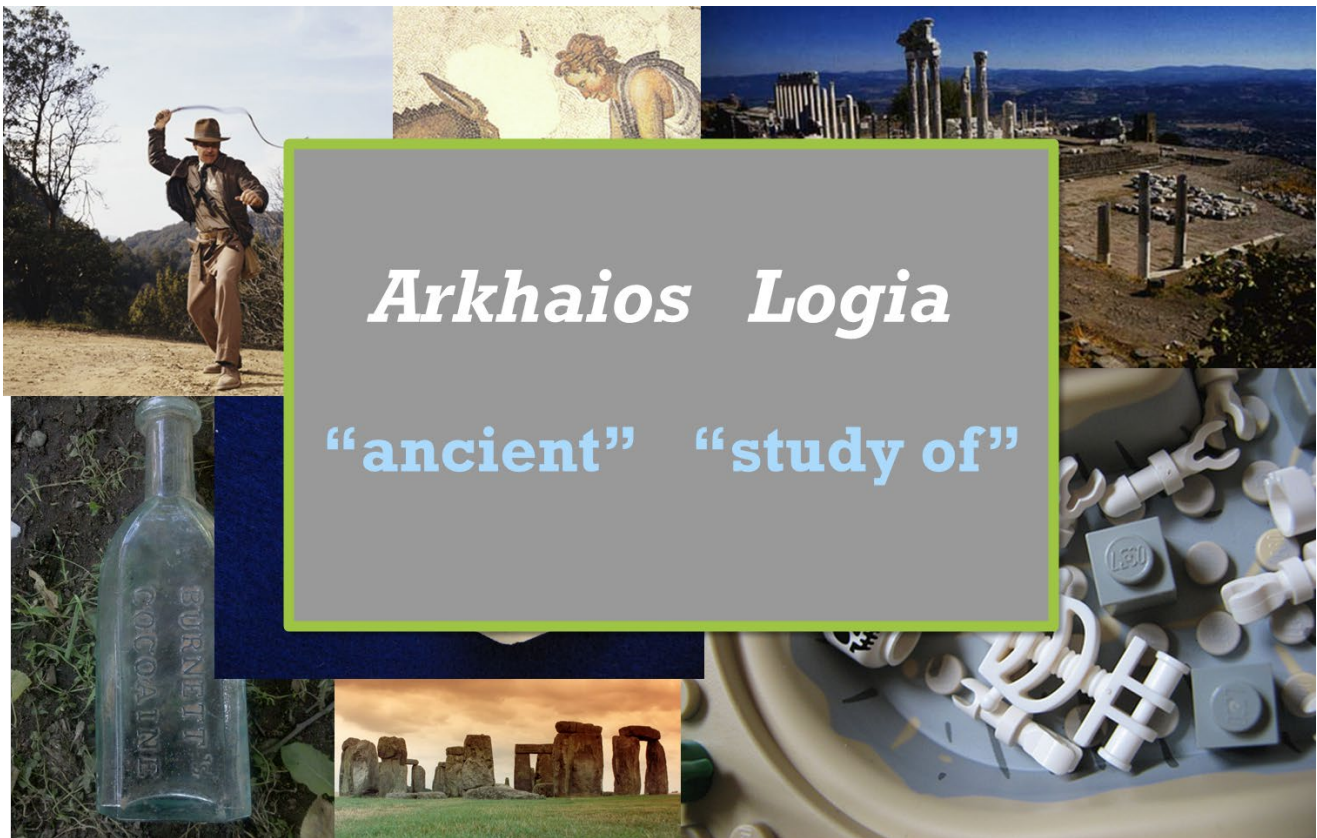


ANTH 60B: ARCHAEOLOGICAL ANALYSIS



Arkhaios Logia

“ancient” “study of”

Fall 2018 Department of Anthropology
Brandeis University

Professor:	Dr. Ryan H. Collins (Brown 205)
Classroom:	Brown 218 (and the 213 Laboratory)
Class Hours:	M, W—5-6:20pm
Office Hours:	M,W 4pm-5pm, and by appointment
E-mail:	ryanhco@brandeis.edu

COURSE OVERVIEW

This course is an introduction to archaeological analysis. Meeting weekly in the Anthropology Laboratory, we will explore methodological issues from artifact recovery to eventual publication, conservation and storage, as well as cultural heritage debates such as NAGPRA and questions about who narrates and owns the past. Emphasis will be placed on lab-based analysis, documentation and organization of various types of artifact (including ceramics, glass, lithics, metal, and various organics like wood and fibers), as well as the social and political implications of such analyses. We will consider the various techniques and theoretical approaches employed by archaeologists to interpret the material record, as well as how this material record is recorded. Class will discuss the broader ethics and regulations in archaeology and museum studies, exploring the many ethical quandaries that modern archaeologists must consider today.

CLASS PARTICIPATION

This course is based on hands-on group experience and as such, your engaged participation at each class meeting is crucial. This includes completing assigned readings prior to class, arriving in class on-time, participating in class discussions, and working respectfully with other members of the class to accomplish our collective goals. **Class participation is worth 10% of your grade.**

LABORATORY EXERCISES

Weekly lab exercises (connected to your final projects) will be carried out in groups during class each week. These will focus on providing you with hands-on experience in the analysis of different classes of archaeological materials. These exercises will produce searchable data sets which will eventually contribute to your final group project. **Collectively, these assignments and the collective data sets produced by them are worth 15% of final grade.**

ONLINE DISCUSSION

ONLINE DISCUSSION allows you the opportunity to reflect on and respond to our course topics and discussions at the end of each week. This is a chance to further explore deep questions and critically reflect on stories artifacts tell, as well as the narratives archaeologists construct about them. As this is an exercise on critical thinking and reasoning, I encourage you to use whatever tools or creative means you have at your disposal to approach each week's question.

Each week I will post a discussion question related to the topics of the week on LATTE. Your discussions and questions should incorporate major concepts from the course readings and our in-class conversations. Online discussion is worth 3 percentage points each week. **Students must respond to 5 weeks of questions to earn the full 15% of their final grade.** Because there will be 15 weeks of questions, students have flexibility in responding to 5 questions of their choice. Again, these assignments are collectively worth 15% of final grade.

SHORT PAPERS

Two short papers (4 page min/ 5 page max) on different topic assignments will be due at different points throughout the semester. The first paper will focus broadly on artifact classes. The Second paper will focus more specifically on a single object (belonging to the artifact class of the first). Specific prompts will be distributed two weeks prior to due dates. The papers will be graded on quality of content, not quantity of words. I will look for well thought-out and well-researched (and **WELL-CITED**) content, adherence to grammatical guidelines, clarity of presentation, flow, structure, and logic of thesis, discussion, arguments, and conclusions. Please be sure to cite your sources using the Chicago Manual of Style (<http://www.chicagomanualofstyle.org/home.html>). **These papers are each worth 15% of your final grade, amounting to 30% total of your overall course grade.**

GROUP REPORT

You and your group members will compile a report on your artifact collections, describing the process and results of your data analysis and research. This report should be formatted in accordance with standard archaeological reports, meaning you should provide basic

background material about the site from where the materials were collected. The report should be approximately 12 to 15 pages in length. The report will be graded on quality, not quantity, and is based on content, adherence to guidelines, clarity of presentation, flow, structure, and logic of thesis, arguments, and conclusions. The final group report is due on Monday, December 17th at 7pm. **The Group Report is worth 20% of your final grade.**

RESEARCH PRESENTATION

With your group, you will present the findings of your final research report (applying course frameworks to interpret a specific artifact) to the class. Your presentation should be 5-10 minutes in length and should include some sort of digital visual aid (e.g., Powerpoint, Keynote, Prezi). Your presentation should effectively present your arguments and data. Full content expectations will be discussed in class. **This is worth 10% of your final grade.**

1. **Attendance**—Attendance is a vital part of this class. We only meet fourteen times during the semester so consistent attendance is essential to succeeding in this course. You are expected to show up to class dressed appropriately with all of the necessary tools/gear that you will need for the week. The first time you fail to attend class or to attend adequately prepared, you may write a three-page analysis of the week's assigned readings or suffer a 1/3 of a letter grade penalty to your **FINAL GRADE**. Future infractions will automatically result in a 1/3 of a letter grade penalty to your final grade. In rare instances, excused absences may be granted, but you should not expect this to be the case.
2. **Participation** - Thorough preparation and participation in class discussions are vital to your and everyone's learning. We value diverse, thoughtful comments and insights from all class members, both on our class discussion board online and during our in-person conversations.
3. **Punctuality** - Classes will begin on time, and being regularly late will also affect your participation grade.
4. **Professional Conduct** - This class may engender active dialogue. Be passionate, but please also be respectful of your fellow students. Open debate is expected and welcomed, but let's together to create a positive, professional – and challenging – atmosphere.
5. **The Written and Spoken Word** - Please use specific examples to back up your points whenever possible, and do not hesitate to make use of the Brandeis University Writing Center (<http://www.brandeis.edu/writingprogram/writingcenter/>) if you would like extra support during the writing process.
6. **Timeliness** - Prepare and submit your work on time. Unless you have arranged for an extension in advance, your grade will drop one letter grade each day it is late.
7. **Communication** - Please feel free to ask any questions you might have, and to share any concerns regarding the course with during the semester. Take advantage of my office hours, set up appointments, or communicate by e-mail if you have any questions or open issues.

ACADEMIC INTEGRITY

All acts of dishonesty in any work constitute academic misconduct and I uphold a **Zero Tolerance** policy with respect to academic misconduct or misrepresentation. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentations, and

abetting of any of the above. At a minimum, any confirmed violation of academic integrity will result in a failing grade for this class and would lead to referral to the Academic Conduct Committee. If you are at all uncertain about the definition of misconduct, plagiarism, “cheating” or “academic dishonesty” please refer to the student handbook or the university website for a full description. Please be aware that this issue is extremely serious and any confirmed incidents will be referred to the appropriate university administrator for additional disciplinary action, including the possibility of dismissal from the university (<http://www.brandeis.edu/studentlife/sdc/aj>).

DISABILITIES

If you are registered with the Office of Disabilities Services and Support, please make an appointment as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disabilities Services and Support, please call (781) 736-3470 or visit the office on 415 South Street, Waltham, MA to register for services.

WEEK ONE: Introduction to Archaeological Analysis

Class #1: Wed. Aug 29

Introduction to the Course

- What is material culture and archaeological analysis?
- What constitutes the material record?
 - Review of syllabus and Arch. Laboratory rules
- What is the future of archaeology?

WEEK TWO: Making Lithics and the “Chaine Operatoire”

Class #2: Wed. 5 Sept.

Readings:

1. Kohn, Marek and Steven Mithen (1999). Handaxes: products of sexual selection?. *Antiquity*.
2. Flenniken, J. Jeffrey and Anan Raymond (1986). Morphological projectile point typology: Replication, experimentation, and technological analysis. *American Antiquity*, 51(3): 603-614.
3. Anderson, P. C. (1980). A testimony of prehistoric tasks: Diagnostic residues on stone tool working edges. *World Archaeology* 12:181-194.

Class #3: Thurs. 6 Sept.

[IN CLASS Flint-knapping Activity]

Readings:

1. Abramiuk, Marc A. and William P. Meurer (2006). A preliminary geoarchaeological investigation of ground stone tools in and around the Maya mountains, Toledo District, Belize. *Latin American Antiquity*, 17(3): 335-354.
2. Mauldin, Raymond (1993). The relationship between ground stone and agricultural intensification in Western New Mexico. *Kiva* 58(3): 317- 330.
3. Adams, Jenny L. (1993). Toward understanding the technological development of manos and metates. *Kiva* 58(3): 331-344.

WEEK THREE AND FOUR: Pottery Craft and Commerce

Class #4: Wed. 12 Sept.

Readings:

1. Ewen, Artifacts, pgs. 52–57.
2. Martin, Ann Smart, (2001). Magical, mythical, practical, and sublime: The meanings and uses of ceramics in America. *Ceramics in America*, 2001: 28-46.
3. Hays, Kelley Ann (1989). Katsina depictions on Homol'ovi ceramics: Toward a fourteenth-century Pueblo iconography. *Kiva*, 54(3): 297–311.
4. Wilkie, Laurie A. (2000). Culture bought: Evidence of creolization in the consumer goods of an enslaved Bahamian family. *Historical Archaeology*, 34(3): 10–26.

Class #5: Mon. 17 Sept. **[PAPER 1 DUE]**

[Potsherd Activity]

Readings:

1. Abbott, David R., Alexa M. Smith, and Emiliano Gallaga (2007). Ballcourts and ceramics: The case for Hohokam marketplaces in the Arizona desert. *American Antiquity*, 72(3): 461–484.
2. Hurst, W. Jeffrey, Stanley Tarka, Terry Powis, Fred Valdez, and Thomas Hester. (2002). Archaeology: Cacao usage by the earliest Maya civilization. *Nature* 418(6895): 289-290.
3. Stoltman, James, et al. (2005). Petrographic evidence shows that pottery exchange between the Olmec and their neighbors was two-way. *PNAS* 102(32): 11213-11218.

WEEK FIVE: Glass Artifacts and Incipient Globalization

Class #6: Tues. 25 Sept.

Readings:

1. Bonasea, Michael C. and Leslie Raymer (2001). Good for what ails you: Medicinal use at Five Points. *Historical Archaeology*, 35(3): 49-64.
2. Review the following website: <http://www.sha.org/bottle/>

Class #7: Wed. 26 Sept.

[Glass Bottle Exercise]

Readings:

1. Harrison, Rodney (2003). "The magical virtue of these sharp things": Colonialism, mimesis, and knapped bottle glass artefacts. *Journal of Material Culture*, 8(3): 311-336.
2. Wilkie, Laurie A. (1996). Glass-knapping at a Louisiana plantation: African- American tools? *Historical Archaeology*, 30(4): 37-49.

WEEK SIX: Dating, it's Complicated...

Class #8: Wed. 3 Oct.

[Compare and Contrast Chronological Ordering]

Readings:

1. Inomata, Takeshi, Raul Ortiz, Barbara Arroyo and Eugenia J. Robinson (2014). Chronological Revision of Preclassic Kaminaljuyu, Guatemala: Implications for Social Processes in the Southern Maya Area
2. Cowgill, George L. (1996). Discussion. *Ancient Mesoamerica*, 7, 325-331.

WEEK SEVEN: Metallurgy and Experimental Archaeology

Class #9: Mon. 8 Oct.

Readings:

1. Lahiri, Nayanjot (1995). Indian metal and metal-related artefacts as cultural signifiers: An ethnographic perspective. *World Archaeology*, 27(1): 116-132.
2. Turgeon, Laurier (1997). The tale of a kettle: Odyssey of an intercultural object. *Ethnohistory*, 44(1): 1-29.

Class #10: Wed. 10 Oct.

Readings:

1. Lechtman, Heather (1984). Pre-Columbian surface metallurgy. *Scientific American* 250: 56-63
2. Hosler, Dorothy (1995). Sound, color, and meaning in the metallurgy of Ancient West Mexico. *World Archaeology*, 27(1): 100- 115.

WEEK EIGHT: Flora and Fauna in the Human Past

Class #11: Mon. 15 Oct.

Readings:

1. Savard, Manon et al. (2006). The role of wild grasses in subsistence and sedentism: New evidence from the northern Fertile Crescent. *World Archaeology*, 38(2): 179-196.
2. Hill, Matthew E., Jr. (2007). A moveable feast: Variation in faunal resource use among central and western North American Paleoindian sites. *American Antiquity*, 72(3): 417-438.

Class #12: Wed. 17 Oct. [**PAPER 2 DUE**]

Readings:

1. Sugiyama, N., Somerville, A. D. and Schoeninger, M. J. (2015). Stable Isotopes and Zooarchaeology at Teotihuacan, Mexico Reveal Earliest Evidence of Wild Carnivore Management in Mesoamerica. *PLOS One* 10: e0135635.
2. Reitz, Elizabeth J. (1994). Zooarchaeological analysis of a free African community: Gracia Real de Santa Teresa de Mose. *Historical Archaeology*, 28(1): 23-40.

WEEK NINE: Understanding Lives through Human Remains

Class #13: Mon. 22 Oct.

Readings:

1. Scherer, Andrew, Lori E. Wright, Cassady J. Yoder (2004). Bioarchaeological Evidence for Social and Temporal Differences in Diet at Piedras Negras, Guatemala. *Latin American Antiquity* 18(1): 85-104.
2. Buikstra, Jane, T. Douglas Price, Lori E. Wright, and James A. Burton (2004). Tombs from the Copan Acropolis: A Life-History Approach. In *Understanding Early Classic Copan*, pp. 191-212.

Class #14: Wed. 24 Oct.

[**Human Osteology Exercise**]

Readings:

1. Cannon, A. (2005) Gender and agency in mortuary fashion. In *Interacting with the Dead: Perspectives on Mortuary Archaeology for the New Millennium*, edited by G. F.M. Rakita, J. E. Buikstra, L. A. Beck and S. R. Williams, pp. 41-65. Gainesville: University Press of Florida.
2. Schroeder, S. (2001) Secondary disposal of the dead: cross-cultural codes. *World Cultures* 12(1):77-93

WEEK TEN: Culture Change, Hybridity, and Garbage

[**Beginning Final Projects**]

Class #15: Mon. 29 Oct.

Readings:

1. Mullins, Paul (1999). Race and the Genteel Consumer: Class and African American Consumption, 1850-1930. *Journal of Historical Archaeology* 33(1): 22-38.
2. Pearson, Marlys, and Paul Mullins (1999). Domesticating Barbie: An Archaeology of Barbie Material Culture and Domestic Ideology. *International Journal of Historical Archaeology* 3(4):225-259.

Class #16: Wed. 31 Oct.

Readings:

1. Hauser, Kitty (2004). A Garment in the Dock: Or, How the FBI Illuminated the Prehistory of a Pair of Denim Jeans. *Journal of Material Culture* 9(3): 293-313.
2. Stanton, Travis W., M. Kathryn Brown, and Jonathan B. Pagliaro (2008). Garbage of the Gods? Squatters, Refuse Disposal, and Termination Rituals among the Ancient Maya.

WEEK ELEVEN: Ethics, Stewardship, and Regulation

Class #17: Mon. 5 Nov.

Readings:

1. Native American Graves Protection and Repatriation Act (NAGPRA) Antiquities Act of 1906
2. Archaeological and Historic Preservation Act (AHPA) Archaeological Resources Protection Act (ARPA)

(Both above are available at: <https://www.nps.gov/archeology/tools/Laws/index.htm>)

3. Lackey, Douglas P. (2006). Ethics and Native American reburials: a philosopher's view of two decades of NAGPRA. In *The Ethics of Archaeology*, pp. 146-162.

Class #18: Wed. 7 Nov.

[**Discussion: Ethics of NAGPRA**]

Readings:

1. Kakaliouras, A. M. (2008) Leaving few bones unturned: recent work on repatriation by osteologists. *American Anthropologist* 110(1):44-52.
2. G. Scarre, "Can Archaeology harm the dead?" in *The Ethics of Archaeology*, C. Scarre and G. Scarre, eds. (Cambridge, Cambridge University Press: 2006), pp. 181-98.

WEEK TWELVE AND THIRTEEN: Who Owns the Past? Issues in Cultural Heritage

Class #19: Mon. 12 Nov.

Readings:

1. Cuno, James “Political Matters” and “More Political Matters” in *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage*, pp. 21-66.
2. Brodie, Neill, “Smoke and Mirrors,” in *Who Owns Objects?*, pp. 1-14.

Class #20: Wed. 14 Nov.

NO CLASS: Annual Meeting of the American Anthropological Association

Class #21: Mon. 19 Nov.

Possible Class Visit to: Harvard’s Peabody Museum or Boston MFA

Readings:

1. Barker, Alex W. (2010). Exhibiting Archaeology: Archaeology and Museums. *Annual Review of Anthropology* 39: 293-308.
2. Voss, Barbara L. (2012). Curation as research: A case study in orphaned and underreported archaeological collections. *Archaeological Dialogues* 19(2): 145-169.

WEEK FOURTEEN: Interpretation in Archaeology

Class #22: Mon. 26 Nov.

Readings:

[Do we understand what we are looking at?]

1. Dahlin, Bruce W., Marjukka Bastamow, Timothy Beach, Zachary X. Hruby, Scott R. Hutson, and Daniel Mazeau (2011). Phantom Lithics at Chunchucmil, Yucatan, Mexico.
2. [Selections] Macaulay, David (1979). Motel of Mysteries.
3. [Selections] Hodder, Ian (2003). *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge University Press.

Class #23: Wed. 28 Nov.

[Artifact Interpretation Exercise]

Readings:

1. Silliman, Stephen W. (2015). A Requiem for Hybridity? The Problem with Frankensteins, Purees, and Mules. *Journal of Social Archaeology*, 15(3), 277-289.
2. Kopytoff, Igor (1986). The Cultural Biography of Things: Commoditization as Process. In: *The Social Life of Things*, Appadurai, A. ed. Cambridge.

WEEK FIFTEEN: The Record in (Re)Formation

Class #24: Mon. 3 Dec.

Readings:

1. Jones, C. W. (2018). Understanding ISIS’s Destruction of Antiquities as a Rejection of Nationalism. *Journal of Eastern Mediterranean Archaeology and Heritage Studies*, 6(1-2), 31-58
2. TBD Selection from *New Anthropocene Volume*.
3. Marsh, Diana and Gwendolyn Saul (2018). On Monuments and Racial Violence.

<http://www.anthropology-news.org/index.php/2018/07/16/on-monuments-and-racial-violence/>

Class #25: Wed. 5 Dec.

[Presentations]

Readings:

1. [Selections] De Leon, J. 2015. *The Land of Open Graves*

WEEK SIXTEEN: Final Class

[Presentations]

Class #26: Mon. 10 Dec.

FINAL GROUP PAPER DUE DECEMBER 17th AT 7:00 PM

***NOTE: It is possible that syllabus may change, depending on class interests and pacing; any alternations to the readings will be announced in advance, and updated on our website.**

COURSE MATERIALS

* All readings for this class will be available through the course website.

GRADING

Course grades will be determined by six main components; (1) class participation; (2) weekly laboratory assignments; (3) Online Discussions; (4) short papers; (5) presentation,

Class participation	10%
Laboratory assignments	15%
Online Discussions	15%
Short papers (5 pages)	30%
Group Report (12 to 15 pages)	20%
Final presentation	10%