

## **Introduction to Archaeology (ANTHRO 2AC)**

Fall 2019 Semester August 28<sup>th</sup>-December 20<sup>th</sup>, 2019

M, W, F 8:00AM-8:59AM

Office Hours: Friday 9:00AM-10:00AM by appointment

Professor Kirsten Vacca ([kmvacca@berkeley.edu](mailto:kmvacca@berkeley.edu))

Graduate Student Instructors:

Venicia Slotten (Head GSI): [VeniciaSlottenGSI@gmail.com](mailto:VeniciaSlottenGSI@gmail.com)  
ANTHRO 2AC DIS 102

OH: Wednesdays 10:00am-12:00pm in 72 Barrows

Mario Castillo: [mcastillo@berkeley.edu](mailto:mcastillo@berkeley.edu)

ANTHRO 2AC DIS 111, DIS 114, DIS 115

OH: Mondays 10:00am-12:00pm in 72 Barrows

Felicia De Peña: [felicia\\_depena@berkeley.edu](mailto:felicia_depena@berkeley.edu)

ANTHRO 2AC DIS 105, DIS 106, DIS 107

OH: Tuesdays 12:00-2:00pm in 72 Barrows

Jarre Hamilton: [hamiltonjj@berkeley.edu](mailto:hamiltonjj@berkeley.edu)

ANTHRO 2AC DIS 103, DIS 104, DIS 108

OH: Wednesdays 10:00am-12:00pm in 72 Barrows

Sara Knutson: [sara\\_knutson@berkeley.edu](mailto:sara_knutson@berkeley.edu)

ANTHRO 2AC DIS 101, DIS 110, DIS 112

OH: Thursdays 3:00-5:00pm in 72 Barrows

This course brings together introductory information on archaeological history, methods, theories, and practice with archaeological case studies that address different American Cultures and are at the forefront of contemporary scholarship. This course emphasizes the experience of people with different cultures in the US, tracing archaeological approaches to specific historical traditions to examine how different worldviews are mediated as people of varying racial, ethnic and cultural backgrounds came together in the US past. The class draws on studies of documentary history and materials that are explored by archaeologists.

### ***Structure of Class***

The scheduled class periods will include lectures (MWF), small group discussions (with GSIs), and large group participation (on Fridays throughout the semester). Lectures on the subject matter of the week listed in the syllabus will be given on Mondays and Wednesdays, while interactive activities are organized for Fridays. Students will participate in lab activities and small group discussions in the weekly sections.

**Basis for evaluation.** The scheduled class lecture period will cover the foundational information for the course.

The basis for evaluation in lectures will include:

- Attendance (10%): Attendance will be taken in the lecture throughout the semester.
- Participation (10%): Throughout the semester, Fridays will be reserved for interactive activities for which you will receive participation credit.
- Exams (15% each): A midterm and final exam will be given in lecture.

You will sign up for one of the sixteen discussion sections. The basis for evaluation in sections will include:

- Attendance: (10%): Attendance will be taken in your section throughout the semester
- Participation (15%): Participation is based off of your participation in discussions and hands-on lab activities
- Critical questions on readings (10%): At the end of each week, you will answer critical questions on the week's readings
- Final Group Project (15%): You will be assigned a group of 5 students to work on a poster board project for the culmination of the course, which will be presented in the last section

### ***Required readings and assignments:***

#### **1) Required books:**

Kirch, Patrick Vinton (2014) *Kua'āina Kahiko: Life and Land in Ancient Kahikinui, Maui*. University of Hawai'i Press: Honolulu. ISBN: 978-0-8248-3955-0

Deetz, James (1996) *In Small Things Forgotten: An Archaeology of Early American Life*. Anchor Books. ISBN: 978-0385483995

**2) Required Articles:** Find the PDFs on the class bcourse website under *Files*.

**3) Videos and Podcasts:** Find links to these online resources on bcourses.

**4) Online Readings:** Links to these resources are also found on bcourses.

### **Attendance**

- Attending lectures and sections is **mandatory**. Please come to class ready to engage.
- Your GSI will take attendance at the beginning of each class (10 past the hour). If you are more than 15 minutes late, you will be counted absent even if you arrive later.
- Please tell me now if you have future schedule conflicts (i.e. religious holidays, athletics).

### **Late Assignments**

Late assignments **will not** be accepted, unless you have an exception from me.

## **E-mail Policies**

If you have specific questions regarding the course material, please first refer to the syllabus, and next approach me in section or in office hours. I will try to answer e-mails as promptly as I can, but please be patient and allow for a 48-hour response time. I will not respond to emails from 5pm Friday through 8am Monday.

## **Accommodating Students with Disabilities**

From the Disabled Students' Program (DSP) website:

“The Disabled Students' Program (DSP) supports students with disabilities in achieving academic success at the world's top-ranked public higher education institution. Our staff includes disability specialists, professional development counselors, and accessibility experts that work with students with disabilities throughout their educational career.”

- Please visit <http://dsp.berkeley.edu/> for information on how to receive assistance with any limitations that serve as a barrier to your educational access.
- Please present me your DSP letter in a timely fashion (within 2 weeks of the semester start) so that I can appropriately accommodate your needs.

## **Academic Honesty**

Students are expected to behave in an academically honorable way.

- All work must solely be the work of the students whose name(s) appear on the paper
- This course requires writing and consultation of resources other than lectures. This means that in your writing, you must acknowledge where you have gathered particular pieces of information.
- If you use a resource, it must be cited. Otherwise, you have engaged in plagiarism, a form of academic cheating akin to looking at someone else's exam.
- The university makes it clear that all cases of academic dishonesty must be documented with the administration.

## **University Resources**

*Berkeley Student Learning Center Writing Program:*

Website: <http://slc.berkeley.edu/writing>

Services:

“Our services are designed to support writers at all stages of the writing process. Whatever written assignment you have - a response paper, a report, a literary essay, or a research project - we invite you to visit us early and often. You do not have to have a complete draft to work with a tutor. Bring a prompt, rough ideas, or just reading notes, and we will work with you

to build a solid foundation for your paper. Explore the tabs on the right to find out which formats are for you!”

*Libraries*

Website: <http://www.lib.berkeley.edu/>

List of 40 libraries and hours: <http://www.lib.berkeley.edu/hours>

Useful libraries for this course:

Anthropology Library (<http://www.lib.berkeley.edu/libraries/anthropology-library>)

Ethnic Studies (<http://www.lib.berkeley.edu/libraries/ethnic-studies-library>)

Main (Gardner) Stacks (<http://www.lib.berkeley.edu/libraries/main-stacks>)

Research Support: <http://www.lib.berkeley.edu/research-support>

*Counseling*

Available to all registered students regardless of insurance at UHS Tang Center, 2222 Bancroft Way (<https://uhs.berkeley.edu/counseling>).

**Section 1: Introduction the Anthropological Archaeology**

**Goals:** Learn what Archaeological Anthropologists do. Address popular misconceptions about what archaeologists study and learn the types of questions archaeologists ask. In this section we will compare archaeological projects in early Hawai‘i to historical archaeology of Euro-American sites in the continental U.S.

| Week | Date         | Topic                     | Section                      | Readings/Assignments   |
|------|--------------|---------------------------|------------------------------|--|
| 1    | Wed, Aug. 28 | Introduction to the class | <i>No Sections This Week</i> | SAA.org page “What is Archaeology” and “What do Archaeologists Do?” <a href="https://www.saa.org/about-archaeology/what-is-archaeology">https://www.saa.org/about-archaeology/what-is-archaeology</a><br><a href="https://www.saa.org/about-archaeology/what-do-archaeologists-do">https://www.saa.org/about-archaeology/what-do-archaeologists-do</a><br><br>• Listen to: The Archaeology Show Podcast ep. 1 “Why Archaeology?” <a href="https://www.archaeologypodcastnetwork.com/archaeology/1">https://www.archaeologypodcastnetwork.com/archaeology/1</a><br><br>• Find a popular portrayal of archaeology in the news or a podcast to discuss in section |
|      | Fri, Aug. 30 | What is archaeology?      |                              |  |

|   |                 |   |                     |   |
|---|-----------------|---|---------------------|---|
| 2 | Mon,<br>Sept. 2 | Holiday-No<br>Class   | Intro to<br>section | <ul style="list-style-type: none"> <li>Pykles, Benjamin (2008) The Recent Past: A Brief History of Historical Archaeology in the United States. <i>The SAA Archaeological Record</i>, 8(3): 32-35.</li> <li>Read Kirch, Prologue</li> </ul> |
|   | Wed,<br>Sept. 4 | Sibling<br>Rivalry:<br>'Pre-<br>historic'<br>and<br>historical<br>archaeology |                     |   |
|   | Fri,<br>Sept. 6 | Process of<br>archaeologi<br>cal research                                     |                     |   |

### Section 2: Archaeological Theory Through Time

**Goals:** Learn about the history of archaeology through the theoretical paradigms. Be able to delineate the types of questions asked in each of these phases. Learn what each paradigm contributed to contemporary archaeology. In this section we will continue to compare Hawaiian archaeological work to findings from sites associated with Euro-American traditions.

|   |                     |  |                            |  |
|---|---------------------|--|----------------------------|--|
| 3 | Mon,<br>Sept. 9     | Archaeological<br>Theory:<br>Culture History                   | Theoretical<br>Discussions | <ul style="list-style-type: none"> <li>Read Kirch, Ch. 1</li> <li>Watch: "A-Z of Archaeology: 'N – New Archaeology'" by Archaeology Soup<br/><a href="https://www.youtube.com/watch?v=jNQhF3ddJQo">https://www.youtube.com/watch?v=jNQhF3ddJQo</a></li> </ul>  |
|   | Wed,<br>Sept.<br>11 | Archaeological<br>Theory:<br>Processualism                     |                            |  |
|   | Fri,<br>Sept.<br>13 | Active<br>Participation:<br>Building on<br>Theory              |                            |  |
| 4 | Mon.<br>Sept.<br>16 | Archaeological<br>Theory: Post-<br>Processualism<br>and Beyond | Ethical<br>Discussions     | <ul style="list-style-type: none"> <li>Read Kirch, Ch. 2</li> <li>Read "Archaeological Laws and Ethics" on the SAA.org website<br/><a href="https://www.saa.org/about-archaeology/archaeology-law-ethics">https://www.saa.org/about-archaeology/archaeology-law-ethics</a></li> <li>Read the Principles of Archaeological Ethics on the "Ethics of Professional Archaeology" page (SAA.org)<br/><a href="https://www.saa.org/career-practice/ethics-in-professional-archaeology">https://www.saa.org/career-practice/ethics-in-professional-archaeology</a></li> </ul> |
|   | Wed,<br>Sept.<br>18 | Archaeological<br>Laws and<br>Ethics                           |                            |  |
|   | Fri,<br>Sept.<br>20 | Active<br>Participation:<br>Ethical Debates                    |                            |  |

### Section 3: Archaeological Methodology

**Goals:** Learn different analytical techniques used by archaeologists. Learn when these analytical techniques are most useful. Learn the types of questions these techniques can answer. In this section we first compare different American cultural traditions in historical Hawai'i—

specifically Polynesian American and Japanese American. We then compare different American cultural traditions that were present in the American frontier—specifically Native American, Spanish American, Chinese American, Irish American, Portuguese American, and African American. Finally, we compare the art of different Indigenous communities in the U.S.

|   |                  |  |  |  |
|---|------------------|--|--|--|
| 5 | Mon,<br>Sept. 23 | Archaeological<br>Practice: What is<br>a site? Formation<br>and Identification | Mapping and Site<br>Identification<br><br>(Meet in the ARF)          | <ul style="list-style-type: none"> <li>• Read Kirch, ch. 3-5</li> <li>• Watch: University of Hawai'i News Video "Internment camp's hidden history uncovered in West Oahu"<br/><a href="https://www.youtube.com/watch?v=uGC2SPHQeaQ">https://www.youtube.com/watch?v=uGC2SPHQeaQ</a></li> </ul>                       |
|   | Wed,<br>Sept. 25 | Archaeological<br>Practice:<br>Mapping   |  |  |
|   | Fri,<br>Sept. 27 | Archaeological<br>Practice: Data<br>Collection                                 |  |  |
| 6 | Mon,<br>Sept. 30 | Archaeological<br>Analysis:<br>Material analysis                               | Material Analysis  | <ul style="list-style-type: none"> <li>• Read Kirch Ch. 6-9</li> </ul>   |
|   | Wed,<br>Oct. 2   | Archaeological<br>Analysis: Dating   |  |  |
|   | Fri,<br>Oct. 4   | Archaeological<br>Analysis:<br>Zooarchaeology                                  |  |  |
| 7 | Mon,<br>Oct. 7   | Archaeological<br>Analysis:<br>Geoarchaeology                                  | Stratigraphy/Lithic<br>Analysis                                      | <ul style="list-style-type: none"> <li>• Read Kirch Ch. 10-12</li> <li>• Read Sunseri, C. K. (2015). Food politics of alliance in a California frontier Chinatown. <i>International Journal of Historical Archaeology</i>, 19(2), 416-431.</li> </ul>  |
|   | Wed,<br>Oct. 9   | Paleoethnobotany   |  |  |
|   | Fri,<br>Oct. 11  | A.C. Spotlight:<br>Applied<br>Methodologies                                    |  |  |
| 8 | Mon,<br>Oct. 14  | Archaeological<br>Analysis:<br>Bioarchaeology                                  | Midterm<br>Review/Introduce<br>Final Project (Sign<br>up for topics) | <ul style="list-style-type: none"> <li>• Read: Agarwal, Sabrina (2012) The past of sex, gender, and health: Bioarchaeology of the Aging Skeleton. <i>American Anthropologist</i>.</li> <li>• Study!!</li> </ul>  |
|   | Wed,<br>Oct. 16  | Midterm Review   |  |  |
|   | Fri,<br>Oct. 18  | Midterm Exam   |  |  |
| 9 | Mon,<br>Oct. 21  | Social Structures<br>and daily life  | Repeated Practice  | <ul style="list-style-type: none"> <li>• Read Kirch, Ch. 13-17</li> <li>• Listen to The Archaeology Show Podcast ep. 57 "California Rock Art with Dr. Alan Garfinkel"<br/><a href="https://www.archaeologypodcastnetwork.com/archaeology/57">https://www.archaeologypodcastnetwork.com/archaeology/57</a></li> </ul> |
|   | Wed,<br>Oct. 23  | Ritual and<br>Religion   |  |  |
|   | Fri,<br>Oct. 25  | Art and the<br>archive   |  |  |

#### Section 4: Archaeological Critique

**Goals:** Learn about issues and critiques that archaeologists have encountered through time. Discover how archaeologists have responded to these critiques. Read specific case studies and discuss how the archaeologists engage with different critiques. Denaturalize our assumptions. In this section, we compare narratives from both free and enslaved African American communities through time.

|    |              |  |  |  |
|----|--------------|--|--|--|
| 10 | Mon, Oct. 28 | Archaeological Critique: Feminist Theory                                     | The importance of standpoint and multivocality<br><br>Benchmark 1: Turn in research question and justification | <ul style="list-style-type: none"> <li>Read: Wilkie, L. A. (2003). <i>The archaeology of mothering: an African-American midwife's tale</i>. Routledge.</li> </ul>  |
|    | Wed, Oct. 30 | Archaeological Critique: Queer Theory  |  |  |
|    | Fri, Nov. 1  | A.C. Spotlight: Engaging Critiques   |  |  |
| 11 | Mon, Nov. 4  | Archaeological Critique: Critical Race Theory                                | GSI research presentations<br><br>Oral Histories   | <ul style="list-style-type: none"> <li>Read: Sesma, Elena (2016) <i>Creating Mindful Heritage Narratives: Black Women in Slavery and Freedom. Journal of African Diaspora Archaeology and Heritage</i>.</li> </ul> |
|    | Wed, Nov. 6  | Archaeological Critique: Critical Indigenous Theory and Community Engagement |  |  |
|    | Fri, Nov. 8  | A.C. Spotlight: Engaging Critiques   |  |  |

#### Section 5: Archaeological Approaches

**Goals:** Connect theory to practice. Synthesize methodologies with specific research approaches. Learning how to evaluate and create information. In this section we compare methodologies while considering cultural traditions from African American, Euro American, Chinese American, and Mexican American traditions.

|    |              |   |  |  |
|----|--------------|---|--|--|
| 12 | Mon, Nov. 11 | No Class-- Holiday                        | Designing Space<br><br>Benchmark 2: Annotated Bibliography | <ul style="list-style-type: none"> <li>Read Deetz, James <i>In Small Things Forgotten</i></li> </ul> |
|    | Wed, Nov. 13 | Approaches: Household Archaeology Past    |  |  |
|    | Fri, Nov. 15 | Approaches: Household Archaeology Present |  |  |

|    |                                 |  |                              |  |
|----|---------------------------------|--|------------------------------|--|
| 13 | Mon,<br>Nov.<br>18              | Active Participation:<br>Design of Space                     | Group work on posters        | <ul style="list-style-type: none"> <li>Read: Wang, JS (2004) Race, Gender, and Laundry Work: The Roles of Chinese Men and American Women in the United States, 1850-1950. <i>Journal of American Ethnic History</i></li> </ul>   |
|    | Wed,<br>Nov.<br>20              | Approaches:<br>Gender and Sexuality                          |                              |  |
|    | Fri,<br>Nov.<br>22              | Approaches:<br>Femininity and Masculinity                    |                              |  |
| 14 | Mon,<br>Nov.<br>25              | A.C. Spotlight:<br>Gender Constructs                         | <i>No sections this week</i> | <i>No Readings</i>   |
|    | Wed,<br>Nov.<br>27              | No Class—<br>Holiday   |                              |  |
|    | Fri,<br>Nov.<br>28              | No Class—<br>Holiday   |                              |  |
| 15 | Mon,<br>Dec.<br>2               | Contemporary Archaeology                                     | Poster Presentations         | <ul style="list-style-type: none"> <li>Read McGuire, R. H. (2013). Steel walls and picket fences: Rematerializing the US–Mexican border in ambos Nogales. <i>American Anthropologist</i>, 115(3), 466-480.</li> <li>Listen to: The Archaeology Show Podcast Ep. 63: “US Border Archaeology”<br/><a href="https://www.archaeologypodcastnetwork.com/archaeology/63">https://www.archaeologypodcastnetwork.com/archaeology/63</a></li> </ul> |
|    | Wed,<br>Dec.<br>4               | The many types of archaeologists                             |                              |  |
|    | Fri,<br>Dec.<br>6               | Active Participation:<br>Designing an Archaeological Project |                              |  |
| 16 | Dec.<br>9-13                    | RRR Week   | <i>No Sections</i>           | <i>No Readings</i>   |
| 17 | Mon<br>Dec.<br>16<br>7-<br>10PM | Final Exam   | <i>No Sections</i>           | <i>No Readings</i>   |