

ANTHRO 2AC: INTRODUCTION TO ARCHAEOLOGY

SPRING SEMESTER 2018
MWF 10:10-11:00am
105 Stanley Hall

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Office: 2251 College Building, Room 215
Office Hours: M 11:00-12:15, W 1:00-3:00

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All section classes are held in 74 Barrows Hall

Office hours will be in 72 Barrows Hall

Andrea CREEL Office Hours: Wednesday, 3-5 pm.

Ruzel EDNALINO Office Hours: Monday 1-3

Venicia SLOTTEN Office Hours: Friday 1-3

Geoffrey TAYLOR Office Hours: Monday 11-1

COURSE ABSTRACT:

This 4 unit course is an introduction to the methods, goals, and theoretical concepts of archaeology. The field of archaeology is broadly concerned with material culture that can address questions of past human life. As a discipline, archaeology is primarily concerned with making inferences about the lives of people who are no longer alive or living at a particular location, but who have left material traces of their existence. We will spend time learning how archaeologists attempt to understand a variety of anthropological issues through this material culture, and by doing so, we will “construct the past” this spring. We will examine past and current theories and methods employed in the study of the archaeological record. This course explores how archaeologists employ these material remains to construct interpretations about past societies. Lecture topics will include discussions on the formation of the archaeological record; the history of archaeology; developing research designs; field methods (survey and excavation) for recovering and recording archaeological data; laboratory methods employed in the analysis of all major types of archaeological data; chronology; and generating interpretations about the past.

For more than a century, archaeologists have been developing and refining a suite of methods for recovering and analyzing material cultural remains that have been deposited into the archaeological record. These material remains, including artifacts, ecofacts, features, sites, etc. often comprise a rather fragmentary, but nonetheless complex and often nuanced data base.

One of the themes that will be addressed throughout this course is the concept of excluded pasts that is traditional histories written by the dominant culture that are often exclusionary in their accounts of ancient and recent peoples. Mainstream histories often exclude or present in a biased or distorted manner accounts of common or lower status families, members

of minority groups, or individuals persecuted for religious, political or sexual persuasions. Until recently, archaeologists have tended to ignore most descendant communities in their research. Consequently, sensitive cultural materials were sometimes appropriated and displayed in museums and removed from cultural life in curation facilities. As will be discussed in class, Native American scholars refer to this kind of archaeology as scientific colonialism or imperial archaeology. As a consequence of a growing backlash to these past practices, in combination with recent legislation involving the repatriation of material culture back to descendant communities, the field of archaeology is currently undergoing significant changes in its methods and practices as it attempts to become a more inclusive and collaborative science. The course will explore how archaeologists today are creating close working relationships with diverse stakeholders, participating in collaborative research teams, and undertaking educational outreach with the public.

Course lectures and readings will consider how archaeology can provide a powerful methodology for constructing alternative histories of different groups, and especially excluded peoples (and their encounters with dominant cultures) by examining the material culture of their daily practices. As we will see, the performance of daily routines produces patterned accumulations of material culture that are among the most interpretable kinds of deposits found in archaeological contexts. While most people may perceive these kinds of deposits as simply garbage or refuse collections, when analyzed by archaeologists they can provide critical insights about past people. The course examines how the archaeology of daily practice, when integrated with other sources of relevant information (oral traditions, oral histories, written records), provides the most powerful way to understand the past outside of a time machine.

The course will present case studies from North America, highlighting the potential of alternative histories about people with excluded/erased pasts. The case studies will also highlight the benefits and challenges of working with diverse stakeholders and descendant communities today. Case studies will focus on the archaeology of Native Americans with specific examples of the California Kashaya Pomo, Hispanic and Euro-American colonial settlements, historic Chinese communities of California, and Maroon Settlements

Our class has a bcourse site, which you can access to find digital copies of all course materials, section materials and class presentations.

Prerequisites: None

Course Requirements: There are 4 parts to your grade in this course.

1) Sections: Attendance and Assignments. Participation in the discussion sections and completion of weekly activities is mandatory. Each student is responsible for signing up for a discussion section listed in the schedule of classes. You must sign up for one section and attend the first class section to remain in the class. Preparation of assigned section exercises will be required to be submitted on their due dates. Attendance will be taken. Your Graduate Student Instructor (GSI), who is an advanced graduate student in Anthropology with an emphasis on Archaeology will present a new topic each week. All of the graduate students are working on their PhDs in this subject. They each have their own office hours, given out in the sections, posted on bcourse and listed in the syllabus. This portion of the class is worth 35% of your grade, associated with 7 assignments each worth 5% of your total grade. Exact details about the

assignments will be presented weekly in these section meetings. The sections are held in 74 Barrows Hall.

2) Project: Archaeological Site Research: Over the course of the semester you will work within your section to investigate a particular research question related to an archaeological site. At the end of the semester your work group will present a poster in the final class meeting, displaying what you learned about your archaeological site. On this final day, we will have a poster session where everyone's work will be presented to the whole class. Throughout the whole semester you will have four assignments due in section linked to this project. These are called benchmarks on the syllabus. This project is worth 25% of your grade, including all of the benchmark assignments and the final poster presentation. This is a group assignment and will receive a group grade, with the addition of your own single write up due in the final section, so display what you completed yourself.

3) One Midterm Exam. This will be given in class on Friday, March 5th. It is worth 15 % of your grade and will include a variety of question types: identification, short essay questions, and multiple choice. All handwritten portions of exams must be in ink. All parts of the class up to that date will be examined. Please bring an ink pen and a photo ID.

4) One Final Exam. This is worth 25% of your grade. The form of this exam will be similar to the mid-term exam, but the subject will be comprehensive, including the lectures, textbook readings, guest lectures, section assignments, and projects. It will be given on **May 8th**. You should bring an ink pen, a blue book, one thin green scantron sheet and a photo ID to the final exam site that will be announced later during the term.

Course Value Break Down:

Section Attendance and Assignments 35%

Site Project 25%

Midterm 15%

Final exam 25%

Grading scale used in this class

A+ 97-100

A 93-96.9

A- 90-92.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 73-76.9

C- 70-72.9

D+ 67-69.9

D 63-66.9

D- 60-62.9

F 0-59.9

Policy notes:

UCBerkeley has an honor code that supports ethical academics. This class assumes that with enrolling in this class you uphold this honor code.

"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

There are no make-up exams given in this class. Please note the exam and project dates in your semester schedule, and plan your spring term schedule so that you can attend the exams. If there are conflicts that are class related please bring these to the attention of your GSI personally within the first two weeks of class. If you become ill, it is important that you contact your GSI in advance of the exam. Assignments are due in your section on the day noted, except when specifically stated. Late assignments will incur a 10% drop in grade each day they are overdue.

Note that questions about the grading of exams and assignments can be brought to the attention of your Graduate Student Instructor only within one week after the exam or assignment has been handed back to you. You must write out what your concerns are (and include the exam/assignment in question) and give these to your GSI. After that week, no changes will be considered or made in the point scores for any exams or assignments. No grade changes can be considered after the first two weeks of the next semester, that is in September 2018.

You are reminded that, under existing regulations, "I" (incomplete) grades have to be individually justified by and with the professor. Requests for incompletes will only be considered (but not automatically granted) if the student has completed and passed 2 of the 3 major requirements of the class.

To request academic accommodations due to a disability please contact the disabled student program (DSP) and then Professor Hastorf and their GSI in the first two weeks of the term. Students with documented disabilities who are authorized to have special arrangements for exams should contact the professor and GSI with this documentation no later than one week before the midterm exam so that we can plan properly.

Course Organization:

There are three general sections to this class. The first section will present some history of the issues as well as major theoretical trends and approaches in the discipline. The second section will focus on the tools applied in archaeological inquiry. This includes methods and strategies, survey, site excavation, dating, artifact analysis, and environmental reconstruction. The third section turns to interpretation, linking materials and intellectual approaches to our understanding of the past. Some of the subjects we will discuss are social relations, trade, sociopolitical change, gender relations, and identity.

REQUIRED TEXTBOOK:

Renfrew, Colin and Paul Bahn, **2016**, *Archaeology: Theories, methods and practice*, 7th edition, Thames and Hudson (paperback \$19-50; digital rental or purchase also available \$35-65)

Additional journal articles and book chapters required for the semester are available on the Anthro 2AC bcourse site.

Introduction

1 Introduction: January 17, 19: The course and its goals, the multiple pasts in ancient history/prehistory, how do we know what we know? Stewardship

Read for week one: In Renfrew and Bahn Chapter 2 What is left? The variety of evidence. pp. 49-72, Chapter 6 What is the Environment? Environmental Archaeology, pp. 233-248.

Silliman, Stephen W. and T.J. Ferguson

2010 Consultation and Collaboration with Descendant Communities. In *Voices in American Archaeology*, edited by W. Ashmore, D. T. Lippert and B. J. Mills, pp. 48-72. SAA Press, Washington, D.C.

NO SECTIONS FIRST WEEK (17-19)

2 History of Archaeological Thought: January 22, 24, 26: Culture History & Processual Archaeology, Post-Processual Archaeology, and Social Archaeology

Read for week two: In Renfrew and Bahn, Chapter 1 The history of archaeology. pp. 21-48.

3 History of Archaeological Thought: Processual Archaeology, Post-Processual Archaeology, and Social Archaeology: January 29, 31, Feb. 2

Read for week three: In Renfrew and Bahn Chapter 12 Why did things change? Explanation in Archaeology, pp. 477-506.

The Tools of Archaeology

4 Problem Oriented Research, Scales of Analysis and Survey: February 5, 7, 9

Read for week four: In Renfrew and Bahn Chapter 3 Where? Survey and excavation of sites and features, pp. 73-109.

5 Scales of Analysis cont.: Excavation, Excavating and Recording a Site: February 12, 14, 16

Read for week five: In Renfrew and Bahn Chapter 3 Where? Survey and excavation of sites and features, pp. 110-130.

February 19: Holiday; no lecture, no Monday sections

6 Dating and its Complexities, Seriation, and Typologies: Feb 21, 23, 26

Read for week six: in Renfrew and Bahn Chapter 4 When? Dating Methods and Chronology, pp. 131-176.

7 Material Culture and Constructing Interpretations; Artifacts, Documents, and Approaches to integrating documentary and archaeological records: February 28, March 2

Read for week seven: in Renfrew and Bahn Chapter 8 How did they make and use tools? Technology, pp. 342- 356.

Echo-Hawk, Roger C.

2000 Exploring Ancient Worlds. In *Working Together: Native Americans and Archaeologists*, edited by K. E. Dongoske, M. Aldenderfer and K. Doehner, pp. 3-7. Society for American Archaeology, Washington, D.C.

March 5th - In-Class Closed Book Midterm Exam on material through March 2nd

8 Material Culture and Constructing Interpretations; Artifacts, Lithic tools and Technology: March 7, 9, 12

March 12: Guest Lecturer: Lisa Maher

Read for week eight: In Renfrew and Bahn Chapter 8 How did they make and use tools? Technology, pp. 317- 329.

Shackley, Steven

2001 The Stone Tool Technology of Ishi and the Yana of North Central California: Inferences for Hunter-Gatherer Cultural Identity in Historic California. *American Anthropologist* 102(40):693-712.

9 Material Culture, Organic Artifacts, Botanical analysis and North American plant domestication: March 14, 16

Read for week nine: In Renfrew and Bahn Chapter 6 What is the Environment? Environmental Archaeology, pp. 249-256, Chapter 7 What did they eat? Subsistence, food and diet, pp. 273-285, Chapter 8 How did they make and use tools? Technology, pp. 329-342.

Cuthrell, Rob Q.

2013 Archaeobotanical Evidence for Indigenous Burning Practices and Foodways at CA-SMA-113. *California Archaeology* 5(2):265-290.

10 Material Culture, Organic Artifacts, Faunal analysis, domestication and food: March 19, 21, 23

Read for week ten: In Renfrew and Bahn Chapter 7 What did they eat? Subsistence, food and diet, pp. 286-316, Chapter 6 What is the Environment? Environmental Archaeology, pp. 256-263.

Spring Break: March 26 - 30

Interpretation

11 You are what you eat, Social-political archaeology, the study of difference and inequality: April 2, 4, 6

Read for week eleven:

In Renfrew and Bahn Chapter 5 How were societies organized, pp. 179- 224.

Weik, Terry, 1997, The archaeology of maroon societies in the Americas: Resistance, cultural continuity and transformation in the African diaspora. *Historical Archaeology* 31(2)81-92.

12 Gender, Social relations, Exchange and Trade: April 9, 11, 13

Read for week twelve:

In Renfrew and Bahn Chapter 5 How were societies organized, pp. 225-232, Chapter 9 What contact did they have? Trade and exchange, pp. 357-390.

13 The Social Body, Ideology, and Symbolism: April 16, 18

Read for week thirteen:

In Renfrew and Bahn Chapter 10, What did they think? pp. 391- 432.

Larsen, Clark, 2002, The lives and lifestyles of past peoples, *Journal of Archaeological Research* 10:119-156.

14 Ethics in Archaeology, Colonialism, Cultural Research Management (CRM), NAGPRA Cultural Heritage Laws: April 20, 23

Guest lecturer: 20 April John Holson, Pacific Legacy, CRM today

Read for week fourteen:

In Renfrew and Bahn Chapter 14 Whose past? Archaeology and the Public, pp. 549-564, Chapter 15 The future of the past: pp. 565-584.

Wilcox, Michael V.

2010 NAGPRA and Indigenous Peoples: The Social Context and Controversies, and the Transformation of American Archaeology. In *Voices in American Archaeology*, edited by W. Ashmore, D. T. Lippert and B. J. Mills, pp. 178-192. SAA Press, Washington, D.C.

15 Class Summary: April 25

April 27: Poster presentation of all projects in class

RRR week:

April 30: Review session (optional)

Final Exam: Tuesday May 8th 3-6 PM (group 7)

Section Schedule for Monday Sections (101-104)

Week 2, Section 1: Jan. 22

In section: Introduction to class, Research Project Description, Site Selection

Due in Section: Nothing due

Homework Assigned: Begin research project

Week 3, Section 2: Jan. 29

In-section activity: Object Biography

Due in Section: Nothing due

Homework Assigned: Finish Object Biography write-up

Week 4, Section 3: Feb. 5

In-section activity: Maps and Sampling

Due in Section: Object Biography write-up

Homework Assigned: *Benchmark #1*; Finish Maps and Sampling write-up

Week 5, Section 4: Feb. 12

In-section activity: ARF site mapping; *Meet@2251 College Building*

Due in Section: *Benchmark #1*; Maps and Sampling write-up

Homework Assigned: *Benchmark #2*, Finish ARF site mapping write-up

Week 6, **NO SECTION – PRESIDENT’S DAY**

Week 7, Section 5: Feb. 26

In-section activity: Midterm Review

Due in Section: *Benchmark #2*; ARF mapping write-up

Homework Assigned: Study for Midterm!

Week 8, Section 6: Mar. 5

In-section activity: Stratigraphy/Dating

Due in Section: Nothing due

Homework Assigned: *Benchmark #3*; Stratigraphy/Dating Assignment; Probate Inventory set-up

Week 9, Section 7: Mar. 12

In-section activity: Probate Inventory

Due in Section: *Benchmark #3 (Submit via bCourses and share with group members)*; Probate Inventory Set-up; Stratigraphy/Dating write-up

Homework Assigned: Finish Probate Inventory Write-up; Site/Museum Visit (Due Week 14)

Week 10, Section 8: Mar. 19

In-section activity: Foodways

Due in Section: Probate Inventory write-up

Homework Assigned: Foodways Write-up

Week 11, **NO SECTION - SPRING BREAK!**

Week 12, Section 9: Apr. 2

In-section activity: Space/Place

Due in Section: Foodways write-up

Homework Assigned: Work on Research Project

Week 13, Section 10: Apr. 9

In-section activity: Group Work on Research Project

Due in Section: Nothing due

Homework Assigned: *Benchmark #4*

Week 14, Section 11: Apr. 16

In-section activity: Site/Museum Visit discussion and workshop on poster

Due in Section: *Benchmark #4* (Due 3 days before section via bCourses); Site/Museum Response

Homework Assigned: Final Research Project write-up

Week 15, Section 12: Apr. 23

In-section: Work on Poster

Due in Section: Research Project write-up

Homework Assigned: Finish Poster (Due in class Friday, April 27th)

Section Schedule for Tuesday Sections (105-110)

Week 2, Section 1: Jan. 23

In-section: Introduction to Section, Research Project Description, Site Selection

Due in Section: Nothing due

Homework Assigned: Begin research project

Week 3, Section 2: Jan. 30

In-section activity: Object Biography

Due in Section: Nothing due

Homework Assigned: Finish Object Biography write-up

Week 4, Section 3: Feb. 6

In-section activity: Maps and Sampling

Due in Section: Object Biography write-up

Homework Assigned: *Benchmark #1*; Finish Maps and Sampling write-up

Week 5, Section 4: Feb. 13

In-section activity: ARF site mapping; *Meet@2251 College (Archaeological Research Facility)*

Due in Section: *Benchmark #1*; Maps and Sampling write-up

Homework Assigned: *Benchmark #2* (Due Week 7), Finish ARF site mapping write-up

Week 6, Section 5: Feb. 20

In-section activity: Stratigraphy/Dating

Due in Section: ARF site mapping write-up

Homework Assigned: Finish Stratigraphy/Dating Assignment

Week 7, Section 6: Feb. 27

In-section: Midterm Review

Due in Section: *Benchmark #2*; Stratigraphy/Dating Assignment

Homework Assigned: Study for Midterm; Probate Inventory Set-up

Week 8, Section 6: Mar. 6

In-section activity: Probate Inventory

Due in Section: Probate Inventory Set-up

Homework Assigned: *Benchmark #3*; Probate Inventory write-up

Week 9, Section 7: Mar. 13

In-section activity: Group Work on Research Project

Due in Section: *Benchmark #3* (Submit via bCourses and share with group members); Probate Inventory write-up

Homework Assigned: Site/Museum Visit (Due Week 14)

Week 10, Section 8: Mar. 20

In-section activity: Foodways

Due in Section: Nothing due

Homework Assigned: Foodways write-up

Week 11, **NO SECTION - SPRING BREAK!**

Week 12, Section 9: Apr. 3

In-section activity: Space/Place

Due in Section: Foodways write-up

Homework Assigned: *Benchmark #4*

Week 13, **NO SECTION – SAA CONFERENCE**

Week 14, Section 11: Apr. 17

In-section: Site/Museum Visit Discussion and work on poster

Due in Section: *Benchmark #4* (Due 3 days before section via bCourses); Site/Museum Response

Homework Assigned: Final Research Project write-up

Week 15, Section 12: Apr. 23

In-section: Work on Poster

Due in Section: Research Project write-up

Homework Assigned: Finish Poster (Due in lecture Friday, April 27th)