

**Anthropology 325**  
**Archaeological Method and Theory**

Department of Anthropology  
Southern Illinois University Edwardsville  
Spring 2013

Instructor: Dr. Julie Zimmermann Holt  
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Office hours: MWF 1-2, or by appointment.  
Class: MW 3-4:15, Peck 0405

**Course Description:** This course surveys the history of archaeological method and theory, with emphasis on trends in the United States. Methods introduced include those used in site survey, excavation, dating, sediment analysis, artifact analysis, zooarchaeology, paleoethnobotany, and bioarchaeology. Theoretical paradigms introduced include culture historical approaches, Processualism (the New Archeology), Postprocessualism, and post-Postprocessualism (or “processual-plus,” as Michelle Hegmon calls it). The course will also include discussions of cultural resource management, archaeological ethics, and laws pertaining to archaeology in the United States. Please note that this course is required for anthropology majors, and ANTH 111A is a prerequisite. I would *not* recommend this course for freshmen or anyone who has not yet completed ENG 102.

**Course Texts:** There are four books for this course at Textbook Rental. These are:  
*Archaeology*, 6<sup>th</sup> edition (2012), by Robert L. Kelly and David Hurst Thomas  
*Archaeological Theory: An Introduction*, 2<sup>nd</sup> edition (2010), by Matthew Johnson  
*Death by Theory* (2000), by Adrian Praetzelis  
*Motel of the Mysteries* (1979), by David Macaulay

The following article can be found at Lovejoy Library and on Blackboard:

“Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology,” by Michelle Hegmon. *American Antiquity* 68:213-243 (2003)

**Course Requirements:** You are expected to read assigned readings, attend class, and participate in class discussions. Take-home work will include two projects (giving you practice in archaeological methods) and one research paper (giving you research experience in archaeological theory). There will be two in-class exams and a final exam. The final grade will be broken down as follows:

Class attendance and participation: 10% (10 points)  
Projects: 20% (20 points)  
Research paper: 30% (30 points)  
Exams: 40% (40 points)

Class attendance and participation: I want you present physically and mentally, so keep up with the readings and be ready to talk about them. Have the readings for each day read *before* class, take notes, and write down any questions you may have. Attendance will be tracked via sign-up sheets; each unexcused absence will result in the deduction of half a point from your attendance/participation grade. Absences may be excused with a note from your doctor, parole officer, or coroner, but not your mother. *If you miss four class periods in a row, I reserve the right to notify the dean of students and withdraw you from the course. If you decide to withdraw from the course, make sure you do it no later than Week 13.*

Projects: The two projects are each worth 10 points. These projects will consist of an exercise using archaeological field or laboratory methods and a follow-up report; an assignment sheet for each project will be handed out in class and will be available on Blackboard. The reports will be 4 pages of text, typed with normal fonts (size 12) and double-spaced with one-inch margins. Reports are to have proper grammar, spelling, sentence structure, organization, etc. *If you need help, bring me a typed draft of your paper during my office hours. If your complete project is not handed in on time, 20% will be deducted for each day it is late.*

Research paper: You will begin your research by reading *Archaeological Theory* by Matthew Johnson. You might also find useful the article “Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology” by Michelle Hegmon and the book *Death by Theory* by Adrian Praetzellis. (The books are available at Textbook Rental. The article can be accessed through Blackboard. It can also be obtained from the library stacks.) Note that the Johnson book is **required** reading before writing your paper, while the Hegmon article and Praetzellis book are recommended. The Johnson book is a readable and comprehensive overview, the Hegmon article is shorter but difficult to read, and the Praetzellis book is satiric.

After you’ve read the Johnson book, choose **one** theoretical orientation or paradigm and do further research on that paradigm. (A *paradigm* is a school of thought. In archaeology, this might be as broad as Postprocessualism or as narrow as Marxist archaeology.) References in Johnson, Hegmon, and Praetzellis (and Kelly and Thomas) will give you a start on your research. Be sure to search the *journal databases* available through Lovejoy Library (such as Academic Search Complete) for recent articles on your topic. If you need help picking a topic, finding references, organizing your paper, or anything else, please come see me during my office hours. Please also check out the library tips I have put on Blackboard, especially the encyclopedia of archaeological theory (*Archaeological Method and Theory: An Encyclopedia*).

Your paper should include a *literature review* and *discussion*. These are common components of scholarly papers. The literature review is exactly what it sounds like: a review of the published literature on your topic. A literature review is *different* from an annotated bibliography. Whereas an annotated bibliography is organized by source (author) and will have a paragraph or two summarizing each source or reference, a literature review is organized by topic or theme and considers information from multiple sources (authors) in each paragraph. A discussion synthesizes and summarizes what you’ve found in your research and presents your thoughts on the topic. It is common in scholarly articles to put the literature review at the beginning, after the introduction, and to put the discussion at the end, before the conclusion. You can do it this way, or you can combine the two as Hegmon has done in her *American Antiquity* article: Hegmon’s article is essentially an extended literature review, with her discussion of the literature contained

throughout the article.

*Your works cited page should have at least **10 references**, which **must include Johnson**. Your 10 references should also include at least **two peer-reviewed articles**, at least **two additional books**, and **no more than one internet source**. Examples of peer-reviewed journals would include *American Antiquity*, *Antiquity*, *Journal of Anthropological Archaeology*, *Archaeological Method and Theory*, etc. You may cite Kelly and Thomas, but **textbooks and encyclopedias are not primary sources and will not be counted toward your 10 references**. A research paper should have *citations throughout*; a rule of thumb is to have at least one citation per paragraph.*

Since this is an archaeology paper and I want you to write like an archaeologist, **you must follow SAA citation style** within the text and on your references cited page. The easiest thing to do is simply follow Hegmon's example or the example of any other *American Antiquity* article. The complete style guide can be found at the Society for American Archaeology webpage; especially see parts 3.4 and 3.9 of the SAA Style Guide at <http://saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>.

Your paper should be ca. **8 pages**; please **number your pages**.

The research paper is worth a total of 30 points: 1. the references are due first and are worth 5 points; 2. the first submission of the complete paper including references is worth 15 points, and 3. the revised paper is worth 10 points. *If any part is not handed in on time, 20% will be deducted for each day it is late.* Please hand in your original references with my comments along with your first complete paper submission, and please hand in the original paper with my comments along with your revised paper.

Exams: Two exams will be taken in class and the final will be taken during finals week; the in-class exams are each worth 10 points and the final is worth 20 points. The final exam will be cumulative. Exams will consist of multiple choice or matching and short essay questions. The exams will be based on readings, lectures, class discussions, and films. There will be no trick questions on any exam! Any student arriving more than **20 minutes late** for an exam will not be allowed to take the exam. *Exams missed due to illness may be taken later if the illness is verified with a doctor's note, but you must notify me of your illness **on the day of the missed exam**.*

Final course grades: 100-90% = A, 89.75-80% = B, 79.75-70% = C, 69.75-60% = D, <60% = F.

**Course policies:** Students with disabilities will be happily accommodated, but all arrangements must be made through Disability Support Services and the student must present me with his or her ID CARD. All special arrangements must be made through DSS at the start of the semester.

*Academic misconduct will not be tolerated.* As stated in the SIUE Student Academic Code, the minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation. **Students caught cheating, plagiarizing, or falsifying attendance sheets will receive an F for the course and will be reported to the offices of the Dean of the College of Arts and Sciences and the Provost of the University.**

**Classroom behavior:** Punctuality is preferred, but I would rather you came late to class than not at all. If you arrive late, please seat yourself quietly. Please put all trash/recycling in the appropriate receptacles. No food or drink other than water is allowed in the Anthropology Lab (Peck 0403). Laughing at my jokes is good, participating in class discussions and asking questions is great, but please refrain from unnecessary private conversations. **Please turn off your cell phones and all other electronic devices during class. Use of laptops is also prohibited unless you have obtained permission from me in advance.** If you “need” a laptop to take notes, then I will require you to bring your laptop to me and show me the notes that you have typed after every class. Please do take notes! Spiral notebooks work well for this and are quite inexpensive.

**FINALLY, PLEASE NOTE:** This syllabus, project assignments, study guides, sample exam questions, etc. are available on **Blackboard** (go to <https://bb.siue.edu>).

1/7-9	History of archaeology. Read K&T Ch. 1; Johnson Ch. 1-2.
1/14-16	What is archaeology? What are method and theory? Read K&T Ch. 2; Johnson Ch. 3-4.
1/21	MLK Day- no class.
1/23	Archaeological field methods. Read K&T Ch. 3-4; Johnson Ch. 5-6.
1/28-30	Archaeological evidence and formation processes. Read K&T Ch. 5; Johnson Ch. 7-8.
2/4-6	Dating techniques. Read K&T Ch. 6; Johnson Ch. 9-10.
2/11-13	<b>PROJECT #1 DUE MONDAY.</b> <b>EXAM #1 WEDNESDAY.</b> <b>Get started on your research paper!!! Read Johnson Ch. 11-13.</b>
2/18-20	Archaeological classification. Read K&T Ch. 7. <b>Finish Johnson!!!</b> <b>Notify me of the topic of your research paper: please complete the paper prospectus form found on Blackboard, and include a bibliography.</b>
2/25-27	Taphonomy & Middle Range Theory: experimental archaeology and ethnoarchaeology. Read K&T Ch. 8.
<b>3/4-6</b>	<b>SPRING BREAK. HAVE FUN!</b>
3/11-13	Reconstructing environment, diet, and more: Analysis of plant remains, animal remains, and human bones too. Read K&T Ch. 9-10.
3/18-20	Moving up the ladder: Reconstruction of social & political systems. Read K&T Ch. 11. <b>REFERENCES FOR RESEARCH PAPER DUE MONDAY. MAKE SURE YOU FORMAT YOUR REFERENCES IN SAA STYLE!!!</b>
3/25-27	<b>PROJECT #2 DUE MONDAY.</b> <b>EXAM #2 WEDNESDAY.</b>
4/1-3	At the top of the ladder: Cognitive archaeology. Read K&T Ch. 12.
4/8-10	Cultural evolution & cultural processes. Read K&T Ch. 13. <b>RESEARCH PAPER DUE MONDAY.</b>
4/15-17	Explanation in archaeology: Historic archaeology. Read K&T Ch. 14.
4/22-24	Who owns the past? Read K&T Ch. 15. <b>REVISED RESEARCH PAPER DUE WEDNESDAY.</b>
Thursday, May 2	<b>FINAL EXAM. 2:00-3:40 p.m.</b>

ANTHROPOLOGY 325  
STUDENT DATA SHEET

Student name: \_\_\_\_\_

Student email: \_\_\_\_\_

Year in school (freshman, sophomore, etc): \_\_\_\_\_

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

Please list all anthropology classes you have completed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why are you taking this course? (Be honest; it's OK). \_\_\_\_\_

\_\_\_\_\_

Anything else you want me to know or you would like to ask me? \_\_\_\_\_

\_\_\_\_\_

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Please sign and return this sheet by the 2<sup>nd</sup> week of classes to indicate that you have received and read this syllabus. If you do not return the sheet, I will assume you wish to drop the course.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_