
"The archaeologist who is not more than a pot-sherd-catcher is unworthy of his logos." -- Sir Mortimer Wheeler, *Archaeology from the Earth* (1956)

"Archaeology is the search for fact. Not Truth. If it's Truth you're interested in, Dr. Tyree's Philosophy class is right down the hall. So forget any ideas you've got about lost cities, exotic travel, and digging up the world. We do not follow maps to buried treasure and 'X' never, ever, marks the spot." -- Indiana Jones (Harrison Ford, *Indiana Jones and the Last Crusade* [1989])

"If an editor or person reads my sentence, which I wrote in clear prose, and says, ‘Yeah, I know what you’re saying,’ then I know that he missed the point." -- Lewis R. Binford, *Conversations with Lew Binford* (1998)

It has been said that archaeology is a collection of techniques for understanding past human behavior. On the other hand, it’s been said that archaeologists are ethnographers of the past, scientists, historians, prehistorians, poets, social critics, and cosmic garbage collectors. But no matter what you think you are or what you are doing, in the end, it really all does come down to theory, method and technique. If you don’t understand how and why you found what you found, you don’t know how to interpret it. And if you don’t know how to interpret it, you’ve got nothing.

In this class we shall examine not only how archaeologists study the past, but we will examine theoretical and methodological justifications for what we do. The current state of archaeological method and theory will be examined within the context of multiple archaeologies and the debates about, among, and within these apparently different ways of viewing the past. The emphasis on the class will be on epistemology, method and theory in archaeology, the success and failure of archaeology at the present, and trends towards future archaeological research. By the end of class, students should see the archaeologist not as a pot-sherd-catcher, nor as a mere technician, but as a student of the processes that underlie human cultural change and continuity. In addition, the student will understand the limits on what archaeologists can discern reliably about the universe and about how well we communicate what we think we know to other people.

**Notice:** As this is an archaeology class, images and descriptions of dead humans will be shown and discussed.

**Learning Goals:** After successful completion of this course, students will be able to articulate the current debates within the study of archaeology. Students will be able to evaluate and to critique archaeological theories and methods from multiple perspectives. Students will be able to investigate and evaluate a specific archaeological problem using archaeological literature.

**Grading:** Grading will be based on in-class participation (worth 50%), and a research paper (worth 50%).
**Grade Scale:** Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT SCORED</th>
<th>GRADE</th>
<th>PERCENT SCORED</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>C</td>
<td>72-74%</td>
</tr>
<tr>
<td>A-</td>
<td>87-89%</td>
<td>C-</td>
<td>69-71%</td>
</tr>
<tr>
<td>B+</td>
<td>84-86%</td>
<td>D+</td>
<td>65-68%</td>
</tr>
<tr>
<td>B</td>
<td>81-83%</td>
<td>D</td>
<td>60-64%</td>
</tr>
<tr>
<td>B-</td>
<td>78-80%</td>
<td>D-</td>
<td>55-59%</td>
</tr>
<tr>
<td>C+</td>
<td>75-77%</td>
<td>F</td>
<td>0-55%</td>
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**Readings:** Readings will be available as pdf files on the D2L site. Please get them and read them in a timely fashion. N.B. It is possible that you will be told to read more articles than we will discuss directly in class. You are directed to these readings because they are important for your growth as an intellectual, not because they are props for class discussion. In addition, you may wish to obtain a textbook to use for reference. I recommend two, both of which can be had either at the UWM bookstore or online. The edition does not really matter—earlier editions can be found much cheaper than the new ones.

For those needing a short but decent intro to archaeology:
Ashmore, Wendy and Robert J. Sharer

ISBN-13 978-0078034916

For those who would like a more graduate student-oriented reference:
Renfrew, Colin and Paul Bahn


**Class Participation:** Class participation comprises several in and out of class projects as well as a discussion of weekly readings. Students are responsible for all readings assigned to the class, and in addition may be assigned specific roles for class discussion on a weekly basis. A one-page article organizer for each reading assignment will be due each week, delivered to the appropriate Dropbox on the D2L site. Be prepared to answer direct questions concerning the readings each week. Since your discussion is essential to the success of this class, attendance is mandatory. In the extremely rare case when an absence is excusable, I expect to be informed well in advance. Your class participation grade is based on 1) weekly attendance, participation in group/class activities, and discussion of reading (ca. 70% of grade), 2) completeness of article organizers (ca. 30% of grade).

Each week attendance and participation is worth up to 5 points; the article organizers are worth up to 2 points. Fourteen weeks of participation= 7*14=98 total. **Since there are no articles the first week, everyone will get 2 points to start out the semester.** So 98+2=100 points for the semester. **Read the Discussion Rubric on the Content page of the D2L site for more information.**

**Article Organizers:** **Do an article organizer for each individual article and/or chapter.** The questions are there to help guide a little thought about the readings, rather than just reading and highlighting as you go along. AOs are not meant to be mental straightjackets or simple formulas. I do not grade these for content. I simply make sure that they indicate you read and thought about the article. Usually only a few lines or a short paragraph are necessary, but write as much as you need. The idea is that you can bring a copy to class and use it for discussion: essentially, you should be able to look at your AO and answer a question such as “What is the main idea the author tried to get
across?” or “What example did the authors use to make their point?” without going back to the article itself. There are examples of model AOs on the D2L page for the class.

**Use of Devices:** I am perfectly happy if you take notes on your tablet or laptop. However, use of devices during class for anything other than note taking, unless directed by me, is forbidden. No texts, snapchats, web surfing, checking social media, etc. while class is in session. **If I notice you doing anything other than class-related work on your device, I will ask you to leave class.**

**Paper:** The research paper is to be at least 3000 and no more than 3500 words long and will be worth a total of 100 points. See A Note on Research Papers for Anthropology 802 for details on writing a paper. The **paper problem is your choice, but it must be concerned with one of the weekly topics addressed in the class.** It cannot be a paper that one might write for another class. So, museum studies students will **not** write on stolen art or NAGPRA’s effects on museums, bio students will **not** write on Neanderthal DNA, linguistic students will **not** write on prehistoric languages, and archaeology students will **not** write about an archaeological site or time period. Research problems, including at least four bona fide references in-hand, are due 3/1/19 at noon. The document must be turned in as a word document (with the file name yourname_problem.doc or yourname_problem.docx) in the appropriate D2L Dropbox. Five percent of paper grade is for having a research problem on the date due. You are strongly encouraged to have a research problem and references before the due date. You are welcome to talk to me or email me for guidance. The paper is due on 4/10/19. Do not hand in an incomplete paper or bad work just because you have the option to rewrite the paper (see below). The paper must be turned in as a word document (with the file name yourname_paper.doc or yourname_paper.docx) in the appropriate D2L Dropbox.

The final draft of the paper is due 5/15/19. The paper must be turned in as a word document (with the file name yourname_rewrite.doc or yourname_rewrite.docx) in the appropriate D2L Dropbox. Final Papers turned in after the due date will not be read. You will be allowed to increase your grade on the paper by a total of two letter grades, so to get an A (90%) on the final paper, you must score at least a C (72%) on the first draft. Both the first draft and rewrite are due on the due date. Ten percent of the grade will be deducted for each day the assignment is late, both for the first draft and for the final. Papers are to be turned in to the appropriate Dropbox on the D2L site as a Microsoft Word document. **Important:** Read the Paper Rubric on the Rubric page of the D2L site for more information.

**Student Effort:** According to the University: “Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.” In essence, a three credit course like this one requires a minimum of 144 hours of your time during the semester—or roughly 9 hours per week. This course meets for 2 hours and 40 minutes per week during the semester. Students are expected to spend approximately 6 1/2 hours per week outside of class reading, studying, and working on assignments to achieve the learning goals of this course. **Important:** The 6 1/2 hour per week figure is a minimum for an average student. You may wish to, or need to, spend more time to achieve the learning goals and student outcomes of this course.

**Writing Center**
If you are looking for help with your ability to write papers and presentations, please check out the writing center: writingcenter.uwm.edu

**Students with Disabilities:** If you have a disability and will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible. Please also contact the
**Student Accessibility Center** (229-5822) to obtain your Verified Individual Services and Accommodations (VISA) documentation. [http://uwm.edu/arc/](http://uwm.edu/arc/)

**Religious observances.** If you need accommodations for absences due to religious observances, please let me know as soon as possible. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

**Military Duty.** If you need accommodations for absences due to call-up to active military duty, please let me know as soon as possible. [http://www4.uwm.edu/academics/military.cfm](http://www4.uwm.edu/academics/military.cfm)

**Academic Conduct:** According to Chapter UWS 14: “**Academic misconduct** is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts. **Prohibited conduct** includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.” So please don’t do any of those prohibited things, or you will be subject to disciplinary action.

**Discriminatory conduct.** Discriminatory conduct such as disrespectful sexual, ethnic or racist comments, etc., will not be tolerated in this class. [http://www4.uwm.edu/secu/docs/other/S47.pdf](http://www4.uwm.edu/secu/docs/other/S47.pdf)

**Student Complaints.** Students may direct complaints to me and/or the Department Chair if they believe that they have been treated in a discriminatory manner. [http://www4.uwm.edu/secu/docs/other/S49.7.htm](http://www4.uwm.edu/secu/docs/other/S49.7.htm)

For other aspects of classroom behaviors and academic standards, incompletes, or other university policies, etc. please consult your student handbook.

**Please note:** The content of this course, including notes, comments, articles, and images, is copyrighted. Students may not copy, forward, sell, or allow access to course materials to other people not enrolled in this class for any purposes.
Course Schedule (subject to modification as course progresses; please be prepared for updated readings and other information):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>Introduction.</td>
<td>Aims and goals. Student introductions. Pretest. Archaeologists at Work <a href="https://www.youtube.com/watch?v=sQO7e0E8Ywo">https://www.youtube.com/watch?v=sQO7e0E8Ywo</a>; <a href="https://www.youtube.com/watch?v=GJM93DPPOT0">https://www.youtube.com/watch?v=GJM93DPPOT0</a></td>
</tr>
<tr>
<td>1</td>
<td>1/28</td>
<td>Personal Essay due, noon.</td>
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<tr>
<td>2</td>
<td>1/30</td>
<td>The Making of Archaeological Knowledge</td>
<td>Feder Epistemology, Binford Archaeology as Anthropology, Schiffer Behavioral Archaeology (Chs. 1-2); Myths and Moundbuilders</td>
</tr>
<tr>
<td>3</td>
<td>2/6</td>
<td>The Remaking of Archaeological Knowledge</td>
<td>Shanks and Tilley Re-Constructing (Chs. 1-3); Pauketat: Practice and History in Archaeology; Çatalhöyük,</td>
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<tr>
<td>4</td>
<td>2/13</td>
<td>PrePostArchaeology</td>
<td>Hegmon Setting Egos Aside; Kosso Hermeneutics; Hodder Interpretive Archaeology; Wylie: Proliferation of Archaeologies; Illinois Archaeology</td>
</tr>
<tr>
<td>5</td>
<td>2/20</td>
<td>Archaeologies</td>
<td>Trigger Alternative Archaeologies; Chapman Other Archaeologies; Hodder Archaeological Theory Today Intro;</td>
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<tr>
<td>6</td>
<td>2/27</td>
<td>Inferences and Explanation</td>
<td>Binford Smudge Pits, Wobst: Tyranny Wylie Decomposing Red Herrings; Kuznar and Jeske Analogic Reasoning</td>
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<tr>
<td>6</td>
<td>3/1</td>
<td>Paper research problem due, noon.</td>
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<tr>
<td>7</td>
<td>3/6</td>
<td>People and Past Landscapes:</td>
<td>Binford Willow Smoke, Gillings; GIS and Affordance Cruz-Berrocal et al: Landscape Construction. Shackel: Memory-Conflict</td>
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<tr>
<td>9</td>
<td>3/19</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>10</td>
<td>3/27</td>
<td>Culture Contact:</td>
<td>Deegan: Accommodation; Renfrew Peer Polity Interaction; Colburn and Hughes: Materiality Movement; Jordan: Rethinking Colonial Pasts</td>
</tr>
<tr>
<td>11</td>
<td>4/3</td>
<td>Peaceful Past?</td>
<td>Scott and McFeaters Conflict Archaeology, Milner: Osteology and Warfare, Goltiko and Keeley: Neolithic War, Haas-Piscitelli: Misled by Ethnography</td>
</tr>
<tr>
<td>12</td>
<td>4/10</td>
<td>Society for American Archaeology Meetings</td>
<td>Papers due, noon.</td>
</tr>
<tr>
<td>13</td>
<td>4/17</td>
<td>Identity and Ethnicity:</td>
<td>Watkins Becoming American; Echo-Hawk and Zimmerman: Beyond Racism; Hall: Archaeology of the Soul 1-3; Snead: Western Identity</td>
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<tr>
<td>15</td>
<td>5/1</td>
<td>Respect for the Dead and the Living:</td>
<td>Barrett Monumentality of Death; Arnold and Jeske: Archaeology of Death; Hutt-McKeown: Human Rights; Coleman: Religious Claims</td>
</tr>
<tr>
<td>17</td>
<td>5/15</td>
<td>Final Papers Due, 5:30 PM</td>
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</table>
Arnold, Bettina and Robert J Jeske  

Barrett, John C  

Berstein, Rachel  

Binford, Lewis R.  

Chapman, Robert  

Chase-Dunn, Christopher and Thomas D. Hall  

Colburn, Henry P. and Ryan C. Hughes  

Coleman, Elizabeth Burns  

Conkey, Margaret W., and Janet D. Spector  

Cooper, David E.  

Berrocal, María Cruz, María Sebastián López, Antonio Uriarte González and Jose Antonio López-Sáez  

Deagan, Kathleen A.  

Echo-Hawk, Roger C. and Larry J. Zimmerman  

Evans, Susan T.  

Feder, Kenneth L.  

Golitko, M. & and Lawrence H. Keeley  

Gillings, Mark  

Gremillion, Kristen J., Loukas Barton, and Dolores R. Piperno  


Thompson, Janna  

Trigger, Bruce G.  

Watkins, Joe  
2004 Becoming American or Becoming Indian? Social Archaeology:61-80.

Wobst, H. Martin  

Wylie, Alison A.  

Zimmerman, Larry J.  