HISTORY OF ARCHAEOLOGICAL THEORY - ANTHROPOLOGY 359
WINTER TERM 2021
MONDAYS & WEDNESDAYS 2:35 - 3:55

PRELIMINARY SYLLABUS DECEMBER 21, 2020
In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. Please check the announcements page on myCourses for updates.

Course Instructor: Prof. Nicole C. Couture
Email: nicole.c.couture@mcgill.ca
Office Hours: via Zoom on Tuesdays 9-10 a.m. and Wednesdays 4:15- 5 p.m. Students should email the instructor beforehand to make an appointment. Please use the Zoom link specific to office hours posted on myCourses.

Communication and Email Policy:
Students should include "ANTH 359" in the subject field of their emails, along with a brief description of the content of their message (for example, "ANTH 359 Office hours request" or "ANTH 359 Annotated Bibliography"). Students can usually expect a response within two working days. Students with questions about the course content, assignments, or exams should first take a few moments to check that the information they need isn't already provided on the course syllabus, a discussion board, or a designated folder on myCourses.

COURSE DESCRIPTION:

This course examines the intellectual, social, historical, and political trends that have shaped the establishment and institutionalization of the discipline of archaeology. The first half of the course will focus on the historical development of European and American archaeology between the Renaissance and the late 19th century; particular attention will be paid to the influences of the Enlightenment and Romanticism, colonialism, the rise of modernity, and notions of progress. The second half of the course will examine the intellectual debates and paradigms that dominated the field of archaeology over the course in the 20th century, including the rise of American "Processual" archaeology, British "Post-Processual" archaeology, and the "reflexive turn". One of the fundamental questions of this course is: "Who gets to be an archaeologist and who sets the research agenda?"

This course provides an important foundation for 400 and 500 seminars on more recent advances and debates in contemporary archaeology.

PREREQUISITES:

This course is intended for "Returning U1", U2, and U3 students who already have a foundation in archaeology. Students should have successfully completed two courses in archaeology, one of which must be ANTH 201 or ANTH 210. Students who are in their first year at McGill and/or who have no background in archaeology should not register for this course.

REMOTE LEARNING:

Course Format: Fixed vs Flexible
This course has been designed for remote delivery and will use a combination of flexible (asynchronous) and fixed (synchronous) methods. Most of course is divided into a series of eight modules. Each module is divided into three parts spread out over a week and a half, or the equivalent of three class sessions. The first and second parts of each module will use a flexible format and consist of a series of pre-recorded lectures lasting approximately 15-20 minutes each, plus assigned readings. The third and last part of each module will use a fixed format with a "live" Zoom class meeting, composed of some lecture, discussion of the assigned readings, and open Q&A. During these live sessions, students will often be divided into pre-assigned or random break out groups. *All Zoom discussion sessions will be recorded and made available to students.*

Exceptions: There are a few "irregular" class sessions: i) Module 1 (limited to one stand-alone session); ii) February 15 is a "catch-up day" with no lectures or meeting; iii) a lecture by Annie Lussier, curator with the Redpath Museum, has been scheduled for March 29 (to be confirmed); iv) there will and extra Zoom session for Module 8

Zoom Links:
The dates and times of fixed Zoom meetings are listed under the Course Schedule section of this syllabus. Dates of the Zoom sessions will be marked on the myCourses calendar. You will be able to join the course's live Zoom sessions by using the link provided under the Zoom tab on myCourses. You can also use the Zoom invitation emailed to you in January 2021. *Please note that the same Zoom link/invitation will be used for the entire semester.* Only registered McGill users will be given access to the Zoom session. No password is required (unless a security issue arises).

Recording Policies:
All Zoom discussion sessions will be recorded. All pre-recorded lectures, Zoom discussion sessions, and presentations by guest lectures will be posted under the Recordings tab on myCourses. I will do my best to upload all recordings in a timely manner. Please note that we may experience periods when recordings I have uploaded onto myCourses take extra time to process due to delays in the queue. Your patience and understanding are appreciated when this happens!

Students must consent to being recorded if they are attending a lecture or participating in a component of the course that is being recorded. You will be notified through a pop-up box in Zoom if a lecture or portion of the class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off of Zoom. You can also choose to turn your video off.

Class Participation and Group Work:
Following the end of the add/drop period, the class will be divided into "student teams", each composed of approximately 5 students. Team membership will be assigned by the course instructor, who will take into account the circumstances of individual students (e.g. time zone, ability to participate in fixed Zoom classes).

Team members should communicate with each other on a regular basis throughout the semester to go over course material and to prepare for our live Zoom discussions at the end of every module. Individual teams will be called upon to address questions related to the assigned readings. Team members may communicate with each other using a range of platforms, including chat software (e.g. Microsoft Teams, Whatsapp groups), regular

email, Microsoft OneDrive (or Dropbox) to exchange notes and other documents, and/or social media.

Students will be asked to complete a survey at the beginning of the semester regarding their availability to participate in the group work and attended the Zoom sessions on a regular basis. Students are expected to attend the scheduled Zoom discussion sessions on a regular basis, unless they are prevented from doing so due to exceptional circumstances (e.g. time zone differences, limited access to stable internet, health, family responsibilities).

REQUIRED READINGS, PROMPTS, SLIDES, AND OTHER HANDOUTS:

Required Readings:
Students are responsible for a series of *required* readings, normally two or three journal articles or book chapters per module. In addition, the instructor will post a series of *optional* recommended readings on myCourses on an *ad hoc* basis that expand on the topics and scholarly figures covered in class lectures. These can be found in the appropriate course module.

Some of the readings may change over the course of the semester, depending on the pace of the course, the interests of students, or in response to external circumstances. Students are responsible for checking their McGill email accounts and myCourses announcements for updates related to the required readings.

Lecture Slides:
The instructor will make copies of lecture slides and/or simple lecture outlines available through myCourses. These can be found in the appropriate course module.

Module Prompts:
The instructor will also post a schedule at the beginning of each module with a list of lecture topics, the order of the required readings, and a series of prompts to alert students to key concepts, events, and notable figures covered in the readings and lectures. Students will also be given a series of questions related to the required reading in preparation for the live Zoom meetings. These can be found in the appropriate course module.

INTELLECTUAL PROPERTY:

Instructor-generated course materials (e.g., handouts, slides, video recordings, notes, summaries, exam questions, assignment instructions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

ASSIGNMENTS AND ASSESSMENTS:

Student work will be evaluated and graded according to the assignments and exams listed below. All assignments and exams should be uploaded directly to myCourses according to the dates and times specified (following local Montreal time). More detailed information and instructions for individual assignments and exams can be found in the "Exams and Assignments" folder on myCourses (under the Content tab).

Take Home Mid-Term Exam (30% of Final Grade): February 26
- Covers Modules 2, 3, and 4.
- The exam format is short answer and short essay questions.
- Exam questions will be released February 12. Exams papers are due no later than Friday, February 26 at 10 a.m.
- Students should be able to easily complete the mid-term within a 72 hour period, but are given extra time to allow for greater flexibility.

Take Home Final Exam (35% of Final Grade): Examination Period
- The primary focus of the final exam is on Modules 5, 6, 7 and 8. Students may incorporate material from the first half of the semester, where appropriate.
- The exam format is short answer and essay questions.
- The due date of the final exam is determined by the University's Examination office. Students will be given at least 72 hours to complete the final exam.

Annotated Bibliography Project (35% of final course grade)
This independent project will give students the opportunity to pursue research on a topic of their choice related to issues of representation and equity in contemporary archaeology. A list of suitable topics and more detailed instructions will be posted in the Exams and Assignments folder in January. The Assignment is due in two parts:

Part 1. Topic and Preliminary Bibliography (10%): February 5.
Submit a one-page document in which you identify your research topic and perspective and provide a list of five scholarly publications on this topic. All publications must be either journal articles or chapters from edited books. No references to book monographs will be accepted. Due Friday February 5 at 10:00 a.m.

Part 2. Final Assignment (25%): April 2
Upload final assignment to myCourses by Friday, April 2 at 10:00 a.m.

Optional Peer Review Exercise: April 19 & 26 (no grade)
Students have the option of submitting a draft of their assignment for anonymous review by a student peer in the course. Drafts for review are due no later than Friday April 19 at 10 am. Peer reviewed drafts must be returned no later than April 26 at 10 am.

LATE PENALTIES AND SPECIAL ACCOMMODATIONS:
The late penalty for all assignments and exams amounts to 1% of the final course grade per day, including weekends and holidays. Late penalties will be deducted at the end of the semester from a student's final adjusted grade for the course.

Students requesting special accommodation due to exceptional circumstances are expected to provide relevant supporting documentation (e.g. medical note). Students requesting accommodation should contact the instructor by email as soon as possible (preferably before the deadline) to arrange for an extension.

In the case of last-minute technical difficulties, students should contact IT Services for assistance and keep copies of supporting documentation (e.g. "Incident Tickets" or screen shorts).

STUDENT RIGHTS, ACADEMIC INTEGRITY, & OTHER REGULATIONS
1. McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill).

2. In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

3. The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

4. Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).

CLASS CONTENT SCHEDULE

MODULE 1: INTRODUCTION TO ANTH 359. NUTS & BOLTS OF REMOTE LEARNING; COURSE CONTENT & LEARNING OUTCOMES; ASSESSMENTS & GRADING; OPEN Q&A

FIRST CLASS SESSION IS "LIVE" MONDAY JANUARY 11 AT 2:35 VIA ZOOM. PLEASE USE THE LINK IN MYCOURSES.

MODULE 2 : FOUNDATIONAL CONCEPTS:TIME, PROCESSES OF CHANGE, & CULTURE IN HUMANISM, ENLIGHTENMENT, AND ROMANTICISM

Dates: January 13 (lectures), January 18 (lectures), and **January 20 (Zoom session)**

Required Readings:
Trigger, B. 1998 *Sociocultural Evolution: New Perspectives on the Past.* Blackwell Publishers, Oxford. Ch. 2 "Reversing Utopia", pp. 15-29.

Trigger, B. 1998 *Sociocultural Evolution: New Perspectives on the Past.* Blackwell Publishers, Oxford. Ch. 3 "Enlightenment Evolution", pp 30-41.

Trigger, B. 1998 *Sociocultural Evolution: New Perspectives on the Past.* Blackwell Publishers, Oxford. Ch. 4 "Romantic Reaction", pp 42-54.

MODULE 3: EARLY ANTIQUARIANS: THE GRAND TOUR AND BRITISH RUINS

Dates: January 25 (lectures), January 27 (lectures), and **February 1 (Zoom session)**

Required Readings:
Dyson, Stephen L. 2013 (2006) *In Pursuit of the Past: a History of Classical Archaeology in the Nineteenth and Twentieth Centuries*. Yale University Press Online. Ch. 1 "The Protohistory of Classical Archaeology".

Redford, Bruce 2008 *Dilletanti: The Antic and the Antique in Eighteenth-Century England*. The J. Paul Getty Museum and The Getty Research Institute. Ch. 1 "Introduction: the Amateur Moment", pp. 1-12.

Wilkinson, Darryl 2011 The Apartheid of Antiquity. *World Archaeology* 43(1): 26-39.

**ANNOTATED BIBLIOGRAPHY PROSPECTUS DUE
FRIDAY FEBRUARY 5 AT 10 A.M.**

MODULE 4: PATH TO PROFESSIONALIZATION: Organizing Time, Social Evolution, and Eugenics

Dates: February 3 (lectures), February 8 (lectures), and **February 10 (Zoom session)**

Required Readings:
Silberman, Neil Asher 1999 Petrie's Head: Eugenics and Near Eastern Archaeology. In *Assembling the Past: Studies in the Professionalization of Archaeology*, edited by Alice B. Kehoe and Mary Beth Emmerichs, pp. 69-79. University of New Mexico Press, Albuquerque.

Adams, Amanda 2010 *Ladies of the Field: Early Women Archaeologists and their Search for Adventure*. Greystone Books, Vancouver. (Ch. 1 on Amelia Edwards, pp. 16-39).

Moshenska, Gabriel 2017 Performance and display at the first meeting of the British Archaeological Association, Canterbury 1844. *World Archaeology* 49(2):226-236.

Suggested Readings:
Flinders Petrie, W. M. 1972 (1906) *Methods & Aims in Archaeology*. Benjamin Blom, Inc, New York. (Chapters 1, 3 & 4, pp. 1-8; 20-47)

Trigger, Bruce 2006 *History of Archaeological Thought*. Cambridge University Press. Ch. 4 "The Beginnings of Prehistoric Archaeology", pp. 121-176. (As general background)

MONDAY FEBRUARY 15: CATCH UP DAY (no lectures or Zoom session)

MODULE 5 EARLY AMERICAN ARCHAEOLOGY: FROM SQUIER TO KIDDER + WOMEN WHO GOT LEFT OUT

Dates: February 17 (lectures), February 22 (lectures), **February 24 (Zoom session)**

Required Readings:
Patterson, Thomas C. 2001 *A Social History of Anthropology in the United States*. BERG.   Ch. 1 "Anthropology and the New Republic, 1776-1879", pp. 7-34.

Squier, E. G. and E. H. Davis
1848 *Ancient Monuments of the Mississippi Valley: Comprising the results of extensive original surveys and explorations. Smithsonian Institution*, Washington. (SKIM selections: Pp. 1-7, 8-14 , 18-21, 26-29, 37-46, 301-306)

Kidder, Alfred Vincent   1924 *An Introduction to the Study of Southwestern Archaeology with a preliminary account of the excavations at Pecos*. Phillips Academy, Andover, MA. (SKIM selections pp. 1-3; 16-35; 101-104)

Levine, Mary Ann 1999 Uncovering the Buried Past: Women in Americanist Archaeology Before the First World War. In *Assembling the Past: Studies in the Professionalization of Archaeology*, edited by Alice B. Kehoe and Mary Beth Emmerichs, pp. 133-151.

MID-TERM EXAM: DUE FRIDAY FEBRUARY 26 AT 10 A.M.

WINTER BREAK: NO CLASSES ON MARCH 1 & 3

MODULE 6 "PRE-PROCESSUAL" ARCHAEOLOGY AND THE THEORETICAL TURN: NEO-EVOLUTION, CULTURAL ECOLOGY, AND SETTLEMENT ARCHAEOLOGY

Dates: March 8 (lectures), March 10 (lectures), and **March 15 (Zoom session).**

Required Readings:
Childe, V. Gordon 1950 The Urban Revolution. *Town Planning Review* 21(1):3-17.

Steward. Julian H. 1963 *Theory of Culture Change: the Methodology of Multilinear Evolution.* University of Illinois Press, Urbana, Il. (Ch. 2).

Steward, Julian H. 1956 Cultural Evolution. *Scientific American* 194(5):69-83.

Recommended Readings:
Durkheim, Emile 1972 (1893) The Division of labour and social differentiation. In *Emile Durkheim: Selected Writings*, edited, translated, and with an introduction by Anthony Giddens, pp. 141-154. Cambridge University Press

McGuire, Randall H.   2006 Marxism and capitalism in historical archaeology. In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary C. Beaudry, pp. 123-142. Cambridge University Press.

Mulvaney, John 1994 "Another university man gone wrong" V. Gordon Childe 1892-1922. In *The Archaeology of V. Gordon Childe*, edited by David R. Harris, pp. 55-68. The University of Chicago Press, Chicago IL.

Radcliffe-Browne, A.R.
1965 "Introduction". In *Structure and Function in Primitive Society*. The Free Press, New York. Pp. 1-14 only.

White, Leslie A. 1943 Energy and the Evolution of Culture. *American Anthropologist* (New Series) 45(3): 335-356.

Willey, Gordon R. 1953 *Prehistoric Settlement Patterns in the Viru Valley, Peru.* Smithsonian Bureau of American Ethnology, Bulletin 155. Smithsonian Institution. Washington, DC. (Preface and Ch. 1, pp. xvii-xxii, 1-12.

ANNOTATED BIBLIOGRAPHY DUE FRIDAY APRIL 2, 10 A.M.

MODULE 7: RISE AND FALL OF PROCESSUAL ARCHAEOLOGY

Dates: March 17 (lectures), March 22 (lectures), **March 24 (Zoom Session)**.

Required Readings: (list to be culled)
Binford, Lewis 1962 Archaeology as Anthropology. *American Antiquity* 28(2):217-225.

Flannery, Kent V. 1968 Archaeological Systems Theory and Early Mesoamerica*.* In *Anthropological Archaeology in the Americas*, edited by B. Meggers, pp. 67-87. Anthropological Society of Washington, Washington D.C.

Flannery, Kent V. 1982 The Golden Marshalltown: A Parable for the Archaeology of the 1980s. *American Anthropologist* 84(2): 265-78.

Renfrew, Colin 1973 Monuments, Mobilization, and Social Organization in Neolithic Wessex. In *The Explanation of Culture Change: Models in Prehistory*, edited by Colin Renfrew, pp. 539-58. University of Pittsburgh Press.

Watson, Patty Jo Archaeology and Anthropology: a Personal Overview of the Past Half-Century. *Annual Review of Anthropology* 38:1-15.

Optional Readings:
Binford, Lewis 1978 Dimensional Analysis of Behavior and Site Structure: Learning from an Eskimo Hunting Stand. *American Antiquity* 43(3): 330-371

Marlowe, Greg 1999 Year One: Radiocarbon Dating and American Archaeology, 1947-1948. *American Antiquity* 64(1):9-32.

Peebles, Christopher 1971 Moundville and Surrounding Sites: Some Structural Considerations of Mortuary Practices. In *Approaches to the Social Dimensions of Mortuary Practices*, edited by James A. Brown, pp. 68-91. Memoirs of the Society for American Archaeology, No. 25. Washington, DC.

Schiffer, Michael B. 1972 Archaeological Context and Systemic Context. *American Antiquity* 37:156-165.

**MODULE 8: THE POST-PROCESSUAL CRITIQUE AND TURN TO
"MEANING"**

Dates: March 31 (Lectures), April 5 (Lectures), **April 7 (Zoom Session), and April
12 (Additional Zoom session)? Stay tuned for updates…..**

Required Readings: (list will be culled!)
Brady, James E. and Wendy Ashmore 1999 Mountain, Caves, Water: Ideational
Landscapes of the Ancient Maya. *In Archaeologies of Landscape: Contemporary
Perspectives*, edited by Wendy Ashmore and A. Bernard Knapp, pp, 124-145.
Blackwell Publishers, Oxford, UK.

Hodder, Ian 1984 Burials, Houses, Women, and Men in the European Neolithic. In
Ideology, Power, and Prehistory, edited by Daniel Miller and Christopher Tilley, pp.
51-68. Cambridge University Press, Cambridge, UK.

Hodder, Ian 2003 *Archaeology Beyond Dialogue*. The University of Utah Press, Salt
Lake City. Chapters 2 & 4 pp. 11-21 and 31-41.

Leone, Mark P., Parker B. Potter, Jr., and Paul A. Shackel 1987 Toward a Critical
Archaeology. *Current Anthropology* 28(3):283-302. (The "Comments" section of the
article is optional).

Richards, Colin M. 1993 Monumental Choreography: Architectural and Spatial
Representation in Late Neolithic Orkney. In *Interpretive Archaeology* , edited by
Christopher Tilley, pp. 143-178. BERG, Providence/Oxford.

Shanks, Michael and Ian Hodder 1998 Processual, Post-Processual, and Interpretive
Archaeologies. In *Reader In Archaeological Theory: Post-Processual and Cognitive
Approaches*, edited by David S. Whitley, pp. 69-95.

Optional Readings
Hodder, Ian 1991 (1986) *Reading the Past: Current Approaches to Interpretation in
Archaeology* 2ⁿᵈ Ed. Cambridge University Press. (Ch. 1 pp. 1-18)

Geertz, Clifford 1973 Thick Description: Toward an Interpretative Theory of Culture.
In *The Interpretations of Culture, Selected Essays,* pp. 3-30. Basic Books, New York.

Geertz,Clifford 1973 Deep Play: Notes on the Balinese Cockfight. In *The
Interpretations of Culture, Selected Essays,* pp. 412-53. Basic Books, New York.

Leach, Edmund 2006 [1972] Structuralism in Social Anthropology. In *Readings for a
History of Anthropological Theory*, edited by P. A. Erickson and L. D. Murphy, pp.
152-164. Broadview Press.