

Assistant Prof Martin Gallivan
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OFFICE HOURS:
1:00 - 2:45 Mon / Wed
Washington 109

Anthropology 201: Introduction to Archaeology, Monday, Wednesday 3:00 – 4:20

COURSE DESCRIPTION AND GOALS

Archaeologists study the human past through the systematic recovery and analysis of material culture, defined broadly to include artifacts, architecture, human remains, remains of plants and animals, and historic landscapes. The course introduces the ways anthropological archaeologists gather and interpret material culture in order to document human life ways and cultural changes that have significance in human history. The class is structured around two broad themes: 1) archaeological method and theory and 2) world prehistory. We will emphasize anthropological approaches to the archaeological record that address some of the important questions confronting us today: How did humanity begin? How did humans come to populate the Americas? What were the origins of settled life and agriculture? What precipitated the development of complex societies in different regions of the world? Can we understand the religious practices and symbolic expressions of past societies through archaeology? This semester the course includes two case studies, the first on the peopling of the Americas by ice-age hunter-gatherers and the second on symbolic landscapes constructed by pueblo communities in the American Southwest.

REQUIREMENTS

- 1) Lecture / discussion: Though much of the class will entail lecture, we will have in-class discussions. As a result it is important to attend class, keep up with readings, and be prepared to discuss the day's topic in class.
- 2) Reading: Texts are available at the bookstore or on Blackboard. Assignments usually amount to about 30 pages per class.
- 3) Tests: The three tests and the final will consist of multiple choice, fill-in-the-blank, and short-answer questions.
- 4) Response paper: A short essay (approx. 1100 – 1400 words) that evaluates Lekson’s arguments in *Chaco Meridian*.

GRADING	Tests (3)	20% each
	Response paper	10%
	Final exam	30%

READING

- 2002 Adovasio, James M. *The First Americans*. New York: Random House.
- 2007 Gallivan, Martin. “Powhatan’s Werowocomoco: Constructing Place, Polity, and Personhood in the Chesapeake, AD 1200 – 1609”. Accepted for publication in *American Anthropologist*, March 2007 volume.
- 2003 Lekson, Stephen H. *Chaco Meridian*. Walnut Creek, CA: AltaMira Press.
- 2006 Thomas, David Hurst and Robert L. Kelly. *Archaeology: Down to Earth*. London: Wadsworth.
- * 2004 Price, Doug and Gary Feinman. *Images of the Past*. Mountain View: Mayfield.
- * Note: Readings from Price and Feinman will be on Blackboard, so purchase of the book is optional.

SCHEDULE

		<u>Reading</u>	<u>Pages assigned</u>
Aug 30	Course Introduction <i>The Werowocomoco project as an example of contemporary archaeology</i>	--	--
Sep 4	Archaeological Practice from Kidder to Kennewick <i>Americanist archaeology shifts from description to science to something called “postcolonialism”</i>	Thomas ch 1	20
Sep 6	Modes of Archaeological Inquiry <i>Why the heck is this class in the Anthropology Department?</i>	Thomas ch 2	25
Sep 11	Archaeological Fieldwork <i>No one ever learned how to do archaeology by sitting in a classroom, but...</i>	Thomas ch 3 (skim) and 4	50
Sep 13	Case Study #1: Meadowcroft Rockshelter <i>The precision of fieldwork and the messiness of scholarly debate</i>	Adovasio Overture, ch 7-8	70
Sep 18	Case Study #1: Meadowcroft Rockshelter <i>Adovasio mixes it up with the “Clovis police”</i>	Adovasio ch 9-11	70

Sep 20 Test #1

Sep 25	Space, Time, and Form in Archaeology <i>Determining where things fall temporally and geographically as a critical first step and a means to an end</i>	Thomas ch 5-6	45
Sep 27	Taphonomy, Experimental Archaeology, and Ethnoarchaeology <i>Methods for linking lifeless trash to past social histories</i>	Thomas ch 7	20
Oct 2	People, Plants and Animals in the Past <i>Reconstructing diet, environment, demography, and ancestry</i>	Thomas ch 8-9	45
Oct 4	Historical Archaeology <i>The combined interpretive power of archaeological historical methods</i>	Thomas ch 12	25
Oct 9	Applied Archaeology in the Twenty-first Century <i>Why do most professional archaeologists work outside of a university?</i>	Thomas ch 13	25
Oct 11	Test #1		
Oct 16	FALL BREAK		
Oct 18	The Rise and Spread of Homo Sapiens <i>An origin story for the modern, scientific age</i>	P&F ch 4, 105-136	30
Oct 23	Origins of Agriculture (part 1) <i>The how and why of farming</i>	P&F ch 6, 195-226	30
Oct 25	Origins of Agriculture (part 2) <i>Early agriculture in the Americas</i>	P&F ch 6, 240-260	20
Oct 30	Native North America (part 1) <i>Villages and sacred center of the Eastern Woodlands</i>	P&F ch 7, 263-293	30
Nov 1	Native North America (part 2) <i>Landscapes of power in the West</i>	P&F ch 7, 294-312	20
Nov 6	States and Empires in Asia and Africa <i>Cities and monuments in Southwest Asia (aka the "Near East") and in Egypt</i>	P&F ch 10, 425-441, 450-461	30
Nov 8	Prehistoric Europe <i>The origins of "western civilization"</i>	P&F ch 11 497-499, 506-530, 547-549	30
Nov 13	Review		
Nov 15	Test #3		
Nov 20	Movie		
Nov 22	THANKSGIVING		
Nov 27	Chaco Meridian (part 1) <i>An iconoclastic interpretation of ancestral pueblo world</i>	Lekson ch 1-3	70
Nov 29	Chaco Meridian (part 2) <i>Can archaeology effectively interpret the meaning of sacred landscapes of the ancient past?</i>	Lekson ch 3-5	70
Dec 4	Werowocomoco in the colonial Chesapeake <i>Powhatan's political center as a landscape of power and history</i>	Gallivan 2007 (Blackboard)	25
Dec 6	In-class review		
Dec 8 (Friday)	Response paper due via email (mdgall@wm.edu)		
Dec 18	FINAL (8:30am)		