

Assistant Prof Martin Gallivan
mdgall@wm.edu
Ph. 221-3622

OFFICE HOURS:
1:00 - 2:45 Mon / Wed
Washington 109

**Anthropology 301: Methods in Archaeology,
Monday, Wednesday 3:00 – 4:20**

COURSE DESCRIPTION AND GOALS

Methods in Archaeology provides an introduction to archaeological field and laboratory techniques. The class is structured around two themes: the archaeological research process and archaeological laboratory methods. Though we will discuss field methods and make several field visits, the class will not include hand-on experience in field methods. The archaeological research process traces the steps in a research project from research design to final report. The methods section of the class revolves around in-class exercises allowing students to gain practical laboratory experience implementing archaeological techniques using material excavated from Native sites as part of the Chickahominy River Survey. Readings include chapter overviews highlighting particular methodologies, relates case studies, and exercises in "Virtual Dig", the archaeological simulation program. Class meetings will combine lecture, discussion, laboratory exercises, and field visits. The laboratory exercises will require students to work in small groups, an essential part of archaeological research.

The principal goal of the class is to provide students an introduction to the tools necessary to conduct archaeological research. In conjunction with Introduction to Archaeology and Archaeological Field Methods, students in the Methods in Archaeology class should come away with a firm grounding in current archaeological practice. More in-depth coverage of methodological topics addressed in this class may be gained in other classes including Environmental Archaeology, Ethnobotany, Zooarchaeology, Quantitative Research Methods, Practicing Cultural Resource Management, and Archaeological Mapping and Spatial Analysis. Those students contemplating graduate studies in archaeology should also consider requesting permission to enroll in the graduate-level Archaeological Theory class (Anth 603) before developing a senior thesis project that applies archaeological research methods.

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: *Virtual Dig* and *Archaeology by Design* are available at the bookstore. The remainder of the readings may be downloaded from Blackboard. The readings will be substantial and challenging. The case studies may be read more quickly than the other readings – focus on the ways the archaeological method under discussion is applied to the context.
- 3) Exams: The two tests will draw on readings, discussions, and laboratory exercises from parts one and two of the class.
- 4) Field visit: A visit to an archaeological site in the region is planned. We will depart at the regular 3:00 class time and will return to campus at approximately 6:00.
- 5) Field exercise: One field exercise is planned for Saturday, February 17th. The date is subject to change based on the weather and other considerations. The exercise will entail a shovel test survey conducted on a local site
- 6) Laboratory Exercises: The five laboratory exercises apply analytical techniques to archaeological materials from the Chickahominy River Survey. Small teams of students will work together on the exercises and turn in short reports, due a week after the exercise.
- 7) Research Paper: The final research paper will draw on techniques learned in the class. Topics should be developed in advance and in consultation with the instructor. Paper length depends upon the option chosen, but should range from 7 to 10 pages. Options include:
 - An artifact analysis using evidence from the Chickahominy Survey that builds on a lab exercise.
 - Database construction (pulling together previously-reported data) and preliminary analysis.
 - A literature review on a topic covered in the Handbook of Archaeological Methods modeled after those found in *Annual Reviews in Anthropology* (though limited to 10 pages).

GRADING

Research Process exam	20%
Laboratory exercises	25% (5 exercises, 5 points each)
Methods exam	20%
Research paper	30%
Class participation	5%

READING

Black, Stephen L., and Kevin Jolly
2003 *Archaeology by Design*. Walnut Creek, CA: AltaMira Press.
Dibble, Harold Lewis, Shannon P. McPherron, and Barbara J. Roth
2003 *Virtual Dig: A Simulated Archaeological Excavation of a Middle Paleolithic Site in France*. Boston: McGraw-Hill.

Selections from the following texts will be included on Blackboard:

Balme, Jane, and Alistair Paterson [AIP]
2006 *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Malden, MA: Blackwell.
Ewen, Charles Robin
2003 *Artifacts*. Walnut Creek, CA: AltaMira Press.
Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder [FMA]
1997 *Field Methods in Archaeology*. Mountain View, Calif.: Mayfield Pub.
Maschner, Herbert D. G., and Christopher Chippindale [HAM]
2005 *Handbook of Archaeological Methods*. Walnut Creek, CA: Altamira Press.
Renfrew, Colin, and Paul G. Bahn
2004 *Archaeology: Theories, Methods, and Practice*. New York: Thames & Hudson.

Additional chapters and articles will be available as downloadable pdfs on Blackboard

SCHEDULE

Part one: The Archaeological Research Process

Jan 24 Class Introduction

Jan 29 A Short History of Archaeological Methods

HAM ch 2, FMA ch 2, Flannery 1982

Jan 31 Archaeological Research Design: Scope / Process

Black and Jolly 2003, ch 1-4

Feb 5 Archaeological Research Design: Questions / Implementation

Black and Jolly 2003, ch 5 - 8
Case study: Dibble et al. 2003 ch 1 - 4

Feb 7 Consulting Stakeholders and Indigenous Communities

HAM ch 34
Case study: Colwell-Chanthaphonh and Ferguson 2006

Feb 12 Survey and remote sensing

Renfrew and Bahn ch 3, Lightfoot 1986
Case Study: NWSY Survey
(on reserve in arch. lab - skim)

Feb 14 *NO CLASS (due to field exercise time)*

*** Feb 17 (SATURDAY) Field Exercise [Details TBA]**

Feb 19 Excavation

HAM ch 5
Case Study 1: Dibble et al. 2003 ch 5 – 13
Case Study 2: Excavating Ocaneechi Town
(CD-ROM on reserve in the arch. lab)

Feb 21 Archaeological Analysis: From the Field to the Laboratory

Ewen 2003: Ch 1 - 7

Feb 26 Archaeological Writing: From Proposal Writing to Reporting

AIP 15, HAM 32
Case Study 1: King et al. 2001
(on reserve in arch. lab - skim)
Case Study 2: Blanton 1999
(on reserve in arch. lab - skim)

Feb 28 Field visit: Werowocomoco site

Gallivan 2007

Mar 5 RESEARCH PROCESS EXAM

Mar 7 No class (due to field visit)

Mar 12 – 16 SPRING BREAK

Part two: Interpreting Archaeological Evidence in the Laboratory

Mar 19 Archaeological Evidence as Quantified Data

Drennan ch 1 – 2

Mar 21 **Archaeological Software Lab: Excel, SPSS, Surfer (5 points)**
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Drennan 3 – 4

Mar 26 Geoarchaeology and stratigraphy

HAM ch 6
Case Study: Stein 1992

Mar 28 Dating Methods

Renfrew and Bahn 2003 ch 4
Case study: AIP 5

Apr 2 **C14 lab: CALIB and SPSS (5 points)**
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Case Study: Gallivan 1999

Apr 5 Classification and Stone Tools

AIP ch 6; Whitaker et al. 1998
Case Study: Dibble et al. 2003 ch 14 - 21

Apr 19 **Stone Tools Lab: Attributes and Classification (5 points)**
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Case Study: Odell 1998

Apr 11 Native ceramics

Banning ch 9, Braun 1983
Case Study: Klein 1997

Apr 16 **Pottery Lab: Stylistic Analysis (5 points)**
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Hegmon 1992
Case Study: Sassaman and Rudolphi 2001

Apr 18 Subsistence

Renfrew ch 7
Case study: Pauketat et al. 2002

Apr 23 **Subsistence / Access Database lab (5 points)**
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HAM ch 21
Case Study: Fritz 1991

Apr 25 METHODS EXAM

Apr 30 Wrap up and review

May 2 Discuss final projects