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**


Selections from the following texts will be included on Blackboard:

- Ewen, Charles Robin 2003 Artifacts. Walnut Creek, CA: AltaMira Press.

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: Dibble et al. 2003 ch 1 - 4

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 1
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)  Drennan 3 – 4
MEET IN SPATIAL COMPUTING LAB, MORTON 240

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)  Case Study: Gallivan 1999
MEET IN SPATIAL COMPUTING LAB, MORTON 240

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)  Case Study: Odell 1998
MEET IN ARCHAEOLOGY LAB, WASHINGTON 107

Apr 11  Native ceramics  Banning ch 9, Braun 1983
Case Study: Klein 1997

Apr 16  Pottery Lab: Stylistic Analysis (5 points)  Hegmon 1992
MEET IN ARCHAEOLOGY LAB, WASHINGTON 107
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)  HAM ch 21
MEET IN SPATIAL COMPUTING LAB, MORTON 240
Case Study: Fritz 1991

Apr 25  METHODS EXAM

Apr 30  Wrap up and review

May 2  Discuss final projects