**Archaeology & Prehistory (3B, C)**

Contents

[Course description](#_Course_description)

[Learning objectives](#_Learning_objectives)

[This course & our campus](#_This_course_&)

[Disability accommodations](#_Disability_accommodations)

[Academic tutoring services](#_Academic_tutoring_services)

[Religious observance](#_Religious_observance)

[Alert slips](#_Alert_slips)

[Moodle](#_Moodle)

[Writing assistance](#_Writing_assistance)

[Required texts](#_Required_texts)

[Evaluation of final grade](#_Evaluation_of_final)

[Course schedule](#_Course_schedule)

[Unit I: What & how do archaeologists observe](#_Unit_I:_What)

[Unit II: How do archaeologists explain what they observe?](#_Unit_II:_How)

[Unit III: Representations of the past](#_Unit_III:_Representations)

[Unit IV: Archaeologies of inequality, power, & privilege](#_Unit_IV:_Archaeologies)

[Unit V: Archaeologies of migration, climate change, sustainability, & health](#_Unit_V:_Archaeologies)

[Unit VI: Portraying past peoples for plural publics](#_Unit_VI:_Portraying)

[Course bibliography](#_Course_bibliography)

**ANTH 110.02 / Fall 2017**

**Monday Wednesday Friday @ 2:45-3:50 pm**

**Instructor: Kylie Quave**

**"Archaeology is personal, political and all about the present"[[1]](#footnote-1)**

# Course description

All human societies endure challenges, including those relating to power, identity, conflict, health, sustainability, and climate change. Using scientific and humanistic methods and theories, archaeology yields lessons for addressing such issues in the present and future. In this course, we begin with an introduction to basic archaeological methods and theories. We then analyze case studies to better understand how past societies succeeded or failed when faced with specific challenges within different sociopolitical, economic, and environmental contexts.

# Learning objectives

Engaging with both academic and public science resources, as well as completing applied archaeology assignments will allow students to

1. critique archaeological epistemologies, including methods and theories, and their historical origins in colonialism.
2. compare diverse global cases and patterns of early and "prehistoric” human activities.
3. apply anti-colonial archaeology to link lessons from the past to solutions for the most urgent issues facing societies today.

# This course & our campus

This course is relevant far beyond anthropological archaeology, with course topics connected to broader social issues. With that in mind, the college has a statement on inclusivity that I want you to consider as you take new understandings of archaeology with you outside the course.

“**Inclusivity**is a demonstration of equity and social justice through awareness, understanding, and respect for the differences in identity, culture, background, experience, and socialization, and the ways in which these forms of difference impact how we live and learn. Inclusivity requires equitable, institution-wide representation and access to resources. In practice, this manifests itself by each individual being aware of, committed to, and responsible for the well-being and care of all students, staff, and faculty.”

# Disability accommodations

If you have a disability and need accommodations, contact Learning Enrichment and Disability Services located on 2nd floor Pearsons (north side), 608-363-2572, learning@beloit.edu or joydeleon.youcanbook.me. For accommodations in my class, you must bring me an Access Letter from the Director of that office and then we will discuss how to meet your needs. Contact that office promptly; accommodations are not retroactive.

# Academic tutoring services

Free peer tutoring is available for most classes. For a tutor, apply by going to your Portal, to the Student Life tab, and then apply using the Tutoring Forms (on left) and Request a Tutor. If you have any questions, contact Learning Enrichment and Disability Services.

# Religious observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

# Alert slips

If you receive an alert slip from me, it is because I care about your success. Alert slips are meant to bring concerning matters to your attention (and to the attention of other people on campus who support you). They are **not** punitive.

# Moodle

This course has a module in Moodle which will be updated with relevant course announcements, materials, assignments, and your grades. If you have trouble accessing Moodle or the assignments, please contact me through email or stop by my office hours.

# Writing assistance

The Writing Center has student writers who are trained tutors ready to work with you collaboratively on any stage of your writing in this class—from brainstorming to final editing. It's a friendly and supportive place, and their goal is to help you to improve your writing and become a better writer. You can make an appointment here: Writing Center Appointments.

# Required text

1. Bahn, Paul. 2012. *Archaeology: A Very Short Introduction, 2nd Updated Edition*. New York: Oxford University Press.
2. Select readings on Moodle and through Beloit College Library (listed in schedule)

# Evaluation of final grade

Attendance/engagement (15%): Attendance is required and necessary for success in this course. You will be evaluated for punctuality and professionalism, as well as respectful and engaged participation in class lectures, discussions, and other activities.

Reading preparedness quizzes (20%):So that you and I may both assess your progress, there will be at least ten unannounced reading quizzes during the semester. If you miss class or arrive late for class, you will not be able to make up the quiz. The two lowest quiz grades will be dropped at the semester’s end. These quizzes are a measure of how you prepared for the day’s class and are an incentive for staying on schedule with course preparation.

Garbage analysis (10%): This short report and analysis of your trash and that of your peers will orient you with basic archaeological methods of studying people through their refuse. We will emphasize the reconstruction of social identities and attendant epistemological challenges.

Excavation report/reflection (10%): Following an in-class excavation simulation, you will briefly report on your findings and interpret them. You will also write about how one would develop hypotheses for such an excavation and to whom these hypotheses matter. Students will begin to understand the process of researching archaeology for diverse stakeholders and why and how the discipline is theoretically pluralistic.

Representation project (15%): Students will contribute to a peer-reviewed class blog, in which they will write short essays on equitable and/or accessible representations of the past. Each student must also peer-review the work of two other students and determine whether they will be included in the web version of the blog.

Anti-colonial archaeology textbook (20%): The final project will be completed in groups of 2-3, in which students will write and design an entry for an anti-colonial textbook. Entries must include a didactic element (such as an infographic) and each team must peer review the work of another.

Pre- and post-term assessments (5% each; 10% total): In order to evaluate your understanding of course themes at the start and finish of the semester, you will complete two brief narrative questionnaires.

Grade scale:

A 95.0+

A- 90.0-94.9

B+ 87.0-89.9

B 83.0-86.9

B- 80.0-82.9

C+ 77.0-79.9

C 73.0-76.9

C- 70.0-72.9

D+ 67.0-69.9

D 60.0-66.9

F Below 60.0

*Note: Grades will not be rounded*

# Course schedule

## **Unit I: What & how do archaeologists observe?**

*Archaeologist Jason De León directs the Undocumented Migration Project (Tucson-Mexico border). Photo by Michael Wells*

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **M8.28** | Course overview & introduction |  | Critique “Prehistory” & Old World/New World; ask peers/family what these terms mean after class |
| **W8.30** | Anti-colonial archaeology | Bahn 2012:1-16 | Short critical lecture on 19th c. Euro-American origins of archaeology; define colonialism, decolonization, anti-colonial, postcolonial, settler colonialism; pre-term assessment passed out here |
| **F9.1** | Archaeology’s big questions | [Taylor 2017](http://voices.nationalgeographic.org/2017/04/13/amidst-congressional-criticism-archaeologists-take-aim-at-the-worlds-big-questions/);  Schiffer 2017:283-94 | Short lecture on Arizona Garbage Project results; Introduce Garbage analysis assignment; activity on what are research questions and hypotheses |
| **M9.4** | More of archaeology’s big questions | Schiffer 2017:295-310; **Pre-term assessment due** |  |
| **W9.6** | Material culture & change over time | Bahn 2012:17-43 | Introduce concepts of artifacts and context; library activity on finding scholarly sources to explain objects from the anthropology museum |
| **F9.8** | Sites & landscapes | Bahn 2012:44-68; **Garbage analysis due** | Exchange Garbage analyses and discuss stereotypes of material culture and assumptions about ourselves and others through material remains; how do you support your interpretation without doing harm? |

## **Unit II: How do archaeologists explain what they observe?**

*Archaeologist Whitney Battle-Baptiste studies the African diaspora and directs the W. E. B. Du Bois Center, umass.edu*

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| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **M9.11** | Excavation: Appreciating site context | Starck & Green 2014 | Excavation simulation |
| **W9.13** | Hypotheses & theories | Bahn 2012:69-92 | Workshop reports on simulation: to whom is it relevant? Who decides? |
| **F9.15** | Archaeology as humanistic and scientific | Deloria 1997:93-112; Grayson & Meltzer 2003 | Critique scientism and complicate definition of science (Paleoindians case study) |
| **M9.18** | *Workshop Excavation Report/Reflection* |  | Collaboration in teams and across teams to reconstruct site and interpret |
| **W9.20** | Black feminist archaeology | [Battle-Baptiste 2011:19-72](https://beloit.on.worldcat.org/oclc/743694022) | Epistemologies and positionalities; excerpts of Combahee River Collective statement |
| **F9.22** | Pluralistic theoretical perspectives |  | Short lecture on development of theories in archaeology |
| **M9.25** | Explaining the past is political | **Excavation report/reflection due** | Peer review and editing reports |

## Unit III: Representations of the past

*Remains of Akhenaten’s destroyed head (Egypt), Metropolitan Museum of Art / Confederate monument protesters (USA), Getty Images*

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| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **W9.27** | The political & politicized past | Bahn 2012:93-103; [Norton 2017](https://www.theguardian.com/science/2017/apr/10/the-politics-and-power-of-american-archaeology);  [Joyce 2017](http://blogs.berkeley.edu/2017/08/16/losing-the-past-or-changing-the-future-archaeologists-and-modern-monuments/) | Discuss monuments and their destruction across cultures; for whom are monuments; Confederate monuments case studies; students craft recommendations to college administration on how to evaluate memorials and monuments on campus |
| **F9.29** | Whose past is represented and for whom? | [Abu Hadal 2013](https://indiancountrymedianetwork.com/culture/arts-entertainment/why-native-american-art-doesnt-belong-in-the-american-museum-of-natural-history/); [Farber 2017](https://mobile.nytimes.com/2017/06/05/learning/editorial-contest-winner-the-missing-anthropological-exhibit-at-the-american-museum-of-natural-history.html) | Discuss what is and is not in a natural history museum; art museums vs. anthropology museums (art/artifact dichotomy); Sensory activity in museum |
| **M10.2** | Who owns the past? | [Moss & Baden 2017](https://www.nytimes.com/2017/07/06/opinion/hobby-lobby-iraq-artifacts.html?_r=2); Hart & Chilton 2015 | Activity examining critical cross-cultural viewpoints on “looting” and the rights of descendant communities; discuss solutions and who is helped/harmed |
| **W10.4** | Nationalism & archaeology | [Pringle 2006](http://archive.archaeology.org/0603/abstracts/nazis.html), [Nair 2017](http://www.cbc.ca/news/canada/british-columbia/archeological-find-affirms-heiltsuk-nation-s-oral-history-1.4046088) | Nationalism+archaeology as harmful in some cases or as beneficial for sustaining an identity within a marginalized population in others |
| **F10.6** | Representational violence | [Bond 2017](https://hyperallergic.com/383776/why-we-need-to-start-seeing-the-classical-world-in-color/); [Curry 2015](http://news.nationalgeographic.com/2015/09/150901-isis-destruction-looting-ancient-sites-iraq-syria-archaeology/) | Examples of extremism and violence |
| **M10.9** | Ethical & legal dilemmas | [Balter 2017](https://www.sapiens.org/archaeology/chaco-canyon-nagpra/); Colwell 2017:1-9 | Where ethical and legal concerns intersect or contradict each other; museums as places of violence; repatriation; should archaeology even exist? what is the best way forward? |
| **W10.11** | “Discovering” archaeology | [Begley 2017](https://www.sapiens.org/archaeology/la-ciudad-blanca-indigenous-collaboration/); [Heaney 2017](https://www.theatlantic.com/science/archive/2017/08/how-to-fake-an-alien-mummy/535251/) | LiDAR and remote methods as “discovery”; Machu Picchu’s “discovery”; Moundbuilder myths; alien explanations |
| **F10.13** | *Workshop Representation Projects* |  |  |

FALL BREAK October 16-20

## Unit IV: Archaeologies of inequality, power, & privilege



*“Primitive” Neanderthal, Global Productions / Ethnic diversity in Roman Empire sparks debate, BBC*

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| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **M10.23** | Anarchist archaeology | [Black Trowel Collective 2016](https://savageminds.org/2016/10/31/foundations-of-an-anarchist-archaeology-a-community-manifesto/) | SWOT analysis (strengths, weaknesses, opportunities, threats) or anarchist archaeology; weigh against status quo archaeology, explain if it should/could be implemented |
| **W10.25** | Primitiveness & complexity | [Matthews & Porr 2016](http://www.sapiens.org/archaeology/ground-edge-ax-human-origins-australia/) | Short lecture on lithic technology; Comparisons of Movius Line as separating the advanced, Neanderthal primitiveness, perceptions of agriculture as advanced, outlandish theories on Great Zimbabwe; view murals depicting progress of humans to discuss visual depictions of progress and what’s at stake |
| **F10.27** | *Share Representation Projects* |  | Peer review Representation projects |
| **M10.30** | Eurocentricity & memory | Thiaw 2011; **Final Representation blog due** | Short lecture to contextualize Gorée Island within broader history of colonialism; discussion of the obligations of archaeologists to various publics; combining historical and archaeological records |
| **W11.1** | NO CLASS (ADVISING PRACTICUM) |  |  |
| **F11.3** | Interpreting histories of enslaved peoples | [Battle-Baptiste 2011:73-133](https://beloit.on.worldcat.org/oclc/743694022) | Activity on Hermitage website and DAACS; Contrast plantations as special event venues with presentation of past at Gorée Island |
| **M11.6** | Black feminist prehistory | Sterling 2015 | Pass out final project; create concept map of theorists and case studies so far this unit, finding linkages; add in previous units, if possible |
| **W11.8** | Origins of gender disparities | Grund 2017 | Workshop final projects; demo with bow versus atlatl and discussion of evidence and claims in Grund 2017 |
| **F11.10** | Food and inequality | [Chen 2017](https://www.scientificamerican.com/article/origins-of-male-domination-may-lie-in-food/) | Short lecture on biogeochemistry and case studies on food and acculturation; discuss inequality and food access across cultures; what is the Paleo Diet and why does it matter if it’s accurately represented? (link to food shaming, inequality, infant nutrition) |
| **M11.13** | Challenging the gender binary | Stratton 2016 | Short lecture on gender and sex; case studies on gender in archaeological record, including Hatshepsut and Viking warriors; Killgrove work on “gay caveman” and media |
| **W11.15** | NO CLASS (INTERNATIONAL SYMPOSIUM) |  |  |
| **F11.17** | What’s wrong with archaeology textbooks? | Lyman 2010 | Workshopping Final Projects |

## Unit V: Archaeologies of migration, climate change, sustainability, & health



*Archaeologists rush to recover remains of a 500-year-old Inuvialuit village that are sliding into the ocean as the coast gives way, Max Friesen*

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| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **M11.20** | Migration & respectability | Brighton 2011 | Students bring in outlines of final projects to workshop; discussion on becoming Irish-American related to capitalism and racialization |
| **W11.22** | Biocultural approaches to foodways | [Curry 2013](http://www.nature.com/news/archaeology-the-milk-revolution-1.13471?WT.mc_id=FBK_NatureNews) | Short lecture on the milk revolution, Broad Spectrum Revolution, Neolithic Revolution, origins of alcohol, impacts of changing foodways, and the biocultural approach |
| **F11.24** | NO CLASS (THANKSGIVING BREAK) |  |  |
| **M11.27** | Ancient health, (dis)ability, & care | [Mennear 2013](https://thesebonesofmine.wordpress.com/tag/archaeology-of-disability/); [Yin 2017](https://www.nytimes.com/2017/08/10/science/cannibalism-bones-goughs-cave-england.html?_r=0) | Short lecture on La Chapelle, limits of bioarchaeology; discussion of compassion and care in the archaeological record |
| **W11.29** | Archaeologies of climate change (denial) | Ford and Nigh 2009 | Short lecture on proxies for climate change and land use in archaeology, fire management archaeology |
| **F12.1** | Historicized food insecurity | Logan 2013 | Short lecture on Banda foodways over time, how archaeology contributes; discussion of impacts of colonialism and capitalism on food security |
| **M12.4** | Climate & collapse | [Folger 2017](http://www.smithsonianmag.com/history/why-greenland-vikings-vanished-180962119/) | Short critical lecture on collapse concept; examples from Maya, Inca, and Greenland Norse; impacts of sea level rise on archaeological record |

## Unit VI: Portraying past peoples for plural publics

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| **Date** | **Topic** | **Reading or assignment due** | **Notes on lesson planning for instructors** |
| **W12.6** | Presentism and popular archaeology | [Killgrove 2017](https://www.forbes.com/sites/kristinakillgrove/2017/04/08/is-that-skeleton-gay-the-problem-with-projecting-modern-ideas-onto-the-past/#521e618730e7) | Presentism scavenger hunt online and in media with which students are familiar; examining final projects for signs of presentism |
| **F12.8** | *Peer review of final projects* | **Final project draft due** |  |
| **M12.11** | *Post-course reflection workshop* | **Post-course reflection due** | Connecting the reflections to the need for the anti-colonial textbook |
| **W12.13** | Past-Present-Future; *Course evaluations* | [Kelly 2017](https://www.sapiens.org/archaeology/fifth-beginning/); Bahn 2012:104-12 | Short lecture and discussion on what are the most important questions archaeology can answer and what are the possibilities and limitations |

**FINAL EXAM PERIOD Saturday, December 16th from 2-5 pm–**[**Anti-colonial archaeology textbook**](https://moodle1718.beloit.edu/mod/assign/view.php?id=9867) **project due**

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