

# METHOD + THEORY IN ARCHAEOLOGY

## SYLLABUS

ANTH4020 (3 credit hours), Section 001, Spring 2022

Suggested prerequisites: ANTH1001/1003/2015/2050

Lecture hours: T + Th 13:30-14:50

Lecture room: Howe-Russell-Kniffen (HRK) E130

Zoom room (see Moodle for password):

<https://lsu.zoom.us/j/94441309138?pwd=aXdWVXpCZjZVZkNFUUtJWnMxK1gwZz09>

Instructor: Prof. David Chicoine

[dchico@lsu.edu](mailto:dchico@lsu.edu) / HRK 250

Office hours (offline): T + Th 15:00-16:30

### Description

This course examines the methodological, epistemological, and theoretical foundations of archaeological research. It is designed to introduce and discuss some of the concepts and ideas at the core of the archaeological inquiry, focusing on major developments, protagonists, and approaches since the beginning of the modern archaeology in the 19<sup>th</sup> century. Special attention is given to the history of ideas and the way they have shaped the discipline with the objective of understanding the theoretical articulation between different levels of thinking and the practice of archaeology.

### Organization

The course is organized as a series of lectures, readings, group discussions, and written assignments. I will introduce each topic and outline its historical developments, conceptual foundations, and archaeological applications. Whenever possible, we will read and discuss research articles exemplifying the topic at hand. The “lecture” portions of our meetings will be complemented with group discussions. These short “seminars” will be guided by the readings as well as key questions outlined on Moodle prior to class. Make sure to do the readings before class, consult the key questions, and be prepared for the group discussions. In addition to our classroom interactions, you will research a topic of your choice and write a paper about it. This exercise will help you hone your analytic, writing, and editing skills.

I encourage everyone to be creative and analytical. Theory is a reflexive exercise about the way we think about the world and attempt to understand it. Hence, we would all benefit from the input of each one of you. Come to class prepared and ready to discuss the readings and the issues at hand. Do not be afraid to speak your mind and join the discussion!

### Outcomes

Upon completion of this course, you should be familiar with the history of archaeological thought and able to critically evaluate the source of archaeological knowledge and interpretations. You should also be able to critically review scientific publications in archaeology and engage with them in oral and written forms.

### Learning Objectives

The learning objectives of the Bachelor of Arts major in Anthropology at LSU are to instill in our students:

1. A capacity to construct and to evaluate arguments in light of anthropological evidence
2. An understanding of continuity and change in humans and their cultures
3. An awareness of the diversity of humans and their cultures
4. An ability to examine a variety of sources critically and to analyze them in terms of their contexts

5. The capacity to evaluate humans and their culture in light of anthropological evidence
6. An awareness of complexity of humans and their culture

This course supports these learning objectives to the maximum extent possible.

## Readings

*Required Texts (+ Articles Listed in Bibliography)*

Fogelin, L. 2019. *An Unauthorized Companion to American Archaeological Theory*. Mountain View, CA: Creative Commons. (available [online](#) for free)

Harris, O. & C. Cipolla. 2017. *Archaeological Theory in the New Millennium: Introducing Current Perspectives*. London: Routledge. (available [online](#) for free via LSU libraries)

Johnson, M. 2010. *Archaeological Theory: An Introduction (Second Edition)*. Oxford: Blackwell. (first edition available at Middleton [CC72.J65 1999]; see Moodle for .pdfs of individual chapters)

*Optional Texts*

Hodder, I., ed. 2012. *Archaeological Theory Today*. Cambridge: Polity Press. (first edition available at Middleton [CC75.A6545 2001])

Preucel, R.W. & S.A. Mrozowski, eds. 2010. *Contemporary Archaeology in Theory: The New Pragmatism (Second Edition)*. Oxford: Wiley-Blackwell.

Trigger, B. 2006. *A History of Archaeological Thought (Second Edition)*. Cambridge: Cambridge University Press. (CC100.T75 2006 + available [online](#) for free via LSU libraries)

## Evaluations

Graded Item	Date	Weight Undergrads (%)	Weight Grads (%)
Midterm Exam (Section 1)	March 3	25	20
Draft Paper	April 5	20	20
Peer Reviews	April 21	10	10
Revised Paper	May 5	10	10
Book Review (grad students only)	May 7		10
Final Exam (Section 2)	May 10	25	20
Participation		10	10
TOTAL		100	100

### Exams

Exams (n=2) will consist of a combination of true or false, multi-choice, and short answer questions. The midterm exam will test your knowledge on the materials covered in “Section 1 Foundations.” The final exam will test your knowledge on the materials covered in “Section 2 Current Perspectives.” Each week a list of key terms will be posted on Moodle to help serve as study guide for the exams. Both exams will be held in the form of a “quiz” on Moodle that you can complete from wherever you want. Just make sure to have a good wwww connection! The midterm will be held during our regular class meeting on Thursday March 3 between 1.30pm and 3pm. The final exam will be held on Tuesday May 10 between 3pm and 5pm.

### Research Paper

Elect a theory, approach, or “subject” related to archaeological theory. An easy option and good place to start is Fogelin (2019, pp. 243-285) “Further Readings” section. You can of course choose a different topic, especially since Fogelin does not list the most recent trends in archaeological thinking (e.g., assemblage theory, multispecies archaeology, the ontological turn). If you do elect a topic that is not on Fogelin’s list, please consult with me to verify that your topic falls within the purview of the course. I am very flexible as to what falls under “archaeological theory” so do not hesitate to follow your interests!

Once you have selected a topic, gather sources, read, take notes, organize your thoughts, and outline the structure of your essay. Based on your outline, write an essay summarizing the literature you have read and your understanding of it. Make sure that your essay traces the historical and intellectual developments of your chosen subject, as well as its application, usefulness, limitations, and challenges in archaeology today. I expect your essay to draw from multiple sources (at least 10), especially primary sources and case studies exemplifying the theory, method, or perspective at hand. Your sources should only include peer-reviewed research articles, book chapters, edited volumes, and/or book length monographs. If you have any doubt about what constitute an adequate, peer-reviewed contribution, please email me and/or bring the issue in class. You should cite your sources adequately including paraphrasing, referencing, and citation styles. I cannot emphasize enough that I strongly discourage direct quotations. Use your own words, paraphrase, and cite, but do not quote directly from your sources (unless for a very short and absolutely necessary quote).

If you are unaware of what constitutes plagiarism, I encourage you to consult the following [online resource](#). Knowing how to properly cite written materials is key to scientific and academic writing and will be rigorously examined and taken into consideration for the grading. You will lose points if you do not cite your sources properly (that includes including page numbers when borrowing specific ideas and/or paraphrasing).

Your research paper should be double-spaced and count between **3750 and 4000 words** (including the bibliography and cover page). Make sure to include a separate cover page with the title of your essay, your name, and the date. I strongly recommend using a standard font such as Times New Roman or Garamond.

A complete draft version of your essay is due on Moodle on April 5. Please upload a .pdf version of your essay in the appropriate Moodle forum. Based on comments from the peer-reviews posted on Moodle, you will need to revise your paper. The revised and final version of your essay is due on Moodle on May 5.

#### *Peer Reviews*

For this exercise, you will read and comment on five papers written by your peers. Consults the list of peer reviewers posted on Moodle to know what essays you need to read. You are of course welcome to read and comment on more than your five assigned papers. For each paper, I expect you to write a respectful, critical yet positive, and constructive review. Your intervention should highlight the strengths and weaknesses of the paper and make cogent and tangible suggestions on how to improve the text, its structure, format, and arguments. Each review should have at least 200 words. Each review will count for 2% of your final grade.

#### *Book Review (Graduate Students Only)*

Select and review of a book listed on the “[Archaeology and Heritage Studies](#)” section of the AAA Anthropology Book Forum. If you wish to review a book that is not on this list, please consult with me. Follow the [author guidelines](#) closely and limit your [book review](#) to 1000-1250 words in length.

In your review, try emphasizing the theoretical perspectives and implications of the book. The exercise is designed for you to discuss where research questions come from and how they are answered through fieldwork, labwork, archival work, analysis, and interpretation. The review should clearly address the strengths and weaknesses of the book.

You should be able to place the implications of the book in historical context, foresee directions for future work, and consider the broader socio-historical context of the research. For guidance, I suggest opening with a paragraph introducing research questions and the major research results of the monograph. A brief description of the physical and historical settings should also be included. The rest of the paper should focus on (1) research questions, (2) methods, (3) results, (4) interpretations, and (5) broader implications for anthropological and archaeological research. Close with short analysis of the relationships between questions, methods, results, and interpretations. What are the strengths and weaknesses? What improvement would help the book? How well is the book illustrated? What audiences would be interested?

Post a .pdf version of your book review in the designated Moodle item before Saturday May 7. If you are interested in submitting your review for publication, I would be glad to provide feedbacks and edits before your submission. Please make sure to let me know. I also recommend that you contact the editors of the forum to let them know of your interest in submitting a review.

### *Participation*

Ten percent will be given for class participation. You can miss no more than two classes (without proper justification) and earn the full ten points. I will deduct one point for each additional undocumented absence.

### *Late Assignments*

If, for any reason, you are unable to complete an assignment in due time, you are responsible to contact me as soon as possible (i.e., BEFORE the due date). Unless previously agreed upon, late assignments will be penalized.

### *Grading*

All the written assignments will be graded based on their content, clarity, organization, coherence, as well as format including page layout, spelling, grammar, and overall presentation.

Final grades will be determined by calculating the total points for all exams, written assignments, peer reviews, and class participation.

The final grade scale goes as follow:

A+ 98-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%	
A 93-97%	B 83-87%	C 73-77%	D 63-67%	F Below 60% (failure)
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

## LSU Code of Student Conduct and Academic Integrity

Cheating is not tolerated at Louisiana State University. Please be advised that all instructors are required to report cheating to the Dean of Students, and all incidents will be investigated. Please familiarize yourself with the [LSU Code of Student Conduct](#).

## Covid-19

LSU strongly encourages all students, faculty, and staff to get vaccinated for COVID-19. Visit [www.lsu.edu/roadmap/vaccines/](http://www.lsu.edu/roadmap/vaccines/) to learn how to get vaccinated on campus. Vaccination helps keep our campus community safe and protect those among us who are most vulnerable to COVID-19. It is our path back to more normal operations and the full college experience that our students deserve. In addition, please make sure to acquaint yourself with LSU's Covid-19 mitigations protocol: <https://www.lsu.edu/roadmap/health/symptoms.php>. If you have any questions, please do not hesitate to email me.

## Special Needs

If you have special needs/disabilities should consult with the Office of Disability Services, and then talk to me during the first week of classes about methods for accommodating those needs.

## Scheduled Activities + Timeline

### SECTION 1 FOUNDATIONS

#### **Week 1 (January 18 + 20) Introduction + Theoretical Premises**

##### *Readings*

Fogelin 2019: Preface (pp. xii-xx) + Chap. 1 (pp. 1-7)

Harris + Cipolla 2017: Chap. 1 (pp. 1-12)

Johnson 2010: Chap. 1 (pp. 1-11)

#### **Week 2 (January 25 + 27) Beginnings of Prehistory + Modern Archaeology**

##### *Readings*

Díaz-Andreu + Sørensen 1998

Fogelin 2019: Chap. 1 (pp. 16-31)

#### **Week 3 (February 1 + 3) Culture History + Early Functionalism**

##### *Readings*

Fogelin 2019: Chap. 4 (pp. 104-117, 131-135)

Harris + Cipolla 2017: Chap. 2 (pp. 11-19)

Johnson 2010: Chap. 2 (pp. 12-21)

Webster 2008

#### **Week 4 (February 8 + 10) Science, Processes + New Archaeology**

##### *Readings*

Binford 1962

Fogelin 2019: Chap. 5 (pp. 173-184)

Harris + Cipolla 2017: Chap. 2 (pp. 19-34)

Johnson 2010: Chap. 2-3 (21-49) + Chap. 5 (pp. 68-88)

#### **Week 5 (February 15 + 17) Middle-Range Theory + Evolutionary Archaeology**

##### *Readings*

Fogelin 2019: Chap. 2 (pp. 40-51) + Chap. 4 (pp. 135-146)

Johnson 2010: Chap. 4 (pp. 50-67) + Chap. 9 (pp. 143-163) + Chap. 10 (pp. 164-185)

Leonard 2001

#### **Week 6 (February 22 + 24) Key Methods in Field Archaeology**

##### *Readings*

Fogelin 2019: Chap. 4 (pp. 123-129)

Glassow 2005

Mills + Vega-Centeno 2005

Pettitt 2005

#### **Week 7 (March 3) MIDTERM EXAM (SECTION 1)**

### SECTION 2 CURRENT PERSPECTIVES

#### **Week 8 (March 8 + 10) Contextual Archaeology: Practice + Agency**

##### *Readings*

Fogelin 2019: Chap. 3 (pp. 63-85)

Harris + Cipolla 2017: Chap. 3 (pp. 35-51)  
 Johnson 2010: Chap. 7 (pp. 102-121)  
 Joyce 2004

**Week 9 (March 15 + 17) SPRING BREAK / NO CLASS**

**Week 10 (March 22 + 24) Identity, Gender + Personhood (Part 1)**

*Readings*

Fogelin 2019: Chap. 6 (pp. 190-209)  
 Harris + Cipolla 2017: Chap. 4 (pp. 52-70)  
 Johnson 2010: Chap. 8 (pp. 122-142)  
 Joyce 2008: Intro + Chap. 1-2 (pp. 6-66)  
 Spector 1991

**Week 11 (March 29 + 31) Challenges in the Protection + Co-Creation of Cultural Heritage**

March 29, guest lecture by Dr. George Nicholas

[“Indigeneity, Cultural Property, and Intangible Heritage”](#) (on YouTube)

March 31, guest lecture by PhDe Irene Martí Gil

“Heritage protection: what is it and why does it matter” (in person in HRK room E130)

**Week 12 (April 5 + 7) Identity, Gender + Personhood (Part 2)**

*Readings*

Fogelin 2019: Chap. 6 (pp. 190-209)  
 Harris + Cipolla 2017: Chap. 4 (pp. 52-70)  
 Johnson 2010: Chap. 8 (pp. 122-142)  
 Joyce 2008: Intro + Chap. 1-2 (pp. 6-66)  
 Spector 1991

[April 5: Research Paper Due](#)

**Week 13 (April 12 + 14) Object Agency: Enchantment + Distributed Personhood**

*Readings*

Chicoine 2022  
 Chua + Elliott 2013  
 Fogelin 2019: Chap. 4 (pp. 117-123)  
 Gell 1992  
 Harris + Cipolla 2017: Chap. 5 (pp. 71-86)

**Week 14 (April 19 + 21) Materiality, Phenomenology + Entanglement**

*Readings*

Fogelin 2019: Chap. 4 (pp. 129-131)  
 Harris + Cipolla 2017: Chap. 6 (pp. 87-108)  
 Hodder 2014  
 Knappett 2013  
 Sillar 1996

[April 21: Peer-Reviews Due](#)

**Week 15 (April 26 + 28) Assemblages***Readings*

Connoller 2004

Fleisher 2020

Fogelin 2019: Chap. 5 (pp. 184-188)

Harris + Cipolla 2017: Chap. 7-8 (pp. 109-151)

**Week 16 (May 3 + 5) The Ontological Turn***Readings*

Harris + Cipolla 2017: Chap. 9-10 (pp. 152-192)

Weismantel 2015

[May 5: Revised Paper Due](#)

[May 7: Book Review Due \(Graduate Students Only\)](#)

**Week 17 (May 10) FINAL EXAM (SECTION 2) TUESDAY MAY 10 (3-5pm)****Bibliography**

Atalay, S. 2006. Indigenous Archaeology as Decolonizing Practice." *American Indian Quarterly* 30 (3/4):280-310.

Bauer, A.A. 2013. Objects and their Glassy Essence: Semiotics of Self in the Early Bronze Age Black Sea. *Signs in Society* 1:1-31.

Binford, L.R. 1962. Archaeology as Anthropology. *American Antiquity* 28:217-225.

Chicoine, D. 2022. Enchantment in ancient Peru: Salinar period murals and architecture. *World Art* 12:1-28. doi: 10.1080/21500894.2021.1999315.

Chua, L. and M. Elliott 2013 Introduction: Adventures in the Art Nexus. In *Distributed Objects: Meaning and Mattering after Alfred Gell*, edited by L. Chua and M. Elliott, pp. 1-24. Oxford: Berghahn Books.

Connoller, C. 2004. Becoming Deer: Corporeal Transformations at Star Carr. *Archaeological Dialogues* 11:37-56.

Díaz-Andreu, M., and M.L.S. Sørensen. 1998. "Excavating Women: Towards an Engendered History of Archaeology," in *Excavating Women: A History of Women in European Archaeology*. Edited by M. Díaz-Andreu and M.L.S. Sørensen, pp. 1-28. London: Routledge.

Fleisher, J.B. 2020. The Gathering of Swahili Religious Practice: Mosques-as-Assemblages at 1000 CE Swahili Towns. In *New Materialisms, Ancient Urbanisms*. Edited by S.M. Alt and T.R. Pauketat, pp. 158-183. London: Routledge.

Gell, A. 1992 The Technology of Enchantment and the Enchantment of Technology. In *Anthropology, Art and Aesthetics*, edited by J. Coote and A. Shelton, pp. 40-63. Oxford: Clarendon Press.

Glassow, M.A. 2005. "Excavation," in *Handbook of Archaeological Methods (Volume 2)*. Edited by H.D.G. Maschner and C. Chippindale, pp. 133-175. Plymouth: Altamira Press.

Hodder, I. 2014. The Entanglement of Humans and Things: A Long-Term View. *New Literary History*, 45, 19-36.

- Joyce, R.A. 2004. Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11 (1):5-29.
- Joyce, R.A. 2008. *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*. New York: Thames & Hudson.
- Knappett, C. 2013. Materiality in Archaeological Theory. In C. Smith (Ed.), *Encyclopedia of Global Archaeology* (pp. 4700-4708). New York, NY: Springer.
- Leonard, R.D. 2001. "Evolutionary Archaeology," in *Archaeological Theory Today*. Edited by I. Hodder, pp. 65-97. Cambridge: Polity Press.
- Mills, B.J., and R. Vega-Centeno. 2005. "Sequence and Stratigraphy," in *Handbook of Archaeological Methods (Volume 1)*. Edited by H.D.G. Maschner and C. Chippindale, pp. 176-215. Plymouth: Altamira Press.
- Pettitt, P. B. 2005. "Radiocarbon Dating," in *Handbook of Archaeological Methods (Volume 1)*. Edited by H.D.G. Maschner and C. Chippindale, pp. 309-336. Plymouth: Altamira Press.
- Russell, N., and K.J. McGowan. 2003. Dance of the Cranes: Crane Symbolism at Catalhoyuk and Beyond. *Antiquity* 77:445-455.
- Sillar, B. 1996 The Dead and the Dying. Techniques for Transforming People and Things in the Andes. *Journal of Material Culture* 1(3):259-289.
- Spector, J. 1991. "What this Awl Means? Towards a Feminist Archaeology," in *Engendering Archaeology*. Edited by J.M. Gero and M.W. Conkey, pp. 388-406. Oxford: Blackwell.
- Webster, G.S. 2008. "Culture History: A Culture-Historical Approach," in *Handbook of Archaeological Theories*. Edited by R. A. Bentley, H. D. G. Maschner, and C. Chippindale, pp. 11-27. Plymouth: Altamira Press.
- Weismantel, M.J. 2015. Seeing Like an Archaeologist: Viveiros de Castro at Chavín de Huantar. *Journal of Social Archaeology* 15 (2):139-159.