

UNIVERSITY of WASHINGTON

ARCHY 508 HISTORIES OF ARCHAEOLOGICAL THEORY AND PRACTICE Winter 2013

<http://faculty.washington.edu/aw26/Courses/HistArch508.shtml>

Instructor: Professor Alison Wylie

Classes: Mondays & Wednesdays 4:30-6:20
Savery Hall 359

Office Hours: Tuesdays 1:30-3:30
and by appointment

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COURSE DESCRIPTION

Archaeology has not been much studied by professional historians of science, but archaeologists have been prodigious historians of their own field, and they have put histories of various kinds to work in a number of quite different ways. In this seminar we will explore the variety of internal histories that are in play, identifying several distinct genres of history-making ranging from the kinds of sweeping histories of disciplinary formation that can be useful in helping you get your bearings within established research traditions, through program-defining histories that have legitimated one after another “new archaeology,” as well as a range of critical counter-histories that call into question pivotal ideas and forms of practice that became entrenched as archaeology professionalized. We will consider, as well, examples of histories that play a direct role in archaeological research, for example, recontextualizing well understood evidence in ways that bring into view new interpretive possibilities. The goal of this course is to cultivate an historically grounded understanding of archaeological theory and to explore the possibilities for putting this understanding to work in contexts of research design and research practice.

The anchoring texts for this seminar are Trigger’s *History of Archaeological Thought* (2006), which provides a broad comparative framework within which to situate diverse national traditions of archaeological practice, and Patterson’s social histories of anthropology and of archaeology (2006 and 1996), which explore the conditions that have shaped successive “new archaeologies” and their rivals. We will also discuss selections from more specialized histories of research on particular problems, like Grayson’s *Establishment of Human Antiquity* (1983) and Rowley-Conwy’s *Origins of the Three Age System* (2007); studies of influential figures and key sites or objects of inquiry, as examined by Gere in *Knossos and the Prophets of Modernism* (2009) and by Sommer in *Bones and Ochre* (2007), by Hingley in *Hadrian’s Wall, A Life* (2012); and critical histories that inform demands for equity and social justice in archaeology of the kind developed by Thomas in *Skull Wars* (2000), Watkins in *Indigenous Archaeology* (2000) and by contributors to *Grit Tempered: Early Women Archaeologists in the Southeast US* (1999).

Learning goals

- To understand the problems to which particular archaeological theories and traditions of practice are a response.
- To situate contemporary theoretical debates in historically and socially specific contexts of practice; to understand what interests drive these debates.
- To develop historically grounded skills of critical analysis in assessing the goals and standards of practice that underpin contemporary practice.
- To develop an historical analysis relevant to research design and practice in an area of active research interest.

Texts and assigned readings

Bruce Trigger. *A History of Archaeological Thought*. 2nd edition. Cambridge University Press, 2006.

Thomas Patterson. *A Social History of Anthropology*. Berg, 2006.

Thomas Patterson. *Toward a Social History of Archaeology in the United States*. Harcourt Brace, 1995.

All other assigned reading is available through the UW Library electronic reserves (ERes).

ARCHY 508 – Winter 2013 REQUIREMENTS

Participation: The emphasis in this seminar is on discussion informed by weekly reading responses and in-class presentations. Advance reading, attendance, and active participation are essential. **5%**

Presentations: Seminar participants will each give a formal presentation and lead in-class discussion at least once through the quarter. You should select a topic and date in the first week of the quarter; we'll finalize the presentation schedule by January 14. **20%**

Reading Responses: Every second week through the quarter you should pre-circulate a one-page (~250 word) reading response paper; a rotation will be finalized in the first week of the quarter. Post your responses on the "History of Archaeology" Go-Post (linked to the course website) by **10:00 am Monday** in the week when the readings you discuss are assigned. **25%**

Guidelines and focal questions for presentations and reading responses.

Treat both your presentation and your response papers as an opportunity to raise key issues for discussion. They should not be a summary of the assigned readings, rather, they should take the form of a critical analysis of a selected reading (or a few thematically linked readings) in which you identify the problem or question addressed, and assess the author's response to it (evidence marshaled, argument structure, conclusions drawn). Keep the following questions in mind:

Why has an author chosen a particular historical topic for investigation? To what question(s) or problem(s) are they responding?

What interpretative or explanatory thesis informs their account, and what conclusions or lessons do they draw from the history they present?

What type of history are they doing and why have they chosen a particular style of historical narrative?

How does this history bear on contemporary archaeological research, debates, or assumptions?

Essay Assignment: The central requirement of this course is a research paper (12-15 pages, 3,000-3,750 words), due a week after the last class meeting, by **midnight on March 20**. **50%**

The focus of this paper should be the history of an archaeological debate or concept, research community, program or form of practice, or object of inquiry that is relevant to research in an area in which you expect to work or are already actively engaged. Use the assigned readings to frame a clearly defined historical question, and make use of primary and secondary sources that go beyond the course texts. The timetable for developing your research paper is as follows:

February 6: *Initial statement of topic* – draft one to two paragraphs outlining the question or problem you would like to address in your research paper, for in-class discussion in the fifth week of class;

February 20: *Workshop Day* – pre-circulate by 10:00 am Tuesday, February 19, a two-page abstract outlining the plan for your paper (with a source list and bibliography) for working group review in class on February 19;

March 4/6: *Draft review meetings* – plan to complete a full draft of your paper by the first of March and schedule a check-in meeting with the instructor and/or your workshop group.

March 20: *Final papers due* – submit your paper through the "History of Archaeology" drop-box.

Course policies: Please be sure to read the guidelines for academic conduct and course policies appended to this syllabus (also available on the course website). Some specifics:

Electronic media: Computers and other electronic devices may be used in class **only** for taking notes.

Deadlines: All written assignments must be submitted online by the deadlines specified. Late assignments will not be accepted except in documented cases of medical emergency or personal/family crisis.

Incompletes: See the outline of UW policy in the attached guidelines. To be considered for an incomplete in this course you must submit a written petition to the instructor by **March 4** documenting the circumstances and outlining a detailed plan for completing the course requirements.

ARCHY 508 – WINTER 2013 SYLLABUS

January 7/9: Why history of archaeology?

- Trigger, *History of Archaeological Thought*: Chapters 1 and 10.

January 14/16: Disciplinary histories and genealogies

- Schuyler (1971) "The History of American Archaeology: An Examination of Procedure." *American Antiquity* 36.4: 383-409.
- Kuhn (1970) *The Structure of Scientific Revolutions* (Chicago: University of Chicago Press), Chapter 1, "A Role for History".
- Hacking (1999) "Why Ask What?" In *The Social Construction of What?* (Cambridge MA: Harvard University Press), pp. 1-34.
- **Background:** Patterson, *Social History of Archaeology and/or Social History of Anthropology in the United States*: the introductions.

January 23: From antiquarianism to archaeology

No classes on January 21 – Martin Luther King Day.

- Trigger, *History of Archaeological Thought*: Chapter 4 (background: chapters 2 and 3)
- Rowley-Conwy (2007) *From Genesis to Prehistory: The Archaeological Three Age System*: Chapters 1, 2 and 3.

January 28/30: Time depth – objects and ideas in formation

NOTE: on January 30th the seminar will meet in Savery 368 (a meeting room in the main department office suite).

- Grayson (1983) *The Establishment of Human Antiquity* (New York: Academic Press): Introduction, Chapters 2, 4, 5 and 9.
- Sommer (2007) *Bones and Ochre: The Curious Afterlife of the Red Lady of Paviland* (Cambridge, MA: Harvard University Press): Introduction, Chapters 1, 2, 5, 6, Conclusion and Postscript.
- **Background:** Patterson, *Social History of Archaeology in the United States*: Chapters 2 and 3.

February 4/6: Evolutionary theorizing – Moundbuilders

- Trigger, *History of Archaeological Thought*: Chapter 5
- Patterson, *Social History of Anthropology and/or Social History of Archaeology*: Chapter 4.
- Thomas (2000) *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity* (New York: Basic Books): Chapters 3-7.
- Schroeder (2005) "Reclaiming New Deal-Era Civic Archaeology." *CRM* 2.1 (2005): 53-71.
- **Background:** Wylie (2008) "The Advantages of Historical Hindsight" in *Agnatology: The Making and Unmaking of Ignorance*, Procter and Schiebinger eds. (Stanford, CA: Stanford UP): 183-205.

February 11/13: Culture-history and functionalism

Traditions of field practice

- Bradley (1994) "The Philosopher and the Field Archaeologist: Collingwood, Bersu and the Excavation of King Arthur's Round Table." *Proceedings of the Prehistoric Society* 60: 27-34.
- Hingley (2012) *Hadrian's Wall, A Life* (Oxford: OUP): Chapter 12, "Scientific Archaeology".
- Gere (2009) *Knossos and the Prophets of Modernism* (Chicago: University of Chicago Press): Introduction, Chapters 4 and 7.
- Chadha (2003) "Colonial Visions: Sir Mortimer Wheeler and Archaeological Representations in India (1944-48)." In *South Asian Archaeology*, ed. Franke-Vogt and Weisshaar (Bielefeld: Linden).

Strategies of interpretation: analogy

- Piggott, (1959) *Approach to Archaeology* (Cambridge: Harvard Press), pp. 7-12.
- Hawkes (1954) "Archaeological Theory and Method," *American Anthropologist* 56: 155-168.
- Orme (1981) *Anthropology for Archaeologists* (London: Duckworth), pp. 1-29.
- **Background:** Trigger, *History of Archaeological Thought*: Chapter 6 and 7.

February 20: WORKSHOP DAY

No classes on February 18 – Presidents' Day

- Pre-circulate by 10:00 am on February 19 a two-page abstract of your research paper (with source list) for in-class workshop review.

February 25-27: Processual archaeologies

- Trigger, *History of Archaeological Thought*: Chapter 8 and 9.
- Patterson (1986) "The Last Sixty Years: Toward a Social History of Americanist Archaeology in the United States." *American Anthropologist* 88: 7-26.
- Caldwell (1959) "The New American Archaeology." *Science* 129: 303-307.
- Wylie (2002/1982), "The Reaction Against Analogy." In *Thinking from Things* (Berkley CA: University of California Press), pp. 136-153.
- **Background:** Patterson, *Social History of Anthropology in the United States*: Chapter 5. Hegmon (2003) "Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology." *American Antiquity* 68: 213-48.

March 4/6: Counter-archaeologies I

Post-colonial and anti-colonial archaeologies

- Trigger (1984) "Alternative Archaeologies: Nationalist, Colonialist, Imperialist." *Man* 19: 355-70.
- Trigger (2008) "'Alternative Archaeologies' In Historical Perspective," in *Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperial Archaeologies*, Habu, Fawcett and Matsunaga, eds. (New York: Springer), pp. 187-95.
- Hodder (1997) "'Always momentary, fluid and flexible': Towards a reflexive excavation methodology." *Antiquity*, 71(273): 691-700.
- Habu and Fawcett (2008) "Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperialist Archaeologies." in *Evaluating Multiple Narratives*, Habu, Fawcett and Matsunaga, eds. (New York: Springer), pp. 1-14.
- Haliakis (2008) "Decolonizing Greek Archaeology: Indigenous Archaeologies, Modernist Archaeology and the Post-colonial Critique." In *Museio Benaki* (3rd Supplement): 273-284.
- **Background:** Patterson, *Social History of Archaeology in the United States*: Chapter 6.

March 11/13: Counter-Archaeologies II

Gender politics in archaeology

- White, Sullivan, and Murrin, eds. (1999) *Grit-Tempered: Early Women Archaeologists in the Southeastern United States* (Gainesville: University of Florida Press): Chapters 1, 4, and 5, "Women in Southeastern U.S. Archaeology (White), "Madeline Kneberg Lewis" (Sullivan), "Black and White Women at Irene Mound (Cheryl Claassen).
- Garrow, Garrow, Thomas (1994) "Women in Contract Archaeology." In Claassen *Women in Archaeology* (Philadelphia: University of Pennsylvania Press), Chapter 13.
- Gero (1993) "The Social World of Prehistoric Facts: Gender and Power in Paleoindian Research." In *Women in Archaeology: A Feminist Critique*, ed. du Cros and Smith (Canberra: ANU), pp. 31-40.
- **Background:** Wylie (2012) "Feminist Philosophy of Science: Standpoint Matters." 2012 Presidential Address, *APA Proceedings and Addresses* 85.3: 48-77.

Historical framings of archaeological ethics

- Riding In (1992) "Without Ethics and morality: A Historical Overview of Imperial Archaeology and American Indians," *Arizona State Law Journal* 24.1: 11-34.
- Watkins (2000) *Indigenous Archaeology: American Indian Values and Scientific Practice* (Walnut Creek CA: Altamira Press), Chapters 1 and 2.
- Thomas (2000) *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity* (New York: Basic Books): Chapters 11, 21, 24.
- McGuire (1992) "Archaeology and the First Americans." *American Anthropologist* 94.4: 816-36.
- Lynott and Wylie, eds. (2002) *Ethics in American Archaeology* 2nd edition (Washington DC: SAA Press): Section I ("Background"), "Accountability" (pp. 40-45).
- **Background:** Wylie (1999) "Science, Conservation, and Stewardship: Evolving Codes of Conduct in Archaeology," *Science and Engineering Ethics* 5.3: 319-336.