

ART 220-01, Archaeological Methods, Fall 2003

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Archaeological Methods

Course no.: ART 220

Meeting Time: T/Th 9:40-11:10 a.m.

Room: Clough 417

Prof.: Margaret L. Woodhull

Office Hours: Mon. 3-5 pm; Tues. 11:15-1:15
and by appointment

Office and phone: Clough 412; x 3140

COURSE OBJECTIVES: This class surveys the historiography, practices and contemporary issues seminal to the study of archaeology by the practicing archaeologist. There is a slight bias towards those practices used by archaeologists of the Classical Mediterranean region. The course is divided into three sections. After beginning with a review of the origins and rise of archaeology as a scientific discipline and its history, we turn to foundational practices used to gather information on an archaeological site. The course concludes with a look at some of the philosophical questions surrounding contemporary archaeology and its processes. Periodically class will constitute a lab in which you will gain hands-on practice in some of the basic techniques of archaeological analysis.

REQUIRED TEXTS AND MATERIALS: Your principal textbook will be Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods, Practice*, Thames and Hudson, Third Edition, 2000. Also required are: Roland and Françoise Etienne, *The Search for Ancient Greece*, Abrams Discoveries, 1992; Claude Moatti, *The Search for Ancient Rome*, Abrams Discoveries, 1993; and David Macaulay, *Motel of the Mysteries*, 1979. Other required reading will be placed on reserve at Burrow Library under my name and this course number at the circulation desk.

CLASS REQUIREMENTS: Reading assignments are indicated in the schedule of topics listed below. Because the class is heavily oriented to discussion, you must keep up with the readings as assigned. E.g. read your assignments *before* the lectures! Attendance is mandatory. If you anticipate an absence, please let me know in advance. More than 2 unexcused absences will result in a half-letter grade drop in your final average. You are responsible for *all* the material discussed in class and in the assigned readings for the tests. Your grade will be based on your successful class participation (10%); completion of three tests (45%); in-class lab exercises, (10%); and a final class report (15%) and paper (20%). You must complete all assigned work with passing grades in order to pass the course.

Nota Bene: I We will be visiting the archaeological site, Chucalissa, as a group on Saturday, October 11, 2003. Please reserve the morning between 9-12 o'clock for this mandatory site visit.

Class Participation: Students in this course must demonstrate a continuous engagement with and critical thinking about the assigned readings. If you have a preference for reading "just to get through it" (i.e., passive reading), this is not the class for you! Be prepared to discuss the ideas and theories presented in your readings every time you come to class. I will also be assigning mini-presentations on the day's readings so that each student at some point in the class will be responsible for presenting salient points of the assigned reading. I will periodically begin class with short writing assignments designed to refresh your memory about the day's assignment. These writing exercises will count towards your participation grade for the class.

Student Reports and Papers: Your final class report will be scheduled just before the end of the semester (see schedule). It must be 15 minutes long. We will discuss this further in class. Your final paper should run approximately 7-10 pages and is due on November 25, 2003. This project will require you to read and digest a book or book-length article (at least 75 pages) on a topic or region of interest to you. If it is an article, you must choose your reading from a reputable scholarly journal (for example, the *American Journal of Archaeology*, *American Antiquity*, *Journal of Roman Archaeology*, *Hesperia*, *Social Archaeology*, *World Archaeology*, *Journal of Anthropological Archaeology*, *Journal of Archaeological Method and Theory*, *Antiquity*) or, if a book, from a local library (Burrow, U Memphis, Memphis Public). You must confirm your choice with me before beginning your project. You should have your selection ready to pass by me by October 21.

Paper Format:

Essentially, this report is something of a book review, not original research. It should conform to the Chicago Manual of Style's documentation guidelines. In form, it should include the following:

1. Introduction: Identify the key issue and question the text addresses. Discuss why it is significant topic for an archaeologist (i.e., in what way does it advance, develop, or enlighten our knowledge of archaeological inquiry for the given culture or practice). In what way does it depart from other previous attempts to address this issue?
2. Report on the Book/Article: This portion of your paper should provide a synopsis and critique of the author(s)work. If it is an edited volume of essays, you should provide an overall discussion of the aims of the book and an evaluation of how each of the articles fits the books goals. You should back up your observations and critiques with specific citations from you text appropriately cited. Generally, this is the meat and potatoes of the paper. You should harness the knowledge of practices and theoretical questions you've learned about this semester and analyze your chosen text in light of these concerns. This is your chance to apply what you've absorbed during the course of the semester.
3. Conclusion: Your final remarks should inform your reader what this text has taught you—or not—and why. It should wrap up any loose ends begun earlier in the paper and suggest a direction in which this topic has pointed you for further investigation.

Please note that I DO NOT accept late papers. At all.

STUDENTS WITH DISABILITIES: Any student with a disability requiring accommodations in this course is encouraged to contact me after class or during office hours. Additionally, students should contact Rhodes disability support services.

HONOR CODE: As a student in my class you are honor-bound to observe the principles and regulations set forth in the Rhodes College Honor Code. Any violation of these standards will be met with a failing grade for the course.

The following is a tentative schedule of subjects to be covered in class and assigned readings. I reserve the right to change the schedule as class progress necessitates.

Date	Readings
8/28 Introductions:	Renfrew and Bahn, pp. 11-16
Week 1 HISTORY OF ARCHAEOLOGY: GENERAL BACKGROUND	
9/2 History of Archaeology	K. Greene, Ch. 1, "The Idea of the Past" in <i>Archaeology: An Introduction</i> , pp. 8-36 (on reserve in Burrow)
9/4 Discovering Rome	Moatti, <i>The Search for Ancient Rome</i> , pp. 1-73
Week 2	
9/9 Discovering Rome, cont.'d	Moatti, <i>The Search for Ancient Rome</i> , 74-144
9/11 Pompeii	Renfrew and Bahn, pp. 17-23; On Pompeii: J.P. Descoedres, <i>Pompeii Revisited</i> , pp. TBA
Week 3	
9/16 Discovering Greece	Etienne and Etienne, <i>The Search for Ancient Greece</i> , pp. 1-83
9/18 Discovering Greece	Renfrew and Bahn, pp. 24-48; Etienne and Etienne, <i>Search for Ancient Greece</i> , pp. 84-127
Week 4	
9/23 Working with documents	Mini presentations: Assigned selections from documents sections at back of Moatti and Etienne et Etienne.
9/25 Reading day	[No class: this day is to provide you with the time to catch up on reading and review for your first test. I will be available in my office to answer questions about the test should you wish to come see me.]
Week 5 ARCHAEOLOGICAL PRACTICES	
9/30 TEST 1	No assigned reading
10/2 Intro to Archaeological Practices	David Macaulay, <i>Motel of the Mysteries</i> , entire
Week 6	
10/7 Archaeological Evidence	Renfrew and Bahn, Ch. 2 pp. 49-70

10/9 Lab 1: Surveying	Exercise 1 handout
Week 7	
10/14 Survey and Excavation	Renfrew and Bahn, Ch. 3, pp. 71-105
10/16 Lab 2: Measuring/Mapping	Exercise 2 handout; Renfrew and Bahn, Ch. 3, pp. 105-116
Week 8	
10/21 FALL BREAK	Holiday
10/23 Lab 3: Ceramics: Identification, Seriation, Dating	Exercise 3 handout; Renfrew and Bahn, Ch. 4, pp. 117-152 ATTENTION: Final paper topics due today!
Week 9	
10/28 Chronology and Dating Practices	Renfrew and Bahn, Ch. 4, pp. 161-170
10/30 Lab 4: Archaeological Drawing	Exercise 4 handout
Week 10	
11/4 Making Sense of Human Experience: Interpreting the Evidence	Renfrew and Bahn, Ch. 9, pp. 351-384
11/6 Lab 5: Bones and Skeletons	Exercise 5 handout; Renfrew and Bahn, Ch. 10, pp. 385-420
Week 11	
11/11 Making Sense of Human Experience: Interpreting the Evidence	Renfrew and Bahn, Ch. 11, pp. 351-384
11/13 TEST 2	
Week 12 POLITICS OF ARCHAEOLOGY	
11/18 Archaeology and Identity: Whose Past?	Renfrew and Bahn, Ch. 14, pp. 533-564; Alexander Stille, "Head Found on Fifth Avenue." <i>New Yorker Magazine</i> , (May 24, 1999) pp. 58-69

11/20 Gender and Archaeology	<p>Alison Wylie, "Gender Theory and the Archaeological Record: Why is There No Archaeology of Gender?"</p> <p>Ruth E. Thringham, "Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains."</p> <p>Both of these are found in the book: <i>Engendering Archaeology: Women and Prehistory</i> Ed. by Joan M. Gero and Margaret W. Conkey</p>
Week 13	
11/25 Fakes!	<p>Alfred Lessing, "What's Wrong with a Forgery?" In <i>The Forger's Art</i>, (UC Press, 1983)pp. 58-76; selections from Marion True, <i>The Getty Kouros Colloquium</i>, pp. 11- ; Silberman and Goren, "Faking Biblical History," <i>Archaeology Magazine</i>, September /October 2003, pp. 20-29.</p> <p>FINAL BOOK REVIEWS DUE In CLASS</p>
11/27 THANKSGIVING BREAK	Holiday
Week 14 STUDENT REPORTS	
12/2 Student Reports	No assigned reading
12/4 Student Reports	No assigned reading
Week 15: WRAP UP/TESTING	
12/9 TEST 3	