

ANTH 469 History of Archaeological Thought (WI)

University of Hawai'i-West O'ahu

T.R. 11:00 to 12:20 p.m.

Synchronous Online

Instructor: Kirsten M.G. Vacca, Ph.D.

Office: D108

Phone: 808-689-2359

Email: kmvacca@hawaii.edu

Office Hours: TuW 1:00 to 2:00 p.m.; or by appointment.

COURSE DESCRIPTION:

Historical survey of archaeology as a discipline; focusing on theoretical, methodological, and substantive advances that changed archaeology since its inception as a colonial enterprise in the mid-1800s. The history of archaeology is a rich study that incorporates the study of ideas and personalities and major historical events. We will discuss the progression of archaeology as an exercise in art collection to a sophisticated, self-assessing program of scientific study.

CAVEAT: The most current version of this syllabus will be posted at the class Laulima site. During the semester, I will notice errors in the syllabus and will correct them. I will send out a class notice via email when updates do occur.

The course will explore:

1. The variety of archaeological theories and methodologies;
2. The relationship of archaeology to anthropology and other social science disciplines;
3. The development of this discipline into an introspective, scientific discipline;
4. The personalities of famous archaeologies and theoreticians and their effect on the development of archaeology.

How to be successful in this class:

Success in college depends on a lot of factors. Among these are study skills and time management skills. While most of us are reluctant to admit that we need it, success is frequently the result of your willingness to ask for help.

LEARNING OBJECTIVES:

This course will emphasize and fulfill the following University of Hawai'i West O'ahu student learning outcomes:

- Demonstrate clear and effective writing and oral communication for a professional archaeological audience (ILO1, DLO1, CL01, CL02).
- Demonstrate critical thinking by applying anthropological/archaeological theories and/or methods to analyze problems in responsible and ethical ways (ILO3, DLO5, CLO5).
- Demonstrate knowledge of empirical anthropological/archaeological research methods and analyses (ILO4, DLO4, CLO3).

COURSE OUTCOMES:

Upon completion of this course, students will be able to:

1. Understand the various methods and theories used by archaeologists to study the past.
2. Gain an understanding of the relationship of these theories to larger social science endeavors.
3. Successfully develop and implement an archaeological research project that culminates written historical research paper that reflects a specific type of archaeological endeavor.

COURSE MATERIALS:

Johnson, Matthew (2020) *A History of Archaeological Thought (third edition)*. John Wiley & Sons Ltd.

Each week, we will be discussing one or more chapters from the textbook. You should read any of the assigned readings **BEFORE** that day's lecture and discussion.

Credit Hour Statement: The UH West O'ahu Credit Hour Policy states that students in a 4-credit course are expected to devote a minimum of 12 hours a week (135 hours/semester) on course-related work (see UHWO General Catalog). In accordance with the UH West O'ahu Credit Hour Policy, this course was reviewed to assure that the work assigned to achieve the stated student learning outcomes meets the UH West O'ahu credit-hour policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 12 hours a week attending scheduled class meetings, completing assigned readings, completing course assignments, studying for scheduled exams, and authoring a final exam.

COURSE REQUIREMENTS:

This course will primarily consist of classroom lectures and course hands-on assignments designed to accompany the reading. Students will be expected to come to class having read the portions of the textbook that have been assigned for each day (see below). Exams and assignments questions will be spread throughout the course, so that students can demonstrate their understanding of the material covered in both the readings and lectures.

In this course learning will take place in six venues. Your task is to integrate the information and activities in all six:

<i>Lecture/Discussion</i>	Lecture is the core of the course. You are responsible for ALL information given in the lecture. Tuesdays will consist of lecture and group activities. Thursdays will be group discussions of the readings led by students. Students will sign-up to lead these discussions twice throughout the semester and will write their critical reflections the week they lead lecture. The second discussion students lead they will find a related article to also assign and discuss.
<i>Readings</i>	The textbook and lecture will cover much of the same material – most of the time, but not always. It is important that you integrate the lectures with the reading. In general, the lectures will be more detailed and cover the material in more depth than the readings. Any additional (optional and required) readings will be made available in Laulima. Videos will also be found on Laulima.
<i>Laulima</i>	The syllabus, assignments, additional course materials (web links, exercises, discussion questions, etc.) will be found online on Laulima. As announcements will be made and assignments turned in digitally, you must have regular internet access. If you cannot access this course through your Laulima account, let me know ASAP. You must have access no later than the third week of class to turn in assignments/discussion questions in a timely fashion.
<i>Attendance</i>	It is strongly recommended that you attend class regularly. If you miss class, please get any missed notes from another student. If you want to ask questions about the missing material, I expect you to have reviewed the text before contacting me. Attendance will be taken daily, and unexcused absences of 4 class periods or more will affect your attendance grade (5% of the overall grade). Credit for attendance is based on the number of classes missed: 0-3 (5%); 4-6 (4%); 7-9 (3%); 10-12 (2%); 12-14 (1); 15+ (0%). Excused absences are not counted in calculating credit. Students must be present for the entire class time for attendance credit.
<i>Participation</i>	Students will keep weekly reflections (annotated bibliography-style) on the class reading material and discussions that will be submitted each month. The reflections will include your personal takeaways from the readings and discussions—for example, what you found most important and/or interesting, any ideas for best engagement with theories in archaeology, critiques of theories, and other reflections that come to mind.
<i>Critical Analysis</i>	Students will sign up twice throughout the semester for critical analyses on the week's topic. You will only have critical analyses the first ten weeks. Students writing the analyses will also lead the discussions in class that week. The written analyses will be due before class the day you are to lead the discussion.
<i>Research Paper</i>	A minimum 10-page research report will be required. Each student will be provided a topic of archaeological theory, historical topic, or historical book to review. This paper will use the <i>American Antiquity</i> style format.

An important part of any research process is peer review. You will be required to have draft portions of your report reviewed by a classmate for clarity, style, hypothesis, conclusions; in addition, the final product also will be peer reviewed. Your grade will involve peer-review of drafts as well as drafts that I will review.

GRADING CRITERIA:

<i>Attendance</i>	5%
<i>Participation (weekly critical reflections)</i>	5%
<i>Paper #1, minimum of 2 pages, critical weekly reflection</i>	10%
<i>Paper #2, minimum of 3 pages, critical weekly reflection</i>	15%
<i>Final Paper (10 pages minimum):</i>	55%
<i>Paper Proposal (Peer Reviewed) (5%)</i>	
<i>Annotated Bibliography (10%)</i>	
<i>Draft (Peer Review) minimum of 7 pages (20%)</i>	
<i>Final Paper, minimum of 10 pages (20%)</i>	
<i>Critical Analysis and Discussion Leader</i>	10%

Total pages:

Bibliography: 1-2 pages

Draft Proposal (Peer-reviewed; revised): 1-2 page

Draft of Final Paper (Peer-reviewed; revised): 7 pages minimum (submit to No'eau center)

Final Report: 10 pages minimum

Grading:

The total percentage necessary for each grade are as follows:

A = 93-100	B – 83-86	C = 73-76	D = 63-67
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = > 60

Written paper guidelines:

Your final project comprises 55% of your final grade. It is here that you demonstrate your command of your material by tackling, in depth, and write an analysis of an archaeological and theoretical topic. A template will be posted, and we will spend time in class related to the appropriate organization of a research paper.

Try to make your paper conform to the rubric guidelines below. These are based on what I have noticed to be the characteristic of good papers over the years. ADDITIONALLY, THE REQUIRED PAPER FORMAT IS **AMERICAN ANTIQUITY**. IN THE RESOURCE SECTION and I will post and email it out is a template for *American Antiquity* format. I will also be working with the No'eau Center to ensure that they understand this format and the standards for an archaeological report.

WRITING RUBRIC:

Category
Content and Development
Writing Mechanics: Punctuation, Grammar, and Spelling
Formation and Appearance
Readability and Style

COURSE/CLASSROOM POLICIES:***Student Conduct:***

Academic Dishonesty: All students are expected to be familiar with and abide by the University's academic integrity policies (i.e., cheating, plagiarism, etc.), as outlined in the University of Hawai'i System's Campus Policies (<https://westoahu.hawaii.edu/policies/academic-integrity/>).

Academic Integrity:

The University is an academic community with high professional standards. Its teaching, research and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty, which are examples of violation of the Student Conduct Code and may result in suspension or expulsion from UH West O'ahu, includes cheating and plagiarism.

Cheating: Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student; and (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also

includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

STUDENT RESOURCES:

- **The No'eau Center** offers services designed to help students improve their overall academic performance. Tutoring in writing and other subject areas is offered by appointment, on a walk-in basis, by phone, and online (via email and video chat). Students may schedule an appointment by calling or stopping by the center. Workshops on various writing and other topics are also offered in-person and online. Testing services and ADA accommodations are also available. For more information, stop by the No'eau Center (Library, B203), visit our website (www.westohu.hawaii.edu/noeaucenter), or call [808-689-2750](tel:808-689-2750). (Library, B203), visit our website (www.tinyurl.com/noeaucenter), or call [808-689-2750](tel:808-689-2750). THERE ARE ANTHROPOLOGY-SPECIFIC TUTORS AVAILABLE; MAKE AN APPOINTMENT WITH THEM – THEY WOULD LOVE TO SEE YOU!!!
- **UH West O'ahu Computer Lab/Media Services:** The UHWO Computer Lab is located in the Lab Building E140. Students should visit the UHWO Computer Lab website (<http://www2.hawaii.edu/~uhwolab/> for hours of operation; email: uhwohelp@hawaii.edu).
- **UH-West O'ahu Library and Resource Center:** Located in B115, the Center is open approximately 60 hours per week when school is in session. It is recommend that you visit the first week of classes and acquaint yourself with the library hours and services. Contact: 808-689-2710; Applied and Social Sciences Librarian, Carina Chernisky, carinac@hawaii.edu.
- **Disability Services:** Any student who feels s/he may need accommodations based on the impact of a disability is encourage to contact Mr. Tom Hirsbrunner in Student Services (hirsbrun@hawaii.edu or at 808-689-2675) to ensure reasonable accommodations in this course. Dr. Taketa will review your concerns and work with me to make whatever accommodations are needed for you to successfully complete this course.
<https://westohu.hawaii.edu/faqs/i-have-a-disability-do-you-have-services-to-accommodate-me/>

COURSE SCHEDULE: All readings should be completed by class on Thursdays each week. All Assignments are due by the end of the day Friday the week they are assigned unless otherwise noted

Week	Day	Topics	Readings
1	T: 1/12/21	Introduction, Logistics, and Course Requirements	No Readings
	R: 1/14/21	What is anthropological archaeology	
2	T: 1/19/21	Lecture: What is Theory Sign-up for student-led discussions	Preface and Chapter 1: The Contradictions of Theory and Common Sense is Not Enough
	R: 1/21/21	Model discussion of readings Complete RaW Workshops Weekly Annotation	
3	T: 1/26/21	Lecture: Processualism	Chapter 2: The “New Archaeology”
	R: 1/28/21	Student-Led Discussion #1 Weekly Annotation	
4	T: 2/2/21	Lecture: Archaeology and Objectivism/Positivism Sign-up for conference with professor about final paper topic	Chapter 3: Archaeology as Science
	R: 2/4/21	Student-Led Discussion #2 Weekly Annotation	
5	T: 2/9/21	Lecture: Interpreting Material Culture	Chapter 4: Middle-Range Theory, Ethnoarchaeology, and Material Culture Studies
	R: 2/11/21	Student-Led Discussion #3 Weekly Annotation	
	Assignment	First Submission of Annotations	
6	T: 2/16/21	Lecture: Cultural Systems and Process	Chapter 5: Culture and Process
	R: 2/18/21	Student-Led Discussion #4 Weekly Annotation	
7	T: 2/23/21	Lecture: Cultural Epistemologies	Chapter 6: Thoughts and Ideologies
	R: 2/25/21	Student-Led Discussion #5 Weekly Annotation	
	Assignment	Benchmark 1 Due: Project Proposal	

Week	Day	Topics	Readings
8	T: 3/2/21	Lecture: Post-processual Critique	Chapter 7: Postprocessual and Interpretive Archaeologies
	R: 3/4/21	Student-Led Discussion #6 Weekly Annotation	
9	T: 3/9/21	Lecture: Materiality and Cultural Structures	Chapter 8: The Material Turn
	R: 3/11/21	Student-Led Discussion #7	Student-Assigned Reading
	Assignment	Second Submission of Annotations	
10	T: 3/16/21 R: 3/18/21	No Class—Spring Recess	
11	T: 3/23/21	Lecture: Identity and Archaeology	Chapter 9: Archaeology, Gender, and Identity
	R: 3/25/21	Student-Led Discussion #8 Weekly Annotation	Student-Assigned Reading
12	T: 3/30/21	Lecture: Evolution in Archaeology and ideas of “Progress”	Chapter 10: Archaeology and Cultural Evolution Student-Assigned Reading
	R: 4/1/21	Student-Led Discussion #9 Weekly Annotation	
	Assignment	Benchmark 2 Due: Annotated Bibliography	
13	T: 4/6/21	Lecture: Collapse	Chapter 11: Archaeology and Darwinian Evolution
	R: 4/8/21	Student-Led Discussion #10 Weekly Annotation	Student-Assigned Reading
14	T: 4/13/21	Lecture: Historical Archaeology or Archaeology as History	Chapter 12: Archaeology and History
	R: 4/15/21	Student-Led Discussion #11	Student-Assigned Reading
15	T: 4/20/21	Lecture: Community Archaeology	Chapter 13: Archaeology, Politics, and Culture
	R: 4/22/21	Student-Led Discussion #12 Weekly Annotation	
	Assignment	Third (Final) Submission of Annotations	Student-Assigned Reading
16	T: 4/27/21	Wrap-Up Discussion	Chapter 14: Conclusion
	R: 4/29/21	Presentations, Peer Review	
	Assignment	Benchmark 3 Due Before Start of Class: Draft	
17	Finals Week	Papers Due	Complete Final Essay