

ANT 375: Experimental Archaeology and Ethnoarchaeology

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The Problem: Archaeological evidence consists of material remains and the patterns in which they are found, but as anthropological archaeologists, we strive to make statements about all aspects of human culture. **The Goal of Ethnoarchaeology and Experimental Archaeology** is to study the relationship between material remains and human behaviors in order to allow the interpretation of archaeological remains in terms of the human behaviors structured by cultural rules.

Learning Goals: 1) Understand the strengths and weaknesses of ethnoarchaeology and experimental archaeology as a means of providing middle-range theory. 2) Gain expertise in the construction and implementation of research designs.

Organization of the Class

This class will be run like a true seminar, thus it is vitally important that you come prepared to evaluate the articles you are reading.

A primary focus of the class will be the planning and execution of a professional-quality experimental project. This can be done either individually or collaboratively in pairs. We will work intensively with you and will provide guidance on project topics, research, and write-up.

During the first half of the semester, the class will consider a series of readings to develop a common background. Meanwhile, you will be selecting a topic for independent research, doing the literature review, and creating an experimental design.

During the second half of the semester, you will be working on your independent projects. You will be responsible for one class period for which you will assign reading to the rest of the class and lead discussion of the assigned articles. If desired, this class can also include a lab session during which students in the class will help you collect data for your project.

Book: Saraydar, Stephen C. 2008 *Replicating the Past: The Art and Science of the Archaeological Experiment*. Waveland Press, Long Grove.

Other Readings: will be on electronic reserve.

Requirements

1. **Regular class attendance and participation**—20%. This is a seminar, so you should expect to come prepared and to participate actively every time.
2. **Analysis and presentation of one article**—10%
3. **Annotated Bibliography**—10%
4. **Experimental Design Proposal, including placing the project within the context of the literature**—20%
5. **Leading a class session related to your project**—10%
6. **Major experimental project**—Final written report and final presentation—30

Date	Assignment
9/1	Introduction— No Assignment
9/3	<p>The Archaeological Need for Middle Range Theory</p> <p>READ and ANALYZE: Crown, Patricia L. and W.H. Wills. 1995. Economic Intensification and the Origins of Ceramic Containers in the American Southwest. In <i>The Emergence of Pottery: Technology and Innovation in Ancient Societies</i>, edited by W.K. Barnett and J.W. Hoopes, pp. 241-254. Washington, D.C.: Smithsonian Institution Press. Note the way each statement/ argument is being supported. Pay attention to citations and check in the bibliography for the references to which they refer. Come to class with a list of contentions made by Crown and Wills about the way archaeological remains relate to actual behaviors/social patterns and for each either 1) the evidence they use to make the contention OR 2) a note that the contention is unsupported.</p> <p>Binford, L. 1981 Middle-Range Research and the Role of Actualistic Studies. <i>In Bones: Ancient Men and Modern Myths</i>, pp 21-30. Academic Press, New York.</p>

9/8	<p>Historical and Theoretical Background</p> <p>READ:</p> <p>Saraydar, Chapters 1 and 2.</p> <p>Coles, John. 1973. Introduction. <i>Archaeology by Experiment</i>, pp. 14-18. New York: Charles Scribner's Sons.</p> <p>Skibo, James M. 2009. Archaeological Theory and Snake-Oil Peddling: The Role of Ethnoarchaeology in Archaeology. <i>Ethnoarchaeology</i>: 1(1):27-55.</p>
9/10	<p>Experiments and Ethnoarchaeological Studies</p> <p>READ:</p> <p>Saraydar, Chapters 3 and 4.</p> <p>Gould, Richard A. 2011. From Living Archaeology to Disaster Archaeology. <i>Ethnoarchaeology</i>: <i>Ethnoarchaeology</i> 3(2):187-201.</p> <p>Watson, Patty Jo 2010. Archaeological Ethnography in Western Iran, 1959-1960. <i>Ethnoarchaeology</i> 2(2):235-248.</p> <p>Lee, Richard B. 2012. The !Kung and I: Reflections on My Life and Times with the Ju/'Hoansi. <i>Ethnoarchaeology</i> 4(2):199-225.</p> <p>Beginning Flintknapping and flake analysis</p>
9/15	<p>Making and Using Artifacts—I</p> <p>READ:</p> <p>Hutchings, W. Karl and Lorenz W. Bruchert. 1997. Spearthrower Performance: Ethnographic and Experimental Research. <i>Antiquity</i> 71(7):890-897.</p> <p>Whittaker, John C. 2011. Cushing's Key Marco Atlatls: Reconstructions and Experiments. <i>Ethnoarchaeology</i> 3(2):139-161.</p> <p>Pig expt.</p> <p>Beginning flintknapping 2</p>

9/17	The Need for Experiments and Ethnoarchaeology: An Article Analysis Article Analysis Paper due, reports and discussion.
9/22	Conferences about project topics

9/24	<p>Artifact Analysis</p> <p>READ:</p> <p>Keeley, L. 1977. The Functions of Paleolithic Flint Tools. <i>Scientific American</i> 237:108-126.</p> <p>Young, Lisa and Tammy Stone 1990 The Thermal Properties of Textured Ceramics: An Experimental Study. <i>Journal of Field Archaeology</i> 17(2):195-203.</p> <p>Mabry, Jonathan, James M. Skibo, Michael B Schiffer, and Kenneth Kvamme 1988. Use of a Falling-Weight Tester for Assessing Ceramic Impact Strength. <i>American Antiquity</i> 53(4): 829-839.</p> <p>Design fire and water expt</p>
9/29	<p>The Meaning of Artifacts</p> <p>READ: Hodder, Ian 1991. The Decoration of Containers: An Ethnographic and Historical Study. In <i>Ceramic Ethnoarchaeology</i>, edited by William Longacre, pp.71-94. University of Arizona Press, Tucson.</p> <p>Osborn, Alan J. 1996. Cattle, Co-Wives, Children, and Calabashes: Material Context for Symbol Use Among the Il Chamu of West-Central Kenya. <i>Journal of Anthropological Archaeology</i> 15: 107-136.</p> <p>Do expt</p>
10/1	<p>Project Discussion</p> <p>Annotated bibliography with a minimum 10 sources due. For class, be prepared to provide a short description of the relevant literature and an outline of your proposed research. The class will collaborate on your research design.</p> <p>Begin scheduled conferences with Instructor about Research Plan—Final Experimental Design Due before Break</p> <p>Please prepare a written outline of your research design before the conference.</p>
10/6	<p>Artifacts as Symbols</p> <p>READ: Donley-Reid, Linda W. 1990. The Power of Swahili Porcelain, Beads and Pottery. In <i>Powers of Observation: Alternative Views in Archaeology</i>, edited by Sarah M. Nelson and Alice B. Kehoe, pp.47-59. <i>Archaeological Papers of the American Anthropological Association</i>, No. 2</p> <p>Lewis-Williams, David. Wrestling with Analogy: a Methodological Dilemma in Upper Palaeolithic Art Research. <i>Proceedings of the Prehistoric Society</i> 57, Pt. 1:149-160.</p>

10/8	<p>Social Organization I</p> <p>READ: David, Nicholas, Kodzo Gavua, A. Scott MacEachern and Judy Sterner. 1991. Ethnicity and Material Culture in North Cameroon. <i>Canadian Journal of Archaeology</i> 15: 171-177.</p>
10/13	<p>Household Size and Organization</p> <p>READ: Kramer, Carol. 1979. An Archaeological View of a Contemporary Kurdish Village: Domestic Architecture, Household Size, and Wealth. In <i>Ethnoarchaeology: Implications of Ethnography for Archeology</i>, edited by Carol Kramer, pp. 139-163. New York: Columbia University Press.</p> <p>Naroll, Raoul 1962. Floor Area and Settlement Population. <i>American Antiquity</i> 27: 587-589.</p>
10/15	<p>Age Structures</p> <p>READ: Kamp, Kathryn A., Nicole Timmerman, Greg Lind, Jules Graybill, and Ian Natowsky 1999. Discovering Childhood: Using Fingerprints to Find Children in the Archaeological Record. <i>American Antiquity</i> 64 (2): 309-315.</p> <p>Casey, Joanna and Rachele Burruss 2010. Social Expectations and Children's Play Places in Northern Ghana. <i>Ethnoarchaeology</i> 2(1): 49-72.</p> <p>Experimental design proposals due by Friday. NOTE: If you need supplies or equipment for your experiment, you will have to discuss this with us well before this, so there is time to order it (assuming it is fairly inexpensive).</p>
	Fall Break
10/27	<p>The Formation of Archaeological Sites I</p> <p>READ: Schiffer, M. B. 1987. Chapter 1: The Nature of Archaeological Evidence. In <i>Formation Processes of the Archaeological Record</i>, pp 3- 23. University of New Mexico Press, Albuquerque.</p> <p>Ashbee, Paul and Peter Jewell. 1998 The Experimental Earthworks Revisited. <i>Antiquity</i> 72: 485- 504.</p>
10/29	<p>The Formation of Archaeological Sites II</p> <p>READ:</p>

	Sutro, Livingston D. 1991. When the River Comes: Refuse Disposal in Diaz Ordaz, Oaxaca. In <i>The Ethnoarchaeology of Refuse Disposal</i> , edited by Edward Staski and Livingston D. Sutro, pp.13-22. Arizona State University Anthropological Papers No. 42.
11/3	Conferences and project work day.
11/5	In class discussion of project and project work session—Readings to be assigned by project director.
11/10	In class discussion of project and project work session—Readings to be assigned by project director.
11/12	In class discussion of project and project work session—Readings to be assigned by project director.
11/17	<i>In class discussion of project and project work session—Readings to be assigned by project director.</i>
11/19	In class discussion of project and project work session—Readings to be assigned by project director.
11/24	In class discussion of project and project work session—Readings to be assigned by project director.
11/26	No class—Finish your presentations.
12/1	Student presentations
12/3	Student presentations
12/8	Student presentations
12/10	<p>Theoretical Retrospective READ: Saraydar, Chapter 6.</p> <p>Cunningham, Jerimy J. 2009. Ethnoarchaeology beyond Correlates. <i>Ethnoarchaeology</i>: 1(2):115-136.</p> <p>Heider, Karl. 1967. Archaeological Assumptions and Ethnographic Facts: A Cautionary Tale from New Guinea. <i>Southwestern Journal of Anthropology</i> 23:52-64.</p>

More Information:

Grinnell College's Academic Honesty policy is located in the catalog and student handbook, and available online at

http://catalog.grinnell.edu/content.php?catoid=10&navoid=2134#Honesty_in_Academic_Work

Students must be aware of and meet the expectations expressed in this policy.

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Dean for Student Success and Academic Advising, Joyce Stern, located on the 3rd floor of the Joe Rosenfield Center (x3702). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

If you will need to reschedule a class obligation because of a religious holiday, you should let us know at the beginning of the semester, so that appropriate adjustments can be made.