Overview: This course examines the prominent theories in archaeology from its inception to the present day and does so within the context of general developments in anthropological thought. The class provides a foundation for graduate students and a capstone for undergraduate majors emphasizing archaeology. Learn more about the course structure and opportunities in the general syllabus guidelines.

We examine the history of theoretical approaches within the context of (1) the specific place and time during which they emerged, (2) general developments in anthropology at large, and (3) influences of broader intellectual and social trends that impacted archaeological theories. We undertake a critical analysis of different approaches, including antiquarian, evolutionary, historical, neo-evolutionary, functional and processual, ecological, Marxism, structuralism, and post-processualism (including agency, gender, practice, and performance). We will also look at examples of archaeological research conducted within the framework of each approach. The ghosts of paradigms past and earlier theories still haunt the discipline. Many theories that current students may assume to be extinct are still living and driving archaeological research.

Requirements: Attendance of all classes is required. All students are expected to:
1. Read all the book chapters and articles for each class meeting.
2. Actively participate in the discussion of these readings.
3. Submit written notes on each of the assigned papers/chapters every week (see below).
4. Lead discussion of at least one weekly topic in the course.
5. Oral presentation of your term paper subject and lead discussion of two relevant papers.
6. Submit this term paper at the end of the semester.

Your weekly notes should include:
1. A brief explanation of the approach or theory of the week. Send your weekly notes to the instructor by email by 5pm (CT) on the Tuesday immediately preceding the relevant class session.
2. A summary of the main points of each assigned paper, and how each reflects the theoretical framework. These notes are meant to help you prepare for class by focusing your attention on the texts under discussion. Write this as a narrative essay in full sentences. Your critical evaluation and insights (not simply criticism and opinions without explanation) are valuable for these summaries.
3. A brief closing synthesis with comparisons and contrasts among the week’s readings.
4. Notes should not exceed 1 page per article. They are graded as +, √, or -.

**Term paper.** Term paper topic proposals/abstracts (one paragraph, with references) are due by e-mail on October 27. I will provide feedback and guidance on the scope and content of your term paper, and references to relevant literature. Final paper is due by 5pm (CT) on December 17. Term papers should be 10-15 pages (double spaced text) in length for undergraduates or 15-20 pages (double spaced text) in length for graduate students.

**Class Presentation of term paper** (last week).
You will be responsible for:
1) organizing and presenting an oral discussion of your research project;
2) selecting and providing pdf file copies of two key papers on your term paper topic. I will upload these to Compass one week before your presentation. Shorter papers are preferred.

**Research Topics for Term Papers.**
Each student will select a major, enduring archaeological problem that has been investigated from many theoretical perspectives and critically examine insights that the different theoretical (not methodological) approaches have brought to this issue. Topics include the origins of agriculture, the meaning of rock art, the Middle to Upper Paleolithic transition, the Paleoindian to Archaic transition, the rise of state society in a particular area of the world, or the question of collapse of a culture (the Maya, Rapa Nui). The history of interpretations of major sites or archaeological cultural traditions is also an appropriate paper topic. Enduring questions include: what was Cahokia (or Teotihuacan, etc.) and why did it rise and fall? In cases where particular paradigms were employed (e.g. an agency perspective, General Systems Theory) the students are expected to augment their presentation by outlining a fruitful research strategy based on the missing theoretical perspective.

**Grading:** Your final grade will be based on the following criteria:
- Preparation and class participation: 30%
- Reading notes: 30%
- Class presentation of research project: 10%
- Term paper: 30%

**Texts:**
*Archaeological Theory: An Introduction*, by Matthew Johnson, 3d edition, 2020, Wiley Blackwell (J). This text is available at the University bookstores and can also be obtained from other vendors of your choosing.

*An Unauthorized Companion to American Archaeological Theory*, by Lars Fogelin, 2019, eBook (F), Preface & Chapter 1 in pdf, remainder available online at https://www.academia.edu/40368859/An_Unauthorized_Companion_To_American_Archaeological_Theory_PDF.
Other required or suggested readings consist of articles or text excerpts that provide additional information related to the subjects we are covering. These articles will be available online in the course web page on Compass (https://compass2g.illinois.edu/webapps/login/)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Aug 25</td>
<td>Introduction: Course mechanics</td>
<td>Personal perspectives on theory; J Preface and pp. 284-293 (glossary); F Preface</td>
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<tr>
<td>week01</td>
<td>Why study the history of archaeology?</td>
<td>Corbey &amp; Roebroeks; J Chapter 1, F Chapter 1; AAA definition of Anthropology</td>
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<td>Sep 1</td>
<td>The rise of modern sciences: anthropology, archaeology and evolution;</td>
<td>Trigger 2008 Chap 1; Dietler 2005, pp. 33-49.</td>
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<td>week02</td>
<td>What is a theory? What is a paradigm?</td>
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<td>An example of a paradigm: Greco-Roman culture</td>
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<td>Sep 8</td>
<td>Archaeology from Antiquity to Darwinism</td>
<td>Sollas TOC; Sommer 2005</td>
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<td>week03</td>
<td>Antiquarianism, Darwinism, evolutionary racism</td>
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<td>Sep 15</td>
<td>Culture-historical archaeology</td>
<td>McKern 1939; Griffin 1967</td>
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<td>week04</td>
<td>Examples from Eastern North America</td>
<td>Kelley &amp; Brown 2020</td>
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<td>week05</td>
<td>&amp; Archaeography</td>
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<td>Cultural Ecology</td>
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<td>Sep 29</td>
<td>General Systems Theory</td>
<td>J Chapters 4-5; Binford 1962; Clarke 1968 Chapter 2; Flannery 1967, Flannery 1968</td>
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<td>week06</td>
<td>Ecology and cultural evolution</td>
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<td>Mesoamerican forager to farmer systems</td>
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<td>week07</td>
<td>Post-processual critique and counter-critiques</td>
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<td>Oct 13</td>
<td>Behavioral and Evolutionary Archaeologies</td>
<td>J Chapters 6-7; Hodder 1986 ch 8-9; Knapp 1996 Shanks &amp; Tilley 1987 ch. 1; R. Watson 1990</td>
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<td>week08</td>
<td>How many kinds are there? (at least three!)</td>
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<td>Middle Rangers and Neo-Darwinists</td>
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<td>Oct 20</td>
<td>Evolutionary and behavioral archaeologies vs. Historical processualism;</td>
<td>Bird &amp; O'Connell 2006; Hawkes &amp; O'Connell 1981; Boone &amp;</td>
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<td>week09</td>
<td>Optimal foraging</td>
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<td>Oct 27</td>
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<td>week10</td>
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Term paper abstracts due October 27

Nov 3  Evolutionary Cognitive Archaeology  Mithen 1989, 2001;
week11  Ambrose 2010;
          Coolidge & Wynn 2005;
          Barham 2010; Thomas 1998;
          Karlin & Julien 1994

Nov 10  Agency, Materiality, Practice and Habitus  Dietler & Herbich 1998;
week12  Yentsch & Baudry 2001;
          Dobres & Robb 2000;
          Barrett 2001

Nov 17  Style in Archaeology  Wiessner 1985, 1997;
Week13  Sackett 1985; Hodder 1995a;
          Hegmon 1992, 1998;
          Fogelin (F) 2019:108-111

Nov 24  Thanksgiving Vacation

Dec 1  Gender, Sex, Race, Performance  J Chapter 9; Hollimon 1997;
week14  Meskell 1999; Spector 1998;
          Taylor 1990; Crown 2000;
          Franklin 2001;

Dec 8  Term paper project presentations  Your selected papers;
week15  J Chapter 14

Term papers due Friday December 17

Bibliography


Menasha, Wisconsin.


[Last updated: August 26, 2021]