

**ANTHROPOLOGY 4EE3:
Archaeology In (And Of) The Present**



*Material culture associated with undocumented immigrants crossing the US: Mexico border.
From State of Exception/Estado de Excepción” created by Richard Barnes
<http://undocumentedmigrationproject.com/home/state-of-exception-exhibit/>*

A typical definition of archaeology is the study of the past through analysis of material objects, including sites, artifacts, or human bodies. While the focus of much of archaeology may be the past, we also do a significant amount of research in the present, with thoughts to the future.

Starting in the mid 20th century, archaeologists began to formalize their thinking about the relationship between the present and the past. Some scholars developed formal analogies through careful experimental work in the laboratory. Others worked with contemporary peoples to follow the material traces of particular kinds of practices, whether it be stone-tool making or garbage disposal. In the last 20 years, archaeologists have begun to consider how an “archaeology in the present” might be transformed to an “archaeology of the present and recent past”. Research in a wide range of contexts, from landscapes of conflict in Southeast Asia to postindustrial cities in the United States, is highlighting a number of important anthropological insights.

In this course, we will explore trends of archaeology in and of the present, from classic questions of site formation processes, animal butchering and artifact style, to more recent investigations of modern cities, late capitalism, and global processes of ruination. The course will include film reviews, in class debates, and writing projects on ongoing global processes such as mass population movements and sociopolitical conflicts.

Course Expectations and Requirements:

Requirements for the course will include reading and engaging in discussion every week; a series of short writing assignments and presentations; a film review; and a final research project. The quality of your course experience will depend in large part on your willingness to read thoughtfully and participate actively in class discussions. This is a heavy reading course and you need to keep up! An overall goal is to provide you with the necessary tools to hone your skills in articulating significant arguments within a particular range of anthropological studies. More importantly, the format of the course encourages a supportive environment to practice your skills at written exposition, classroom discussion, and public presentations.

1. Participation (10% of course grade)

Attendance is important because a significant portion of your final grade is based on class discussion. In both small groups and as a whole class, there will be ample opportunity for discussion.

2. Weekly Reading Responses (15 % of course grade)

Each student will be responsible for leading one class discussion. Starting on 18th, two of you will submit a two-page critical summary of the readings for the week, exploring the content of the readings and offering a series of discussion points for the class. This might draw on earlier discussions/readings and/or include other relevant readings. The written summary must be submitted to Avenue to Learn by Tuesday at 4PM of the week you are to discuss. These summaries should be independently written. You will then work with your partner to present the theme of the week. This presentation will be a collaborative affair, involving leading class discussions, moderating questions, and guiding our exploration of the readings.

3. Ethnoarchaeological Film Review: (20% of the course grade)

Ethnoarchaeology is a field that has received significant attention by film-makers. On February 1st, you will hand in a concise (4-5 pages) critical overview of an ethnoarchaeological film you have seen on-line or through the library. This paper will include a brief overview of the issues being explored, some of the important findings, and some questions/next steps that emerge from the work. I expect you to draw on lectures/course readings from the first month of class.

Some examples of videos you might want to review are below. You may also use other sources, such as films or lectures found on youtube (although these must be at least 15-20 minutes in length) – but please run them by me before writing your paper.

Wayne Barker (Ed) and Brian Hayden (advisor). 1981 “Western Desert Woomera”. Australian Institute of Aboriginal Studies: Canberra

Saltman, C., C.L. Goucher, and E.W. Herbert. 1986. “The Blooms of Banjeli: technology and gender in West African ironmaking”. Film (28 mins). Watertown, Mass: Documentary Educational Resources. ea/saf/met/smelting/iron/Togo/Bassari/ideo/gender

David, N. and Y. Le Bléis. Dokwaza. 1988. “Last of the African Iron Masters.” University of Calgary: Dept of Communications Media.

Eric Huysecom and Bernard Augustoni. 1997. “Inagina: The Last House of Iron”. DER Documentary.

NOVA. 1997. Secrets of Lost Empires: Inca

Belkin, Tara, Steven Brandt, and Kathryn Weedman. 2006. "Woman the Toolmaker; Hideworking and Stone Tool Use in Konso, Ethiopia."

Belkin, Tara and Steven Brandt. 2006. The Potters of Buur Heybe.

Tripcevich, Nico. 2008 Llama Purichiq. <https://vimeo.com/2497306> (see this page too: <http://mapaspects.org/book/export/html/206>)

The Films by Isabelle Druc: <https://vimeo.com/user10093291>

In Class Debate (15% of course grade)

Mid-way through the course we will have a debate. You will take on the character of a scholar that has investigated archaeologies in and of the present. You will do enough research to have a guess at how they might answer a series of questions (which will be distributed two weeks before hand). Your job will be to prepare some answers, then take part in a round-table discussion as this character.

Below are the scholars you can "become". First come, first serve! If you would like to take on a different archaeologist, be sure to run it by me first.

Lewis Binford	Guastavo Politis	John Schofield
Yannis Hamilakis	Sonia Atalay	William Rathje
Ruth Tringham	Pierre Lemonnier	Lynn Meskell
Alfredo Gonzales-Ruibal	Rodney Harrison	Shannon Dawdy
Krysta Ryzewski	Olivier Gosselain	Tim Ingold
Ian Hodder	Richard Gould	
Dean Arnold	Chip Colwell-Chanthaphonyh	
Ann Stahl	Bill Sillar	

Archaeology of the Present Study (40 % of final grade)

The final project in this course will be an "archaeology of the present" in and around Hamilton. Our city is a rapidly changing one, with ample opportunities for a case study. You might choose to examine a "ruin" – a place that has been abandoned in the past few years. Or you might choose a place that is actively in use. Get out there and experience such contemporary spaces. How did these contemporary archaeological sites come to be? What role did they play in the past and does their presence play a role today? You do not have ethics protocol to interview people, but you can observe and take pictures of the spaces. Be safe and don't break the law! In your 10-15 page paper, discuss your site using the literature of the archaeologists explored in class...and beyond. This assignment will include a short presentation in class (for 15 points) and a paper (25 points).

Grade Scale:

Following convention (<http://registrar.mcmaster/calendar/current/pg145.html>) this grading system will be used in this course.

90-100% A+	77-79% B+	67-69% C+	57-59% D+	0-49 F
85-89% A	73-76% B	63-66% C	53-56% D	
80-84% A-	70-72% B-	60-62% C-	50-52% D-	

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Academic Dishonesty Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, www.mcmaster.ca/senate/academic/ac_integrity.htm The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

FACULTY OF SOCIAL SCIENCES: E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Requests for Relief for Missed Academic Term Work

The University recognizes that students periodically require relief from academic work for medical or other personal situations. This academic regulation aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. Any concerns regarding the granting of relief should be directed to the respective Faculty Office. Requests for relief should be made with a commitment to academic integrity in mind. Requests that

deviate from this commitment will be handled under the Academic Integrity Policy and Student Code of Conduct, where appropriate.

1. Relief for missed academic work worth less than 25% of the final grade resulting from medical or personal situations lasting up to three calendar days:

- o Use the McMaster Student Absence Form (MSAF) on-line self-reporting tool. No further documentation is required.

- o Students may submit requests for relief using the MSAF once per term.

- o An automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate the opportunity for relief.

- o The MSAF cannot be used to meet a religious obligation or to celebrate an important religious holiday.

- o The MSAF cannot be used for academic work that has already been completed/ attempted.

- o An MSAF applies only to work that is due within the period for which the MSAF applies, i.e. the 3- day period that is specified in the MSAF; however, all work due in that period can be covered by one MSAF.

- o The MSAF cannot be used to apply for relief for any final examination or its equivalent. See Petitions for Special Consideration above.

2. For medical or personal situations lasting more than three calendar days, and/or for missed academic work worth 25% or more of the final grade, and/or for any request for relief in a term where the MSAF has been used previously in that term:

- o Students must report to their Faculty Office to discuss their situation and will be required to provide appropriate supporting documentation (see Documentation Requirements below).

- o If warranted, the Faculty Office will approve the absence, and the instructor will determine appropriate relief.

Documentation Requirements

If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness.

If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three working days.

In some circumstances, students may be advised to submit a Petition for Special Consideration (Form A) seeking relief for missed academic work. In deciding whether or not to grant a petition, adequacy of the

supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, may be taken into account. Failure to do so may negate the opportunity for relief.

If the petition is approved, the Faculty Office will notify the instructor(s) recommending relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

SCHEDULE

- * A2L: PDFs available through the library are posted on A2L
- * CP: Articles available in coursepack, which may be purchased at the campus bookstore.
- * The schedule is subject to change, but I will give you fair warning!

PART I: ARCHAEOLOGY & ANALOGY

JANUARY 4th: Syllabus Distribution and Video Hunt

Dr. Roddick out of town. Syllabus distributed. Spend class time looking for and watching ethnoarchaeology videos!

JANUARY 11th: Introductions and Early Ethnoarchaeology

CP: David and Kramer, *Ethnoarchaeology in Action*: Chapters 1-3.

A2L: Binford, L.R. 1967. "Smudge Pots and Hide Smoking: The Use of Analogy in Archaeological Reasoning." *American Antiquity* 32(1):1-12

JANUARY 18th: Knapping Tools

CP: Tringham, R. 1978. "Experimentation, Ethnoarchaeology, and the Leapfrog in Archaeological Methodology" in *Explorations in Ethnoarchaeology*: 169-199. Albuquerque: University of New Mexico Press.

A2L: Sillitoe, P., and K. Hardy. 2003. "Living Lithics: Ethnoarchaeology in Highland Papua New Guinea." *Antiquity* 77(297):555-566.

JANUARY 25: Butchering Animals

CP: Binford, L. R. 1978. *Nunamiut Ethnoarchaeology*, chapter 2: "Some General Considerations: Butchering Kill Sites, and Recording Procedures."

A2L: Gifford-Gonzalez, D. 2014. "Constructing Community through Refuse Disposal." *African Archaeological Review* 31: 339-382.

FEBRUARY 1: Making and Breaking Pottery

A2L: Arnold, D. 2010. "Ceramic Theory and Cultural Process after 25 years." *Ethnoarchaeology: Journal of Archaeological, Ethnographic, and Experimental Studies* 3(1):63-98.

A2L: David, N.J. et. al. 1988. "Why are Pots Decorated?" *Current Anthropology* 29(3):365-389.

A2L: Bowser, B. J. 2000. "From Pottery to Politics: An Ethnoarchaeological Study of Factionalism, Ethnicity, and Domestic Pottery Style in the Ecuadorian Amazon." *Journal of Archaeological Method and Theory* 7(3):219-248

** Your ethnoarchaeology film review is due today!

FEBRUARY 8th: Ethnoarchaeology and Time

A2L: Wylie, A. 1982. "An Analogy by Another Name is Just as Analogical: A Commentary on the Gould-Watson Dialogue." *Journal of Anthropological Archaeology* 1(4):382-401.

A2L: Dietler, M. 1993. "Living on Luo Time: Reckoning Sequence, Duration, History, and Biography in a Rural African Society," *World Archaeology* 25(2):248-260.

A2L: Stahl, A.B. 1993. Analogical Reasoning in Historical Perspective. *American Antiquity* 58 (2):235-260.

FEBRUARY 15th: HALF TIME: REFLECTIONS AND...DEBATE!

A2L: González-Ruibal, A. 2008. "The Time to Destroy: An Archaeology of Supermodernity." *Current Anthropology* 49:247-279.

(FEBRUARY 22nd: READING BREAK)

PART II: ARCHAEOLOGY IN AND OF THE 20th/ 21st CENTURY

MARCH 1: Some Thoughts on Garbage

CP: Rathje, W. 1981. "A Manifesto for Modern Material-Culture Studies." In *Modern Material Culture: The Archaeology of Us*. R. Gould and M. Schiffer, eds. Pp. 51- 56. New York: Academic Press.

A2L: Reno, J. 2009 "Your Trash Is Someone's Treasure: The Politics of Value at a Michigan Landfill." *Journal of Material Culture* 14(1): 29-46.

CP: Burström, M. 2009. *Garbage or Heritage: The Existential Dimension of a Car Cemetery*. In *Contemporary Archaeologies: Excavating Now*. Edited by C. Holtorf and A. Piccini, pp. 131-143. Frankfurt am Main: Peter Lang.

MARCH 8th: Re-thinking Places

A2L: Logan, A. I., and Cruz, M. D. 2014. "Gendered Taskscapes: Food, Farming, and Craft Production in Banda, Ghana in the Eighteenth to Twenty-first Centuries." *African Archaeological Review* 31:203-231.

A2L: Colwell-Chanthaphonh, C., and J. J. Ferguson. 2006. "Memory Pieces and Footprints: Multivocality and the Meanings of Ancient Times and Ancestral Places among the Zuni and Hopi." *American Anthropologist* 108(1):148-162. Online UF.

MARCH 15th: Modern Cities

CP: Miller, D. 2008. Prologue-ch.2. The Comfort of Things. Cambridge: Polity.

CP: Mayne, A. and T. Murray. 2001 The Archaeology of Urban Landscapes: Explorations in Slumland. In The Archaeology Of Urban Landscapes: Explorations in Slumland, A. Mayne and T. Murray, eds. Pp. 1-7. Cambridge: Cambridge University Press.

CP: Gonzales-Ruibal A. 2017. "Ruins of the South" in K. Ryzewski & McAtackney L. (ed.) *Contemporary Archaeology and the City: Creativity, Ruination, and Political Action*: 149-167. Oxford: Oxford University Press.

MARCH 22nd: Capitalism, Globalism and Supermodernity

CP: Pétursdóttir, Þ. and B. Olsen. 2014. "An Archaeology of Ruins". In *Ruin Memories: Materialities, Aesthetics and the Archaeology of the Recent Past*. London: Routledge.

A2L: Ryzewski, K. 2014. Ruin Photography as Archaeological Method: A Snapshot from Detroit. *Journal of Contemporary Archaeology* 1(1): 36-41.

A2L: Roddick, A.P. 2018 "Archaeologies of the Present and Sedimented Futures: Reflections from Lake Titicaca, Bolivia. *Journal of Contemporary Archaeology*.

MARCH 29th: Archaeologies of Crisis

A2L: De León, Jason 2013. Undocumented Migration, Use Wear, and the Materiality of Habitual Suffering in the Sonoran Desert. *Journal of Material Culture*.

A2L: Dawdy, S.L. 2006 The Taphonomy of Disaster and the (Re)Formation of New Orleans. *American Anthropologist* 108:719-730.

A2L: Hamilakis Y. 2016. Archaeologies of Forced and Undocumented Migration. *Journal of Contemporary Archaeology* 3(2): 121–294.

APRIL 5th: In class Presentations