INTRODUCTION TO ETHNOARCHAEOLOGY

Instructor: Nicholas David, ES 814, 220-6361, ndavid@ucalgary.ca
Classes: MWF 10:00-10:50 in ES 822

Calendar description: Ethnoarchaeology and analogical reasoning in archaeology. Survey of theoretical approaches and field methods. Case studies in several domains of material culture worldwide. Actual and potential contributions to archaeology and anthropology.

This **Outline** contains the syllabus for the course and much other important information. When and even before all else fails, read it!

Classes will mostly take the form of lectures with occasional seminars in which we discuss selected readings. Students will be assigned to lead these discussions.

Readings listed below are required unless stated otherwise. A bibliography of ethnoarchaeology is available on the WWW at <http://www.acs.ucalgary.ca/~ndavid/#3>.

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**Provisional listing of topics and readings**

1. **Ethnoarchaeology: its nature, origins, and history**
   Why ethnoarchaeology? An example from the Ucayali River, Peru. The plan of this course. The birth and definition of ethnoarchaeology. A historical sketch. The attractions of ethnoarchaeology.

2. **Theorizing ethnoarchaeology**
   Explanation in social science. Processual and contextual schools and styles of analysis. The cultural domain. Does ethnoarchaeology need a general theory of behavior?

3. **Analogy**
   The logic and practice of analogy. Time and ethnoarchaeological analogy. Wobst's and Gould's objections to analogy.

4. **Ethnoarchaeology and post-processualism**
   Different perspectives. Evidential constraints. Meaningful constitution. The theory of practice. From processualist reaction to possible synthesis?

5. **Fieldwork and ethics**
Types of ethnoarchaeological research. Polar methodologies: participant observation and questionnaires. Assessment of field methods. Challenges and methods: surviving fieldwork, language, assistants, reciprocity and compensation, the observer's presence, sampling, informants' responses, special techniques, practices, and methods, recording practices. Professional ethics and the ethnoarchaeologist, relations with hosts, sponsors, colleagues and students.


6. Human residues: entering the archaeological context.
Middle range theory from S to A. Deposits and sites. Cycling, curation, lifespan. Differential lifespans and the archaeological record. Natural garbage and discarded meanings. Abandonment.


7. Fauna
Fauna and their remains. Lewis Binford's Nunamiut studies. Recent developments: proportional representation of skeletal parts, taphonomy of vertebrate faunal remains. Symbolic behavior and faunal assemblages.


8. Subsistence
Maori: the rich sweet flavor of eel flesh. India: the mute threshing floor speaks. Thoughts on pastoralists. Farming and intensification.


9. Studying artifacts: functions and operating sequences


10. Taxonomy, classification. typology
Taxonomy, emics and etics. Artifacts as categories. A note on change.


11. Style, its functions, and the behavioral basis


12. Style and the marking of boundaries: contrasting regional studies


Hodder, I. 1982. Chap. 2 in Symbols in action: ethnoarchaeological studies of material culture. New York: Cambridge University Press. (Chaps 3-5 are recommended.)

13. Subsistence-settlement systems: hunter-gatherers and pastoralists


14. Subsistence-settlement systems: cultivators
Rarámuri: seasonally mobile farmers, Dr. Watson’s clues to Iranian prehistory, Baghestani agro-pastoralists, Kofyar: living together to farm together. Contrasts, mobility and sedentism.


15. Site structures and activities


16. Site structures among cultivators


17. Architecture
production of space.


18. Specialist craft production and apprenticeship

Examples of craft specialization: Ceramic studies, Khambhat beadmaking: socioeconomic and activity analysis approaches.


20. Trade and exchange


21. Mortuary practices

Mortuary practices, status, and ideology. The transformed worlds of Aliabad and Cambridge. Dirt, women and burial among the Nuba. The Hertzian triangle and Mandara ways of death.

22. Ideology, and systems of thought

23. Conclusions: ethnoarchaeology in context
Contributions to archaeological theory and practice. Career passages and the centrality of ethnoarchaeology. Lack of institutionalization, increasing maturity. The future. Reflexivity

Grades will be based upon:

Examinations and Grading

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<tr>
<th>Date</th>
<th>Exam Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Jan. 29th</td>
<td>First mid-term exam</td>
<td>25%</td>
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<tr>
<td>Mar. 9th</td>
<td>Second mid-term exam</td>
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<tr>
<td>Due Apr. 17th</td>
<td>Take home final exam</td>
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<td>Course participation</td>
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Grading scheme (%):

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Notes on grading (see p.39 of the Calendar):

- Writing, including presentation, spelling, grammar, and clarity of expression, and the grading thereof are factors in the evaluation of student work.
- No particular course component is required to be passed in order to pass the course as a whole.
- Assignments submitted after the deadline may be penalized with the loss of a grade (e.g., A- to B+) for each day late.
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**READING LIST**

There is no single text book. The following monographic studies and collections have been placed on reserve in the main library.


