ANTH 554I: Archaeologies of Landscape

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Spring 2011, Tuesday 1:15 – 4:15 pm Email: rvandyke@binghamton.edu
Office: Science I, Room 110B Office Hours: Thursday 1-3 pm

Course Description
Over the past decade, landscape has become a unifying trope for the study of space and place in archaeology. All human experience is spatialized, and landscapes encompass the intersection of the social, the emotional, and the material. Spaces – both architectural and natural – are socially constructed. Landscapes both create and reflect ideas about ourselves and our societies, our worldviews and our ideologies. But landscapes do not simply evoke meanings – they also constrain and order. Landscapes comprise the spatial milieu within which bodies and the social and material worlds interact and intersect, as identity and power are negotiated. Archaeologists working on monumental landscapes have turned their attention to landscape as a way to think about ancient ideologies, worldviews, and power relationships. And, in the Southwest U.S. and other post-colonial settings, archaeologists working with Indigenous peoples have developed the concept of cultural landscapes to weave together oral histories, migrations and traditional land use. The goal of this course is to provide students with a strong foundation in current landscape theory, epistemology, and interpretation. We will cover a range of topics intersecting with landscape, including social order, cosmography, political landscapes, ideologies, natural places, memory and the body.

Texts
The required readings for the course will come from journal articles and book chapters. These can be found on the electronic reserve pages on Blackboard. If articles are missing or if you have any problems, please let me know and I’ll correct the situation. In addition, you might find it useful to purchase the following optional text:
• David, Bruno and Thomas, Julian, editors (2008) Handbook of Landscape Archaeology. Left Coast Press, Walnut Creek, California.

Evaluation
Grades are based on your response papers, class participation, presentation, and research paper. Students taking the course for 4 credits are expected to complete all course assignments. Students taking the course for 1 credit will be evaluated solely on class participation.

Response papers: 35%
Participation: 25%
Presentation: 10%
Research Paper: 30%

Response Papers (35%)
You are asked to write a total of 8 response papers related to the assigned readings. The first 4 of these papers should be submitted before the midterm; the second 4 should be submitted after the midterm. Your response papers should draw together the readings for the week, pulling out what you see as one or two key themes treated in the assigned readings. I am looking for thoughtful synthesis and critical engagement with the ideas. The emphasis for these papers is on thinking critically and reflectively – you are not asked to summarize the readings. Writing the papers should help you organize your thoughts and prepare for class. Papers for each topic are due in class on the day of the discussion. Papers should be approximately 1200 words in length (about 2-3 double-spaced pages, with 1” margins and 11-12 point fonts. Please use in-text citations and include a “references cited” section in all papers. Please use American Antiquity format.
Participation (25%)
All students are expected to attend all class meetings. All students are expected to have completed the readings prior to class meetings and come prepared to synthesize and discuss them in depth. This requires that you come prepared with something to stimulate and contribute to conversation (e.g., cross-cutting themes, questions, or critiques). Because this is a small seminar, it is vital that students come to class ready to participate in discussion. You will be evaluated on the quality of your contributions. If you are taking the course for one credit, this is the sole basis of your grade – therefore I expect you to be present and vocally engaged at every class meeting, including the course presentation day – failure to do so will cost you points.

Presentation (10%)
You are asked to give the class a conference-style talk on your research paper topic. Your talk is limited to 15 minutes in length. You should incorporate visual materials (e.g., MS Powerpoint, etc). Spoken talks are different from written papers – please do NOT read. Presentations will take place on the last day of class, Tuesday, May 10.

Research Paper (30%)
You are responsible for choosing a topic on which to write a 15-20 page research paper (exclusive of references). Your paper should be focused around a research issue in landscape archaeology that interests you. It is to your benefit to choose a topic relatively early in the semester so that you can begin your research as soon as possible. Potential topics are subject to professorial approval. Please use American Antiquity citation format, 1” margins, and 11-12 point fonts. Further details and discussion of this assignment will be provided in class. The paper is due in my office by 5 pm on Tuesday, May 17.

General grading detail for written assignments:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Comments</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent. Well-written, clearly communicated, demonstrates a clear understanding of material and shows critical and creative thinking.</td>
</tr>
<tr>
<td>B/B+/A-</td>
<td>Good to very good. Fulfilled the assignment, with a few minor improvements suggested. Shows understanding that goes beyond simple definitions.</td>
</tr>
<tr>
<td>C/C+/B-</td>
<td>Basically completed the assignment as required, but little more. General understanding demonstrated.</td>
</tr>
<tr>
<td>D/C-</td>
<td>Content missing and limited demonstration of understanding.</td>
</tr>
<tr>
<td>F</td>
<td>Missing significant content or did not follow guidelines. Major omissions and no understanding demonstrated.</td>
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Schedule & Reading List

January 25: **Space & Place**

February 1: **Spaces as Containers**

February 8: **Towards Meaningful Places: Symbolism, Ideology, Phenomenology**

February 15: **Grappling with Phenomenology**
- Brück, Joanna (2005) Experiencing the Past? The Development of a Phenomenological Archaeology


Optional:


February 22: **Cosmologies**


March 1: **Taskscapes & Daily Practice**


March 8: **Natural Places**


• Optional:


• Additional rock art articles using diverse approaches are found in October 2010 *American Antiquity*.

March 15: **Visibility & Surveillance**


March 22: **SPRING BREAK**

March 29: **Roads, Trails, Connections, Movement**


• Optional:


April 5: **Political Landscapes**


April 12: More Monumentality

April 19: EASTER BREAK

April 26: Social Memory & Biographies of Place

Optional:

May 3: TBA – Students’ Choice!

May 10: PRESENTATIONS

May 17: Research Paper due at 5 pm, my office