

PRINCIPLES OF ARCHAEOLOGY  
ANTH 6301  
SUNDAY EISELT  
TUESDAY/THURSDAY 2:00 PM TO 3:20 PM  
HEROY BUILDING ROOM 436  
SPRING 2009



### **Course Organization and Requirements**

This course is concerned with the nature and epistemological basis of archaeological knowledge, and with the theoretical and methodological approaches that are employed in the study of the past. The course has two primary objectives: 1) to provide an overview of the major theoretical and methodological issues that have characterized the continuing development of contemporary archaeology; and 2) to examine critically the process by which theory, method, and data are integrated in the design and conduct of archaeological research.

The course meets twice a week, on Tuesday and again on Thursday from 2:00 to 3:20. Tuesdays will follow a seminar format. All readings for the week are due on this day and will be discussed. Thursdays will follow a lab format. We will work on the various projects for the course during these sessions. Instruction will focus on software and analytical issues and will require a laptop.

*Please bring your laptop to class every day. If you do not have a laptop, one will be provided to you.*

### **Guidelines for reading theory**

Class lectures and discussions are focused on elucidating major theoretical developments and debating their assumptions. This requires a structured reading of the literature that synthesizes not only the general content of assigned readings, but also the ongoing dialog between researchers, how theories relate to each other, and how they are part of a larger social context and history of thinking about archaeology. To facilitate this understanding, we will develop a “flow chart” of ideas and concepts as we go through the class. This requires that you focus your note-taking on the following key points.

1. Note and briefly define concepts or approaches and theories that are mentioned in the text (e.g. contextual archeology, materialization, functionalism, etc.)
2. Note how these concepts/approaches/theories compare with or contrast to each other or to closely related concepts.
3. Note the major practitioners
4. Make note of temporal developments (e.g. dates of key publications, rise and fall in publications over time, etc.)

### **Required Texts:**

1. Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA
2. Hodder, Ian ed. (2001). *Archaeological Theory Today*. Polity Press, MA.
3. Renfrew, Colin and Paul Bahn eds. (2005). *Archaeology, the Key Concepts*. Routledge, NY

*Remaining readings are available on line or will be made available as PDFs in cases that include chapters of edited volumes*

### **Projects**

Three projects will be completed over the course of the semester.

1. **Personal Web Site:** You will create a personal web site of your own using software of your choice. This exercise contributes to professional development through familiarization with basic web-based and hypertext skills. Additional instruction will be provided in class. In the meantime, examples of past student web sites may be viewed at:
  - a. <http://www.gradstuds.com/Albert%20Gonzalez/>
  - b. <http://www.gradstuds.com/Diana%20Fridberg/>
  - c. <http://www.seiselt.com/gradstuds/maryjaneacuna/index.html>
  - d. <http://www.gradstuds.com/Andrew%20Boehm/>
2. **Literature Review:** Using a coding sheet developed for this exercise, you will download and analyze abstracts and titles for between 100 and 150 articles. This exercise helps to broaden the scope of disciplinary knowledge while exploring key

terms, approaches, and trends in the literature. Additional instruction will be provided in class.

Theory Web Site: This exercise is a more in-depth exploration of a specific theoretical topic. Additional information is available below under the heading, SMU Theory Web Site. Additional instruction will be provided in class, and past projects are available for viewing at: <http://www.seiselt.com/smutheory/>.

### **Web Building and Hosting**

- Web hosting will be provided for web-based projects using Bluehost (<http://www.bluehost.com/>).
- A number of web building programs are available for use in the projects, but I recommend Web Builder WYSIWYG (What-You-See-Is-What-You-Get). The program is simple, inexpensive and effective. A fully functional 30 day free trial is available at: <http://www.wysiwygwebbuilder.com/>. The program may be downloaded for \$39.95 and comes with several licenses that may be shared

## **SCHEDULE**

### **Week 1, Introductions**

Introduction to course content, projects and software

### **Week 2, Epistemology**

#### **Tuesday**

Renfrew, Colin and Paul Bahn (2005). *Archaeology, the Key Concepts* Routledge, NY.

- **Read:** Epistemology (pp. 89-94).

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 1: Common Sense is Not Enough (pp. 1-11).

Trigger, Bruce (1998). Archaeology and Epistemology: Dialoguing across the Darwinian Chasm. *American Journal of Archaeology*, Vol. 102(1):1-34.

Hegmon, Michelle (2003). Setting Theoretical Egos Aside: Issues and Theory in North American Archaeology. *American Antiquity* Vol. 68(2), pp. 213-243.

A. Mark Pollard and Peter Bray (2007) A Bicycle Made for Two? The Integration of Scientific Techniques into Archaeological Interpretation. *Annual Review of Anthropology* 36:245–59

#### **Thursday:**

**NO CLASS: FOLLOWS MONDAY SCHEDULE**

### **Week 3, Major Paradigms: Culture History, Processualism, Post-Processualism**

#### **Tuesday**

O'Brien, Michael J., R. Lee Lyman, and Michael Brian Schiffer (2005). *Archaeology as a Process: Processualism and Its Progeny*. The University of Utah Press, Salt Lake City, UT.

- **Read:** Chapter 1: The Old Archaeology (pp. 8-35)

Renfrew, Colin and Paul Bahn (2005). *Archaeology, the Key Concepts*. Routledge, NY

- **Read:** Processual Archaeology (pp. 212-219)  
Post-Processual and Interpretive Archaeology (pp. 207-211).

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 2: The New Archaeology (pp. 12-33).  
Chapter 3: Archaeology as a Science (pp. 34-47)  
Chapter 7: Postprocessual and Interpretative Archaeologies (pp. 98-115).

#### **Assignment:**

Create a table that presents the major similarities and differences between each of the three major paradigms of 20<sup>th</sup>-century archaeology. Organize these differences by categories (e.g. ontology, epistemology, methodologies, view of culture, view of change, etc.)

## Thursday

Introduction to web software and discussion of digital media. In preparation, please review or read the following

- Review: <http://publishingarchaeology.blogspot.com/>
- Read: Archaeological Representation: The Visual Conventions for Constructing Knowledge by Stephanie Moser, in *Archaeological Theory Today*, edited by Ian Hodder (2001).
- Read: Seeing the Past: Visual Media in Archaeology, by Ruth Van Dyke. *American Anthropologist*, Vol. 108(2), pp. 370–384 (2006)

## **Week 4, February 6: Comparative and Systems Approaches**

### Tuesday

Renfrew, Colin and Paul Bahn (2005). *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Systems Thinking (pp. 259-264).  
Cultural Evolution (pp. 49-54).  
Holistic and Contextual Archaeology (pp. 141-146)  
Simulation (pp. 224-230)  
Non-Linear Processes and Archaeology (pp. 182-186)

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 5: Culture as System (pp. 64-84).  
Chapter 9: Archaeology and Evolution (pp. 132-148)

Marcus, Joyce (2008) The Archaeological Evidence for Social Evolution. *Annual Review of Anthropology*, Vol. 37:251-266.

Lansing, J. Stephen (2003). Complex Adaptive Systems. *Annual Review of Anthropology*, Vol. 32:183-204.

Brumfiel, Elizabeth M. Distinguished Lecture in Archeology: Breaking and Entering the Ecosystem - Gender, Class, and Faction Steal the Show. *American Anthropologist*, New Series, Vol. 94(3):551-567.

### Thursday

Work on web sites: come with text (bios, projects, etc.) to be featured on your site along with a selection of digital images.

Review other web sites for web designs prior to class.

- Prior to class, review web design tips as: [http://www.entheosweb.com/website\\_design/webdesign\\_tips.asp](http://www.entheosweb.com/website_design/webdesign_tips.asp)

## **Week 5, Middle Range, Behavioral, and Evolutionary Approaches**

### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts* Routledge, NY.

- **Read:** Darwinian Archaeology (pp. 58-63).  
Archaeological Formation Processes (pp. 121-127)

Hodder, Ian (2001). *Archaeological Theory Today*. Polity Press, MA.

- **Read:** Behavioral Archaeology: Toward a New Synthesis by Vincent M. La Motta and Michael B. Schiffer, pp. 14-64.

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 4: Testing, Middle-Range Theory and Ethnoarchaeology (pp. 48-63)

Shennan, Steven (2008). Evolution in Archaeology. *Annual Review of Anthropology* 37(1)

Schiffer, Michael B. (1996). Some Relationships between Behavioral and Evolutionary Archaeologies. *American Antiquity*, Vol. 61(4):643-662.

O'Brien, Michael J., R. Lee Lyman; Robert D. Leonard (1998). Basic Incompatibilities between Evolutionary and Behavioral Archaeology *American Antiquity*, Vol. 63(3):485-498.

Broughton, Jack M. and James F. O'Connell (1999). On Evolutionary Ecology, Selectionist Archaeology, and Behavioral Archaeology. *American Antiquity*, Vol. 64(1):153-165.

#### Thursday

- Discussion of Theory Web Site project: Select your topic prior to this class
- Introduction to Literature survey project:

### **Week 6, Ecology and Landscape**

#### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Ecological Archaeology (pp. 79-84)  
Environmental Archaeology (pp. 85-89)  
Thinking About Landscape (pp. 156-159)

David Bruno and Julian Thomas (2008). Landscape Archaeology: Introduction. In *Handbook of Landscape Archaeology*, edited by David Bruno and Julian Thomas

Thomas Patterson (2008). A Brief History of Landscape Archaeology in the Americas. In *Handbook of Landscape Archaeology*, edited by David Bruno and Julian Thomas

John Kantner (2008) The Archaeology of Regions: From Discrete Analytical Toolkit to Ubiquitous Spatial Perspective. *Journal of Archaeological Research*, 16(1)

Hardesty, Donald (2007) Perspectives on Global-Change Archaeology. *American Anthropologist*, Vol. 109(1): 1-7.

Hayashida, Frances M. (2005) Archaeology, Ecological History, and Conservation. *Annual Review of Anthropology*. Vol. 34:43-65

#### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion  
Theory Web Site Project: Discuss Progress

### **Week 7: Structure, Symbol, and History**

#### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Materialism, Marxism, and Archaeology (pp. 163-171)  
Symbolic and Structuralist Archaeology (pp. 254-259)

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 10: Archaeology and History (pp. 149-161)
- **Read:** Chapter 11: Archaeology in a Postmodern World

Shanks, Michael (2007). Post-Processual Archaeology and After. In, *Handbook of Archaeological Methods and Theories*, edited by Christopher Chippindale and Herbert Maschner. Altamira Press.

Alexander A. Bauer (2002) Is what you see all you get? Recognizing Meaning in Archaeology. *Journal of Social Archaeology*. Vol 2(1): 37-52

Johnsen, Harald and Bjørnar Olsen (1992) Hermeneutics and Archaeology: on the Philosophy of Contextual Archaeology. *American Antiquity* 57(3):419-436.

Wilkie, Laurie A. and Kevin M. Bartoy (2000). A Critical Archaeology Revisited. *Current Anthropology*, Vol. 41(5):747-777.

#### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion  
Theory Web Site Project: Discuss Progress.

#### **Week 8, NO CLASS SPRING BREAK**

#### **Week 9, Material Engagement and Materialization**

##### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Social Archaeology (pp. 235-240)  
Material Engagement and Materialization (pp. 159-163)

Taylor, Timothy (2007). Materiality. In, *Handbook of Archaeological Theories*, edited by Alexander Bentley, Herbert D. G. Maschner and Christopher Chippindale. Altamira Press, Lanham.

Hurcombe, Linda (2007). A Sense of Materials and Sensory Perception in Concepts of Materiality. *World Archaeology* Vol. 39(4):532-545

Gosden, Chris and Yvonne Marshall (1999). The Cultural Biography of Objects. *World Archaeology* Vol. 31(2):169-178.

Pfaffenberger, Bryan (1992). Social Anthropology of Technology. *Annual Review of Anthropology*, Vol. 21. (1992), pp. 491-516.

##### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion  
Theory Web Site Project: Discuss Progress

#### **Week 10, Cognitive Archaeology and the Analysis of Skill**

##### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Cognitive Archaeology (pp. 41-45)  
Mental Modularity (pp. 171-176)  
Innovation and Invention – Independent Event or Historical Process (pp. 151-155)  
The chaîne opératoire (pp. 25-29)

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 6: Looking at Thoughts (pp. 85-97)

Hodder, Ian (2001). *Archaeological Theory Today*. Polity Press, MA.

- **Read:** Archaeological Theory and the Theories of Cognitive Evolution, by Steven Mithen (pp. 98-121)

*Volume 15(1) of the Journal of Anthropological Method and Theory (2008) featured a series of articles on the concept of skill and learning. Read the introductory article and select two additional articles for discussion in class.*

##### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion  
Theory Web Site Project: Discuss Progress

## **Week 11, Agency and the Archaeology of Tradition**

### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Agency (pp. 3-7)  
Habitus (pp. 133-137)  
Theory of Social Practice (pp. 240-243)  
Notions of the Person (pp. 186-191)  
Phenomenological Archaeology (pp. 201-207)

Gardner, Andrew (2007). Agency: Theoretical Approaches, Methodological Implications. In, *Handbook of Archaeological Theories*, edited by Alexander Bentley, Herbert D. G. Maschner and Christopher Chippindale. Altamira Press, Lanham.

*Volume 40(3) of World Archaeology (2008) featured a series of articles on the concept of tradition. Read the introductory article and select two articles for discussion in class.*

### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion

Theory Web Site Project: Discuss Progress

## **Week 12, The Archaeology of War and Violence**

### Tuesday

Guserson, Hugh (2007) Anthropology and Militarism. *Annual Review of Anthropology* Vol. 36, 155-175

Gilchrist, Roberta (2003). Introduction: Towards a Social Archaeology of Warfare. *World Archaeology*, Vol. 35(1). The Social Commemoration of Warfare

*Volume 40(3) of the Journal Archaeologies (2008) featured a series of articles featuring the concept of warfare and violence. Read the introductory article and select two additional articles to read for discussion in class.*

*Using the internet, investigate the news and major professional debates surrounding archaeological involvement in Middle East wars.*

### Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion

Theory Web Site Project: Discuss Progress

## **Week 13, Archaeologies of Gender and Identity**

### Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Feminist Archaeology (pp. 116-121)  
Gender Archaeology (pp. 127-133)

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 8: Archaeology and Gender (pp. 116-131)

Jones, Sian (2007). Ethnicity: Theoretical Approaches, Methodological Implications. In, *Handbook of Archaeological Theories*, edited by Alexander Bentley, Herbert D. G. Maschner and Christopher Chippindale. Altamira Press, Lanham.

Voss, Barbara (2008) Sexuality Studies in Archaeology. *Annual Review of Anthropology* 37(1).

Baxter, Jane (2008) *The Archaeology of Childhood*. *Annual Review of Anthropology* Vol. 37(1)

*The 2008 Archaeological Papers of the American Anthropological Association Vol. 18(1) was dedicated to the issue of gender binaries and assumptions. Read the introductory chapter and select one additional article to read for discussion in class.*

Thursday

Literature Survey Project continued. Come to class having coded at least 20 articles for discussion  
Theory Web Site Project: Discuss Progress

**Week 14, NO CLASS SAAs**

**Week 15, Post-Colonial and Alternative Archaeologies**

Tuesday

Renfrew, Colin and Paul Bahn. (2005) *Archaeology, the Key Concepts*. Routledge, NY.

- **Read:** Indigenous Archaeologies (pp. 146-151).

Hodder, Ian (2001). *Archaeological Theory Today*. Polity Press, MA.

- **Read:** Postcolonial Archaeology: Issues of Culture, Identity, and Knowledge, by Chris Gosden (pp. 241-261)

George Nicholas and Julie Hollowell (2008). Ethical Challenges to a Postcolonial Archaeology: The Legacy of Scientific Colonialism. In, *Archaeology and Capitalism: From Ethics to Politics* by Yannis Hamilakis and Philip Duke. Berg Press.

*Volume 4(1) of the journal Archaeologies includes a series of papers on Indigenous Knowledge. Select two articles to read for discussion in class.*

Johnson, Matthew (1999). *Archaeological Theory: An Introduction*. Blackwell Publishers, MA

- **Read:** Chapter 12: Conclusion: Conflict and Consensus (176-187)

Thursday

Theory Page Presentations

**THE SMU THEORY WEB SITE**  
S. Eiselt  
ANTH 6301 Principles in Archaeology  
Spring 2008

The use of computers in archaeology is entering a new phase of unparalleled development, moving from a specialist methodology on the margins to a powerful practical and analytical tool used across all areas of archaeological interest. One area that has seen considerable growth in recent years is digital publishing and the use of the Internet to visualize and communicate archaeological findings to the general public. The final project for this class introduces the basics of web page production through the creation of a web site focused on a theoretical issue of your choosing. Your site will be added to the SMU archaeology theory web pages created by previous students. Evaluation of your project will be based on the quality of the background research, your writing abilities, and the visual presentation of your work on the web, including visual aids and the logic of web design and ease of navigation.

The project has four components: 1) a main theory page, 2) five bio sketches dedicated to major practitioners of the theory, 3) an extended bibliography of one practitioner of the chosen theory, and 4) and a (briefly) annotated bibliography of 10 major works. Requirements for each component are detailed below. Examples of previous student projects are available at:

<http://smuththeory.googlepages.com/>

I am currently migrating this site to a better server and will be working on other improvements and efforts to have this site hosted on the SMU Anthropology web space.

### **Personal Web Page**

In preparation for this final project, you will be required to produce a web page for yourself, detailing your interests, professional activities, and educational background in archaeology. This site should have at least three separate pages, navigation bars, photographs, and linked PDFs including CVs, publications, reports, or projects.

### **The Following Readings are Required**

Moser, Stephanie (2001). Archaeological Representation: The Visual Conventions for Constructing Knowledge. In *Archaeological Theory Today*, edited by Ian Hodder, pp. 262-283. Polity Press, MA.

Van Dyke, Ruth M. (2006). Seeing the Past: Visual Media in Archaeology. *American Anthropologist*, Vol. 108(2):370–384

### **Additional Information and Tutorials on Web Design are Available at:**

<http://webstyleguide.com/index.html>

[http://universalusability.com/access by design/index.html](http://universalusability.com/access_by_design/index.html)

### **Due Dates**

Your personal web site will be due during the beginning of the semester. Other components of the theory project will be due as the semester progresses (see schedule).

### **Outside Examples**

Inspiration for the Web Page project comes from two web sites. You should visit these sites for examples of how your work might be formatted and what it should include (generally). These pages also provide useful information that will help you understand the anthropological theories that inform archaeological work in the U.S. and Europe.

1. Indiana University Anthropology Department's *Theory in Anthropology* <http://www.indiana.edu/~wanthro/theory.htm>
2. Department of Anthropology, College of Arts and Sciences, the University of Alabama. *Anthropological Theories: A Guide Prepared by Students for Students*  
<http://www.as.ua.edu/ant/Faculty/murphy/436/anthros.htm>

Inspiration for the bio sketches comes from: [www.theory.org.uk](http://www.theory.org.uk): *Social Theory for Fans of Popular Culture: Popular Culture for Fans of Social Theory*. Visit this web site to see their on-line “trading cards” at: <http://www.theory.org.uk/cards.htm> . This web site also may contain information relevant to a better understanding of social theory that informs (in some cases) archaeological work in the U.K. and U.S.

## Software Requirements

The recommended web design software for this project is WYSIWYG Web Builder Vers. 5.0.2 by Pablo Software Solutions. The program is available for downloading at: <http://www.wysiwygwebbuilder.com/>. The cost of the program is \$39.95. The license gives you the ability to install the program on three different computers simultaneously over an (unspecified) period of time, after which you can re-install them on another three without violating the license. You can also download a fully-functional version of the program for a 30 day free trial. Web Builder provides you with very simple and flexible “what-you-see-is-what-you-get” interface and is the best program on the market for this price.

The Web Builder program does not allow you to create original artwork. This should be done in Adobe Illustrator. Adobe Photoshop or some other photo imaging software also may be required. Both programs are installed on the Ceramics Lab computer and on the computers available to students in the Department.

I will provide additional tutorials on imaging and web based software as needed during the first few weeks of class. I also will provide you access to my host site at: <http://www.bluehost.com/> for uploading your published files.

## Project Components

### Part 1. Theory Main Page

This section should be comprised largely of (1) narrative text, broken into the major headings listed below, (2) that is somewhere between 1,000 and 3,000 words – not including leading figures, key works, web pages, or cited references (h through k below) - and (3) aided through the use of charts (incl. flow-charts), tables, and/or digital photographs.

- a. *What is it (basic premises) – This list is provided is a guide only*
  - i. Views of culture? – adaptive, symbolic, N/A, etc.
  - ii. Loci of culture or behavior – inside the individual or outside
  - iii. Sources of data and/or prominent methodologies
  - iv. Effective arenas (e.g. good for some types of data not others)
  - v. Borrowed ideas/overlap with other theories
  - vi. How is it situated in the Culture History – Processual – Post-processual progression and why should it be considered part of one or the other. This section requires that you know something about each of these general theories – so keep working on your charts as a group.
  - vii. Major methodologies and/or technologies
  - viii. How change is viewed if at all
- b. *Origins and History*
  - i. Bracketed loosely in time
  - ii. Historical trends and developments noted
  - iii. *May show a staged development that should be identified*
- c. *Cultural Context (what going on in the world at the time that may have had a bearing on the content/direction)*
  - i. Global politics?
  - ii. Social/humanitarian rights?
  - iii. Wars?
  - iv. Federal or national policies?
  - v. New Pervasive Technologies
- d. *Early Influences/Ancestors – may include other archaeological theories, anthropological approaches/theories, or methods developed in other disciplines (sociology, geology, etc.)*
- e. *Current Trends (Descendants)*

- f. *Accomplishments – how has the archaeology community benefited?*
- g. *Criticism/Points of Reaction – what are its drawbacks and who are some of the critics?*
- h. *Leading Figures (should include digital photographs if possible). List at least five*
- i. *Key Works/Publications: (may include digital photos of books - At least 10 articles, books, or both). Include why they are important in a short – 1-3 line synopsis.*
- j. *Are there any organizations or official web sites? List Do any of the leading figures have web sites? List and provide real links.*
- k. *References cited: what you used to compile your information including publications and internet resources.*

## Part 2. Bio Sketches

For this portion of the project, you are required to create **five** bio sketch pages. These should feature individuals that have made major contributions to the field of archaeology; either in the development of new theories, new and novel methodologies, ethical standards, or the deeper understandings of regional areas and chronologies. Their major contributions or the projects and insights they contributed should be noted. The text is limited to between 60 and 80 words, and should include a digital image of a person, place or graphic that represents the individual or their concepts and work. Search Google Images for assistance finding digital photos or scan photos from a book. Individuals should be from the same school of thought as the theory you have chosen for the web page – They can be the same people listed in your “Leading Figures” section of Part 1.

## Part 3: Extended Biography

This biography should include a 300-1000 word essay on the life history and interests of a major contributor to Archaeological Theory (see list below). You should be able to find a lot on the internet (either through on-line interviews, obituaries, personal web pages, university web pages) and also in published obituaries from journals, festschrift volumes, or autobiographies. Minimally include the following.

1. Personal Data
  - Current Positions
  - Degrees and Previous Positions
  - Specialization
  - Fieldwork
2. Basic Concepts and Accomplishments
3. Publications (books, articles, edited volumes, editorials)
4. Web site

## Part 4. Annotated Bibliography

In addition to the references cited on the main theory page, you should provide a briefly annotated bibliography of 10 major works for the theory. This may include key articles or books (no reviews or review articles). Provide illustrations of books if available.

### **A Partial List of Theoretical Topics/Themes**

Behavioral Archaeology  
 Ethnoarchaeology  
 Experimental Archaeology  
 Evolutionary (Darwinian) Archaeology  
 Evolutionary/Behavioral Ecology  
 Landscape Archaeology  
 Praxis/Structuration  
 Agency/Structuration  
 Cognitive Archaeology

Social Evolution  
Systems Theory  
Feminist/Critique  
Tribal/Indigenous Archeology  
Formalist/Substantivist Debate  
Style/Function Debate  
Technological Style (can include *Chaine de Operatoir*)  
Cognitive Evolution  
Structuralism/Space Syntax  
Phenomenology  
World Systems Theory  
Migration/Diffusion  
Historical Processualism and Processual-Plus  
Marxism  
Contextual Archaeology  
Annales School  
Long dureé  
Archaeology of the Body  
Biography of Objects  
Social Lives of Objects  
Social Archaeology  
Archaeological Life-histories