

ANTH 204
Archaeology
Panel assignment
Fall 2009

As discussed on the first day of class, you may sign up for the group presentation or paper option to carry out the panel assignment, which allows you to explore one significant archaeological site, artifact, or development in the field more intensively. The sign up sheet for the different topics will be posted on my office door (MacVicar 118b) at noon on Monday, September 12th.

Group presentation option

For this assignment, each group must answer the set of questions provided, but the way you deliver the information will be your decision. For example, you may create a play, stage a debate, make a film, develop an interactive game or exercise, or create a musical number for your presentation. Each member of the group is expected to participate in all phases of the project. You will receive a group grade and an individual grade for the presentation. The group grade will be based on the quality of the content and the creativity shown by the group as a whole; and the individual grade will be based on an assessment of your individual contribution to the project. In addition to the presentation, you will also be required to submit an individual and peer assessment form (posted on Blackboard) that will have you summarize and assess your contributions to the project and the contributions of your groupmates. This will be due at the time of your presentation.

Paper option

In the paper (which must be 3-4 pages, 12 pt, double-spaced), each individual who chooses this option must answer all of the questions posed in one of seven panel assignments provided. Your grade for the assignment will be based on the completeness and quality of your answers (in terms of content and writing). Your paper must demonstrate that you have thoroughly researched the questions using the sources provided. It must have a clear structure (with an introduction, body, conclusion, and citations), and it must follow the citation guidelines posted on Blackboard. It will be due on the same day that the corresponding presentation takes place; the due date for each panel is specified below. You must turn in the paper at the start of that class period, and late papers will be penalized 10 pts (out of 100) for every day that they are late.

See attached pages for topics, questions, and sources. Most of the sources are available online or in your library. Use them as starting points for answering the assigned questions.

Any questions? Please meet with me during my office hours: Monday/Tuesday 10 am – noon or by appointment, MVC 118b.

PANEL #1: “VENUS” FIGURINES (OCTOBER 8th)

1. In general, what do the “Venus” figurines look like? What were they made of? Where have they been found (i.e. What country? What types of sites?)? What time period do they date to?
2. In more detail, describe some of the more recent figurines discovered. Discuss their form and the context of their discovery.
3. How have different archaeologists explained the figurines’ function(s)? Have interpretations of the objects changed over time? Explain.
4. What evidence have archaeologists used to make their arguments relating to function?
5. Why have these figurines received so much attention from archaeologists and others? Why are they so significant to human history?

Sources to start with:

Bradshaw Foundation

2009 Ice Age Art, Electronic document, <http://www.bradshawfoundation.com/sculpture/figurines.php>.

Conard, Nicholas J.

2003 Palaeolithic ivory sculptures from southwestern Germany and the origins of figurative art. *Nature* 426:830-832.

Dobres, Marcia Ann

1996 Venus figurines. *In* Oxford Companion to Archaeology. B. Fagan, ed. Pp 740-741. Oxford: Oxford University Press.

Nelson, S.M.

1990 Diversity of the Upper Paleolithic 'Venus' Figurines and archaeological mythology. *Anthropological Papers of the American Anthropological Association* 2:11-22. American Anthropological Association: Washington, DC.

Pringle, Heather

1998 New Women of the Ice Age. Electronic document, <http://discovermagazine.com/1998/apr/newwomenoftheice1430>

PANEL #2: STONEHENGE (October 15th)

1. How has the look of Stonehenge changed over time? Describe the different phases of building that took place at Stonehenge.
2. What have been the different theories (popular and scholarly) for how the makers moved and raised the stones of Stonehenge?
3. How have more recent scholars gone about testing their hypotheses about Stonehenge's construction? Explain.
4. What are the most recent theories for how Stonehenge was used?
5. What evidence have archaeologists used to support their theories on Stonehenge's function?

Sources to start with:

BBC

2008 Stonehenge – The Healing Stones, electronic document,
<http://www.bbc.co.uk/history/programmes/stonehenge/>

Engineering Timelines

2009 Moving large stones in the Neolithic Age. Electronic documents, http://www.engineering-timelines.com/how/stonehenge/stonehenge_01.asp.

Parker-Pearson, M., Pollard, J., Richards, C., Thomas, J.A., Tilley, C. F., Welham, K. and Albarella, U.

2006 Materializing Stonehenge: The Stonehenge Riverside Project and new discoveries. *Journal of Material Culture*, 11:1/2, pp. 227-261.

Public Broadcasting Service

2000 Secrets of Lost Empires: Stonehenge, electronic document,
<http://www.pbs.org/wgbh/nova/transcripts/2403stone.html>

National Geographic Channel

2009 Stonehenge Decoded, electronic document, <http://channel.nationalgeographic.com/episode/stonehenge-decoded-3372>

PANEL #3: CLASSIC MAYA COLLAPSE (October 22nd)

1. When and where did the Classic Maya flourish? In general, describe the major aspects of Classic Maya culture (e.g. architecture, political and social organization, foodways, customs).
2. Describe at least two major centers of Classic Maya culture.
3. How have different scholars explained the Classic Maya collapse?
4. What different categories of evidence have archaeologists used to support their theories on the Classic Maya collapse? Explain how they support or contest the theories of collapse.

Sources to start with:

Diamond, Jared.

2004 The Maya Collapses. *In* Collapse: How Societies Choose to Fail or Succeed, J. Diamond, Ed. New York: Viking.

Gugliotta, Guy

2007 The Maya: Glory and Ruin; Saga of a civilization in three parts: The rise, the monumental splendor, and the collapse. Electronic document, <http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/gugliotta-text>.

Hearn, Kelly

2008 Maya Rituals Caused Ancient Decline in Big Game. Electronic document, <http://news.nationalgeographic.com/news/2007/11/071115-maya-sacrifice.html>.

Pringle, Heather.

2009 A New Look at the Mayas' End. *Science* 324:454-456.

PANEL #4: BOG BODIES (October 29th)

1. Where have Bog Bodies been found? Provide a general overview of the types of bodies found. What time period do they date to?
2. Describe how bog bodies have been discovered and why they have been preserved.
3. How have archaeologists explained the Bog Bodies? Who were they? How did they die? Why did they die?
4. What do the Bog Bodies tell us about the social organization of the groups under study?
5. What evidence have archaeologists used to answer the questions mentioned in #3 and #4?

Sources to start with:

Archaeology Institute of America

1997 Bodies of the Bogs. Electronic document, <http://www.archaeology.org/online/features/bog/>

Bahn, Paul G.

2003 Written in bones: how human remains unlock the secrets of the dead. Toronto: Firefly Books.

BBC

2006 Meeting the Bog Bodies. Electronic document,

http://www.bbc.co.uk/history/programmes/timewatch/diary_bog_01.shtml

Lange, Karen

2007 Tales from the Bog. Electronic document, <http://ngm.nationalgeographic.com/2007/09/bog-bodies/bog-bodies-text.html>.

Public Broadcasting Service.

2006 Tollund Man. Electronic document, <http://www.pbs.org/wgbh/nova/bog/tollund.html>.

PANEL #5: FIVE POINTS (November 5th)

1. Where is Five Points? What is there now?
2. Describe the popular stereotypes that have existed about the neighborhood of Five Points. Where did these stereotypes come from?
3. Why did archaeologists dig up Five Points? What types of sites were excavated in Five Points? Describe them (e.g. who lived there? Were they businesses? Households? Etc.? What time period do they date to?)
4. Describe a range of artifacts and features found during the excavations.
5. Describe the conclusions archaeologists made about what they found. How did their findings compare with the popular stereotypes that exist about the neighborhood?

Sources to start with:

Cantwell, Anne-Marie E., and Diana diZerega Wall.

2001. *Unearthing Gotham: the archaeology of New York City*. New Haven: Yale University Press.

Chamberlain, Ted

2003 "Gangs of New York": Fact vs. Fiction. Electronic document,

http://news.nationalgeographic.com/news/2003/03/0320_030320_oscars_gangs.html

GSA

1996 The Five Points Site. Electronic document, <http://r2.gsa.gov/fivept/fphome.htm>.

Schablitsky, Julie M. (ed.)

2007 *Box office archaeology: refining Hollywood's portrayals of the past*. Walnut Creek, Calif: Left Coast Press.

Yamin, Rebecca.

1997 New York's Mythic Slum: Digging Lower Manhattan's Infamous Five Points. *Archaeology* 50(2):44-53

PANEL #6: ÇATALHÖYÜK (NOVEMBER 19TH)

1. Where is Çatalhöyük? What time period does it date to? In general terms, describe this time period in human history.
2. Describe the site of Çatalhöyük. How big is it? What types of structures have been found there? How many were thought to have lived there at its peak?
3. What leading archaeologists have dug at the site? What are the goals of the current project leaders? What topics have the current project leaders focused on?
4. What are some of the major findings of the current project leaders? How have their findings differed from earlier researchers?
5. Why has this site received so much attention from archaeologists and others? Why is it so significant to human history?

Sources to start with:

Berkeley Archaeologists at Çatalhöyük

2009 Remixing Çatalhöyük. Electronic documents, <http://okapi.dreamhosters.com/remixing/mainpage.html>.

Catalhoyuk Research Project

2009 Çatalhöyük: Excavations of a Neolithic Anatolian Höyük. Electronic documents at

<http://www.catalhoyuk.com/>.

Hodder, Ian

2006 This Old House: At Çatalhöyük, a Neolithic site in Turkey, families packed their mud-brick houses close together and traipsed over roofs to climb into their rooms from above. *Natural History Magazine*, 115(50):42-47.

Science Museum of Minnesota

2003 Mysteries of Çatalhöyük. Electronic documents, <http://www.smm.org/catal/>

Shane, Orrin C. III, and Mine Küçük.

1998 The World's First City. *Archaeology* 51(2): 43-47.

PANEL #7: NAZI ARCHAEOLOGY (NOVEMBER 24TH)

1. Who were the Nazis? What was their guiding philosophy?
2. Why and how did archaeologists get involved in Nazism? What is the relationship between nationalism and archaeology in this case?
3. Describe the main figures, organizations, and institutions associated with Nazi archaeology.
4. What sites got the attention of Nazi archaeologists? Describe how these archaeologists interpreted them.
5. Why have these archaeologists been described as “pseudoarchaeologists”?

Sources to start with:

Arnold, Bettina

1992 The past as propaganda: How Hitler's archaeologists distorted European prehistory to justify racist and territorial goals. *Archaeology* July/Aug: 30-37.

Arnold, Bettina.

2006 Pseudoarchaeology and nationalism. *In* *Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public*, Garrett G. Fagan, Ed. London: Routledge.

Hale, Christopher.

2003 Himmler's crusade: the Nazi expedition to find the origins of the Aryan race. Hoboken, N.J.: J. Wiley.

Kohl, Philip L., and Clare P. Fawcett (eds.)

1995 Nationalism, politics, and the practice of archaeology. Cambridge: Cambridge University Press.

Pringle, Heather

2006 Hitler's Willing Archaeologists (How the SS perverted the Paleolithic record to support Nazi ideology), *Archaeology*, 59:2 March/April.