Anthropology P399/P600: Archaeologies of Identity
Fall 2007

Course Information
Section Number: 23325
Class time: Tuesdays 2:30-4:45 pm
Class location: Student Building 050

Instructor and Office Hours
Instructor: Professor Stacie M. King
Office Location: Student Building Room 245
Office Hours: Thursdays 2:15 to 4:15 pm, or by appointment
Office Phone: 855-3900
Email: kingsm@indiana.edu

Mailbox located in the Anthropology Department Office, Student Building 130.

Course Description
In this course, we will explore the ways that archaeologists have approached the study of social identities of people in the past. Through readings and discussions, we will focus on interconnected dimensions of social identity, including age, class, gender, race, ethnicity, and sexuality, how identity was experienced in the lives of the people we study, and how archaeologists connect material phenomena to the social experience of identity. We will examine the theoretical underpinnings and the historical basis for archaeologies of identity, and try to connect ethnographic studies of identity with archaeological investigation.

Course Prerequisites
This class is intended for advanced undergraduate anthropology majors and graduate students who have (at least) taken Anthropology P200 or an equivalent introductory class on the methods and theories of archaeology. If you do not meet these criteria but are interested in taking this course, please talk to me after class or during office hours, or email me with your concerns.

Required Text

E-reserves
All other readings and case studies will be available through Electronic Reserves (follow links from IU home page). Password is identity600. If at any point you do not see a particular article or encounter problems with articles uploaded to E-reserves, please notify me by email.

Course Grade
Course grade will be calculated based on 200 points. Since the success of our seminar depends on attendance and contributions to class discussion, these will count toward 40% of your course grade, broken down in the following ways. Class preparation and participation grades will be calculated at the end of the semester out of 50 points, or 25% of your overall grade. Attendance is worth 15% of your course grade. The remaining 60% of your grade will be based on three
short (2-3 page) essays (15% each) and three article summaries (5% each). If you have any concerns about how you are doing, especially with respect to participation, feel free to talk to me at any point during the semester in my office.

**Breakdown of Course Grade**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation/Participation</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td>Article summaries (posted online and presented in class)</td>
<td>30</td>
</tr>
<tr>
<td>Essay 1</td>
<td>30</td>
</tr>
<tr>
<td>Essay 2</td>
<td>30</td>
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<tr>
<td>Take home final</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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**Attendance Policy**

I will take attendance every week, however I will give one free week of points when class is cancelled (Thanksgiving week) and allow one free miss to accommodate illnesses or a class that you have to miss for personal reasons. If you celebrate religious holidays that will result in missing more than one class, then you should contact me by email or during office hours and bring me a copy of the university form.

Last minute absences on a day that you signed up to do a summary will result in a lower grade for that assignment. If you realize that you will not be able to be in class on a day that you have agreed to do an article summary, then you should email me quickly so that I can try to find someone else to do the summary. Otherwise, we will have a gap in our class discussion!

**What is an article summary?**

An article summary is a less than one page single-spaced document that contains four parts: 1) the bibliographic information, 2) a brief outline of the author’s main argument, 3) a critique and or assessment of the success of that particular argument, and 4) one or two questions about the article that we will be able to use in class discussion. In addition, you will present a brief (3 minute or less) version of this summary in class. You should not just read your summary, but rather should just talk it out. Lastly, you should hand in a hard copy of your summary to Prof. King during class. You will be expected to do 3 of these summaries over the course of the semester.

Article summaries should be posted by 5 pm Monday to our Oncourse course discussion forum so that your classmates can see it and think about the questions you will ask as they are preparing for class. All of these steps (writing and posting, in class presentation, & handing in a hard copy) are required for full credit.

**Essay assignments**

I generally assign short 5 pages or less essay assignments. I will hand out and post the questions in advance by at least one week. I’m also considering making one of the essay assignments a book review essay, which I will obviously give to you farther in advance. Except for the possible book review, the essays will be based on the required class readings and will not require
outside research. I have scheduled the due dates of the essays so that they do not coincide with class meetings so that everyone can complete class readings. There is no FINAL EXAM for this class.

**Late Policy**

Essays are due on the date listed in the syllabus (unless otherwise noted) and should be turned into Prof. King’s mailbox in the Anthropology Department office. Essays turned in late will be assessed a penalty of 3.5% every day that they are late (A to A-, A- to B+, B+ to B, etc.). The Anthropology Office is only open during business hours M-F and is closed for lunch and for staff meetings (9:00 am-12:00 pm, 1:00-5:00 pm). Please do not slide assignments underneath office or building doors. **Please note: I will NOT accept emailed assignments without advance arrangement. Please bring a paper copy to my mailbox, following the formatting instructions included with each essay assignment.**

**Academic Honesty**

I encourage all students to discuss ideas with fellow classmates. However, I expect you to complete your essays alone and abide by all of the rules of academic honesty presented in the Indiana University Code of Student Rights, Responsibilities, and Conduct, available at [www.dsa.indiana.edu/code/index1.html](http://www.dsa.indiana.edu/code/index1.html). If you have any concerns or questions about these guidelines, please talk to either Emma or myself.

**Classroom Professionalism**

I expect that students will act in a professional manner while in class. This means that you should not check email, surf the net, read the newspaper, habitually arrive late, talk loudly with classmates, or otherwise disrupt class. Please turn your cell phones off. I would also appreciate an email in advance if you are going to miss class. If excessive violations occur, it will result in a reduction of your overall course grade by up to 10%.

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**Course Schedule Summary:**

Aug 28th: Intro  
Sept 6th: What is Identity?  
Sept 11th: Style and cultural identity  
Sept 18th: Agency and production  
Sept 25th: Personhood and the body  
Oct 2nd: Gender  
**THURSDAY Oct 4th: Essay 1 due**  
Oct 9th: Sexuality  
Oct 16th: Age  
Oct 23rd: Class  
Oct 30th: Race  
**FRIDAY Nov 2nd: Essay 2 due**  
Nov 6th: Ethnicity and religion  
Nov 13th: Household and community  
Nov 20th: Class cancelled  
Nov 27th: Disability  
Dec 4th: Nationalism and identity politics  
**THURSDAY Dec 13th: Essay 3 due**
Course Topics and Schedule

The readings in this course will address the following topics in a weekly seminar format. You are expected to have completed the assigned readings every week. The success of each class meeting depends on your participation and your efforts to finish the assigned readings and be ready to discuss them. I suggest that you jot down a question or reaction to each article to share with the class so that you have a ready conversation starter.

Week One, August 28th
Course introduction; Go over syllabus

No assigned readings.

Week Two, September 6th
What is identity?
Readings:
Insoll, Chapter 1 (Insoll), Chapter 2 (Meskell), and Chapter 3 (Jones)

Brumfiel, Elizabeth M.
1992 Distinguished Lecture in Archaeology: Breaking and Entering the Ecosystem: Gender, Class, and Faction

Casella, Eleanor Conlin and Chris Fowler

Díaz-Andreu, Margarita and Sam Lucy
2005 Introduction. In The Archaeology of Identity: Approaches to Gender, Age, Status, Ethnicity, and Religion,
edited by Margarita Díaz-Andreu, Sam Lucy, Staša Babić and David N. Edwards, pp. 1-12. Routledge,
London.

Week Three, September 11th
Style and cultural identity

Readings:
Conkey, Margaret W.
1990 Experimenting with Style in Archaeology: Some Historical and Theoretical Issues. In The Uses of Style in
Archaeology, edited by Margaret W. Conkey and Christine A. Hastorf, pp. 5-17. Cambridge University

Wobst, H. Martin
1999 Style in Archaeology or Archaeologists in Style. In Material Meanings: Critical Approaches to the
Interpretation of Material Culture, edited by Elizabeth S. Chilton, pp. 118-132. University of Utah Press,
Salt Lake City.

Shennan, Stephen

Case Studies
Cameron, Catherine M.
1998 Coursed Adobe Architecture, Style, and Social Boundaries in the American Southwest. In The Archaeology
D.C.

Hegmon, Michelle, Margaret C. Nelson and Susan M. Ruth
1998 Abandonment and Reorganization in the Mimbres Region of the American Southwest. American
Anthropologist 100(1):148-162.

Janusek, John Wayne

Wiessner, Polly
**Week Four, September 18**

Agency and production

Readings:
Dobres, Marcia Anne and J. E. Robb

Johnson, Matthew H.

Joyce, Rosemary A. and Jeanne Lopiparo

Pauketat, Timothy R. and Susan M. Alt

Case Studies
Bartlett, Mary Lee and Patricia A. McAnany

Clark, John E. and Stephen D. Houston

Dietler, Michael and Ingrid Herbich

Mills, Barbara J.

Stark, Miriam T., Mark D. Elson and Jeffery J. Clark

**Week Five, September 25**

Personhood and the body

Readings:

Insoll, Chapter 13 (Thomas)

Gatens, Moira

Joyce, Rosemary A.

Case Studies:
Bachand, Holly, Rosemary A. Joyce and Julia A. Hendon

Brück, Joanna

Fowler, Chris


Gilchrist, Roberta


Gillespie, Susan D.


Hodder, Ian and C Cessford


Jones, Andrew


Joyce, Rosemary A.


Marcus, Michelle I.


Meskell, Lynn


McCafferty, Sharisse D. and Geoffrey G. McCafferty


Monaghan, John


Thomas, Julian


Treherne, Paul


**Week Six, October 2nd**

Gender

Readings:

Insoll, Chapter 7 (Wylie)

Clark, Bonnie J. and Laurie A. Wilkie

Collins, Patricia Hill

Díaz-Andreu, Margarita

Gilchrist, Roberta
1999 Gender and Archaeology: Contesting the Past. Routledge, London. (Chapters 2, 3, & 4)

James, Jacquelyn B.

Moore, Henrietta L.

Case Studies:
Alberti, Benjamin

Bell, Ellen E.

Brumbach, Hetty Jo and Robert Jarvenpa

Brunfriel, Elizabeth M.

Crabtree, Pam J.

Hastorf, Christine A.

Hollimon, Sandra E.

Hollimon, Sandra E.

Mills, Barbara J.

Peterson, Jane D.

Robin, Cynthia

Schmidt, Robert A.

ESSAY 1 due Thursday October 4th, by 4 pm to my mailbox (Student Building 130)

Week Seven, October 9th

Sexuality

Readings:
Insoll, Part III, Chapter 8 (Voss), Chapter 9 (Alberti), Chapter 10 (Hays-Gilpin)

Conkey, Margaret W.

Case Studies:
Casella, Eleanor Conlin

Meskell, Lynn

Prine, Elizabeth

Reeder, Greg

Schofield, John and Mike Anderton

Seifert, Donna J.

Seifert, Donna J. and Joseph Balicki

Voss, Barbara L.


Weisman, Mary

Week Eight, October 16th

Age

Readings:
Insoll, Chapter 5 (Joyce), Chapter 6 (Sofaer)

Kamp, Kathryn A.

Lucy, Sam


**Case Studies:**

Finlay, Nyree

Hutson, Scott R.

King, Stacie M.

Lopiparo, Jeanne

McCafferty, Geoffrey G. and Sharisse D. McCafferty

Sillar, Bill

Smith, Patricia E.

Wilkie, Laurie

Weedman, Kathryn

**Week Nine, October 23rd**

**Class**

Readings:
Insoll, Chapter 14 (Andrews and Fenton)

Babić, Staša

Bender, Barbara
McGuire, Randall H.  

Ortner, Sherry B.  

**Case Studies:**

Andrews, Susan C. and James P. Fenton  

Brumfiel, Elizabeth M.  

Casella, Eleanor Conlin  

Inomata, Takeshi, Daniela Triadan, Erick Ponciano, Estela Pinto, Richard E. Terry and Markus Eberl  

Joyce, Arthur A., Laura Arnaud Bustamante and Marc N. Levine  

Kirch, Patrick V. and Sharyn Jones O'Day  

McCarthy, John P.  

O'Keeffe, Tadhg  

Robin, Cynthia  

Rosenswig, Robert M.  

Russell, Lynette  

Sorensen, Marie Louise Stig  

Smith, Michael E.  

Tomásková, Silvia  

van der Veen, Marijke  
**Week Ten, October 30th**

Race

Readings:
Orser, Charles E. Jr.

Mullins, Paul R.

Paynter, Robert

Seirlis, J. K.

Case Studies:
Deagan, Kathleen

Franklin, Maria

Jamieson, Ross W.

Paynter, Robert

Paynter, Robert, Susan Hauteniemi and Nancy Muller

Scott, Elizabeth M.

Wilkie, Laurie

**ESSAY 2 due Friday, Nov 1st, by 4 pm to my mailbox (Student Building 130)**

**Week Eleven, November 6th**

Ethnicity and Religion

Readings:
Insoll Chapter 15 (Coningham and Young), Chapter 16 (Brumfield), Chapter 17 (Bruck), Chapter 18 (Insoll)
Edwards, David N.

Emberling, Geoff

Lucy, Sam

Upton, Dell

Case Studies:
Casella, Eleanor Conlin

McGuire, Randall

Robb, John E.

Santley, Robert S., Clare Yarborough and Barbara A. Hall

Whitley, David S. and James D. Keyser

Week Twelve, November 13th
Household and community

Case studies:
Brück, Joanna

Carsten, Janet

Chesson, Meredith S.

Hegmon, Michelle

Hendon, Julia A.
Goldstein, Paul S.  

Jones, Andrew  

Joyce, Rosemary A.  

Monaghan, John  

Twiss, Katheryn C.  

Yaeger, Jason  

*Week Thirteen, November 20th*  
No class meeting (Thanksgiving holiday). No office hours this week.  

*Week Fourteen, November 27th*  
Disability  
Readings:  
Insoll, Chapter 11 (Cross), Chapter 12 (Waldron)  
Roberts, Charlotte  

Case Studies:  
Hutton, Fiona  
Metzler, Irina  
Molleson, Theya  

*Week Fifteen, December 4th*  
Nationalism and identity politics in archaeology  
Readings:  
Insoll, Chapter 4 (Rowlands)  
Kohl, Philip L.

Vermeersch, Peter

Case Studies:
Conlin Casella, Eleanor and Clayton Fredericksen

Gillingham, Paul

Hill, Jonathan D.

Franklin, Maria

Kojan, David and Dante Angelo

Lerch, Patricia Barker

Mullins, Paul R.

Smith, Adam T.

Wilkie, Laurie

**ESSAY 3 due Thursday Dec 13th by 4pm in my mailbox (Student Building 130)**