

ARCHAEOLOGY PROGRAM

Directors: Ian Hodder (Cultural and Social Anthropology), Ian Morris (Classics, History)

Executive Committee: Ian Hodder (Cultural and Social Anthropology), Gail Mahood (Geological and Environmental Sciences), Ian Morris (Classics, History), John Rick (Anthropological Sciences)

Professors: Ian Hodder (Cultural and Social Anthropology), Richard Klein (Anthropological Sciences), Gail Mahood (Geological and Environmental Sciences), Ian Morris (Classics, History), Amos Nur (Geophysics), Michael Shanks (Classics)

Associate Professors: Jody Maxmin (Art History, Classics), John Rick (Anthropological Sciences)

Assistant Professors: Joanna Mountain (Anthropological Sciences), Jennifer Trimble (Classics), Barbara Voss (Cultural and Social Anthropology), Michael Wilcox (Cultural and Social Anthropology)

Associated Staff: Laura Jones (Campus Archaeologist), Tom Seligman (Cantor Center)

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Humans have walked the earth for something like five million years, but only invented writing five thousand years ago. And for most of the period since its invention, writing only tells us about small elite groups. Archaeology is the only discipline that gives direct access to the experiences of all members of all cultures, everywhere in the world. Stanford's Archaeology Program is unique in providing students with an interdisciplinary approach to the material remains of past societies, drawing in equal parts on the humanities, social sciences, and natural sciences.

The program has three goals:

1. To provide a broad and rigorous introduction to the analysis of the material culture of past societies, drawing on the questions and methods of the humanities, social sciences, and natural sciences.
2. To relate this analysis to the practice of archaeology in the contemporary world.
3. To help each student achieve a high level of understanding through concentrated study of a particular research area.

The Archaeology curriculum draws on faculty from a wide range of University departments and schools. To complete the requirements for the major, students must take courses from the offerings of the program and from the listings of other University departments. The program culminates in a B.A. in Archaeology.

Archaeology majors are well prepared for advanced training in professional schools (for example, education, law, journalism) and, depending on their choice of upper-division courses, graduate programs in the humanities, social sciences, and natural sciences.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The B.A. in Archaeology requires a minimum of 65 units in the major, divided between five components:

1. **Core Program** (20 units), consisting of:
 - a) Gateway: Introduction to Prehistoric Archaeology (Anthropological Sciences ANSI 3, 5 units)
 - b) Intermediate: History of Archaeological Thought (Cultural and Social Anthropology CASA 108, 5 units)
 - c) Intermediate: Introduction to Skills in Archaeology (ANSI 147, 5 units)
 - d) Capstone: Archaeology in the Modern World (Classics 40, 5 units) (Writing in the Major—WIM)

ANSI 3 is highly recommended as a first course, and many of the upper-level courses in archaeology require this course as a prerequisite. Students should normally take the capstone course in their final year of course work in the major.
2. **Analytical Methods and Computing** (at least 3-5 units): quantitative skills and computing ability are indispensable to archaeologists. It is

recommended that students take either ANSI 192 (Data Analysis in Anthropological Sciences) or ANSI 208 (Models and Imaging in Anthropological Computing). Other courses that may satisfy this requirement are Psychology 10/Statistics 60, Econ. 102A, and Geological and Environmental Sciences (GES) 160.

3. **Archaeological Skills** (at least 10 units): archaeological skills include botanical analysis, cartography, ceramic analysis, dating methods, faunal analysis, Geographic Information Systems, geology, geophysics, genetics, osteology, remote sensing, soil chemistry, and statistics. Courses must be selected from the list given below. With the approval of the instructor, undergraduates may fulfill part of this requirement from graduate-level courses (that is, courses with numbers of 200 or higher).

ANSI 133A. Beginning Osteology	5
ANSI 133B. Advanced Osteology	5
ANSI 149. Archaeological Field Methods	5
ANSI 189. Research Methods in Anthropological Genetics	5
ANSI 192 Data Analysis in Anthropological Sciences	5
ANSI 208. Models in Anthropology and Computers	5
ANSI 247. Animal Bones for Archaeologists (Faunal Analysis)	5
ANSI 248. Dating Methods in Archaeology and Paleoanthropology	5
Classics 129. Archaeological Materials and their Survival	5
GES 1. Fundamentals of Geology	5
GES 48N. Volcanoes of the Eastern Sierra Nevada	5
GES 49N. Field Trip to Death Valley	5
GES 112. Mapping the Geological Environment	4
GES 140. Geomorphology	3
GES 195. Remote Sensing and GIS	3
GES 196. Introduction to GIS	2
Geophysics 50Q. Earthquakes and Archaeology	2

4. **Theory** (at least 10 units): topics include archaeological, art-historical, sociocultural, historical, and material culture theory. Courses must be selected from the list given below. With the approval of the instructor, undergraduates may fulfill part of this requirement from graduate-level courses (that is, courses with numbers of 200 or higher).

ANSI 111. Language and Prehistory	5
ANSI 140. Stone Tools in Prehistory	5
ANSI 141. Hunter-Gatherers in an Archaeological Perspective	5
ANSI 143. State Formation in South America	5
ANSI 145. Evolutionary Theory in Archaeology	5
ANSI 146. The Archaeology of Contemporary Issues	5
Classics 119. Gender and Power in Ancient Rome	3-4
Classics 300. The Problem of the East in Archaic Greece (graduate)	5
Classics 302 Classical Archaeology: Experiences of the Discipline	4-5
Classics 306. Archaeologies of the Contemporary Past (graduate)	5
Classics 309. New Directions in Roman Archaeology	4-5
Classics 314. Archaeology and Society	4-5
CASA 107. Constructions of Power, Gender, and Identity in the Aegean Bronze Age	5
CASA 230. Native Peoples and Anthropology: Theory, Policy, and Practice	5
CASA 259. Approaches to the Body (graduate)	5
CASA 271. Feminist Practice in Archaeology	5
CASA 272. Objectification: The Study of Material Culture	5
CASA 273. Introduction to Archaeological Theory	5
CASA 275. Archaeology and Globalism	5
CASA 278. Archaeology of Architecture	5

5. **Area of Concentration** (at least 20 units): in consultation with their faculty advisers, students choose an area of concentration in archaeological research. Concentrations can be defined in terms of time and space (for example, Mediterranean Archaeology, New World Archaeology) or in terms of research problems (for example, Hunter-Gatherer Archaeology, the Archaeology of Complex Societies). An area of concentration should provide both breadth and depth in a specific research area. Courses should be selected from the list given below. Courses other than those on this list can be used to fulfill this requirement with the prior approval of both the student's faculty adviser and the program director. With the approval of the instructor, undergraduates may fulfill part of this requirement from graduate-level courses (that is, courses with numbers of 300 or higher). Some courses (for example, ANSI 140, Stone Tools in Prehistory) can be taken either to fulfill the skills requirement or as part of an area of concentration. However, each course may only count toward one component of the program. Students are encouraged to design their own area of concentration, with the prior approval of both the student's faculty adviser and the program director.

Concentrations—In addition to the following five components, all majors must participate in an archaeological field project, and complete a collateral language requirement.

Hunter-Gatherer Archaeology:

ANSI 130. Modern Human Origins	5
ANSI 140. Stone Tools in Prehistory	5
ANSI 141. Hunter-Gatherers in an Archaeological Perspective	5
ANSI 142. Incas and their Ancestors: Peruvian Archaeology	5
CASA 173. Archaeology of Hunter-Gatherers in Latin America	5

Archaeology of Complex Societies:

ANSI 122. The Maya	5
ANSI 142. Incas and their Ancestors: Peruvian Archaeology	5
ANSI 143. State Formation in South America	5
Classics 1A. The Ancient Empires, Part 1	5
Classics 1B. The Ancient Empires, Part 2	5
Classics 34. The City of Rome	5
Classics 100A. Archaic Greek Art	5
Classics 100B. Classical and Hellenistic Art	5
Classics 100C. Roman Art	5
Classics 119. Gender and Power in Ancient Rome	3-4
Classics 300. The Problem of the East in Archaic Greece (graduate)	5
Classics 305. Corinth: A Case Study in Archaeology (graduate)	5
Classics 307. The State in Mediterranean Archaeology	5
Classics 309. New Directions in Roman Archaeology	4-5

Mediterranean Archaeology:

Classics 1A. The Ancient Empires, Part 1	5
Classics 1B. The Ancient Empires, Part 2	5
Classics 34. The City of Rome	5
Classics 100A. Archaic Greek Art	5
Classics 100B. Classical and Hellenistic Art	5
Classics 100C. Roman Art	5
Classics 119. Gender and Power in Ancient Rome	5
Classics 300. The Problem of the East in Archaic Greece (graduate)	5
Classics 305. Corinth: A Case Study in Archaeology (graduate)	5
Classics 307. The State in Mediterranean Archaeology	5
Classics 309. New Directions in Roman Archaeology	4-5
CASA 107. Constructions of Power, Gender, and Identity in the Aegean Bronze Age	5
CASA 109. The Neolithic of Greece	5
Geophysics 50Q. Earthquakes and Archaeology	5

New World Archaeology:

ANSI 111. Language and Prehistory	5
ANSI 115. Maya Hieroglyphic Writing	5
ANSI 122. The Maya	5
ANSI 140. Stone Tools in Prehistory	5
ANSI 141. Hunter-Gatherers in an Archaeological Perspective	5
ANSI 142. Incas and their Ancestors: Peruvian Archaeology	5
ANSI 143. State Formation in South America	5
ANSI 144. Archaeology of North America	5
CASA 16. Native Americans in the 21st Century: Exploring Sovereignty, Identity, and the Narrative of Native Peoples	5
CASA 135. Native Peoples of the Americas: Prehistory and History of Indigenous Societies	5
CASA 173. Archaeology of Hunter-Gatherers in Latin America	5

Archaeological Fieldwork—Students may meet this requirement in three ways:

1. By taking ANSI 149, Archaeological Field Methods.
2. By taking part in a month-long field project directed by a Stanford faculty member. In 2001-02, field projects are underway in Peru, Sicily, Switzerland, and Turkey.
3. By completing a field school offered by another institution. Such field schools must be approved in advance by the student's undergraduate adviser and by the directors of the Archaeology Program.

Collateral Language Requirement—All Archaeology majors must demonstrate competence in a foreign language beyond the first-year level. Students can meet this requirement by completing a course beyond the first-year level with a grade of 'B-' or better, and are encouraged to choose a language that has relevance to their archaeological region or topic of interest. Students may petition to take an introductory-level course in a second language to fulfill this requirement by demonstrating the connection between the language(s) and their research interest(s).

To declare a major in Archaeology, students should contact the program administrator, who will provide an application form, answer initial questions, and help the student select a faculty adviser and area of concentration. All majors must complete 65 units, which must form a

coherent program of study and be approved by the student's faculty adviser and the program directors.

Students who plan to pursue graduate work in archaeology should be aware of the admission requirements of the particular departments to which they intend to apply. These vary greatly. Early planning is advisable to guarantee completion of major and graduate school requirements.

MINOR

A minor in Archaeology provides an introduction to the study of the material cultures of past societies. It can complement many majors, including (but not limited to) Anthropological Sciences, Applied Physics, Art and Art History, Classics, Cultural and Social Anthropology, Earth Systems, Geological and Environmental Sciences, History, and Religious Studies.

To minor in Archaeology, the student must complete at least 30 units of relevant course work, including:

1. **Core Program** (10 units), consisting of:
 - a) Gateway: Introduction to Prehistoric Archaeology (ANSI 3, 5 units)
 - b) Capstone: Archaeology in the Modern World (Classics 40, 5 units) (WIM)

ANSI 3 is highly recommended as a first course, and many of the upper-level courses in archaeology require this course as a prerequisite. Students should normally take the capstone course in their final year of course work in the major.

2. **Archaeological Skills** (5 units): archaeological skills include dating methods, faunal analysis, botanical analysis, ceramic analysis, geology, geophysics, soil chemistry, remote sensing, osteology, genetics, statistics, cartography, and Geographic Information Systems. The course(s) must be selected from the list given above.
3. **Theory** (5 units): topics include archaeological, art-historical, socio-cultural, historical, and material-culture theory. The course(s) must be selected from the list given above.
4. **Area of Concentration** (10 units): in consultation with their faculty advisers, students choose an area of concentration in archaeological research. Concentrations can be defined in terms of time and space (forexample, Mediterranean Archaeology, New World Archaeology) or in terms of research problems (for example, Hunter-Gatherer Archaeology, the Archaeology of Complex Societies). An area of concentration should provide both breadth and depth in a specific research area. Courses must be selected from the list above. Students are encouraged to design their own area of concentration, with the prior approval of both the student's faculty adviser and the program director.

Students must complete the declaration process (both the Planning Form submission and Axxess registration) by the last day of the quarter, two quarters prior to degree conferral (for example, by the last day of Autumn Quarter if Spring graduation is intended).

HONORS PROGRAM

The honors program in Archaeology gives qualified majors the chance to work closely with faculty on an individual research project culminating in an honors thesis. Students may begin honors research from a number of starting points including topics introduced in the core or upper-division courses, independent interests, research on artifacts in Stanford's collections, or fieldwork experiences.

Candidates of sophomore and junior standing with an overall Stanford Grade Point Average (GPA) of 3.0 or better should submit an application to the Program Administrator no later than the end of the fourth week of the Spring Quarter. It must include a brief statement of the project, a transcript, a short paper, and a letter of recommendation from the faculty member who will supervise the honors thesis. Students will be notified of their acceptance by the Undergraduate Committee.

Approved candidates must complete all of the requirements for their major and submit an honors thesis no later than four weeks prior to the end of the quarter in which graduation is anticipated. The thesis is read by the candidate's adviser and a second reader appointed by the Undergraduate Committee. Honors candidates may enroll in one of the honors

or thesis courses in Anthropological Sciences, Classics, Cultural and Social Anthropology, Geological and Environmental Sciences, or Geophysics for up to three quarters during their senior year (15 units maximum). No more than 5 of those units may count toward the 65-unit degree requirement.

This file has been excerpted from the *Stanford Bulletin*, 2001-02, pages 238-240. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.