This seminar takes as its subject historical ecology and landscape archaeology. Class topics focus on how we 'read' cultural interactions and landscapes from past environmental and historical evidence. Material covered in this course derives from the fields of environmental history and historical ecology as well as archaeology. Within the field of archaeology, this topic overlaps with distributional archaeology, geoarchaeology, ecological or environmental archaeology, social archaeology, settlement pattern archaeology, and evolutionary ecology. Landscape archaeology allows us to face in two directions simultaneously. First we can examine the social conceptualization and the creation of meaning as they are applied to human landscapes. And second we can describe and interpret environmental factors that interact with human activities and which contribute to the distribution of archaeological materials and humanly induced landscape changes. Students with specialties in archaeology, ecology, geography and environmental studies may find this course particularly useful.

**Course Objectives:**

1) Understand aspects of the history of research in historical ecology and landscape archaeology;
2) Identify and analyze competing strands of theory that contribute to historical ecology and landscape archaeology;
3) Recognize the role of humans in manipulating and altering landscapes through time; and
4) Become familiar with multiple disciplines including paleoecology, settlement archaeology, and historical ecology.

Each student in the seminar will be assigned one of the weekly topics to overview and will be expected to assist in the discussion of that week's topic. While examples of landscape archaeology from Pacific and Asian contexts will be prominently featured in the readings for this seminar, we will also read related research in landscape archaeology from other areas of the world, including the American Southwest, the Eastern US, Europe, Mesoamerica, South America, and Africa.

**Requirements for the Course:** Each student will choose one week's topics, meet with the instructor and develop a presentation theme (presentation is 40-45 minutes, including discussion), a series of topics to facilitate that class session, and a 5-page essay to distribute to classmates (35 points). Each student will also prepare weekly summaries of key themes in the readings (45 points), and prepare a final project (20
points). Attendance and participation in class discussion are also essential components of the course, and students cannot receive an “A” in the course without 90% or better attendance. There is no term project for this course.

PART I: THEORETICAL ISSUES

1. INTRODUCTION TO COURSE

2. ECOLOGY, NATURE, AND TIME: CONCEPTUALIZING ENVIRONMENTAL HISTORY


3. ECOLOGY, HISTORICAL ECOLOGY, ANTHROPOLOGY, & ARCHAEOLOGY


*SUBMIT TERM PROJECT TO INSTRUCTOR AT START OF CLASS 4*
4. WHAT DO ARCHAEOLOGISTS MEAN BY “LANDSCAPE”?


5. HISTORICAL ECOLOGY AND ARCHAEOLOGY: SCALE, BOUNDARY, AND LANDSCAPE DYNAMICS


PART II: HISTORICAL BACKGROUND & METHODOLOGIES

6. METHODOLOGIES: GEOARCHAEOLOGICAL STUDIES


**SUBMIT PARAGRAPH ON TERM PROJECT TO INSTRUCTOR AT START OF CLASS 7**

7. METHODOLOGIES: GIS ANALYSES & OPEN STREET MAP


PART III: HUMAN ECOLOGY AND ANTHROPOGENIC LANDSCAPES

8. HUMAN ECOLOGY AND CULTURAL LANDSCAPES

(For this week’s session, each seminarian should select a case study of a cultural landscape and “present” it to the seminar: its location, how ‘cultural landscape’ is defined in this particular example, its history, its associated indigenous peoples, key issues in its preservation and modification)


9. CLIMATE CHANGE AND ARCHAEOLOGICAL LANDSCAPES


10. THE ANTHROPOGENIC LANDSCAPE & AGRARIAN LANDSCAPES (10/22)


11. POLITICAL ECOLOGY IN THE LONG TERM (10/29)
Readings TBA (Brendan and Phoebe will provide)

PART IV: READING THE LANDSCAPES THROUGH AN ARCHAEOLOGICAL LENS

12. READING THE LANDSCAPE IV: COLLAPSE, ABANDONMENT, AND TRANSFORMATION (11/5)


*SUBMIT PROVISIONAL TERM PROJECT BIBLIOGRAPHY TO INSTRUCTOR AT START OF CLASS 13*

NO CLASS 11/12/12: VETERANS DAY

13. READING THE LANDSCAPE II: LANDSCAPES OF MEANING (11/19/12)


14. READING THE LANDSCAPE III: PLACES, SOCIAL SPACE, AND SACRED LANDSCAPES (11/26/12)


*SUBMIT COMPLETED TERM PROJECT TO INSTRUCTOR AT START OF CLASS 15*
CHOOSE ONE OF THE FOLLOWING THREE FINAL PROJECTS

OPTION A: What is the difference between a landscape-based approach to archaeological analysis, and a settlement pattern-based approach? Your answer to this question should incorporate at least 8 required readings from the course, as well as material from the following case study (available in the UH Hamilton library):


OPTION B: What is the difference between an historical ecology-based and environmentally-based approach to archaeological analysis? Your answer to this question should incorporate at least 8 required readings from the course, as well as material that uses at least 5 published references from one of the following culture areas: (1) Pacific; (2) SE Asia; (3) East Asia; (4) Tropical South America; or (5) Arid North American Southwest.

OPTION C: Your choice of topic, relevant to your own research, which also impinges on historical ecology and/or landscape archaeology in some way. You may choose your topic in close consultation with the instructor. But: be sure to include at least 8 of the required readings from the course (in addition to material that you select that is germane to your topic).

Your paper text should be 15-20 pages; please include a “References Cited” section at its end that uses American Antiquity format.