**Overview**

In the absence of modern communication and transportation technologies, human social communities were constituted in patterns of interaction primarily at local and regional scales. Prehistoric interaction patterns are usually strongly reflected in the way in which a human population distributed itself across a landscape. Thus a central reason for studying ancient settlement patterns is to delineate communities in the past and reconstruct the ways in which they structured interaction of various kinds at different scales. Such an approach leads not only to purely social interaction but also to political organization and the organization of the production and distribution of goods. This seminar will focus on the social, political, and economic interpretation of regional-scale archaeological settlement patterns, once the patterns have been discerned through appropriate means of spatial analysis. All such interpretation rests finally on demographic reconstructions, so approaches to both relative and absolute demographic approximations at the regional scale will be considered in depth. Finally, having discussed these features of ancient human organization that settlement analysis can tell us about, we will consider how appropriate kinds of information to sustain such conclusions can be collected in the field.

**Regions and Regional-Scale Organization**

We will concentrate on human social phenomena that are, in their essence, regional in scope, or with the regional aspects of phenomena not so inextricably tied to a particular scale of analysis. Exactly how large a "region" is depends on the phenomenon we are interested in; a good tautological definition is that a region needs to be big enough to encompass the regional phenomenon you want to study. A region is certainly larger than a household or a single "local community," and smaller than a continent or a nation-state (except for really tiny ones like some Pacific Island nations or the residual European principalities of Monaco or Liechtenstein). Keep in mind that scale does not correspond particularly well to level of sociocultural complexity. For ancient states, a single polity may be as small as a few tens of km$^2$ or cover thousands of km$^2$; several chiefdom polities may be incorporated into a few hundred km$^2$; a single hunting and gathering band may regularly move through a region of many thousands of km$^2$.

Virtually the only means of acquiring systematic archaeological data at a regional scale is through surface survey, sometimes augmented by very cursory means of subsurface testing (e.g. shovel testing or mechanical augering). By their nature, regional surveys tend to produce information about long sequences of societal change that frequently include substantial sociopolitical complexity, so regional settlement pattern studies often revolve around issues of community
growth and complex society development. As a consequence, much of this course will deal with these issues, although we will discuss "simple" agricultural and forager societies as well.

The methodology of regional survey and regional settlement pattern analysis will be one of our concerns, but we will come around to this by way of theoretical issues so that our methodological discussions can spring from our theoretical interests, rather than the other way around. The most productive (and, not coincidentally, the most difficult) methodological discussions involve suiting means to theoretical ends. Thus, although methodological decisions must be made before a regional survey can be carried out, analysis conducted, and conclusions reached, in this seminar we can proceed in the reverse order, looking at the results of regional settlement pattern studies first, and then considering the methodological implications of the understandings developed.

**Required Reading**

Each week we will read a set of thematically related articles and book chapters to evaluate the arguments they make, the evidence they marshal in support of their conclusions, and the ways in which their approaches could be applied in other contexts. We will also read from primary reports of successful (or perhaps not so successful) settlement pattern studies. These articles and book chapters will be read in conjunction with the following primer, available from the UH Bookstore or online retailers:

Drennan, Robert D., C. Adam Berry, and Christian E. Peterson


Evenness of geographical coverage is not a goal, but variety is, so we will deal with regions in several completely different parts of the world. Nevertheless, everyone should brace themselves for a fair amount of reading on the Americas, simply because a disproportionate share of the seminal and productive regional settlement pattern studies in archaeology has been conducted there. At the end of this syllabus can be found a tentative schedule of prospective topics for the semester. Specific readings will be announced a full week prior to the class for which they have been assigned. That way we benefit from the flexibility of deciding just what to read depending on how our discussions develop over the course of the semester. All readings (except for the primer, which you'll need to buy) will be posted on Laulima for you to download.

**Course Requirements**

There are four course requirements. The first of these is to read the materials assigned each week and think carefully and critically about the issues they raise so that you can contribute to our discussions. Preparing to participate in discussion means thinking concretely before we meet about what needs to be said about what you've read. What do you (dis)agree with? Why? What's been said that isn't worth either agreeing or disagreeing with? Why? What conclusions are well (or poorly) supported by the evidence? What analysis is especially (un)skillfully done? Before we meet, stop and think. If you can't think of several points that need to be made about what we've read, then you're not prepared. Discussion is the way we figure out complicated issues together. It's a team sport, and each of your contributions is vital.

The second requirement is that you must share your thoughts about the readings with the other members of the seminar by email prior to each class meeting. These critical comments should be about one page in length and must be emailed directly to all of us no later than Sunday morning so that we have time to read them before meeting on Monday morning. Note that you are NOT being asked to summarize the articles we read, but rather to react to them. They have been selected specifically to throw controversial and conflicting approaches into sharp relief to provoke
us to respond. Your final preparation for each seminar, then, is to read everyone else’s comments and decide which ones you agree with, which ones you disagree with, and in either case, why. Disagreement is likely to be the most enlightening aspect of our seminar, and must not be shied away from. Developing constructive and respectful ways of talking and writing about disagreements is essential preparation for a productive scholarly career, and fundamental to a successful seminar.

The third requirement is a research paper due at the end of term. This paper can take one of several forms, but should be based on primary data from one or more published (or otherwise available) regional surveys. You will be looking for ways to learn more from the data already available. One possibility is to apply a different analytical approach to the data that offers a complementary view of the issues already raised by the original authors. Another involves finding ways to make existing data tell us something completely different about an entirely different subject. Your analyses might be relatively simple or, for students with adequate background in GIS and spatial statistics, substantially more complicated. You should imagine your final product as a 10–12 page publishable journal article. Alternatively, you may write a NSF dissertation proposal-like paper that presents a theoretical proposition to be investigated at the regional scale for a particular locale with an appropriate data collection strategy. Regardless of which option you decide to pursue, you must choose a region well outside your primary (thesis or dissertation) research area; that is, if you work in Asia or the Pacific, the region you discuss in your paper must not be in Asia or the Pacific. A short list of potential datasets will be distributed later in the semester; Kowalewski (2008) is a good source of additional possibilities (and has been uploaded to Laulima).


The most difficult aspect of a research paper is usually the delineation of a suitable question to address, and of a productive way to address it. Much of the material we will read in the first half of the course can serve as a source of inspiration for your papers. Even so, I urge you in the strongest possible terms to come talk to me as soon as possible about the issues you want to work with in your paper.

A three-page prospectus is the first stage in preparation of your research paper, and is the fourth requirement of the course. In the first two pages of this prospectus you should clearly state the question(s) you aim to answer and indicate how you will go about answering them. Place the idea(s) to be evaluated, the method(s) to be used, and the region under study into their proper intellectual, historical, and comparative context. A short bibliography of relevant, previously-consulted sources should comprise the final page of the prospectus.

I have listed Monday, November 7th as the date by which your prospectus must be submitted. It should be sent to me by email as a .PDF file (NOT a .docx file!) so that I can easily insert comments and return it to you no later than the next class. If you would like to give me your prospectus sooner and get my feedback on it, please do. The final paper is due in my inbox by Friday, December 9th. It must be presented in fully professional manner, as if submitting it for publication. Consistent use of some version of standard style for archaeological writing in English is required—I suggest the Society for American Archaeology Style Guide, available online at: http://www.saa.org/publications/Styleguide/styframe.html.

**Grading Policy**

There are a total of 100 points available to be earned in this course (each equivalent to one percent of your final grade). Students earning a cumulative total equal to or more than 60 points
pass the course and will be assigned a letter grade according to the able below. Students earning less than 60 points fail the course and receive a letter grade of "F". NOTE: Only under truly extraordinary circumstances will I consider giving an incomplete in this course.

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Course grades will be based on: (1) your verbal and written contributions to seminar discussions; (2) the thoroughness of your paper prospectus; and (3) the quality and originality of your seminar paper.

GRADE BREAKDOWN:
30 points—Seminar Discussion
30 points—Weekly Written Critical Commentary (10 1-page commentaries)
10 points—Research Paper/Proposal Prospectus
30 points—Research Paper/Proposal

Laulima & Email

A course shell has been created for this course on Laulima (https://laulima.hawaii.edu/). I will post copies of the course syllabus, readings lists, articles, and assignments in .pdf format there; expect these to be updated regularly. You will need Adobe Acrobat Reader to open, view, and/or print .pdf documents (available free at http://www.adobe.com).

I will email you important announcements regarding the assigned readings, class cancellations, or scheduling changes as these occur during the semester. It is your responsibility to ensure that your UH email account is set to forward these announcements to the account you use most frequently (if different from the above) and that your UH inbox is emptied regularly.

Academic Dishonesty

Each student is responsible for the content of work submitted or presented as their own. If you have any questions about what constitutes acceptable use of others’ ideas or information when making presentations, completing assignments, or writing your practice comprehensive exam question please come see me and/or consult the University of Hawai‘i at Mānoa’s online Student Conduct Code: http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/. Plagiarism will not be tolerated under any circumstances. Depending on the severity of the offence, sanctions may range from the receipt of lower or failing grades for the exercise or course in question to dismissal from the university without possibility of readmission. Infractions will be referred to the UH administration for disciplinary action.

Disabilities and Special Needs

Students with disabilities or in need of special classroom accommodations must contact the instructor and UHM KOKUA as soon as possible ([V/T] 956-7511 or [V/T] 956-7612; email: kokua@hawaii.edu). Additional information is available online (http://www.hawaii.edu/kokua/). KOKUA is located on the ground floor of the Queen Lili‘uokalani Center for Student Services, Room 103. Services are confidential and free of charge.
Tentative Course Calendar

This is a tentative schedule. All topics and readings are subject to change with sufficient prior notice. Primer chapters are underlined. Annotated lists of the assigned readings and discussion questions will be distributed week-by-week.

August 22:  Introduction

August 31:  Regions, Surveys, Settlements, Landscapes
  (Drennan, Berrey & Peterson 2015 [Preface & Ch. 1]; Parsons 1972; Cumley and Marquardt 1990; Kowalewski 2008; Kanter 2008)

September 5:  LABOR DAY – NO CLASS

September 12:  INSTRUCTOR AWAY AT SEMINAR – NO CLASS

September 19:  Occupational Intensity, Chronology, and Contemporaneity
  (Drennan, Berrey & Peterson 2015 [Ch. 2]; Williams 2012; Dewar 1991; Kohler 1978; Ortman, Varien & Gripp 2007)

September 26:  Interaction and Communities
  (Drennan, Berrey & Peterson 2015 [Ch. 3]; Drennan 1988; Killion 1992; Berrey 2013)

October 3:  Subsistence and Resource Use
  (Vita-Finzi and Higgs 1970; Parker 1985; Nicholas 1989; Drennan, Quattrin & Peterson 2006)

October 10:  Demographic Pressure, Competition, and Conflict
  (Sanders, Parsons & Santley 1979; Brumfiel 1976; Billman 1997; Elliot 2005)

October 10:  Political and Economic Centralization (Pt. 1)
  (Kowalewski et al. 1989; Cumley 1979; Alden 1979; Stoner 2012; Johansen et al. 2004)

October 10:  Political and Economic Centralization (Pt. 2)
  (Steponaitis 1981; Wright 2000; de Montmollin 1995; Feinman, Kowalewski & Blanton 1984; Inomata & Ioyama 1996)

October 17:  Agricultural Intensification
  (Parsons 1991; Stanish 1994; Milner & Oliver 1999; Freter 1994)

October 24:  Ideational Landscapes
  (Gaffney, Stancic & Watson 1996; Howley 2007; Bernardini 2004; Houle 2009)

October 31:  Estimating Absolute Numbers of Inhabitants
  (Drennan, Berrey & Peterson 2015 [Ch. 4]; Naroll 1962; Boquet-Appel 2008; Cameron 1991; Hui et al. 2004; Schreiber and Kintigh 1996)

November 7:  NO CLASS – PAPER PROSPECTUS DUE (in my inbox [as PDFs] by 3:00 pm)
November 14: **Data Collection and Reporting** (prospectuses returned with comments)  
(*Drennan, Berrey & Peterson 2015 [Chs. 5 & 6]; Wagner et al. 2015; Balkansky 2006; Dunnell and Dancey 1983*)

November 21: **NO CLASS—THANKSGIVING WEEK**

November 28: **Surface Archaeology and Geology**  
(*Peterson et al. 2014 [Ch. 3]; Downum and Brown 1998; Waters and Field 1986; Jing, Rapp, and Gao 1997; Flad et al. 2013*)

December 5: **Comparing Regional Patterns of Development**  
(*Drennan & Dai 2010; Berrey 2015; Drennan et al. 2014; Peterson and Drennan 2012*)

December 9: **RESEARCH PAPERS DUE** (in my inbox [as PDFs] by 3:00 pm)