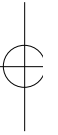
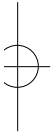
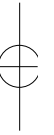
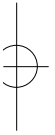


Exploring the Past





Exploring the Past

Readings in Archaeology

Edited by
James M. Bayman
and
Miriam T. Stark

University of Hawai'i

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Preface

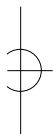
We created this reader as a teaching aide for introductory archaeology classes. We intend this reader to serve as a supplement to an introductory textbook on archaeological methods, with recent articles that illustrate archaeological applications. Growing teaching loads and research demands in today's universities and community colleges, and the heightened levels of specialization in the discipline, make it more difficult for instructors to keep abreast of current advances in anthropological archaeology. As we have taught classes in introductory archaeology, we have used articles to supplement textbook assignments, since even the best textbooks cannot sufficiently illustrate many fundamental archaeological methods and techniques. Although "course packets" were once a favorable solution, increased copyright restrictions are diminishing the value of this approach. Our goal, in this reader, is to provide a collection of readings in one package that interests students and that saves instructors the time involved in securing copyright permissions to develop a coursepack.

We designed *Exploring the Past: Readings in Archaeology* to help university and community college instructors, who, like ourselves, find it imperative to expose students to "real world" examples of how contemporary archaeologists do their work. In creating this reader, we have sought to learn from our own experience in teaching archaeology to students from a variety of backgrounds (majors and non-majors), different life experiences, and different motivations for enrolling in such a course. Students today are exposed to archaeology through a public lens: students tell us that they learn about archaeology first through television programs and articles in popular magazines, and these media have been successful in conveying the excitement and intrinsic interest of our field. While using popular media to teach archaeology might have provoked strong resistance thirty years ago, the wealth of well-written popular articles makes such attitudes counter-productive today.

As we have developed our archaeology courses in the last five years, we have collectively examined a few hundred popular and scholarly articles for consideration as supplemental readings. For *Exploring the Past* we chose those readings that best capture the excitement and breadth of contemporary archaeology. Readings in this collection are drawn from academic and popular venues to introduce today's introductory student to the rapidly changing character of the dynamic field of archaeology. Several of our selections illustrate actual case studies in which archaeologists deployed a particular method or technique as part of a problem-oriented research program, and some of them present controversial debates to display the dynamic, scientific nature of our field. The relatively high number of articles included in most sections of the reader enables instructors to

assign their students those readings that best complement the content of course lectures.

We have divided *Exploring the Past: Readings in Archaeology* into thirteen topical sections that define archaeology, identify its goals and purpose, consider its origins and growth, and illustrate several key methods, techniques, and topics of study. Many selections highlight how archaeological concepts and methods are practically applied, from site discovery and excavation to artifact analysis and interpretation. We preface each major section of readings with an opening discussion that orients students to the issues at hand, and a brief synthetic commentary follows each section. The concluding sections contain articles that explore the relevance of archaeology to contemporary society as it seeks to interpret humanity's past, and as it looks to the future. In several instances these commentaries evaluate the merits of differing viewpoints, and seek to forecast upcoming developments in the field in light of current trends. Although most students who use this reader will probably study at North American universities, we have tried to make the reader global in its coverage on the archaeology of Asia, Africa, North and South America, Europe, Australia, and the Pacific.



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