

Anthropology 464—Hawaiian Archaeology

Dr. Thomas S. Dye

Spring 2015

Class meetings Kuykendall 306, Wednesday 1:30–4:00 pm

Office Hour Saunders 346B, Wednesday 11:00–12:00 pm

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This course is designed to provide undergraduate (and graduate) students an in-depth introduction to the archaeology of the Hawaiian Islands. Topics that we will consider include (but not be limited to) archaeology's contribution to traditional and post-Contact history, the geographical and historical origins of the Polynesian discoverers, the timing of island colonization and settlement, the development and innovation of food production and craft economies, the emergence of socio-political hierarchies, and some consequences of contact and colonialism. We will also consider the relevance of archaeology to contemporary society.

Students are expected to be interested in old Hawai'i and curious about how archaeology might contribute to Hawaiian history.

Class lectures, textbook, readings, and supplementary readings

Lectures are a central feature of the course. The lectures are designed to supplement and augment the text for the course, *Hawaii's Past in a World of Pacific Islands*, by J. M. Bayman and T. S. Dye (2013), SAA Press, Washington. Reading assignments are required for all students and should be completed in time to discuss them in the classroom. Graduate students will be assigned supplementary readings from the sources cited in the textbook reading for the week. Assigned readings will be on electronic reserve at Sinclair Library.

Class attendance and participation

Regular and punctual class attendance is required. Students are also expected to participate in classroom discussions. Consultation with the instructor is required to select a term paper topic and develop an appropriate reading list.

Term paper

Each student will write a 10–15 page term paper on a topic to be determined in consultation with the instructor. Each paper will include: (i) an overview of major publications on the topic; (ii) a discussion of the kinds of archaeological evidence relevant to the topic; (iii) an overview of the relevant data collected by Hawaiian archaeologists; (iv) an analysis of how the archaeological data have been interpreted; and (v) a conclusion about the contribution of archaeology to contemporary understanding of the topic.

The term paper will be written in three stages: (i) outline and core bibliography; (ii) complete first draft; and (iii) final term paper.

Classroom presentations

Each student will give two classroom presentations. The first presentation will describe the chosen term paper topic, introduce the core bibliography, and discuss the student's expectations for research on the topic. The second presentation will summarize the complete first draft of the term paper. Presentations will include slides prepared with presentation software, such as KeyNote, PowerPoint, etc.

Course grades

Course grades will be determined from class attendance and participation, classroom presentations, the three stages of the term paper, and a final examination.

Description of points

- Class attendance and participation, 16 points
- First presentation, 8 points
- Second presentation, 10 points
- Outline and core bibliography, 10 points
- Complete first draft of the term paper, 15 points
- Final term paper, 31 points
- Final examination, 10 points
- TOTAL, 100 points

Final course grade

Final course grades are based on number of points, without reference to a curve:

- A 90–100, excellent achievement;
- B 80–89, good achievement;
- C 70–79, fair achievement;
- D 60–69, poor achievement;
- F 0–59, fail.

Disabilities

If you feel you need reasonable accommodations because of the impact of a disability, please, (i) contact the KOKUA program (V/T) at 956–7511 or 956–7612 in Room 013 of the QLCSS; (ii) speak with me privately to discuss your specific needs. I will be happy to work with you and KOKUA program to meet your access needs related to your documented disability.

Week 1, Hawaiian archaeology <2015-01-14 Wed>

Classroom agenda: (i) Introductions; (ii) Expected outcomes; (iii) Conduct of the course; (iv) The term paper; (v) History of Hawai‘i; (vi) Archaeology of Hawai‘i; (vii) Social scientific laws; (viii) Historical process; (ix) The logic of archaeological inquiry; (x) Assignment for Week 2.

Week 2, Approaches to Hawai‘i’s past <2015-01-21 Wed>

Classroom agenda: (i) Discuss readings; (ii) Environmental baseline (J. Stephen Athens); (iii) Colonial influence; (iv) Traditions and legends; (v) Historical record; (vi) Emergence of archaeology; (vii) Growth of archaeology; (viii) Assignment for Week 3.
Reading: Bayman and Dye (2013, Chapter 1); Dye (1991).

Week 3, Hawai‘i in Polynesian Perspective <2015-01-28 Wed>

Classroom agenda: (i) Discuss readings; (ii) Polynesia as a culture area; (iii) The comparative method (Piet Lincoln); (iv) Social complexity; (v) Ascription and achievement; (vi) Archaic *maka‘āinana*; (vii) Assignment for Week 4
Reading: Bayman and Dye (2013, Chapter 2); Kirch (2000, 42–62).

Week 4, Settlement pattern <2015-02-04 Wed>

Classroom agenda: (i) Discuss readings; (ii) Polynesian discovery; (iii) Introduction of plants and animals; (iv) Bird extinctions; (v) Vegetation changes; (vi) Transported landscapes; (vii) Landscape innovations; (viii) Site database (Eric Komori); (ix) Assignment for Week 5.

Reading: Bayman and Dye (2013, Chapter 3); Cachola-Abad (1993).

Week 5, Fishing and aquaculture <2015-02-11 Wed>

Classroom agenda: (i) Discuss readings; (ii) Invention of aquaculture technology; (iii) Distribution of fishponds; (iv) Fishponds are hard to date; (v) Fish bone identification; (vi) Otolith identification; (vii) Hawaiian fishhooks; (viii) Wai'ahukini Site H8 (Kelley Esh); (ix) Assignment for Week 6.

Reading: Bayman and Dye (2013, 54–66); Weisler and Walter (2002).

Week 6, Agricultural development and animal husbandry <2015-02-18 Wed>

Classroom agenda: (i) Discuss readings; (ii) History of the sweet potato; (iii) Rain-fed agricultural field systems; (iv) Hawaiian agronomy; (v) Development of the leeward Kohala field system; (vi) Pig herds as wealth-assets; (vii) Agricultural temples and feasting; (viii) Animal husbandry and alliance building; (ix) Assignment for Week 7.

Reading: Bayman and Dye (2013, 36–54); Ladefoged and Graves (2008).

Week 7, Agricultural development <2015-02-25 Wed>

Classroom agenda: (i) Discuss readings; (ii) Irrigated agriculture (S. Jane Allen); (iii) Student presentations; (iv) Assignment for Week 8;

Reading: Review Bayman and Dye (2013, Chapter 4); Kirch (1977).

Assignment due: Outline and core bibliography.

Week 8, Craft economies <2015-03-04 Wed>

Classroom agenda: (i) Discuss readings; (ii) Stone adzes and axes; (iii) Volcanic glass expedient tools; (iv) Geochemical characterization; (v) Distributional studies; (vi) Assignment for Week 9.

Reading: Bayman and Dye (2013, Chapter 5); Lass (1998).

Week 9, Ritual practices, shrines and temples <2015-03-11 Wed>

Classroom agenda: (i) Discuss readings; (ii) Sacred space in West and East Polynesia; (iii) Kinds of Hawaiian temples; (iv) Variability in temple architecture; (v) Life history of a temple; (vi) Northwest Hawaiian Islands (Kekuewa Kikiloa); (vii) Assignment for Week 10.
Reading: Bayman and Dye (2013, 83–89); Kolb (1994); Kolb and Murakami (1994).

Week 10, Regional organization <2015-03-18 Wed>

Classroom agenda: (i) Discuss readings; (ii) Territorial division of the main islands; (iii) Organization of settlement space; (iv) Functions of architectural features; (v) Nuʻalolo Kai, Kauaʻi (Al Carpenter) (vi) Assignment for Week 11.
Reading: Weisler et al. (2005); Ladefoged and Graves (2006); Weisler and Kirch (1985).

Week 11, Interaction and two-way voyaging <2015-04-01 Wed>

Classroom agenda: (i) Discuss readings; (ii) Student presentations; (iii) Assignment for Week 12.
Reading: Jones and Klar (2005); Storey et al. (2007).
Assignment due: Complete first draft of term paper.

Week 12, Mortuary practices and population, <2015-04-08 Wed>

Classroom agenda: (i) Discuss readings; (ii) Goals of mortuary analysis; (iii) Mortuary analysis in Hawaiʻi; (iv) Archaeological estimates of population; (v) Assignment for Week 13.
Reading: Bayman and Dye (2013, 89–90); Pietruszewsky and Douglas (1994).

Week 13, Social stratification, <2015-04-15 Wed>

Classroom agenda: (i) Discuss readings; (ii) *Aliʻi* and *kapu*; (iii) The peripatetic court; (iv) Chiefdom or kingdom? (v) The old language of rights; (vi) Assignment for Week 14.
Reading: Bayman and Dye (2013, Chapter 6); Cordy (2004); Dye (2010).

Week 14, Consequences of contact, <2015-04-22 Wed>

Classroom agenda: (i) Discuss readings; (ii) Historical archaeology of Honolulu (Susan Lebo); (iii) Depopulation and site abandonment; (iv) Assignment for Week 15.

Reading: Bayman and Dye (2013, Chapter 7); Kirch (2007); Cordy (2007).

Week 15, Hawaiian archaeology and contemporary society, <2015-04-29 Wed>

Classroom agenda: (i) Discuss readings; (ii) Progress or tradition; (iii) Archaeology and land development; (iv) Archaeology and Hawaiian studies; (v) Restoration and interpretation of cultural sites.

Reading: Bayman and Dye (2013, Chapter 8); Spriggs (1991).

Week 16, Review and retrospective, <2015-05-06 Wed>

Classroom agenda: (i) Institutional structure of Hawaiian archaeology; (ii) Curation of collections (Muffet Jourdane); (iii) CRM gray literature; (iv) Research questions.

Assignment due: Final term paper.

References

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- Cordy, R. (2004). Considering archaeological indicators of the rise of appointed chiefs and the feudal-land system in the Hawaiian Islands. *Hawaiian Archaeology* 9, 1–24.
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- Kirch, P. V. (2007). “Like shoals of fish”: Archaeology and population in pre-contact Hawai‘i. See Kirch and Rallu (2007), pp. 52–69.
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Anthropological archaeology makes a unique contribution to understanding the human past. This course introduces the key concepts, methods and techniques used by modern archaeologists to interpret the past. Forensic anthropology is the application of the science of anthropology and its subfields, including Biological (physical) Anthropology, Cultural Anthropology (Ethnology), and Archeology, in a legal setting. Anthropology - Anthropology - Archaeology: Archaeology is fundamentally a historical science, one that encompasses the general objectives of reconstructing, interpreting, and understanding past human societies. Isaiah Berlin's perceptive comments on the inherent difficulties in practicing "scientific history" are particularly apropos for archaeology. Practitioners of archaeology find themselves allied (often simultaneously) with practitioners of the natural sciences, social sciences, and humanities in the project of writing history. Biological anthropology and archaeology are found in different departments, and the four sub.-field tradition I talked about does not apply. Archaeology as a discipline separate from anthropology started in the eighteenth century (anthropology dates from the middle to late nineteenth century). Explorations of Ancient Greek and Roman sites, places mentioned in the Bible, and especially Egypt recovered beautiful works of art and things that illuminated how people lived in the past. The Hawaiian archipelago consists of 137 islands in the Pacific Ocean that are far from any other land. Polynesians arrived there one to two thousand years ago, and in 1778 Captain James Cook and his crew became the first Europeans to visit Hawaii (which they called the Sandwich Islands). The art created in these islands may be divided into art existing prior to Cook's arrival; art produced by recently arrived westerners; and art produced by Hawaiians incorporating western materials and ideas. Public Aina Archaeology, Honolulu, Hawaii. 896 likes. Caring for Hawai'i's cultural and natural resources through a blend of traditional epistemologies and... 4/30/2020 - The Ho'opai Archaeology Apprenticeship will be recognized with a Preservation Programmatic Award as an innovative program that allows for hands-on learning while embracing Hawaiian culture and tradition. It is a beautiful example of what can be accomplished by balancing traditional tho