

Anthropology 233 Tuesdays 1:00 – 4:00 (Section 47) Spring Semester 2012 He Sapa (Rapid City) Center

Introduction to Archaeology

Instructor Information:

Instructor: Kirk Costion, Ph.D.

Email: <u>kcostion@olc.edu</u> (This is the best way to get a hold of me)

Office Hours: I will be available for questions before and after class or by appointment.

Prerequisites:

English 103 (Freshman English 1)

Introduction

Archaeology is a sub-discipline of anthropology that specializes in the investigation of human cultures in the prehistoric past through the study of material remains. Archaeologists pursue this end using a wide range of theoretical perspectives and methodological approaches. In this course, students will be introduced to the basic methods and theories utilized in archaeological investigations. Particular emphasis is placed upon how archaeologists use raw data to generate and test hypotheses about the past. In this course, the focus will not be upon reviewing the broad span of events that comprise human history and prehistory. Rather, specific archaeological case studies from various regions and time periods will be used to illustrate, evaluate, and apply archaeological methods and theories. The course content will be conveyed by means of lectures, discussions in class, group work and short video clips.

Course Objectives

The various aspects of this course are designed to work together in order to allow students to understand the basic theoretical and methodological aspects of anthropological archaeology. By the end of this course students will be able to:

- 1) Demonstrate a basic knowledge of archaeological methods and theories as they are applied in modern anthropological archaeology;
- 2) Critically read and evaluate basic information from the field of archaeology, including questioning the methods, theories, and conclusions presented in popular culture and journalism;
- 3) Apply archaeological methods and theories to a database of raw information for the purpose of drawing sound scientific conclusions and interpretations regarding events and people of the past.

Reading

Reading assignments are designed to complement and augment lecture material. Most of the reading for this class is drawn from one main textbook (see below). However, there are a few supplemental articles that will be assigned throughout the course as well. These will be made available to you in my web folder (see below). Lectures will make reference to material from the text, so it is expected that students complete the reading assignments before class. In addition to making the lecture material more understandable, at-home readings will enable students to come to class prepared to ask questions. Please bring your textbooks and other readings to class with you, as you will need them during class time.

Required Textbooks

1. **Price, T.D.,** 2007. *Principles of Archaeology*. McGraw-Hill Higher Education.

This course will occasionally utilize the instructor's webfolder located at http://www.olc.edu/~kcostion/webfolder/. Although I will hand out copies of required readings that are not in our book, these readings will also be placed in my webfolder as Adobe Acrobat (.pdf) files by author name and year. For example, if a 1938 article by Laurel and Hardy is assigned as homework, it will appear in the webfolder as <code>Laurel&Hardy_1938.pdf</code>. To download the reading to your own computer or flash drive, you must right-click the file name, and choose the Save As option, and save the document where you like. It will be your responsibility to check this webfolder as appropriate as the semester progresses.

Course Requirements and Grade Values

Midterm Exam:	200 pts. (20%)
Final Exam:	200 pts. (20%)
Archaeology of Pine Ridge Assignment	100 pts. (10%)
Bog Bodies Assignment	150 pts. (15%)
Take-Home Exercises	250 pts. (25%)
Class Participation	100 pts. (10%)
Total	1000 pts. (100%)

Grading Rubric

A =	1000-920	C+= 7	799-770	
A- =	919-900	C = 7	769-730	
B+=	899-870	C-=7	729-700	
B =	869-830	$D+=\epsilon$	599-670	
B- =	829-800	$D = \epsilon$	669-630	
		D- = 6	529-600	
F = 599 and below				

Exams: There will be two exams, consisting of short answer questions, simple archaeological problems, and a few short essay (2-3 paragraphs) questions at the end. Exams cover both in-class and reading materials. Short answer questions at times can be answered in just a few words but at other times you will need to answer with a few complete sentences. The archaeological problems will require you to answer questions based upon raw data so you will be required to do some math. The essay questions are almost always comparative in scope. For example, similar theses may be studied with different approaches, and can ultimately lead to different insights. You will be expected to compare and contrast these approaches in your short essays. To be successful, you must do the homework and discuss the connections between the reading and in-class material with both the instructor and each other. The final exam will be comprehensive, but only in the sense that it will include the big themes taught prior to the midterm. Makeup exams will only be given in extraordinary circumstances.

Written Assignments: The two assignments will be discussed at greater length in class. Each includes a written portion, while the Bog Bodies assignment also includes a group classroom presentation. Both emphasize the use of real archaeological information to answer questions about the past. The due dates of these assignments are noted on the schedule below. Written assignments must be typed, 12-point font, double-spaced, with 1 inch margins. Although I would prefer hard copies of your written assignments, e-mailed versions to kcostion@olc.edu are acceptable. It is your responsibility to make sure the e-mailed version of your paper is compatible with Microsoft Word.

Take-Home Exercises: There will be 5 exercises to be completed over the course of the semester that will involve the use of real archaeological data in order to answer specific questions. These questions do not need to be answered in essay format; each question can be answered individually. Each exercise is worth 50 points or 5% of your total grade. Exercises will generally closely relate to the topic of a specific week's lecture. Time will be allotted in class to start these exercises in small groups, however they will need to be completed at home. Working in groups is encouraged, however each student must turn in his or her own individual answers. Exercises must be handed in at the beginning of class on the day they are due, as results will be discussed in detail at the start of the class. Exercises will NOT be accepted if they are turned in late.

Participation: Your participation grade is related to the initiative one takes to come to class prepared and to ask questions actively. Minimally, half of this final grade is earned by simply adopting a professional approach that would be expected in any future job (essentially the Lakota concept of *Waohola*). This means missing no more than one class (unexcused) and showing respect to other individuals in the class. I encourage you to voice your disagreements or concerns with me or others in the class when they arise, but Lakota conventions of respect in formal situations dictate that we frame any disagreements on professional (rather than strictly personal) grounds, and allow equal opportunities for opposing viewpoints to be explained. Respectful behavior also involves not annoying or distracting other students by talking, reading newspapers, repeatedly arriving to class late, doing something other than taking notes with one's laptop, falling asleep, or eating loudly.

Cell phones should be turned off for class and kept in your bags or pockets. If you *need* to have your cell phone on, please turn it to vibrate and take any calls outside the classroom. If I see you texting in class I will ask you to leave the classroom. This syllabus constitutes the only warning on this count, and points will be subtracted from offenders.

The other half of your participation grade is earned by answering and raising questions in class, making honest efforts with in-class exercises, or by writing reflective responses to questions at the end of class. You participation grade is not influenced by being 'right' or the most outspoken individual in the room; it is simply influenced by the amount of personal effort you make in this class. For those who find talking in class intimidating, scheduling times to talk with me individually are an appropriate time to discuss class issues one-on-one. I am always happy to discuss issues and concerns over email. Since everyone has the occasional bad or quiet day, particularly active participation in one class can make up for a general lack of participation in another, however, consistent or improving participation will be valued higher.

Extra Credit: Students will have the opportunity to complete one extra credit exercise during the course of the semester that will be worth up to 50 points or 5% of your overall grade. This exercise will consist of a short written review of an archaeological article published in a popular newspaper or magazine between the dates of January 1st and May 8th, 2011. Further details on this assignment will be discussed in class. Extra credit will be due at the beginning of class on May 8th and will NOT be accepted if it is turned in late under any circumstances. Some examples of popular magazines that often publish archaeology related articles are: *Archaeology, National Geographic, Smithsonian, & Discover.*

Late Work, Make Ups, and Other Policies

Course Content Disclaimer: This course covers many aspects of ancient history using a scientific perspective that focuses primarily upon archaeological evidence. Some topics that are controversial outside of the scientific community (such as the biological evolution of the human species, the peopling of North and South America, and the social evolution of human societies) will be covered in detail this semester. It is the policy of this instructor to only present theories and reconstructed histories that are based upon hard archaeological or historical evidence. As a result, some of the theories, histories and chronologies covered in this course may differ from traditional religious texts or oral histories. Students in this course are not required to believe in the theories or histories presented in this course, however, students will be asked to demonstrate an understanding of all information presented in this class. All written assignments for this course must be based upon hard archaeological or historical data; any assignment turned in that focuses upon non-scientific theories (such as intelligent design or creationism) will not be graded and thus will receive a zero.

Exams: Make-up exams for those who have an officially documented excuse will be entirely essay in format. Missing an exam due to an undocumented excuse will generally result in a zero score. Please plan ahead. Requests for make-up exams must consist of (a) one typed, double-spaced page explaining the reason for missing the exam, and (b) relevant corroborating documentation such as a doctor's note (if appropriate). Both must be in my hands within one week before or after the scheduled exam date.

Written Assignments: Staring the minute after the conclusion of class and for each of the subsequent 24 hour periods from the end of class (so if class ends at 4pm, that periods last from then to 4pm the following day), late exercises will be docked five percentage points, and no exercises will be accepted more than 7 days after they are due without a documented excuse. You may e-mail me late assignments to me to save yourself penalties.

Extra Credit: As mentioned above your extra credit assignment must be turned in on time on May 8th, no late extra credit assignment will be accepted.

Grade Change Policy: In case of unexpected happenings that prevent a student from finishing the course work on time, the student can contact the instructor and ask for an extension. Such an extension is only granted if the student has acquired between 40 and 69% at the end of the semester and is counted as present for at least 11 weeks. In addition, the student must have a properly documented legitimate excuse (such as an extended hospital stay) for not finishing their work before the end of the semester. My general policy is that grades for work that is handed in after the end of the semester are reduced by 50%. Also, additional work will only be accepted until the beginning of the following semester. The highest grade that can be achieved after a grade change is a C (exceptions at the discretion of the instructor). Grade changes will only be granted to those students with legitimate excuses for not finishing the course work on time; you cannot obtain a grade change simply because you are not happy with your final grade. It is the responsibility of the student to contact the instructor to make arrangements for a grade change; if you do not finish your course work and do not make arrangements for a grade change with the instructor you will receive a grade for the work completed. This instructor does not give any incompletes under any circumstances.

Special Considerations: I realize that some students need special accommodations. If you have a disability that requires special testing accommodations or other classroom modifications, please notify me *and* Ruth Cedarface the EAP/Director of Student affairs. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Ruth Cedarface, call (605) 455-6040; her office is located in the Piya Wiconi center near Kyle.

Academic Integrity/Plagiarism: Plagiarism (copying the work of others, or using the work of others without proper citations) and all other forms of cheating will not be tolerated and can lead to a failing grade in the class, or expulsion from the college. Although you are highly encouraged to work with other students on your exercise dataset or reading questions to save yourselves time, you are expected to independently write up the results of each. Abrupt changes in the writing tone or tempo through the course of a paper, or two or more papers that sound suspiciously alike, are all it takes to begin an investigation that can have very severe consequences.

Oftentimes students plagiarize without intending to do so. It is **never** acceptable to simply cut and paste text from another source into your papers without proper citation. You need to cite authors not only when you use their exact words, but also when you paraphrase them or even just refer to their ideas. If you use more than 60% of an author's exact words, you must cite the page number. If you work with others, be sure that your papers are not word for word. Be careful. You are strongly encouraged to share rough drafts of your written work with your instructor *prior to* the respective due dates.

In order to help you avoid plagiarism, a handout on how to properly cite and write in your own words will be provided to you prior to your first assignment. OLC's official policy on plagiarism can be found here: (http://www.olc.edu/local_links/policymanual/Section_70-79/76-300.php)

Academic Freedom Policy: Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations. (Basically this means that you should feel free and are encouraged to express your opinions in this class, either in discussions or in your written work, even if you disagree with the instructor. Your grade in the course will not be detrimentally affected by expressing an opinion that is contrary to the instructor's)

Official OLC Attendance Policy: Students are required to attend classes regularly. Instructors will submit attendance on-line weekly to the end of the semester.

If a student wishes to be excused from a class, it is the **student's** responsibility to clear the absence with the instructor. At that time the student must arrange for a makeup assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within **one week** of the absence. Once the make-up assignment is completed, the instructor may then change the absent to present depending on the circumstances and the quality of the work. This will only apply to no more than two absences. (Note: it is at my discretion whether or not an absence gets changed to a present and I only make such changes if arrangements are made with me **before** the absence takes place. Makeup assignments are not automatically given if you miss a class, you must have a documented legitimate excuse for missing a class to receive a makeup assignment).

A student may be dropped from a course after **three consecutive** absences and will be dropped by the Registrar after **five total** absences (This includes excused absences). There are **NO** reinstatements and **NO** exceptions for students who are dropped for five absences. Students who miss the first two classes of the semester will be dropped from this course by the instructor.

February 3rd is the last day you can drop this course for a full refund; after this date if you drop the course you will receive a Withdrawal (W) grade for the course that will appear on your official transcript.

Class Cancellations: It is **not** the policy of this instructor to cancel classes because of bad weather. We will have class regardless of bad weather or predicted storms unless the college center closes down. Thus, it is not a legitimate excuse to miss a class because it is snowing or raining; you need to plan accordingly and make arrangements to be in class even if the weather is bad. In the unlikely event that a class does need to be cancelled for weather or some other unforeseen reason I will inform the entire class via e-mail as soon as I know the class is cancelled. All cancelled classes need to be made up at some point during the semester.

OLC E-mail: Students should check their OLC e-mail accounts at least twice a week for announcements related to this course. If you do not check your OLC e-mail account it is your responsibility to provide the instructor with an alternate e-mail address and check it at least twice a week.

Tentative Schedule of Lecture Topics and Readings
Disclaimer: The instructor may modify the course content and schedule during the term

Date	Classroom Topics	Readings	Assignments
Jan. 24	Introduction/Class Logistics	Price: Ch. 1 & Ch. 3 (47-55)	
XX71 - 1	Andreas Island Andreas Island		
Week 1	Anthropological Archaeology		
	History of Archaeology I		
Jan. 31	History of Archaeology II	Price: Ch. 3 (55-64) & Ch. 5 (101-117	Archaeology of
Week 2	The Amshered sized Decomb	& 129-139)	Pine Ridge Project
Week 2	The Archaeological Record	ARTICLE: Macaulay; excerpt from	Assigned
		Motel of the Mysteries	
Feb. 7	Archaeological Questions &	Price: Ch. 4	
Week 3	Research Design		
WCCK 3			
Feb. 14	Recovery Techniques:	Price: Ch.6 & Ch. 9	Archaeology of
Wast- 4	Survey & Excavation	ADTICLE: Elejocher The	Pine Ridge
Week 4	Stratigraphy	ARTICLE: Fleischman; The Archaeologist Who Wouldn't Dig	Assignment Due
	Suangraphy	The meeting is the woman to be	Exercise 1 Assigned:
			Price (pp. 171-174)
Feb. 21	Dating & Chronology,	Price: Ch. 7(179 – 198), Ch. 8, & Ch.	Exercise 1 Due
Week 5	Archaeological Analysis, & Archaeometry	15 (415 – 427)	Evereise 2 Assigned
W COR 5	Thendeometry		Exercise 2 Assigned Price (211 – 212)
Feb. 28	Environmental Archaeology	Price: Ch. 12 & Ch. 13	Exercise 2 Due

Week 6	Subsistence & Diet		Exercise 3 Assigned: Price (373-374)
	Midterm Review		Trice (373-374)
Mar. 6	Midterm Examination	Same Time Same Place	
Week 7			
Week 7 Mar. 13	Technology & Craft Specialization	Price: Ch. 10 & Ch. 11	Exercise 3 Due
1,202, 20	reemeregy of cruit specialization	711001 6111 10 60 6111 11	
Week 8			Exercise 4 Assigned:
3.5	D:	D: G! 110 G! 15 (105 10 G)	Price (293-294)
Mar. 20	Bioarchaeology	Price: Ch. 14 & Ch 15 (427 – 436)	Exercise 4 Due
Week 9		ARTICLE: Larsen; Reading the Bones	Bog Bodies Project
		of La Florida	Assigned
Mar. 27	No Class Spring Break!!!		
Apr. 3	Social Organization & Political	Price Ch. 5 (pp. 126-129)	Exercise 5 Assigned: Price (343-346)
Week 10	Systems		11100 (343-340)
	Settlement Patterns		
	Halani adia Mulai Ci		
	Urbanization (What is a City Activity)		
	Tionvity)		

Apr. 10	Social Organization on a Smaller Scale:	Price: Ch. 5 (pp.118-126)	Exercise 5 Due
Week 11	Scarc.	ARTICLE: Pringle; New Women of the	
	Household Archaeology	Ice Age	
	Gender Archaeology		
Apr. 17	Cognitive Archaeology:	Price: Ch 5 (pp. 40-44)	Bog Bodies
W 1 10	Art, Religion, & Ideology		Presentations
Week 12		ARTICLE: Marcus & Flannery;	
	Bog Bodies Presentations	Ancient Zapotec Ritual and Religion	
Apr. 24	Explanation in Archaeology:	Price: Ch. 16	Bog Bodies Written
	Archaeological Theory		Assignment Due
Week 13	-		
May 1	Archeopolitics, CRM, & Ethics:	Price: Ch. 17 & Ch. 2 (pp. 32-24 & 44-	
	Who Owns the Past?	45)	
Week 14			
	Review for Final Exam	ARTICLE: Lippert; <i>In Front of the</i>	
		Mirror	
May 8	Final Examination	Same Time Same Place	Extra Credit
			Assignment Due
Week 15			9
May 15	Makeup Week: Class will only		
	meet if necessary.		

Course Bibliography

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1997 The Archaeologist Who Wouldn't Dig. *The New York Academy of Sciences Magazine* May/June 1997: 12-14.

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2000 Reading the bones of La Florida. *Scientific American* 282(6):80-85.

Lippert, D.

1996 In Front of the Mirror: Native Americas and Academic Archaeology. In *Native Americans and Archaeologists: Stepping Stones to Common Ground*, ed. N. Swidler, K. Dongoske, R. Anyon, and A. Downer. Society for American Archaeology, Walnut Creek, CA.

Macaulay, D.

1979 Motle of the Mysteries. Houghton Mifflin

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1994 Ancient Zapotec Ritual and Religion: An Application of the Direct Historical Approach. In *The Ancient Mind: Elements of Cognitive Archaeology*, ed. C. Renfrew and E. B.W. Zubrow. Cambridge University Press, Cambridge.

Pringle, H.

1998 New Woment of the Ice Age. Discover April: 62-69.