ANTH 258A: Archaeology
Fall 2015

Monday Wednesday 8:20-9:50 AM
Asbury 007

Dr. Lydia Wilson Marshall
Office: Asbury Hall 223
Email: lydiamarshall@depauw.edu
Phone: (765) 658-4508
Office Hours: 2:00-3:30 PM Tuesday and 3:00-4:00 PM Friday or by appointment.

COURSE DESCRIPTION

Archaeology is much more than digging into the ancient past. It is also a form of detective work that allows us to understand ancient as well as modern societies by uncovering the clues of their material remains. In this course, we see how archaeologists show how and why civilizations rise and collapse. Prerequisite: ANTH 151, ANTH 153 or permission of instructor. Not open to students with credit for ANTH 354.

REQUIRED MATERIALS

Feder, Kenneth L.

Putnam County Museum Admission ($2)

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.

SUMMARY OF ASSIGNMENT DUE DATES, EXAMS, AND LABS

9/7: Paper 1 (Cars as Material Culture) due via Moodle before class
9/7: Student Presentation/Activity Day (Cultural Transforms and Natural Transforms)
9/14: Revised Paper 1 (Cars as Material Culture) due in hard copy in class
9/23: Garbage record assignment due via Moodle before class
9/23:  Lab 1: Artifacts  
9/28:  Lab 1 write-up due in hard copy in class
9/28:  Student Presentation/Activity Day (Viewshed Analysis)
10/2:  Paper 2 (Insights from Garbage) due via Moodle at noon (note: not a class day)
10/5:  Peer Review Worksheet due via Moodle before class
10/7:  Midterm Review Exam
10/12: Revised Paper 2 (Insights from Garbage) due in hard copy in class
10/26: Paper 4 (Independent Research) proposal due via Moodle before class
10/28:  Lab 2: Features
11/2:  Lab 2 write-up due in hard copy in class
11/2:  Student Presentation/Activity Day (Battlefield Archaeology)
11/4:  Lab 3: Burials
11/4:  Paper 4 (Independent Research) outline due via Moodle before class
11/9:  Lab 3 write-up due in hard copy in class
11/16: Lab 4: Public Representations of the Past
11/16: Paper 3 (Probate Analysis) due in hard copy in class
11/18: Lab 4 write-up due in hard copy in class
11/23: Student Presentation/Activity Day (Kennewick Man)
11/24: Paper 4 (Independent Research) due via Moodle by 4 PM (note: not a class day)
12/7:  Student research presentations
12/9:  Student research presentations
12/9:  Revised Paper 4 (Independent Research) due in hard copy in class
12/16: Final Exam (8:30-11:30 AM)

CLASS SCHEDULE AND READINGS

Wednesday, 8/26: Archaeology Is Not About Objects
In-Class Archaeology: Artifact Analysis, Draw an Archaeologist
In-Class Writing: Free Writing

THEME 1: INTRODUCING ARCHAEOLOGY

Monday, 8/31: The Problems and Promise of Archaeology
Csikszentmihalyi, Mihaly
Morgenroth, Silke

Sebastian, Lynne

In-Class Writing: Finding a Strong Thesis
Paper #1 (Cars as Material Culture) is handed out

Wednesday 9/2 – Deadline to drop (cancel) or add Fall Term 2015 classes

Wednesday, 9/2: Is Archaeology Anthropology? Is Archaeology Science?
Fagan, Brian M.

Feder, Kenneth L.

Kelly, Robert

In-Class Archaeology: Building an Artifact Taxonomy

Monday, 9/7: What is an Archaeological Site? (Student Presentation/Activity Day)
Feder, Kenneth L.

Stewart, Doug

Student Presentation/Activity: Cultural Transforms and Natural Transforms

In-Class Writing: Plagiarism and Academic Dishonesty
Paper #1 (Cars as Material Culture) due via Moodle before class

Meet with Professor Marshall about Paper #1 during office hours on 9/8 (Tuesday), 9/11 (Friday), or by appointment this week. A sign-up sheet will be available through Google Docs.
Price, T. Douglas
Edgar, Blake
In-Class Writing: Understanding Paper Structure

Price, T. Douglas
Curry, Andrew
In-Class Writing: Active Voice
Revised Paper #1 (Cars as Material Culture) due in hard copy in class
Garbage record assignment handed out

Wednesday, 9/16: How Do Archaeologists Date Sites?
Feder, Kenneth L.
In-Class Archaeology: Stratigraphy, Frequency Seriation, Stylistic Seriation, Mean Ceramic Dates
THEME 2: HOW ARCHAEOLOGICAL INTERPRETATION WORKS

Ashmore, Wendy and Robert J. Sharer
Curry, Andrew
In-Class Archaeology: Cultural Bias and Analogy

Wednesday, 9/23: Lab 1: Artifacts
Spector, Janet
Garbage record assignment due via Moodle before class
(Student Presentation/Activity Day)
Ashmore, Wendy and Robert J. Sharer
Deetz, James

Student Presentation/Activity: Viewshed Analysis

In-Class Writing: Minimizing To-Be Verbs
Lab #1 write-up due in hard copy in class
Paper #2 (Insights from Garbage) is handed out

Wednesday, 9/30: What Can Human Bones Tell Us about the Past?
Feder, Kenneth L.
Tung, Tiffiny A. and Kelly J. Knudson

In-Class Writing: Planting a Naysayer

Friday, 10/2: Paper #2 (Insights from Garbage) due via Moodle at noon

Monday, 10/5: Why Do Archaeologists Care What People in the Past Ate?
Feder, Kenneth L.
Edgar, Blake

In-Class Archaeology: Analyzing Faunal (Animal Bone) Data
In-Class Writing: Peer Review of Paper #2 (Insights from Garbage)

Wednesday, 10/7: Midterm Exam
Monday, 10/12: How Can Archaeologists Work Underwater?
Bailey, Geoff

Jones, Dan

Pringle, Heather

Revised Paper #2 (Insights from Garbage) due in hard copy in class
In-Class Library Demonstration with Tiffany Hebb

THEME 3: SOME IMPORTANT QUESTIONS FOR ARCHAEOLOGISTS

Wednesday, 10/14: Why Did People Start Farming? Did It Improve Their Lives?
Diamond, Jared

Diamond, Jared

Molleson, Theya

In-Class Writing: Synthesizing Data from Multiple Sources

Monday, 10/19 – Friday, 10/23: NO CLASS (Fall Break)

Monday, 10/26: Why Do Civilizations Rise and Fall?
Diamond, Jared

Morrison, Kathleen

Wilcox, Michael

In-Class Writing: Documenting Research Sources
Paper #4 (Independent Research) proposal due via Moodle before class
**Wednesday, 10/28: Lab 2: Features**

Spector, Janet


*Friday, 10/30:* Last day to withdraw from a course with grade of W (strictly enforced), and change a course from grade to pass/fail or from pass/fail to grade.

**Monday, 11/2: How Common was Warfare in the Past? (Student Presentation/Activity Day)**

Ferguson, R. Brian


LeBlanc, Steven


Letters to the editor


**Student Presentation/Activity: Battlefield Archaeology**

**In-Class Writing: Considering Your Audience**

*Lab #2 write-up due in hard copy in class*

**Wednesday, 11/4: Lab 3: Burials**

Spector, Janet


**Paper #4 (Independent Research) outline due via Moodle before class**

**Monday, 11/9: What Can Archaeology Reveal about Historic and Contemporary Periods?**

Deetz, James


Wilson, Douglas C. and William L. Rathje


**In-Class Writing: Quoting Effectively**

*Lab #3 write-up due in hard copy in class*

**Paper #3 (Probate Analysis) is handed out**
THEME 4: THE POWER AND POLITICS OF ARCHAEOLOGY

Wednesday, 11/11: How Does the Present Affect Our Perceptions of the Past?
Gero, Joan and Dolores Root
Gifford-Gonzalez, Diane

In-Class Archaeology: Analyzing National Geographic

Monday, 11/16: Lab 4: Public Representations of the Past
In-Class Fieldtrip: Meharry Hall, Putnam County Museum, and Robe Ann Park
Paper #3 (Probate Analysis) is due in hard copy in class

Wednesday, 11/18: Archaeology, Nationalism, and Religion
Arnold, Bettina
Romey, Kristin M.

In-Class Writing: “So What? Who Cares?”
Lab #4 write-up due in hard copy in class

Monday, 11/23: Archaeology and Native Americans (Student Presentation/Activity Day)
Colwell-Chanthaphonh, Chip
Fabian, Ann

Student Presentation/Activity: Kennewick Man
In-Class Writing: Writing Flow

Tuesday, 11/24: Paper #4 (Independent Research) due via Moodle by 4 PM

Wednesday, 11/25: NO CLASS (Thanksgiving Break)
Meet with Professor Marshall about Paper #4 during class hours on 11/30 (Monday), office hours on 12/1 (Tuesday) or 12/4 (Friday), or by appointment this week. A sign-up sheet will be available through Google Docs.

Monday, 11/30: NO CLASS (Individual Writing Conferences)

Wednesday, 12/2: Fringe Archaeology
Däniken, Erich von

Feder, Kenneth.

In-Class Writing: Varying Sentence Structure

Monday, 12/7: Student Research Presentations

Wednesday, 12/9: Student Research Presentations
Revised Paper #4 (Independent Research) due in hard copy in class

Wednesday, December 16: Final Exam (8:30-11:30 AM)

COURSE GOALS

This course is designed to teach students how archaeological knowledge is constructed, provide them with hands-on experience in archaeological analysis, and help them understand archaeology’s continued political resonance in the present. We will explore how different types of archaeological data (artifacts, features, architecture, animal bones, preserved seeds and pollen, human bones, settlement spatial organization, etc.) have provided insight into the human past not otherwise available. By participating in archaeological analysis, students will build a much deeper understanding of how this interpretive process works. A second major learning goal this semester is to improve students’ writing. We will use more informal writing as a process to enhance critical analysis and reasoning. In the course’s more formal writing assignments, students will work to improve their ability to write for different kinds of audiences, summarize others’ research effectively, position their voice and argument in a field of existing research, and structure a thesis-driven essay coherently.
COURSE EXPECTATIONS

Class Participation
This course will include both lecture and discussion components, and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 10% of the course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than two excused absences are permitted over the course of the semester. If you have more than four absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Reading Comprehension Checks
This course includes a large discussion component. Close reading of assigned texts is essential for quality class discussion. To encourage active and careful reading, I will give unannounced short reading comprehension checks (“one minute papers”) at the beginning of class several times throughout the semester. These checks will be based on reading questions that I will provide to help direct student reading before class. These checks will be open note, but not open book. Students who take notes on the reading questions before class will be well prepared for all reading comprehension checks. I will drop each student’s lowest score at the end of the semester. Together, these one-minute papers account for 5% of the final course grade.

Student Presentation/Activity Days
Over the course of the semester, each student will present once as part of a group on a specific subtopic for the day. The topics for student presentations are: (1) Cultural Transforms and Natural Transforms (on the day ‘What is an Archaeological Site?’); (2) Viewshed Analysis (on the day ‘How Do Archaeologists Reconstruct the Past?: Spatial Analysis’); (3) Battlefield Archaeology (on the day ‘How Common was Warfare in the Past?’) and (4) Kennewick Man (on the day ‘Archaeology and Native Americans’). In preparation, students who are presenting will
read additional sources about the subtopic that I assign. You are responsible for 20-30 minutes of class time the day that you present, including a 10-minute presentation and a 10- to 20-minute interactive activity for the class. The interactive activity could be a trivia or other type of game, small group discussion, debate, etc. Feel free to be creative, just be sure not to be boring. Remember that every group member should speak about the same amount during the presentation and activity, and your group will be marked down if just a few students from the group dominate. This assignment is worth 5% of your course grade.

Labs
Four short (1- to 2-page) write-ups for in-class labs are together worth 5% of your course grade.

Papers
Students will write four formal papers over the course of the semester. Each of these assignments is briefly summarized below.

Paper 1 (Cars as Material Culture) should be approximately 3-5 pages long. This paper requires (i) a draft and (ii) a meeting with me to discuss and edit your draft prior to the submission of the final version. Although no points are awarded for these early parts of the assignment, you must do them on time or your paper grade will suffer a significant grade penalty at my discretion. Paper 1 is worth 5% of the course grade.

Paper 2 (Insights from Garbage) should be approximately 4-6 pages long. The paper requires (i) a detailed seven-day record of refuse disposal in your own household (the garbage record assignment); (ii) a draft; and (iii) a peer review session. Although no points are awarded for these early parts of the assignment, you must do them on time. If you do not complete a refuse disposal record, you may not continue in the assignment. If you complete the refuse disposal late, you will lose 10% of the final paper grade for every day it is late; I will not accept the record more than three days late. If you do not complete a draft, prepare a peer review worksheet, or participate in peer review on time, your paper grade will suffer a significant grade penalty at my discretion. Paper 2 is worth 10% of the course grade.

Paper 3 (Probate Analysis) should be approximately 3-5 pages long and is worth 7.5% of the course grade.

Paper 4 (Independent Research) is a 6-8 page paper on a topic of your choice relevant to the course. The project has multiple parts including (i) research appointment with librarian, (ii) paper title, proposal, and annotated bibliography, (iii) paper outline, (iv) draft, (v) meeting with me, and (vi) final research paper. Although no points are awarded for the first five parts of the assignment, failure to do them thoughtfully and on time will cause points to be deducted from your research paper grade. No library consultation: -3 points. No proposal/preliminary
bibliography: -5 points. No paper outline: -5 points. No draft: -7 points. You cannot turn in your final paper before meeting with me to discuss an earlier draft. All of these assignments are designed to improve your research paper; therefore, it is to your advantage to do them. I reserve the right to reject an unauthorized research paper. Paper 4 is worth 15% of your course grade.

Exams
Two exams will be given over the semester. The midterm exam is worth 17.5% of the course grade. The final exam is worth 20% of the course grade.

GRADING SUMMARY:
Class participation: 10%; Reading comprehension checks: 5%; Student presentation/activity days: 5%; Lab write-ups: 5%; Paper 1: 5%; Paper 2: 10%; Paper 3: 7.5%; Paper 4: 15%; Midterm Exam: 17.5%; Final Exam 20%

GRADING POLICIES

A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B- grades indicate “achievement at a level superior to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

COURSE POLICIES

Academic Misconduct
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask. If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received unauthorized help on this assignment."
Late Assignments
All assignments are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

Missed Exams and Quizzes
I will not provide make-up examinations for any exam unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic competition conflicts with either exam time, please let me know in the first two weeks of class so that we can plan for your accommodation. If you miss the exam unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam time.

Laptops and cell phones
Laptop and cell phone use is generally prohibited during class sessions. If you have a special situation that requires that you use a laptop to take notes, talk to me.

Learning and Other Disabilities
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or studentdisabilityservices@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as migraines, AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from Student Disabilities Services, so plan ahead. It is student’s responsibility to share the letter of accommodation with me. Accommodations will not be implemented until I have received the official letter. Please note that accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with me. Students with documented disabilities also have the right to choose not to use accommodations; in exercising that right, they accept the resulting outcomes. I will not retroactively address any issue arising from a student’s choice to forgo accommodations.