ANTH 258A: Archaeology
Spring 2015

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

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Office Hours: 2:30-4 PM Tuesday and 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.

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.
SUMMARY OF ASSIGNMENT DUE DATES, EXAMS, LABS, AND FIELDTRIPS

2/9: Paper #1 draft due via Moodle before class; *meet with Professor Marshall during the week of 2/9-2/13 to discuss this draft.*

2/9: Student Presentation/Activity Day

2/16: Paper #1 due in hard copy in class

2/25: Garbage record assignment due via Moodle before class

2/25: Lab Day: artifacts and features

3/2: Student Presentation/Activity Day

3/6: Paper #2 draft due via Moodle. *Note: not a class day.*

3/9: Peer review worksheet due via Moodle before class

3/9: Peer review of paper #2 draft in class.

3/11: Lab Day: settlement and burial data

3/16: Midterm Exam

3/20: Paper #2 is due in hard copy to my office (Asbury 223) by 4 PM

4/1: Research paper proposal due via Moodle before class

4/1: Student Presentation/Activity Day

4/8: Research paper outline due via Moodle before class

4/13: Required field trip to Putnam County Museum

4/20: Paper #3 due in hard copy in class

4/20: Student Presentation/Activity Day

4/24: Research paper draft due at noon via Moodle. *Note: not a class day.* *Meet with Professor Marshall during the week of 4/27-4/31 to discuss this draft.*

5/4: Student research presentations

5/6: Student research presentations, continued

5/6: Research paper is due in hard copy to my office (Asbury 223) by 4 PM

5/11: Final Exam
CLASS SCHEDULE AND READINGS

Monday, 1/26: Archaeology Is Not About Objects
In-Class Archaeology: Artifact Analysis, Draw an Archaeologist
In-Class Writing: Free Writing

Wednesday, 1/28: NO CLASS (University-Wide Conversation on Inclusiveness)

THEME 1: INTRODUCING ARCHAEOLOGY

Monday, 2/2: The Problems and Promise of Archaeology
Csikszentmihalyi, Mihaly
1993 Why We Need Things. In History from Things: Essays on Material Culture. 
Morgenroth, Silke
Sebastian, Lynne
In-Class Writing: Writing as Brainstorming

Monday 2/2 – Deadline to drop (cancel) or add Spring Term 2015 classes

Wednesday, 2/4: Is Archaeology Anthropology? Is Archaeology Science?
Fagan, Brian M.
Feder, Kenneth L.
Kelly, Robert
In-Class Archaeology: Building an Artifact Taxonomy
Paper #1 (Pots and People: The Relationship between Objects and Identity) is handed out
Monday, 2/9: What is an Archaeological Site? (Student Presentation/Activity Day)
Feder, Kenneth L.
Stewart, Doug

Student Presentation/Activity: Cultural Transforms and Noncultural Transforms

In-Class Writing: Practicing Editing
Paper #1 draft due via Moodle before class

Meet with Professor Marshall about Paper #1 during office hours on 2/10 (Tuesday), 2/13 (Friday), or by appointment this week. A sign-up sheet will be available online.

Price, T. Douglas

Edgar, Blake

In-Class Writing: Practicing Summarizing

Price, T. Douglas

Curry, Andrew

In-Class Writing: Considering Your Audience
Paper #1 due in hard copy in class

Garbage record assignment handed out

Wednesday, 2/18: 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
Molloy, Brian
In-Class Archaeology: Cultural Bias and Analogy

Wednesday, 2/25: Lab Day
Spector, Janet
In-Class Archaeology: Analyzing Archaeological Data: Artifacts and Features
In-Class Writing: Communicating Your Archaeological Interpretation
Garbage record assignment due via Moodle before class

Monday, 3/2: How Do Archaeologists Reconstruct the Past? (Part 2): Spatial Analysis (Student Presentation/Activity Day)
Ashmore, Wendy and Robert J. Sharer
Deetz, James
Student Presentation/Activity: Viewshed Analysis
In-Class Writing: Understanding Paper Structure
Paper #2 (Economic, Social, and Ideological Insights from Garbage) is handed out

Wednesday, 3/4: 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, 3/6: Paper #2 draft due via Moodle at noon

Monday, 3/9: 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 Drafts

Wednesday, 3/11: Lab Day
In-Class Archaeology: Analyzing Archaeological Data: Settlements and Burials
Barber, Russell J.
Spector, Janet

In-Class Writing: Communicating Your Archaeological Interpretation

Monday, 3/16: Midterm Exam

THEME 3: SOME IMPORTANT QUESTIONS FOR ARCHAEOLOGISTS

Wednesday, 3/18: Why Did People Start Farming? Did It Improve Their Lives?
Diamond, Jared
Molleson, Theya
Pringle, Heather

In-Class Library Demonstration with Tiffany Hebb

Friday, 3/20: Paper #2 due in hard copy to my office (Asbury 223) by 4 PM
Friday, 3/20: 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, 3/23 – Friday, 3/27: NO CLASS (Spring Break)

Monday, 3/30: Why Do Civilizations Rise and Fall?
Diamond, Jared

Morrison, Kathleen

Wilcox, Michael

In-Class Archaeology: Separating Data from Interpretation
In-Class Writing: Documenting Research Sources

Wednesday, 4/1: 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: Mapping a Paper’s Structure
Research paper proposal due via Moodle

Monday, 4/6: What Can Archaeology Reveal about Historic and Contemporary Periods?
Hantman, Jeffrey

Pearson, Marlys and Paul R. Mullins

Wilson, Douglas C. and William L. Rathje

In-Class Writing: Using Quotations Effectively
THEME 4: THE POWER AND POLITICS OF ARCHAEOLOGY

Wednesday, 4/8: How Does the Present Affect Our Perceptions of the Past?
Gero, Joan and Dolores Root

Gifford-Gonzalez, Diane

In-Class Archaeology: Analyzing National Geographic
Research paper outline due via Moodle before class

Monday, 4/13: REQUIRED FIELDTRIP TO PUTNAM COUNTY MUSEUM
Paper #3 (Museum Analysis: The Role of the Present in the Past) is handed out

Wednesday, 4/15: Archaeology, Nationalism, and Religion
Arnold, Bettina

El-Haj, Nadia Abu.

In-Class Writing: “So What? Who Cares?”

Monday 4/20: Archaeology and Native Americans (Student Presentation/Activity Day)
Colwell-Chanthaphonh, Chip

Fabian, Ann

Student Presentation/Activity: Kennewick Man
In-Class Writing: Synthesizing Data from Multiple Sources
Paper #3 due in hard copy in class

Wednesday, 4/22: Alternative Archaeology
Däniken, Erich von
Feder, Kenneth.

**In-Class Writing: Recognizing and Critiquing a Weak Argument**

*Friday, 4/24: First draft of research paper due at noon via Moodle*

*Monday, 4/27: NO CLASS (Student meetings with Professor Marshall to review research paper drafts)*

*Wednesday, 4/29: NO CLASS (Student meetings with Professor Marshall to review research paper drafts)*

*Monday 5/4: Student Research Presentations*

*Wednesday 5/6: Student Research Presentations, continued.*

*Research paper is due in hard copy to my office (Asbury 223) by 4 PM*

*Monday, May 11: Final Exam (8:30-11:30 AM)*
COURSE GOALS

This course is designed to teach you how archaeological knowledge is constructed, provide you with hands-on experience in archaeological analysis, and help you 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, you will build a much deeper understanding of how this interpretive process works. A second major learning goal this semester is to improve your writing. We will use more informal writing as a process to enhance critical analysis and reasoning. In the course’s more formal writing assignments, you will work to improve your ability to write for different kinds of audiences, summarize others’ research effectively, position your 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 Noncultural 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.

Papers
Students will write four formal papers over the course of the semester: (1) Pots and People: The Relationship between Objects and Identity; (2) Economic, Social, and Ideological Insights from Garbage; (3) Museum Analysis: The Role of the Present in the Past, and (4) a research paper on a topic of their choice. Each of these assignments is briefly summarized below.

Paper 1 (Pots and People: The Relationship between Objects and Identity) should be approximately 3-4 pages long. This paper requires (i) a rough 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 7.5% of the course grade.

Paper 2 (Economic, Social, and Ideological Insights from Garbage) should be approximately 4-5 pages long. The paper requires (i) a detailed seven-day record of refuse disposal in your own
household (the garbage record assignment); (ii) a rough draft; and (3) 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 rough 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 (Museum Analysis: The Role of the Present in the Past) should be approximately 3-4 pages long. You must go to the Putnam County Museum during our required fieldtrip on 4/13 in order to complete the analysis. If you do not, your paper grade will suffer a significant grade penalty at my discretion. Paper 3 is worth 7.5% of the course grade.

Paper 4 (your research paper) is a 6-8 page paper on a topic of your choice relevant to the course. The project has multiple parts including (1) research appointment with librarian (0%), (2) paper title, proposal, and annotated bibliography (5 source minimum), (0%), (3) paper outline (0%), (4) rough draft (0%), (5) meeting with me (0%), (6) final research paper (12.5%), and (7) research presentation (2.5%). 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 rough 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

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 22.5% of the course grade.

‘W’ Certification
The ‘W’ (writing) certification is awarded independently of each student’s grade. To obtain ‘W’ certification, a student must demonstrate technical competence and growth in his or her writing over the course of the semester, in particular in clarity of expression and development of ideas. In addition, to obtain a ‘W’ certification, a student must achieve an overall course grade of at least C-. I will alert you during the semester if you are at risk of not completing the ‘W’ certification.
GRADING SUMMARY

Class participation: 10%; Reading comprehension checks: 5%; Student presentation/activity day: 5%; Paper 1: 7.5%; Paper 2: 10%; Paper 3: 7.5%; Paper 4: 12.5%; Research Paper Presentation: 2.5%; Midterm Exam: 17.5%; Final Exam 22.5%

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 Reading Comprehension Checks

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. If you miss a reading comprehension check due to one of the reasons listed as acceptable above, I will not count it toward your grade. If you miss a reading comprehension check due to an unexcused absence, your grade on it will be 0%.

**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 pamelaroberts@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 AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from the 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.