

Anthropology 2113
Introduction to Archaeology
Fall 2012

MWF 10:30-11:20, Dale Hall 31

Instructor: Patrick Livingood, patrickl@ou.edu

Office Hours: Dale Tower 514, MW 8:30-10:30, or by appointment

Required Text: *Linking the Past: A Brief Introduction to Archaeology, Second Edition* by Kenneth Feder. We do not use the CD-ROM with the text for any assignments. Other required readings will be available through the learn.ou.edu site.

Archaeology is the study of past human cultures through their material remains. In this course you will get an introduction to the methods, principles, and history of archaeology. Archaeology in the American tradition is deeply rooted in anthropology. That will be the basis of this course, and students will be introduced to the ways in which researchers address anthropological questions about past peoples through the material evidence they left behind.

This course is organized into three parts. In the first part of this course we will examine the mechanics and methods of doing archaeology. We will address how archaeologists find and excavate sites, how they study the artifacts they find, and how they date the artifacts and sites. The second part of this course will examine how archaeologists move from the data they recover from the ground to conclusions about past human societies and their behavior. During this part of the course we will examine several major events in human history that we understand primarily through archaeological data: the domestication of plants and animals, the rise of social inequality, and how past human societies have coped with major climate change. The last third of this course will provide an introduction to the history of American archaeology, the theories that archaeologists have crafted to help them make conclusions from their data, the ethics of doing archaeology, and information about careers in archaeology. After each part of this course there will be an exam.

Expectations and How to Do Well in This Course

By the end of this course, I have several expectations of each student. You will be successful in this course if you can meet these expectations. First, I will expect that you understand the basics of archaeological method and that you can describe how to locate, record, analyze, and interpret archaeological sites. Second, I expect that you will gain a proficiency in communicating information about archaeological and anthropological topics in written and oral form. Third, I want you to have the tools to think critically about archaeological topics. While some of you may pursue careers in archaeology, most of you will not. In the future, your main exposure to archaeology will be through what you see on TV and read in periodicals. I want you to have the skills to critically evaluate the claims that you will see and hear. Finally, I want you to understand how and why archaeology and the understanding it provides about the human past is relevant to our present and future.

Here are some tips for how you can work to meet these expectations:

- Do all of the readings on schedule and be prepared to discuss them in class. If you have questions or problems with a reading, ask me.
- Actively participate in class. There will be numerous discussions and in-class exercises that will provide you with an opportunity to participate.
- Ask questions during lecture. It helps you by clarifying points you may not understand clearly. It helps me because it helps show what the class understands. It helps the other students by steering the class towards topics you may be collectively interested in.
- If you miss a film or lecture, get notes from someone else. All of the material may possibly show up on an exam and you are responsible for all of it.
- There may be questions on the exam that deal with films shown in class. You are responsible for the material. For most of the films, there are no university-owned copies that can be checked out by students.
- Proofread written assignments at least once before handing them in. One of the expectations of this class is that you will learn to communicate effectively and you will be graded on your written assignments accordingly.

Finally, although it should go without saying, here are the top two tips for succeeding in this class:

- Attend the lectures. The single most useful predictor for a student's grade is attendance. The majority of the material covered on the exams will be covered in lecture, and are only partially covered in the readings. I have *never* had a student get a high grade in the class that has missed substantial class time.
- Take good notes. The next best predictor of student performance in this class is effort and note-taking. I will use PowerPoint slides this semester (see below), but it is probably not sufficient to simply write down the terms off of the slides without including other contextual information. If you are unsure of your note-taking skills I have two suggestions: (1) exchange notes with fellow students on occasion to see what they consider note-worthy and (2) consider attending one of the 1-2 hour academic skills classes offered by OU on topics like note-taking, exam-taking, time management and others which are offered throughout the semester.

Office Hours

Take advantage of the opportunity to meet me during office hours before class.

PowerPoint Presentations

I will use PowerPoint extensively during lectures this semester and I will make them available on the learn.ou.edu website. However, the PowerPoints are NOT intended to comprehensively summarize the lecture material and are NOT sufficient substitutes for lecture notes. The PowerPoints are designed to supplement the lectures by providing visuals, the spelling of names and terms, and outlines of the lecture so that you can better contextualize the material.

Grading

Your grade is composed of:

• 2 Exams during the semester, 100 points each	200 points total
• 1 Final Exam, 150 points	150 points total
• 5 Exercises, 25 points each	125 points total
• Reading Quizzes, 5 pts each	135 points total (may change)
• Academic Misconduct Exercise	10 points total

	620 points total (may change)

Exams

Missed exams will be given a zero unless the student has made a prior arrangement or there is a legitimate documented emergency. The final exam will be cumulative.

Exercises

Exercises are due the day of class. Each day they are late, a penalty will be assessed. The table below shows the penalty rate. For example, an exercise turned in 7 days late has a 50% penalty. On a 25 point exercise, that is 12.5 points that will be deducted after the assignment has been graded. So, in our example, if the 7 day late exercise was initially given a grade of 20 out of 25 points, it would ultimately receive a score of 7.5 (20-12.5). An exercise turned in after the class in which is it due will be considered one day late.

As you can see there is a steep penalty for turning an exercise in just 1-2 days late. This is because the student misses out on the opportunity to discuss the work in class and to get feedback in class, when possible. The penalty declines because I want to provide an incentive for students that have missed an assignment to do the work because there are still points available.

When appropriate, you can email me your Exercise. I will always email back a reply letting you know I have received it.

<i>Days Late</i>	<i>Daily Penalty</i>	<i>Cumulative Penalty</i>
1 day late (or turned in after class, the day it is due)	20%	20%
2 days late	20%	40%
3 days late	2%	42%
4 days late	2%	44%
5 days late	2%	46%
6 days late	2%	48%
7 days late	2%	50%
8+ days late	1%/day	51+% (up to 80%)

Readings and Reading Quizzes

Readings not in the textbook will be available on learn.ou.edu. Also, I reserve the right to change the reading assignments as the semester unfolds, this may include adding required readings.

Every time there is a required reading or video to watch on your own there will be a Reading Quiz. The purpose of the quizzes is to prod students into doing the readings in a timely manner which will serve to improve student engagement with the material and increase participation in class discussion. All of the quizzes are indicated on the schedule below. Each reading quiz will be composed of one or more question on the reading assignment for that day and the questions will be simple to answer if you have done the reading. The quizzes can be completed on learn.ou.edu and must be completed before the class.

I may also record attendance on some days, which will also be announced in advance. These days will be scored just like a reading quiz.

Each student is allowed two misses on the quizzes. That is, if there are twenty quizzes over the course of the semester your grade will be calculated from the best eighteen quizzes. No student will be excused from a quiz due to illness or technical problems.

Extra Credit Policy

There will be no extra credit offered in the course.

Grade Policy

It is my policy that any curves will be applied to individual exams or assignments, not to the final semester grade. This way all students should know their grade as the semester progresses. All grades are logged to D2L.

Responsibilities

All students are expected to arrive to class on-time and treat me and their fellow students with the appropriate respect. Minimally this means not disrupting the class. It also means treating the opinions of your fellow students in a respectful manner.

Students are expected to monitor their OU email account. Reminders, notices, changes in assignments, etc. may be sent via email and students are responsible for those. You can always forward your OU account to another if you like.

There may be ideas in this course that may make you feel uncomfortable or with which you may not agree. I do not require that you change your mind, but I do expect you to learn the material for the exam.

Finally, no plagiarism or cheating will be tolerated in this course. Any instances will be pursued according to the OU rules of Academic Misconduct and the student will receive severe penalties, including a zero on the assignment in question, as well as further sanctions from the provost such as censure, suspension, or expulsion. Cheating includes the use of notes or other materials during exams and discussion of exam questions with other students during the exam period. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct (see <http://www.ou.edu/provost/integrity>).

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

Final Exam

The final exam date is set by the University, and is beyond my power to change. Please do not ask me if you can take the final exam ahead early so you can leave town.

OU Policy: "An examination may be rescheduled for an individual student only in emergencies such as the illness of the student, a serious illness or death in the immediate family or an unavoidable academic conflict of compelling importance. For such a conflict to be considered as grounds for rescheduling a final examination, the activity must be directly related to the student's academic work in the University."

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Course Schedule

<i>Date</i>	<i>Lec.</i>	<i>Topic</i>	<i>Assignment (Assignments and readings listed should be done before the scheduled class, handouts listed will be provided in class on the specified day)</i>
Mon Aug 20	1	Course Introduction What is archaeology?	
Wed Aug 22	2	Archaeology as Anthropology?	Feder p. 1-8, 40-59 AND Wiseman, James, Susan Lees, and Robert Kelly, 2002, Point-Counter Point: Archaeology vs. Anthropology. SAA Archaeological Record, May 2002, pp. 8-14.
Fri Aug 24	3	Case Studies in Archaeology	Feder p. 9-39
Mon Aug 27	4	Finding Archaeological Sites I: Survey	Feder p. 112-119, 132-156
Wed Aug 29	5	Finding Archaeological Sites II In-class exercise: Survey	Academic Misconduct Exercise Due
Fri Aug 31	6	Finding Archaeological Sites III: Survey and Remote Sensing	Feder p. 157-164
Mon Sep 3		No Class	
Wed Sep 5	7	Excavation	Feder p. 167-197
Fri Sep 7	8	Site Formation Processes	Feder p. 120-130
Mon Sep 10	9	Archaeological Dating I: Relative Dating	Feder p. 199-214, Handout Stratigraphy Exercise
Wed Sep 12	10	Archaeological Dating II: Absolute Dating	Feder p. 214-235
Fri Sep 14	11	Artifact Analysis	Stratigraphy Exercise Due
Mon Sep 17	12	Lithics	Feder p. 262-268, 279-282, 385-397
Wed Sep 19	13	Ceramics	Feder p. 269-278 AND Handout Artifacts Exercise
Fri Sep 21	14	Artifact Analysis - Lab	
Mon Sep 24	15	Discuss Artifact Analysis	Artifact Exercise Due
Wed Sep 26		Exam	
Fri Sep 28	16	From Artifacts to People: Case Studies	Feder p. 73-84

<i>Date</i>	<i>Lec.</i>	<i>Topic</i>	<i>Assignment (Assignments and readings listed should be done before the scheduled class, handouts listed will be provided in class on the specified day)</i>
Mon Oct 1	17	Ethnoarchaeology	Feder p. 256-262, 349-352 AND Pygmies of the Ituri: An Ethnoarchaeological Explanation by John W. Fisher. Smithsonian Magazine AND Handout Ethnoarchaeology Exercise
Wed Oct 3	18	Discuss the Hunters and Ethnohistory	Watch The Hunters
Fri Oct 5	19	Social Organization and the Rise of Inequality I	Ethnoarchaeology Exercise Due AND Feder p. 334-339 AND LeBlanc, Steven, 2003, Prehistory of Warfare. Archaeology, pp. 18-25
Mon Oct 8	20	Social Organization and the Rise of Inequality II In-class exercise: Detecting inequality in the archaeological record	Clark, John E and Michael Blake (1994) Power of prestige: competitive generosity and the emergence of rank in lowland Mesoamerica. In Factional Competition and Political Development in the New World, E. M. Brumfiel and J. W. Fox, eds. Cambridge: Cambridge University Press. Pp. 17-30. AND Handout Excavation Interpretation Exercise
Wed Oct 10	21	Ritual, Religion, and Ideology	Feder p. 339-348 AND Watch Out of the Past: The Spirit World
Fri Oct 12		No Class	
Mon Oct 15	22	Past Environments; Climate Change	Excavation Interpretation Exercise Due AND Diamond, Jared L, 1995, Easter Island's End. Discover. AND Hunt, Terry L., 2006, Rethinking the Fall of Easter Island. American Scientist September-October. AND Reading Quiz
Wed Oct 17	23	Past Environments; Climate Change II	
Fri Oct 19	24	The Study of Subsistence	Feder p. 237-254, 292-321
Mon Oct 22	25	Domestication	TBA
Wed Oct 24	26	Domestication and Colonization	TBA
Fri Oct 26	27	Settlement Patterns	TBA
Mon Oct 29	28	Kinship	Watch Out of the Past: The Hearth
Wed Oct 31	29	Gender	Feder p. 329-333 AND Pringle, Heather, 1998, New Women of the Ice Age. Discover, pp. 62-69.
Fri Nov 2		Exam	
Mon Nov 5	30	Careers in Archaeology	Feder p. 59-71, 104-110

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Wed Nov 7	31	Guest Lecture	
Fri Nov 9	32	Survey Tour	
Mon Nov 12	33	Museum Tour	
Wed Nov 14	34	Film: Who Owns the Past	Watkins, Joe, 2003, Archaeological Ethics and American Indians. In Ethical Issues in Archaeology, edited by Larry J. Zimmerman, Karen D. Vitelli, and Julie Hollowell-Zimmer, pp. 129-141. AltaMira Press, Walnut Creek, CA.
Fri Nov 16	35	Discussion of Archaeological Ethics	Cooper, Andrea, 2009, Embracing Archaeology. American Archaeology, 13(3): 19-24. AND Milanich, Jerald T., 2009, The Realities of Reburial. Archaeology 62(2) AND Handout: Archaeology on the Internet Exercise
Mon Nov 19	36	Ethics and Laws in Archaeology	Feder p. 86-104 AND Black, Kent :The Case of the Purloined Pots" Smithsonian 32, no 6, Sept 2001, p. 34-44
Wed Nov 21		No Class	
Fri Nov 23		No Class	
Mon Nov 26	37	Pseudoarchaeology	Feder, Kenneth, 2005, The Peculiar Phenomenon of Pseudoarchaeology. American Archaeology, pp. 39-44.
Wed Nov 28	38	History of American Archaeology: Myth of the Moundbuilders	Fagan, Brian, The Myth of the Moundbuilders AND Archaeology on the Internet Exercise Due AND Handout: Evaluating Archaeology Exercise
Fri Nov 30	39	History of American Archaeology: Culture History	
Mon Dec 3	40	History of American Archaeology: Processual Archaeology	Kunzig, Robert, 1999 A Tale of Two Obsessed Archeologists. Discover, pp. 84-92 AND Evaluating Archaeology Exercise Due
Wed Dec 5	41	History of American Archaeology: Post-Processual Archaeology	Feder p. 398-400
Fri Dec 7	42	Summary	
Tue Dec 11		Final Exam, 8-10 am	