

ANTHROPOLOGY 115
Introduction to Archaeology

INSTRUCTOR: Steve Jones

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CLASS: Mon./Wed. 3:05-4:45 pm
106 Olin

OFFICE: Mon./Wed. 2:00-3:00 pm
219 Library

Syllabus

This course is an introduction to the anthropological study of the human past. Anthropological archaeologists study past societies, while cultural anthropologists study present societies, biological anthropologists relate societies and behavior to biological aspects of existence, and anthropological linguists relate society and language. Even these four subfields do not encompass the breadth of anthropology, which is no less than the study of what people do and why they do it (not to mention when).

The popular view of archaeology consists of swashbuckling adventurers and treasure hunters, but the modern reality is much more challenging. It has to be. Archaeologists have the responsibility of finding, interpreting, and preserving (if only on paper) the perplexing clues that people and cultures of the past have left for us. Contrary to popular opinion, archaeology is not a "handmaiden" to history, which (usually) concerns certain cultures and classes and is written by conquerors. Archaeology is *the sole representative* of almost all of the people and cultures that have ever existed. In addition, it is often a valuable corrective for the histories of the rest.

The course introduces the student to:

- the colorful history of archaeology
- the growth of scientific archaeology
- challenges to scientific archaeology
- site-formation processes
- identification and classification of data
- artifact technology
- high-tech archaeology
- the many types of fieldwork
- the archaeology of landscapes
- the archaeology of hierarchies and economics
- hands-on archaeology fieldwork at an 18th-century farm

— among other things. You will be expected to participate in at least one day (usually 6-8 hours) of fieldwork. You'll also put your new archaeological expertise to work designing your own fieldwork for a fictional location. In addition, in-class exercises will illustrate different ways of looking at societies. The goal is to give you an understanding of what archaeology really is, how you should do it, and why anyone would want to dig, eat, and get covered with dirt (or worse) in order to find things that are usually broken and hard to identify — and often not even there!

Requirements

- 3 **TESTS** (15/20/20 points)
- 1 day **FIELDWORK** (5 points)
 - includes a 1-page (double-spaced) report describing the experience
- 1 4-part **PROJECT** : a research design for doing archaeology in an imaginary area (20 points)
 - part 1 : 1-page proposal (2 point)
 - part 2 : full research design including Stage 1 archaeological strategy (12 points)
 - part 3 : conclusions and recommended Stage 2 archaeological strategy (6 points)
- **PARTICIPATION** (10 points and you can earn extra points)
- **"POP QUIZZES"**: take-home or in-class, either questions usually on readings or exercises on handouts (10 points, usually 1 point each; and this is another extra-points category)
- > **TOTAL** : 15 + 20 + 20 + 5 + 20 + 10 + 10 = 100 points (and bonus points in participation and pop-quiz categories can help bring up grades)
- > **GRADES** : straightforward 100 - 90 - 80 - 70 - 60 breakdown (90,91=A-; 88,89=B+; etc.)
- **SPECIAL NEEDS** : I'm happy to adjust requirements for special-needs students, but they must supply documentation to the Dean of Students **at the beginning of the course**.
- **ABSENCES**: -1 point for each **unexcused absence**, though the first absence doesn't count.
- **PLAGIARISM** results in **failing the course**. This includes use of oversized excerpts, uncited quotes, and copied homework. When in doubt, (a) don't do it, (b) ask me.

Readings

TEXTBOOKS:

Fagan, Brian M., and Christopher R. DeCorse

2005 *In the Beginning, An Introduction to Archaeology*, 11th ed. Pearson/Prentice-Hall, Upper Saddle River, NJ.

OTHER READINGS (available at library, on computer — subject to change):

Ashmore, Wendy, and Robert J. Sharer

1998 [1988] How Archaeology Works. In *Annual Editions, Archaeology, 98/99*, edited by L.L. Hasten, pp. 19-30. Duskin/McGraw-Hill, Guilford, CT.

Brumfiel, E.M., and T.K. Earle

1987 Specialization, Exchange, and Complex Societies: An Introduction. In *Specialization, Exchange, and Complex Societies*, edited by E.M. Brumfiel and T.K. Earle, pp. 1-9. Cambridge University Press, Cambridge, UK.

Daniel, Glyn

1967 *The Origins and Growth of Archaeology*, chapter 2. Galahad Books, New York City.

El-Baz, Farouk

1997 Space Age Archaeology. *Scientific American* August:60-65.

Fagan, Brian M.

2002 Men's and Women's Work at Abu Hureyra, Syria. In *World Prehistory, A Brief Introduction*, 5th ed., p. 148. Prentice-Hall, Upper Saddle River, NJ.

Fleischman, John

1997 The Archaeologists Who Wouldn't Dig. *The Sciences* May/June 1997:12-14.

Kunzig, Robert

2001 [1999] A Tale of Two Obsessed Archeologists. In *Annual Editions, Archaeology, 01/02*, edited by L.L. Hasten, pp. 57-61. Duskin/McGraw-Hill, Guilford, CT.

Lowenthal, David

2000 Archaeology's Perilous Pleasures. *Archaeology* 53(2):62-66.

Marcus, Amy Dockser

2002 [2000] Land Can Be Divided. Histories Cannot. In *Annual Editions, Archaeology, 01/02*, edited by L.L. Hasten, pp. 194-196. Duskin/McGraw-Hill, Guilford, CT.

Michel, Mark

2003 Private Property—National Legacy. *SAA Archaeological Record* May:4-5.

Rathje, William, and Cullen Murphy

1992 *Rubbish! The Archaeology of Garbage*, chapter 1. Harper Collins Publishers, New York.

Renfrew, Colin, and Paul Bahn

1991 *Archaeology; Theories, Methods and Practice*, chapter 10. Thames and Hudson, New York.

Staley, David P.

1993 The Antiquities Market. *Journal of Field Archaeology* Fall:347-355.

Class Schedule

NOTE: Required readings are below each lecture title. BF: Fagan text; *italic names* reserve readings.

	Monday		Wednesday
APR 2	Introduction	4	History of Archaeology <i>Daniel</i> , BF1,BF2 (to p50)
9	Modern Archaeology BF2 (50-54), BF3, BF6 (99-120)	11	Theory & Analogy BF14
16	Test 1 / Auvergne Region	18	The Site BF4, BF 6 (120-132)
23	Without Digging BF8, <i>Fleischman, El-Baz</i>	25	Digging / Chaniat Example BF9, <i>Rathje/Murphy</i>
30	Research Design <i>Ashmore/Sharer</i> , BF5 Tombstone Exercise Due	MAY 2	Dating & Chronology / The Iphi BF 7, Iphi Handout
MAY 7	Artifacts BF10, BF11	9	Test 2 / Auvergne Projects
14	Society & Exchange BF16, <i>Brumfiel/Earle</i> , <i>Fagan (Abu)</i>	16	Ecological Archaeology (BF12,) BF13, BF15
21	Cognitive Archaeology / BF17, <i>Renfrew/Bahn</i> , <i>Kunzig</i>	23	Public Archaeology BF18, <i>Marcus, Lowenthal, Michel</i> , <i>Staley</i>
28	Mycenae Example	30	(TBA)
JUNE 4	Project Discussion	6	Project Conclusions Project Part 3 Due
?	Test 3		