ANT304/ARY301: INTRODUCTION TO ARCHAEOLOGICAL STUDIES

Summer 2013 Session 2
Instructor: Carla Klehm
Instructor's office: SAC 4.188
Office Hours: Mondays, 10-11AM and Wednesdays, 10-11AM
Email: cklehm@utexas.edu; see email rules below

Archaeology is a subfield of anthropology that studies the human past and questions of human behavior through material remains. Archaeology uses patterns and anomalies found in material culture – the things we use in everyday life that identify us as individuals and part of larger groups – to describe how people interact with their environment and with one another, why societies have fallen and flourished. These studies include diverse subjects like technology, trade, power, inequality, gender, race, sexuality, violence, diet, and many more. To study past societies, archaeologists search for patterns using multiple lines of evidence, including ceramics, bones, lithics, human and faunal remains, satellite photography, soil chemistry, plant remains, and others. This course serves as an introduction to this exciting field, providing a comprehensive overview of these theoretical and methodological approaches as well as case studies where they are used.

This course address many aspects of what we define as archaeology: What is archaeology? Who are archaeologists? What methods do archaeologists use? When and where are these archaeological methods used, and how does theory about human societies play a role? Why do we care about archaeology? The basics of archaeological method and theory are explored through archaeological sites and cultures as we illuminate human prehistory.

Goals of the course:

1. To provide students with an introduction to the history of archaeological methods and theory.
2. To introduce basic techniques of archaeological laboratory work and inference.
3. To examine major topics in human prehistory, including technological change, social inequality, human-environmental relations, ethics and interpretation, and more.

Students with disabilities: Any student with disabilities should talk to me as soon as possible so that we may make arrangements that will make for a better learning experience and that will allow the student to show his or her abilities fully. Students with disability must contact Services for Students with Disabilities at 512-471-6259 to ensure that reasonable accommodations are provided for them.

Email rules:

1. Email if you have a medical emergency that will prevent you from making it to an exam.
2. Do not email to continue class discussion; please use office hours. Also, if you have a question about the material, please bring it up in class. Other students might benefit from it.
3. Do not use email to turn in assignments, to send attachments, or to ask about the exam. Please see me in office hours.

Other classroom rules:

Please turn off your cell phones; texting is not allowed in class. Laptops are ONLY permitted for note-taking purposes. Abuses of these electronics will result in a technological "down-grade" to paper-and-pencil. Technology can devolve as well as evolve.

Academic dishonesty will be dealt with according to University rules.

GRADING

Successful completion of this course will require learning from readings, lectures and slideshows, in-class lab exercises, and films. Topics covered in the readings and in the classroom will, at times, be entirely different; both will be tested on. Students are expected to read before class and to participate in discussion and labs. Students are responsible for keeping track of their grades throughout the semester. These grades will be posted to Blackboard. Final grades will be calculated on a plus/minus scale in accordance with university standards and policy.

Final Grades will be calculated as follows

1. Weekly Exams (5): 50%
2. Labs: 20%
3. Film Review: 15%
4. Blog Post and Repost: 15%

WEEKLY EXAMS

The class is divided into five "modules," each a week in length, each with its own exam. There will be five exams throughout the summer session, taken in-class every Wednesday. Each exam has 15 questions that may be multiple choice, true/false, matching, or fill-in-the-blank. The exams cover the lectures and the readings associated with that module. Under normal circumstances, there will be no make-up exams. Talk to me as early as possible if you know you will not make it to an exam. If you miss an exam, please bring documentation of the reason why you missed it, and we can talk about scheduling an exam for you.

LABS

There will be one hour of in-class laboratory work per week, often completed in small groups. The lab write-ups are due at the start of the following class. We will discuss lab assignments in detail in class. Students must protect lab equipment and

teaching collections and use them according to the rules that we will specify during the lab orientation.

FILM REVIEW

A film review of an educational archaeological film is due by July 3rd. Your film choice may be either one of the films shown in class, or any ***educational*** archaeological movie of your choosing, provided it is at least 45 minutes. Email me if you are unsure if your movie qualifies. These film reviews must be 3-4 pages in length, double-spaced with 12-point font, and adhere to the APA style guidelines.

Its content should be ***both*** a summary and an evaluation of the film. A brief summary of what the movie was about - the questions asked, the methods used, the results - and your assessment of the movie - content and presentation, what you learned that relates to your lecture material, how the movie could be improved - are both required for full credit.

BLOGS POST AND RESPONSE

Throughout the semester, students will be required to post a series of entries to the course blog, located on the class Blackboard website. The subject of each weekly Blog Post should be a thoughtful commentary on an archaeological issue, news article (online or physical), movie or website, or lecture topic of the student's choosing (relating to archaeology – broadly defined). In some cases, your professor will challenge you with specific questions or issues that you will need to address in your Blog Post.

Each Blog Post must be at least 250 words in length (though students are welcome to write more than that if they want). In addition to the posts, students are expected to respond to at least one post made by their fellow students. The responses must be at least 150 words. Posts are (usually) due by midnight each Sunday, and the responses are due by 5pm on each Friday. Students ***must*** complete both that week's entry and response in order to get credit for the assignment. If students meet all of the requirements for the assignment (due date, length requirement, entry + response), they will receive full credit.

REQUIRED TEXTBOOK

The following book is available at the COOP:

Renfrew, Colin and Bahn, Peter. 2008. *Archaeology: Theories, Methods, and Practice*. (editor) 5th edition. Thames & Hudson.

* NOTE: The class uses the 5th edition of the textbook, but the new 6th edition is also acceptable. If readings differ, they will be announced in class.

Below are the readings from the text that are required for each module. Readings will follow along with each day's lecture, so please come prepared. The weekly exams will draw from these readings as well as lecture. Please note that the shaded

example boxes are *always optional* to read; they will not be tested on, but they do help clarify the text and I recommend browsing them. Additionally, there are some sections that are not required reading, and will not be tested on. These are marked below as "optional" readings. Like the shaded boxes, you may read them as you wish!

CLASS SCHEDULE

Module One*: What is archaeology? Who are archaeologists?*
Readings: Introduction and Chapter 1
Intro all; Ch. 1 all
Movie 1: *Privy to the Past*, *Great Inca Rebellion*
Lab: Survey Strategies

Module Two: ***What methods do archaeologists use?***
Readings: Chapters 2-4
Ch. 2 "Preservation of Organic Material" optional; Ch. 3 all; Ch. 4 "Genetic Dating," "Linguistic Dating," "Calendars and Historical Chronologies, "Annual Cycles," "Amino-Acid Racemization," "Chlorine-36 Dating" optional
Movie 2: *Ardi*
Lab 2: Excavation Strategies

Module Three: ***When and where is are these methods used, and how does theory about human societies play a role? Part One.***
Readings: Chapters 5-8
Ch. 5 "Settlement Patterning," "The Archaeology of the Individual and of Identity" option; Ch. 6 "Ancient Coastlines" up to "Sediments and Soils" option; Ch. 7 "How were Animal Resources Exploited?" to "Human Teeth as Evidence for Diet" optional; Ch. 8 Beginning to "Stone Tool Manufacture," "Identifying Function: Further Experiments with Stone Artifacts" to "Synthetic Materials" optional
Movie 3 *Cahokia*
Lab 3: Ceramic Analysis

Module Four: ***When and where is are these methods used, and how does theory about human societies play a role? Part Two.***
Readings: Chapters 9-11
Ch. 9 "Discovering the Sources of Traded Goods," "Spatial Analysis of Distribution" optional; Ch. 10 Intro to "Symbols of Organization and Power," "Depiction: Art and Representation" to end optional; Ch. 11 "Assessing Human Abilities," "Population Studies" to end optional
Movie: *Lost Civilization of Peru*
Lab 4: Data Analysis

Module Five: ***Why do we care about archaeology?***
Readings: Chapters 13 and 14
Ch. 13 optional, Ch. 14 all
Movie: *African Burial Ground*
Lab 5: Kennewick Man Debate
Film Review Due