Anthropology 210: Archaeology

Overview: This course is an introduction to archaeology as an anthropological sub-discipline dedicated to the scientific study of ancient human biological, behavioral and technological variation through space and time. It begins with a brief overview of archaeology, surveying the methods and theories that have helped shape its developmental trajectory and emphasizing scientific approaches to researching the past. The course proceeds with an examination of the various methods and research concerns currently shaping the discipline. It concludes by discussing applied archaeological practice and the ethical issues surrounding the study of the past, as well as the relevance and practical application of ancient knowledge in the world today.

Objectives: The goal of this course is to provide students with a comprehensive overview of archaeology as an academic discipline and scientific means of researching the past. By the conclusion of the course, students will:
- Understand the development and current state of archaeology as a discipline
- Gain a solid understanding of archaeological research methods and foci
- Understand the ethical issues, practical applications and relevance of archaeological research and practices

Course Materials: The textbooks for this course are:

Requirements: In order to perform well, students will need to: 1) complete and be prepared to discuss the assigned readings, 2) complete all scheduled and randomly assigned course exercises, 3) participate in an archaeological ethics debate, 4) score well on two course midterms and one final, take-home exam.

Grading: Student performance in the course will be assessed on a 100-point scale:
- Participation = 10 points
- Course exercises (scheduled and randomly assigned) = 40 points
- Archaeological ethics discussion = 10 points
- Midterm Exam = 15 points
- Second Midterm Exam = 15 points
- Final Take-home Exam = 10 points

The following scale will be used to determine final grades:
### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
<th>F</th>
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<tbody>
<tr>
<td>Range</td>
<td>97-100</td>
<td>87-89</td>
<td>77-79</td>
<td>67-69</td>
<td>&gt;60</td>
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<td>Grade</td>
<td>A</td>
<td>B</td>
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<tr>
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<td>83-86</td>
<td>73-76</td>
<td>63-67</td>
<td>60-62</td>
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<td>Range</td>
<td>90-92</td>
<td>80-82</td>
<td>70-72</td>
<td>60-62</td>
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</tbody>
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**Academic Dishonesty:** The work you complete for this course must be original and properly cited. Disciplinary action will be taken against all forms of academic dishonesty (plagiarizing, cheating, etc.) as outlined in the University of Hawai‘i-Manoa’s Campus Policies ([http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm](http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm)).

**Two Points On Valid Sources of Information and Proper Citation:**

1) Wikipedia, however convenient, is **not** a valid source of reliable information. Anyone with a computer and internet connection can create/edit Wikipedia articles and entries. It should **never** be used as a serious research tool, and **never** be cited in an academic paper.

2) All academic papers require that you properly cite/give credit to your information source. **Rephrasing/slightly changing the wording or structure of information does not make it your own.** As students pursuing higher education, it is important for all of you to understand what plagiarism is, as well as how to evaluate, employ and cite an accurate source of academic information. To that end, the UH-Manoa Library has an excellent listing of online research and citation tools: [http://guides.library.manoa.hawaii.edu/content.php?pid=143516&sid=1221447](http://guides.library.manoa.hawaii.edu/content.php?pid=143516&sid=1221447). The Pennsylvania State University's Online Writing Lab (OWL), accessible through the aforementioned link, is an especially useful tool for research and citation.

**Late Assignments and Exams:** As a general rule, late assignments and exams will not be accepted. Extenuating circumstances require proper documentation (i.e. a doctor’s note, etc.), and will be considered on a case-by-case basis at the instructor’s discretion.

**Assignment Due Dates:** All randomly assigned and scheduled course assignments are due at the beginning of class, unless otherwise specified. Course assignments can be printed or hand-written, so long as they are legible.

**Changing Exam Dates to Accommodate Your Travel Plans:** Schedule your life around the course. Exam dates will not be changed to accommodate travel plans.

**Extra Credit:** There are three extra-credit opportunities available in this course:

1) A two-page (12 point font, 1.5 spaced [including space between paragraphs], standard margins) essay on a topic from human prehistory that interests you. The second page of the essay must be at least ¾ filled with text. **To be eligible for extra credit, students must secure the instructor’s approval for their essay topic.** Two points of extra credit possible.

2) A two-page (12 point font, 1.5 spaced [including space between paragraphs], standard margins) essay on one of the videos featured on the Public Broadcasting System’s (PBS) NOVA website:
http://www.pbs.org/wgbh/nova/ancient/ on a topic from human prehistory that interests you. **To be eligible for extra credit, students must secure the instructor’s approval for the video they intend to watch.** Two points of extra credit possible.

3) Humans have been recording their favorite recipes for thousands of years. For this extra credit option you must: 1) Find an ancient food recipe reported by a valid, academic team of researchers from an accredited institution, 2) Obtain the instructor’s approval of your recipe selection, 3) Prepare and share your recipe with the class, as well as a brief presentation (3-5 minutes) on where (world region, human culture, timeframe and natural setting) the recipe came from. **To be eligible for extra credit, students must secure the instructor’s approval for the extra credit they intend to complete.** Five points (one letter grade!) of extra credit possible.

**Policy on Electronics Use During Class:** Students are asked to show respect for their education, classmates and instructor by turning off all electronic devices for the duration of the class.

**Coming Late to Class/Leaving Class Early:** Come on time and stay for the duration of the class, or do not come at all.

**Student Resources:** A variety of resources exist at the University of Hawai‘i at Mānoa to help students maximize their educational experience.

- **First Year Center** ([http://manoa.hawaii.edu/freshman/academic.html](http://manoa.hawaii.edu/freshman/academic.html)) - Helps new students plan their degree programs and navigate their educational requirements.
- **The Student Success Center at Sinclair Library** ([http://guides.library.manoa.hawaii.edu/gohere](http://guides.library.manoa.hawaii.edu/gohere)) - Physically located in Sinclair Library (for those of you who can access the UH Manoa campus). Helps students develop and implement study skills and research plans. Offers a helpful “Live Chat” with librarians feature
- **Writing Center** ([http://www.english.hawaii.edu/writingcenter/](http://www.english.hawaii.edu/writingcenter/)) - Free assistance, by appointment ([tutors@hawaii.edu](mailto:tutors@hawaii.edu)) with writing term papers, projects and assignments.
- **Kokua Program** ([www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/)) - A confidential resource for students with disabilities that helps coordinate individual accommodations for every facet of their education. Students with disabilities are also welcome to contact the instructor directly to make confidential arrangements.
Course Homework Guidelines.

Written work. All written work for this course must:
- observe all standard English rules of spelling, grammar and punctuation
- be written in complete sentences and paragraphs (one paragraph = at least three complete sentences)
- be printed and stapled
- cite all sources of information in-text, and list them alphabetically on a separate “Works Cited” page
- observe a standard citation format.

Valid, academic sources of information. As college students pursuing higher education, it is your responsibility to identify and utilize valid, academic sources of information in your studies, and for all work produced in this course.

Valid, academic sources of information:
- are authored by degree-holding experts in their fields
- are vetted by other degree-holding experts (the peer review process)
- are based on empirical (observable) fact
- employ multiple lines of direct evidence
- make sound, convincing arguments
- are published by reputable journals, publishing houses and academic institutions
- concisely, transparently acknowledge their sources of information
- linked to established, reputable institutions (museums, universities, research institutions
- advance knowledge (what we think we know)
- can be (but are not always) websites ending in “.edu,” “.org,” and “.gov”

Invalid, non-academic sources of information:
- are authored by non-experts/specialists
- are not peer-reviewed
- selectively use circumstantial/unreliable evidence and data
- do not make convincing arguments
- do not clearly acknowledge their sources of information
- utilize out-dated information
- are not published by reputable institutions, publishers or individuals
- are created or sponsored by individuals and groups with an agenda, not a desire to add to collective human knowledge
- are typically posted on websites ending in “.com”

Examples of invalid, non-academic sources of information you should NEVER use for research include: Wikipedia, About.com and Google Books.
Course Schedule

Week 1
Introduction, Logistics and Course Requirements
What Archaeology Is: Archaeology as an Anthropological Sub-discipline
(Check out the Society for American Archaeology’s “What is Archaeology?”
[http://www.saa.org/ForthePublic/Resources/EducationalResources/ForEducators/ArchaeologyforEducators/MethodsofGatheringData/tabid/1347/Default.aspx] and “Methods of Gathering Data”
http://www.saa.org/ForthePublic/Resources/EducationalResources/ForEducators/ArchaeologyforEducators/MethodsofGatheringData/tabid/1347/Default.aspx)
What Archaeology Isn’t
In-Class Exercise: Current State of Knowledge Worksheet
Friday: Syllabus Quiz Due

Week 2
The Nature and Scope of Archaeology
The archaeological record (Read: Renfrew and Bahn pages 12-18 Chapter 2)
The lay of the archaeological land (Read: Renfrew and Bahn pages 12-18; Stiebing Introduction)
Wednesday: Archaeological Topic of Interest Write-up Due

Week 3
The Nature and Scope of Archaeology (cont.)
Field and laboratory methods (Read: Renfrew and Bahn Chapter 3)
Dating Methods and the Establishment of an Archaeological Chronology (Read: Bahn Chapter 2; Renfrew and Bahn Chapter 4; Stiebing pages 27-29, Chapter 1)
Friday: Virtual Excavation/Relative and Absolute Chronology Exercise Due

Week 4
Archaeology’s Inception and Development (Read: Bahn Chapter 1; Renfrew and Bahn Chapter 1; Stiebing Chapters 2-5)
Culture-historical Approaches to Archaeology (Read: Bahn Chapters 3 and 4)
Friday: Culture-historical Approach Case Study Due

Week 5
Social Archaeology – Looking at Structure and Change Over Time in Ancient Societies (Read: Bahn Chapters 6 and 7; Renfrew and Bahn Chapters 5 and 9 and pages 463-467)

Week 6
Environmental Archaeology – Studying Ancient Environments and Life-ways (Read: Renfrew and Bahn Chapter 6; Stiebing Chapter 6)
Midterm Exam

Week 7
Landscape Archaeology
Friday: Social or Environmental Archaeology Case Study Due

Week 8
Ancient Health, Diet and the Bioarchaeology of Ancient Human Populations
(Read: Renfrew and Bahn Chapters 7 and 11)

Week 9
Evolutionary Archaeology (Read: Renfrew and Bahn 473, 474; Stiebing Chapters 9 and 10)
Friday: Landscape, Ancient Health and Diet, or Bioarchaeology Case Study Due

Week 10
Genetic Studies in Archaeology (Read: Renfrew and Bahn 456-461)
Behavioral Archaeology
Cognitive Archaeology (Read: Renfrew and Bahn Chapter 10 and pages 484-488)
Friday: Evolutionary, Behavioral or Cognitive Archaeology Case Study Due

Week 11
No class – Spring Recess

Week 12
Research Trends and Foci (Read: Renfrew and Bahn Chapter 13; Stiebing Chapters 7 and 8)
Friday: Report on Current Archaeological Researcher and Research Project Due

Week 13
Second Midterm Exam
Archaeological Ethics: The Ideological Fault Lines, Points of Contention, Agreement and Discord Shaping the Discipline (Read Bahn Chapter 8; Renfrew and Bahn Chapters 14 and 15)

Week 14
Archaeology & Indigenous Peoples (Check out the Society for American Archaeology’s stance on ethics at:
http://googosearch.org/godao.php?aid=8&terms=archaeological+ethics)
Class Debate: Archaeological Ethics

Week 15
Archaeological Ethics: Archaeology and Nationalism
Class Debate: Archaeological Ethics
Week 16
Practical Applications of Archaeology: Cultural Resources Management (Read: Bahn Chapter 9; Re-read: Renfrew and Bahn Chapters 14 and 15, seriously 😊)

Week 17
Archaeology’s Importance, Promise and Pitfalls (Read: Bahn Chapter 10)
Final, Take-home exam due via email during Finals Week