ANTH 385B How Archaeology Works:
Think Like an Archaeologist
SPRING 2014 TR 10:30-11:45 a.m. Dean Hall 202

Instructor: Dr. Miriam Stark
Office Hours: Wed 11:30 a.m. - 1:00 p.m.
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Course Description

Archaeologists use critical thinking skills to ask questions about the past, and we craft our questions around certain kinds of archaeological data. Students in this course learn basic scientific methods and tools that archaeologists use to study ancient peoples, their cultures, and past natural environments. We learn and practice strategies for creating, analyzing, and evaluating data to answer archaeological questions. Thinking like an archaeologist also requires thinking about professional ethics, and we do this to conclude our semester. All upper-class students are welcome to join the course, although completion of ANTH 210 (Introduction to Archaeology) is useful. This course is designed to prepare students for upper-division laboratory and analytical classes in archaeology. By the end of this class, students will be able to:

- Use their enhanced critical thinking skills through practice in the classroom, lab, and life outside the classroom;
- Write well-organized research reports;
- Understand selected classic and recent themes in, contributions to, and problems of archaeology;
- Formulate linking arguments between archaeological questions and archaeological evidence;
- Be familiar with some basic archaeological methods, theory, and interpretive frameworks; and
- Discuss ethical issues inherent in archaeological practice within and beyond the United States.

This course requires active learning, active thinking, and active problem-solving. After working through some basic introductory concepts, we will examine an archaeological theme each week through lecture, some readings, and in-class exercises.

COURSE READINGS: will be available as pdf files through Laulima. Some (but not all) of the in-class exercises and take-home assignments will come from the following books:


**COURSE REQUIREMENTS**: Students are expected to submit all in-class exercises and weekly class assignments within a week of the due date; no credit is given for late assignments. Completing course readings, attending class regularly, and participating actively in class activities are essential for doing well in this course. This is not a writing-intensive course, but archaeological thinking requires archaeological writing. Students will have the option to revise and resubmit up to 7 of their assignments, in consultation with the instructor.

There is no textbook for this course. Weekly readings will be available on Laulima as downloadable pdf files.

**GRADUATE STUDENT PRESENTATION**: Graduate students must select a topic on which to make a 30-45 minute presentation that includes: (1) an oral presentation; (2) an accompanying PowerPoint presentation; (3) a 4-5 page hand-out that includes an essay that is not a verbatim version of the oral presentation; (4) a detailed lecture outline; and (5) a CD containing files for 2-4.

**Disability Access**: Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential and students are not charged for them. Contact KOKUA at (V/T) 956-7511 or (V/T) 956-7612 or kokua@hawaii.edu. KOKUA is located on the ground floor, Room 013 of the QLC Student Services Center.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1 (1/14/14)</td>
<td><strong>What is Archaeology? Who Does Archaeology? Why?</strong></td>
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<td>2 (1/21/14)</td>
<td><strong>Archaeology as the Study of Time</strong></td>
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<td><em>In-class exercise:</em> Dendrochronology assignment</td>
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<td><em>Take-home assignment:</em> Dendrochronology (Rice 1998:193-198)</td>
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<td>3/4 (1/28/14-2/4/14)</td>
<td><strong>Archaeology as the Study of Space</strong></td>
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<td><em>In-class exercise:</em> Presenting data, exploratory data analysis in archaeology &amp; Torralba site exercise</td>
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<td><em>Take-home assignment:</em> Prehistory of the Nebulosas Chain (D &amp; D 1989:20-25)</td>
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<td>5 (2/11/14)</td>
<td><strong>Vertical Space and Time in Archaeology: Stratigraphy</strong></td>
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<td><em>In-class exercise:</em> Making Summary Data Tables, Archaeological stratigraphy/superpositioning and the “Hohokam” Stratigraphy assignment</td>
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<td><em>Take-home assignment:</em> Nagasawa Street (Barber 1994:86-90)</td>
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<td>6 (2/18/14)</td>
<td><strong>Archaeology as the Study of Things: Lithics</strong></td>
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<td><em>Readings:</em> Andrefsky 2005: 11-38</td>
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<td><em>In-class exercise:</em> Creating and using figures, lithic analysis workshop</td>
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<td><em>Take-home assignment:</em> Stone tool assignment</td>
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<td>7 (2/25/14)</td>
<td><strong>Archaeology as the Study of Things: Ceramics</strong></td>
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<td><em>In-class exercise:</em> Creating and calling out tables in a report; Ceramic technology (and shrinkage) exercises</td>
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<td><em>Take-home assignment:</em> Ceramic classification (Rice 1998:84-89)</td>
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<td>8 (3/4/14)</td>
<td><strong>How Archaeologists Organize Things: Classification</strong></td>
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<td><em>In-class exercise:</em> Peer review of Week 7 assignments, typological vs. paradigmatic classification, ceramic classification exercises</td>
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<td><em>Take-home assignment:</em> Naja Typology (Barber 1994:138-148)</td>
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<td>9 (3/11/14)</td>
<td><strong>How Archaeologists Build Chronologies</strong></td>
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<td><em>Readings:</em> Rice 1998:91-100</td>
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<td><em>In-class exercise:</em> Peer review of Week 8 assignments, interpreting graphic seriations and battleship curves, paper contextual seriation: Mycenaean cups and Petrie ceramic series (Rice 1998:100-107)</td>
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<td><em>Take-home assignment:</em> Seriation Exercises 7.4, 7.5 and 7.6 (Rice 100-108)</td>
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<td>10 (3/18/14)</td>
<td><strong>Archaeology as Culture History</strong></td>
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<td><em>Readings:</em> Fagan 2012: 69-90</td>
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<td><em>In-class exercise:</em> Culture chronologies, the structure of archaeological reports</td>
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<td><em>Take-home assignment:</em> The Hacienda Plain (D &amp; D 1982:29-32)</td>
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### Week Topic

---MARCH 24-28, 2014 SPRING BREAK---

12 (4/1/14) **How Archaeologists Study the Landscape**
Readings: Fagan 2012: 247-269
*In-class exercise*: Using Random Number tables, sampling in archaeological research design, demarcating sampling units
*Take-home assignment*: Archaeological Survey Sampling

13 (4/8/14) **How Archaeologists Develop Interpretations: Analogical Thinking**
Readings: Fagan 2012: 190-209
*In-class exercise*: Peer review of Week 11 assignment; ethnographic analogy, direct historic analogy, ethnoarchaeology and experimental archaeology
*Take-home assignment*: Khina Ethnoarchaeology (D & D 1989:71-76)

14 (4/15/14) **How Archaeologists Study Power & Social Status**
Readings: Fagan 2012: 270-286
*In-class exercise*: Graphic approaches to interpreting archaeological data, exploratory data analysis techniques with assemblage data
*Take-home assignment*: Mortuary analysis exercise

15 (4/22/14) **How Archaeologists Should Act as Professionals**
Readings: Fagan 2012:316-325
*In-class exercises*: Peer review of Week 13 assignments, *Who Owns the Past* (VHS 18985) documentary and discussion; Ethics scenarios
*Take-home assignment*: Ethical Dilemmas (select 2 of 3)

16 (4/29/14) **Elements of Archaeological Stewardship**
Readings: Fagan 2012:298-315
*In-class exercise*: discussion of Week 14 Ethical Dilemmas, *Bones of Contention* (VHS 16163) documentary and discussion; research and debate local archaeological issue
*Take-home assignment*: Site Stewardship in Hawai‘i: (1) the H3; and (2) the Rail Project

Group projects must address: (a) the history of why each project was begun, resources involved, and key issues; (b) how state and federal legislation has guided planning and implementation of each project; (c) what laws apply now (i.e., 2014) and then (during the H3 time) to burials/sacred sites encountered during project construction, and steps that the state took or must take; (d) how reactions of descendant communities influenced the progress of these projects; and (e) how you think this particular example of CRM will affect future development.

17 (5/6/14) **CLASS PRESENTATIONS ON STEWARDSHIP**

**Finals Week**: Written presentations on Stewardship due to instructor
How Archaeology Works
Elements of the Archaeological Research Paper

This document provides guidelines for the format and content of an archaeological research paper. Like scientific papers more generally, archaeological papers have a particular structure that makes the work easy to understand. Please follow this structure in the papers that you submit for class.

- Title page with Paper Title, Name and Date
- Introduction
- Data and Methods
- Results
- Discussion
- References Cited
- Appendices (if necessary)

Before you begin to write, create an outline that follows the structure outlined in this document. Use headings for each new major section of your report, and use topic sentences to start each paragraph under each heading. Succinct topical sentences provide a concise way of summarizing what is to come afterward. When you think you have completed your report, use the “spell-check” function. Then print out a hard copy of your work and edit it once more before submitting it to the instructor.

TITLE PAGE

The title page should list your paper's title, your name & date, Class number and name and assignment name.

INTRODUCTION

The Introduction is a brief section (no more than 1 page usually) designed to inform the reader of the relevance of your research. This section includes a short history or relevant background that leads to a statement of the problem that is being addressed. Introductions usually follow a funnel style, starting broadly and then narrowing. Use one sentence to state the overall issue, problem, or question that your research addresses. What is your research question, and why is it important? Conclude your introduction by outlining the structure of your essay.

DATA AND METHODS

The Data and Methods section identifies the data you used in your study, and the methods you employed to analyze the data. Describe the process, chronologically, that you undertook to complete the research. Write this section in paragraph form, and break it down into subsections if necessary; if you choose to use tables and figures in the text, be sure to number them (and include a caption for each one) and to call each table or figure out in the text before including the table or figure. Be precise, complete, and concise.

RESULTS

The Results section describes, but does not interpret, the major findings of your research. Findings are matters of fact; interpretation fluctuates with perspective, opinion, and current knowledge. Illustrate and summarize findings: organize data and emphasize trends and patterns with appropriate visuals, but be sure to discuss each visual in your text.
DISCUSSION

This section offers your interpretations and conclusions about your findings. How do your results relate to the goals of the study, as stated in your introduction, and how do they relate to the results that might have been expected from background information obtained in lectures, textbooks, or outside reading? This is your chance to demonstrate your ability to synthesize, analyze, evaluate, interpret, and reason effectively. Evaluate, analyze, and explain the significance and implications of your work. This includes generalizations that you can draw from your results, principles that you support/disprove, and conclusions about theoretical and/or practical implications. Be sure to explain key limitations of your project; this might include questions that are left unanswered and negative results.

HOW TO USE CITATIONS

Citations are a kind of short cut that we use in research papers for a variety of reasons. Citing previous work is an important part of making a written argument in research papers. You should think of citations as a tool that helps you to build a good argument. Citing previous work allows you to:

- Demonstrate your knowledge of a broader research area than you have time to summarize in your report
  Example: “Trends in human evolution include an increase in brain size that is directly associated with bipedalism (e.g., Brown 2007; Moore 2001; Smith 2009).”

- Document your knowledge of a particular topic or technique by citing the important previous publications on this topic that you have read
  Example: “Opinions differ on whether the earliest modern humans evolved in Africa and radiated outward (e.g., Tooby 2004) or whether humans evolved in several locations from their Homo erectus predecessors (e.g., Wolpoff 2010).”

- Support points that you are making in your paper by citing previous authors who have made similar points
  Example: “Although we do not know the origins of ceramic technology, research suggests that the earliest ceramics were made in Japan as part of the Jomon culture (Fukuyama 2006). It is for this reason that my research concentrates on early pottery making in Japan.”

REFERENCES CITED

You must include a list of all references that you cite in your report, if you cite any reference. In anthropological archaeology, one commonly follows the format outlined in journal American Antiquity (call number: E51 .A52 [Hamilton library]). For a single-authored book, the reference looks like this:

Elster, Jon

The reference for a multiple-authored book looks like this:

Hampton, David R., Charles E. Summer, and Ross A. Weber
The reference for an edited book looks like this:

McHugh, William P. (editor)

The reference for an article in an edited volume looks like this:

Heidenreich, Conrad E.

The reference for a journal article looks like this:

Ashmore, Wendy

**HOW TO USE APPENDICES**

Appendices allow you to include detailed information in your paper that would be distracting in the main body of the paper. Examples of items you might have in an appendix include a time series of distributional maps, lists of artifacts in each “assemblage” or “culture” that you define, etc. Your paper may have more than one appendix, since each distinct item has its own appendix. If your paper only has one appendix, label it “Appendix” (without quotes.) If there is more than one appendix, label them “Appendix A,” “Appendix B,” etc. (without quotes) in the order that each item appears in the paper. In the main text, you should refer to the Appendices by their labels.