(WI) ANTH 385B: Undergraduate Seminar: Archaeology and Agriculture
Fall 2016

INSTRUCTOR: Dr. Seth Quintus
OFFICE: 201 Dean Hall
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OFFICE HOURS: M 1:00-4:00 P.M.
READINGS: .pdf documents listed below and uploaded onto Laulima

COURSE DESCRIPTION

Agriculture is a fundamental activity across the world. Throughout time, it has allowed human populations to adapt to their environments even in some of the most remote regions of the world, notably the far flung islands of the Pacific. Agricultural economies provided the foundation for complex political structures that created marked inequality, while also producing enough food to support growing populations. It is this, the intimate relationship that agriculture has with other cultural processes along with environmental factors, that makes the study of the agricultural origins and development a key theme in modern archaeology.

This course explores these issues by debating key concepts and issues in the archaeological study of agricultural systems, and is theoretically, temporally, and spatially broad. At the beginning of the semester, we will examine the origins and development of agricultural strategies across the world. By doing so we will come to understand the various explanations for why different populations chose to invest in agricultural lifestyles. After, we will explore the ways in which agricultural techniques spread throughout the world. Finally, we will discuss the various mechanisms that constrain and structure trajectories of agricultural development. Throughout this course, we will learn about the various ways in which agriculture is studied archaeologically, and discover the ways in which food production activities affected human cultural systems and the environment in the past.

By taking this course and completing assessments, students are expected to:
1. Understand the methods and techniques used by archaeologists to document past land use practices.
2. Recognize the way various theoretical perspectives interpret agricultural origins and change.
3. Define how political entities and environmental factors influenced the rate and trajectory of agricultural development.
4. Explain how the archaeological study of indigenous agriculture contributes to modern discussions surrounding human sustainability and resiliency.

REQUIREMENTS AND GRADES

There are two primary sources of information for the course: readings and classroom time. The classroom lectures and discussions do not simply repeat or review what is in the readings.
Consequently, if you do not attend class, you will miss information that is not available in the text. If you DO have to miss a class, it is your responsibility to get a copy of the class notes from a classmate. You are responsible for everything covered in the class, including lectures, readings, films, guest presentations, and classroom discussions.

There is no textbook assigned, but there is a large number of required journal articles and book chapters that will be posted to Laulima. Each class will be structured by a small set of readings that will serve as “jumping off points” for various topics. It is necessary and I expect that all students have read the readings assigned for that day. Students are also encouraged to ask questions about the readings. If one student does not understand something, it is likely that another student had a similar question. These questions are important prompts for classroom discussion.

**Students are expected to attend and participate in all scheduled class activities.** Memorization of all information is not expected; however, students are expected to understand how this material is utilized to address relevant questions in archaeology and anthropology more generally. Students will find it very helpful to review their notes frequently. Please ask any questions about the readings or lecture information. It is the student’s responsibility to let the instructor know if he or she does not understand course content.

**Grades.** This course is writing intensive. As such, all assessments are based on various written assignments that are distributed throughout the semester:

1. A short test early in the semester to ensure knowledge of baseline concepts and terms.
2. Two 250-500-word reviews (1-2 pages) of a reading set for the day, scheduled in the first week. These reviews are to be completed outside of class. They should be typed and are subject to formatting requirements provided in class.
3. A 2,500-3,000-word essay (10-12 pages) and oral presentation addressing a regional, methodological, or theoretical topic with implications for the archaeological study of agriculture or agricultural economics.
4. A 1,500-2,000-word written midterm test (6-8 pages) on prompts provided by the instructor. This midterm will be completed outside of class and will be typed.
5. Finally, 5% of your grade is based on a meeting between the instructor and student to discuss course content and written assignments after the submission of a draft of the final term paper (in addition to written feedback on assignments).

**Feedback.** Following assessment of assignments, feedback will be provided to each student. In most cases, this will include written feedback on the original assignments submitted to the instructor. However, oral feedback will be provided, though an individual meeting with the instructor, following the submission of a draft of the final essay (Assignment # 2). It is important to ensure that comments provided by the instructor are taken into consideration in future written assignments. It is through this process that students become better writers.

Final grades will be assigned based on cumulative scores for all assignments. These assignments are weighted in the following way:
35% -- Term paper and Oral Presentation
30% -- Written midterm
20% -- Reading set reviews (10% each)
10% -- Concept and term test
5% -- Participation and discussion

The baseline grading scale used is as follows:
+ 90% = A  89-80% = B  79-70% = C  69-60% = D

EXPECTATIONS

In taking this class, we enter a contract to treat each other with professional respect. This means arriving to class on time, attending class regularly, and turning in assignments by their due dates. The course will follow the schedule in this syllabus; changes to the syllabus will involve advance notice. If you have any concerns, please talk to the instructor or teaching assistant as far in advance as possible to alleviate any problems down the road.

Finally, as members of the University of Hawai‘i academic community, we must uphold certain standards of conduct. Note that the University of Hawai‘i regards acts of academic dishonesty such as plagiarism as serious offenses against the values of intellectual honesty. Students caught using another student’s work as their own or copying and submitting text without acknowledging the source are plagiarizing. Plagiarism is a serious breach of the contract between students and teachers. If I find that you have willfully plagiarized someone else’s words (or ideas), I will fail you for the course. The university will enforce the Policy on Academic Integrity according to the University of Hawaii’s Code of Conduct
http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/system_scc.php

If you have any questions about how to best avoid plagiarism, please discuss these with me or your teaching assistant. Most problems with plagiarism result from the student not fully understanding that when they use someone else’s material it must be adequately cited.

DISABILITY ACCOMMODATIONS: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the KOKUA Program at 956-7511, Queen Lili‘uokalani Center 013. After signing up with KOKUA, the student may or may not additionally choose to identify herself or himself to the instructor.

SCHEDULE
A course schedule is presented below. This is a tentative schedule subject to modification.

Week 1 (Jan. 10):
A. Introduction to the Course
B. Terminology and Typologies
Week 2 (Jan. 17):
A. Setting the Stage…precursors to agriculture
   a. Haden, B., et al., 2013. What was brewing in the Natufian? An archaeologica
B. Domestication and the Practice of Agriculture

Week 3 (Jan. 24):
A. Domesticated Landscapes
B. The Socio-Ecology of Production

Week 4 (Jan. 31):
A. Methods of Investigation
B. Concepts and Terms Test

Week 5 (Feb. 7):
A. Origins of Agriculture in the Middle East
B. City-States and Agricultural Production

Week 6 (Feb. 14):
A. Early Agricultural Expansion and the European Mesolithic/Neolithic Transition
B. Property Rights and Leaders that Come and Go: The 1st Millennium in England
Week 7 (Feb. 21):
A. Farmers in an African Rainforest
B. The Role of Agriculture in African State Politics

Week 8 (Feb. 28):
A. The Chinese Neolithic, Rice, and Millet
B. The Historical Context of South Asian production systems

Week 9 (March 7):
A. Health Transitions and Agricultural Production in Southeast Asia
B. Self-Organization in Island Southeast Asia: The case of Balinese irrigation

Week 10 (March 14) (Mid Term Due):
A. Agriculture, Theory, and the Amazon Basin
B. Lake Titicaca, Drought, and Collapse…. or not

Week 11 (March 21):
A. Change Through Time: Society and Agriculture in the Andes
B. Household Underpinnings of Mesoamerican Staple Economies
**Week 12 (April 4):**
A. Society and Politics in Aztec Agriculture


**Week 13 (April 11):**
A. Niche Construction in North America: An example of agricultural activities?

B. Western United States: Why isn’t everyone an agriculturalist?

**Week 14 (April 18):**
A. The Transported Landscapes in Oceania

B. Ecological Consequences of Agriculture in Polynesia

**Week 15 (April 25):**
A. Biocomplexity, Society, and Agriculture in Hawai’i

B. Politics of Production in Hawaii

**Week 16 (May 2):**
A. Student Presentations
B. Student Presentations

*(Term Papers Due: May 9th)*