

# ARCHY 205 – Principles of Archaeology

## Spring 2015

### **Lecture**

*Time:* M, T, W, F: 9:30 – 10:20am

*Room:* Bagley 261

*Website:* ----

INSTRUCTOR: David Carlson

*Email:* ----

*Office:* Denny 411

*Office Hours:* M 2:30-4:30

### **Section**

*Time:* AA (Th: 11:30am-12:30pm)

AB (Th: 9:30-10:30am)

AC (Th: 10:30-11:30am)

*Room:* Denny 401

TEACHING ASSISTANT: Ian Kretzler

*Email:* ----

*Office:* Denny 417

*Office Hours:* TBA

## I. INTRODUCTION

In the early period of westward American expansion, settlers repeatedly came upon large earthenworks, mounds, and other features of architectural ingenuity. Despite all evidence to the contrary, they insisted that the mounds could not have been built by Native Americans, who they considered too “savage” and “uncivilized” to be capable of such things. In more recent times, a furor erupts in Port Angeles, Washington State, over the gradual discovery of a massive burial site with hundreds of bodies and thousands of artifacts, right on the spot where the local government wants to build a dry dock. The discovery provokes intense debate, as different interest groups argue over the construction: against it to preserve the burial site, for it to help the local economy.

What do these scenarios have in common? What is the theme that unites these cases? They are all examples of the power of the past, the power of history, to define the present and justify our political actions. Such examples provide clear evidence of the relevance of history to the modern world. The goal of this particular class is to understand *how archaeology seeks to contribute to that history*, and by extension how archaeologists participate in the creation of the present.

## II. COURSE LEARNING GOALS

The overall goal of this course is to teach students the very basics of archaeological thought by introducing them to a variety of methodological, epistemological, theoretical, and ethical issues that archaeologists grapple with. In addition, this course is designed based on principles of active learning and collective learning. As such, student learning goals include not only traditional information about archaeology, but also a variety of skills that should serve students throughout their academic or non-academic career.

By the end of the course, students:

1. Will be able to read academic literature and assess the structure and quality of academic arguments.
2. Will have gained experience in group problem solving and negotiating group dynamics.
3. Can describe fundamental elements of the main theoretical positions taken by archaeologists.
4. Should understand the ethical and epistemological issues facing archaeology, from stewardship to repatriation, and how they impact various levels of archaeological practice and decision-making.
5. Can describe *basic* investigative methodology (survey, excavation, site mapping, etc.).
6. Will understand and be able to describe the importance of dating and chronology, and the various dating techniques used.

### III. STRUCTURE AND ASSIGNMENTS

As noted above, this course is designed according to the principles of **active learning** and **collective learning**. Through it, I seek to not only teach you about archaeology, but help you practice your critical reading and group problem solving skills. As such, this course is **highly participatory** and involves **group work** as well as individual assignments!

#### *III.1. Readings and Online Lectures*

There will be several assigned readings and online lectures throughout the quarter. These readings and lectures are not graded, in the sense that you will not be evaluated for your work on them, but they will provide content that you need to succeed in the course. Their primary goal is to provide you with the basic terms, concepts, and ideas that we will practice using and critique in class.

Assigned readings and online lectures for each day of class are available through the Canvas website. You **must** have completed that day's readings and lectures before class! Each of these reading assignments and lectures comes with a guide to help you contextualize the reading and give you advice on what you need to focus on retaining.

In an effort to save you all some money, there is **no required textbook** for this course, but if you find yourself wanting a book for your own review purposes, the following textbook can be purchased online. Some of your reading assignments will be excerpts from it, and it is the book whose vocabulary and language I will utilize the most.

*Discovering our Past: A Brief Introduction to Archaeology, 5<sup>th</sup> Edition*, by Wendy Ashmore and Robert J. Sharer. (6<sup>th</sup> with work too, but 5<sup>th</sup> is much cheaper)

#### *III.2. Graded Assignments*

There will be a number of graded assignments in this class, divided into four basic categories: Participation (180 points, or 18% of total grade), Section Assignments (450 points/45%), a Midterm

Exam (150 points/15%), and a final Analytical Paper (220 points/22%). This course has a **Canvas website** where you will be able to download PDFs of the weekly readings, find links to videos and lecture outlines, and submit assignments.

	Number	Drops	Final Number	Points	Total
Participation	10	1	9	20	180
Section Assignments	10	1	9	40	360
Midterm Exam	1	-	1	200	200
Analytical Paper	1	-	1	260	260
				<i>Total:</i>	1000

*III.2.a. Participation (180 points/18%).* Your participation grade for this class figures heavily into the total grade. Participation is graded on a weekly basis. Each week, we will have a number of low-stakes in-class activities. You will get 20 participation points (2% of total grade) for each week in which you turn in all in-class activities. Turning in less than the total number of activities will reduce your participation points for that week. If you miss one day's activities, you will only get 10 out of the 20 points. If you miss two or more, you will get 0. Activities must be turned in at the end of class on the day in which they happen. Your lowest weekly participation score will be dropped at the end of the quarter.

*III.2.b. Section Assignments (450 points/45%).* Section assignments are assignments done (or at least started) in your Thursday sections. They consist of two types of activities: Reading Activities and Lab Assignments. Your lowest score between the two (Reading Activity or Lab Assignment) will be dropped at the end of the quarter.

Reading activities provide chances for you to practice your critical reading, close reading, and argumentation skills. These will take place during your weekly sections, and will be supervised by the Teaching Assistant and, on occasion, the instructor. Each reading activity will involve reading one or more peer-reviewed academic articles. Activities will be followed up on in lecture the following day. There are two types of reading activity: **close reads** and **debates**. More information on each will be released in the first two weeks of class. Each activity is worth 50 points.

There will be four laboratory assignments over the course of the quarter. These labs are designed to give you a hands-on look at archaeology, and most will draw inspiration from actual archaeological case studies. They will also give you a chance to practice your skills in argument and logic. Labs will be divided between your section and lecture: ideally, you will spend section time (under your Teaching Assistant's supervision) analyzing material, and then we will come back together in class to interpret it. Each lab assignment is worth 50 points.

*III.2.c. Midterm Exam (150 points/15%).* There will be one mid-term exam, made up of a combination of multiple choice and short essay questions. It will be administered entirely online during the weekend between the 5<sup>th</sup> and 6<sup>th</sup> weeks of the class, and will cover all content from the first 5 weeks.

*III.2.d. Analytical Paper (260 points/26%).* Instead of a final exam, you will write a 5-6 page analytical paper. The goal of the paper will be to apply the concepts you have learned—particularly regarding theory, stakeholders, and heritage—to an archaeological case study. You will choose a monograph from among a list of studies to analyze. The paper will be due at the beginning of Finals Week, and is worth 200 points. Further details will be released during the quarter.

### *III.3. Late or Missed Assignments and Extra Credit*

Given the highly participatory and group-dependent nature of this course, **no makeups** are allowed. If you anticipate a protracted absence (such as for a funeral), or you come down with a protracted disease, you must let me know **as soon as possible**, and we can discuss possible exceptions to this rule.

All assignments save Participation and your Midterm Exam can be turned in up to 24 hours late with a 50% grade penalty. Late submission of Participation activities or your Midterm will not be accepted.

As there are drops, there will be **no extra credit**.

## IV. ADDITIONAL CONSIDERATIONS

I reserve the right to change or alter any part of this syllabus or course format as I see fit. I will **try** to give at least **one week's** advance notice to the class if I decide to make any changes.

### *IV.1. Content Notices*

There may be some content in the course that could be triggering for students who suffer from some form of trauma-caused PTSD or anxiety issue. While there will not be much of said graphic content, and even what we will see will not be that overly graphic (this is only an archaeology course, after all), some students may still wish to be forewarned. As such, I've created a Content Notice page for students who feel the need for trigger or content warnings for graphic content. This page will be updated every week, when I release the following week's material. As I said, I don't expect much graphic content, but just in case, I've created this page as a warning mechanism. You can find the page on the Canvas website. There are links to it from the front page, the syllabus page, and at the bottom of each week's assignments page.

### *IV.2. Disability Student Services*

The Disabled Student Services (DSS) Office coordinates academic accommodations for enrolled students with documented disabilities. Accommodations are determined on a case-by-case basis and may include classroom relocation, sign language interpreters, recorded course materials, note taking,

and priority registration. DSS also provides needs assessment, mediation, referrals, and advocacy as necessary and appropriate. Requests for accommodations or services must be arranged in advance and require documentation of the disability, verifying the need for such accommodation or service.

Contact DSS at: 448 Schmitz, Box 355839, (206) 543-8925 (Voice/TTY), [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu).

### *IV.3. Academic Honesty Statement*

Through the duration of this class, you are expected to treat your fellow students, teaching assistants, and instructor honestly and with respect. You are expected to produce your own work for the class. Written exercises should be original and must properly credit intellectual sources used. Plagiarism or any other form of cheating will not be tolerated. If you are unsure as to what constitutes academic honesty, go to the following campus web site. This site outlines the disciplinary actions that are required when a case of dishonesty is identified.

Website: <http://depts.washington.edu/grading/conduct/index.html>

## V. GRADE POINT CONVERSIONS

Grades will be converted from percentages to grade points based on the following scale. Note: To figure out what your percentage grade is, simply add up all of the points you have, divide by the total points available so far, and multiply by 100.

<u>%</u>	<u>GPA</u>	<u>Letter</u>	<u>%</u>	<u>GPA</u>	<u>Letter</u>	<u>%</u>	<u>GPA</u>	<u>Letter</u>
97.5-103	4.0	A	82.5-83.4	2.8	B	70.5-71.4	1.6	C-
95.5-97.4	3.9	A	81.5-82.4	2.7	B-	69.5-70.4	1.5	C-
93.5-95.4	3.8	A-	80.5-81.4	2.6	B-	68.5-69.4	1.4	D+
91.5-93.4	3.7	A-	79.5-80.4	2.5	B-	67.5-68.4	1.3	D+
90.5-91.4	3.6	A-	78.5-79.4	2.4	C+	66.5-67.4	1.2	D+
89.5-90.4	3.5	A-	77.5-78.4	2.3	C+	65.5-66.4	1.1	D
88.5-89.4	3.4	B+	76.5-77.4	2.2	C+	64.5-65.4	1.0	D
87.5-88.4	3.3	B+	75.5-76.4	2.1	C	63.5-64.4	0.9	D
86.5-87.4	3.2	B+	74.5-75.4	2.0	C	61.5-63.4	0.8	D-
85.5-86.4	3.1	B	73.5-74.4	1.9	C	59.5-61.4	0.7	D-
84.5-85.4	3.0	B	72.5-73.4	1.8	C-	0-59.4	0.0	F
83.5-84.4	2.9	B	71.5-72.4	1.7	C-			

## VI. WEEKLY AND DAILY TOPIC AND READING SCHEDULE

The first half of this class will focus on establishing the basics of archaeological methods and providing students with the kind of common vocabulary they will need to move on to the second half of the course. The second half will turn towards questions of how archaeologists understand culture, how we understand culture's relationship to things, and ethical and epistemological issues that originate in archaeology's complicated and often sordid relationship with colonialism and nationalism.

### **Part I: Archaeological Methods and Basic Concepts**

Week 1 – What is Archaeology?

Week 2 – Establishing Temporal Context

Week 3 – Establishing Spatial Context

Week 4 – Analogy and Interpretation

Week 5 – The Ethics of Stewardship

### **Part II: Archaeological Theory, History, and Heritage**

Week 6 – Archaeology of Cultural Rules and Cultural Systems

Week 7 – Archaeology of Individuals, Identities, and Power

Week 8 – Archaeology (and/as a) Colonialism

Week 9 – Public and Critical Archaeology

Week 10 – Collaborative Archaeology