

# ARCHY 205 – Principles of Archaeology

Quarter: Summer 2014 Full

Time: 9:40 – 11:50 TTh

Room: Denny 401

Website: <https://canvas.uw.edu/courses/902337>

INSTRUCTOR: David Carlson

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Office: Denny 411

Office Hours: Th 1:00-3:00pm

## 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

Students taking this course typically do so for one of three reasons: they are interested, or may become interested, in pursuing archaeology as a subject; they are completing the requirements of the anthropology degree; or they are interested in the subject, but are not inclined to make it their career. This course is structured so as to appeal to all three types of individuals. For those interested in archaeology—as a career or as a subject—this course will provide you with a basic understanding in the fundamentals of archaeology. For everyone else, you will get a glimpse into the archaeologist’s worldview, and in doing so, take away lessons that may prove useful in your own career, as a researcher or otherwise.

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, 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.
7. Will be able to describe the basics of artifact analysis and typology, and identify various kinds of artifacts investigated.

### 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 considerable amounts of **group work**, as well as some challenging reading!

#### *III.1. Readings*

Assigned readings for each day of class are available through the Canvas website. You **must** have read that day's readings and done that day's reading assignments before class! Most reading assignments just involve reading excerpts from chapters or books, but some are **critical reading assignments**. These assignments are labeled as "Pre-Read" or "Full-Read", and require you to not only read the reading, but read it well enough to be able to critically analyze it in class. Each of these reading assignments comes with a guide to help you contextualize the reading and, in the case of the critical reading assignments, know what you have to turn in in class to receive participation credit.

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.

#### *III.2. Course Assignments*

Course assignments are divided into five basic categories: Participation (250 points, or 25%), Labs (250 points, or 25%), Debates (100 points, or 10%), a Midterm Exam (200 points, or 20%), and a Final Exam (200 points, or 20%). There is some limited opportunity for extra credit (30 points, or 3%).

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 take your quizzes.

Category	Number of Assignments	Points	Points Dropped	Total
Participation	28	10	30	250
Labs	5	50	-	250
Debates	2	50	-	100
Midterm Exam	1	200	-	200
Final Exam	1	200	-	200
			<i>Total</i>	<i>1000</i>

*III.2.a. Participation (250 points/25%).* Your participation grade for this class figures heavily into the total grade. Participation consists of both out-of-class and in-class activities. It's divided between **Quizzes**, which are taken online before class starts, and **In-Class** participation, which consists largely of participating in the discussions and activities that will make up our daily activities. Note that there are 28 participation grades in total, but only 25 will count. The lowest 3 grades (or 30 points worth) will be dropped, so as to give you some flexibility in dealing with short-term circumstances (short-term illness, sleeping in, forgetting homework, etc.).

*Quizzes* are online review quizzes that are available through Canvas. Before each class you must complete an online quiz. These quizzes are designed to help you review the material, as well as give me a sense of how well you are understanding and internalizing what you've read and heard. The quizzes are a **participation grade** only; wrong answers will *not* count against you. The only way to lose quiz points is to not do the quiz in the first place. Quizzes are due by **9:00 am** every class day (Tuesday and Thursday), save for the first two days of the quarter and the exam days. We will spend the first 20 minutes or so of class going over the quiz questions, focusing particularly on the ones that proved problematic. There are **fourteen (14)** quizzes throughout the quarter.

*In-Class Participation* is graded on a day-by-day basis. Each day there will be one or more in-class activities for you to participate in. You must participate in **all** of the activities to get credit. This includes turning in material that may be due in class (such as critical reading exercises). As I cannot predict exactly how many activities we will do each day, you will simply get one grade for an entire day's participation, regardless of whether or not we do one or five activities. Participation grades are counted up for every day save the first two and the two exam days. There are **fourteen (14)** in-class participation grades throughout the quarter.

*III.2.b. Labs (250 points/25%).* Laboratory assignments are chances for you to apply what you learn in lecture and readings in a more thorough and hands-on manner. There are five labs over the course of the quarter. Three are group assignments that are done in class using actual archaeological material culture. The other two are individual assignments that will involve you applying your lessons on

modern material culture. The particulars of each lab, and the specifics of how the group assignment labs will work, will be revealed as the labs come. Each lab is worth **50 points**, and there are **no drops**.

*III.2.c. Debates (100 points/10%).* We will have two structured debates in this course. The debates will concern ethical issues in archaeology. Students will be divided into three teams: proponents, opponents, and commentators. Each team will be given a set of readings to divide amongst themselves, and the task of preparing themselves to debate a prompt. Each debate is worth **50 points**, and there are **no drops**. Further details will be made available as we get closer to the debates.

*III.2.d. Midterm and Final Exams (200 points ea./20% ea.).* There will be a mid-term and a final exam. You will be given all period to do each exam, though the exams will not be designed to take up the full two hours. Each exam will be a combination of multiple choice and short essay questions.

*III.2.e. Bonus Assignments (+10 points ea./+1% ea.).* These are assignments that are intended as a potential source of extra credit, make-ups for missed class (for **whatever** reason), or for people who want to boost their grade a little bit. You do **not** have to do them! As of the writing of this syllabus, there are three bonus assignments available in the form of evaluation surveys. These surveys are not to evaluate you, but to get your opinions on the class, its activities, and how it fits in to the anthropology major. These surveys are run by the Office of Educational Assessment and the Center for Teaching and Learning, and are **completely anonymous**. All I will be told is the accumulated results, and who took the survey, so I can properly assign extra credit. It is **highly unlikely** that I will provide additional bonus assignments, so make sure to do these!

### *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. As noted above, there is limited **extra credit** in the form of **bonus assignments**.

## 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 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.1. 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.2. 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. WEEKLY AND DAILY TOPIC 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.

<b>Week</b>	<b>Weekday</b>	<b>Date</b>	<b>Topic</b>	<b>Major Activities</b>
1	T Th	June 24 <sup>th</sup> June 26 <sup>th</sup>	<i>What is archaeology? What do we study?</i>	
2	T Th	July 1 <sup>st</sup> July 3 <sup>rd</sup>	<i>How do we organize and analyze data?</i>	Lab #1
3	T Th	July 8 <sup>th</sup> July 10 <sup>th</sup>	<i>How do we interpret and find data?</i>	
4	T Th	July 15 <sup>th</sup> July 17 <sup>th</sup>	<i>What are the ethics of research?</i>	Lab #2 Debate #1
5	T Th	July 22 <sup>nd</sup> July 24 <sup>th</sup>	<i>Culture History and Nationalism</i>	Midterm Exam Lab #3 Available
6	T Th	July 29 <sup>th</sup> July 31 <sup>st</sup>	<i>Culture Process and Scientific Archaeology</i>	Lab #3 Due (Sunday)
7	T Th	August 5 <sup>th</sup> August 7 <sup>th</sup>	<i>Cultural Practice and Social Critique</i>	Lab #4
8	T Th	August 12 <sup>th</sup> August 14 <sup>th</sup>	<i>Archaeology, Heritage, and Descendant Communities</i>	Lab #5 Debate #2
9	T Th	August 19 <sup>th</sup> August 21 <sup>st</sup>	<i>Collaboration and Archaeology's Future</i>	Final Exam

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