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### ANTY 250S.01: Introduction to Archaeology

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# INTRODUCTION TO ARCHAEOLOGY

## PROFESSOR:

**John Douglas**; Office: Social Sciences 233 (located with the anthropology offices on the “lower” part of the second floor); Office hours: Monday 10-11, Wednesday 2-3, and Friday 11-12 (or by appointment); email: [John.Douglas@umontana.edu](mailto:John.Douglas@umontana.edu).

## TEACHING ASSISTANT:

**Alysha Edwards**; office hours and contact information are available in the Moodle supplement.

## PURPOSE:

Archaeology is the study of material culture to make inferences about human behavior. Anthropological archaeologists apply these inferences to increase our understanding of all human societies: contemporary, those with written records, and those without writing. This class examines the questions that motivate archaeologists to examine material culture, as well as the techniques used by archaeologists. Case examples illustrating these goals and techniques are considered. Students who satisfactorily complete this course will gain an understanding of the goals and methods of contemporary archaeology as well as the challenges facing archaeology. The course-specific learning outcomes that are:

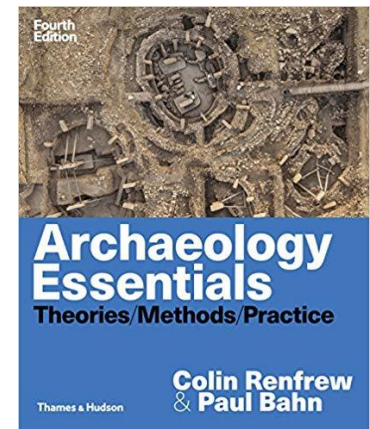
1. Demonstrate basic knowledge of the field of archaeology and the application of the scientific method to the field.
2. Demonstrate familiarity of a wide range of arch field and lab methods and arch theory.
3. Demonstrate knowledge of the historical development of the field of archaeology from its roots to the present.
4. Critically examine ethical and political issues surrounding archaeological studies.

A more general purpose of the course is to provide a social science perspective. Upon completion of this, or any University of Montana social science perspective course, students will be able to:

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;
2. Use theory in explaining these individual, group, or social phenomena; and/or
3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data.

## REQUIRED TEXT:

Colin Renfrew and Paul Bahn, 2019, *Archaeology Essentials: Theories, Methods, and Practice*, Fourth Edition. Thames and Hudson.



## COURSE PREREQUISITES AND REQUIREMENTS IT FILLS:

There are no prerequisites. This class serves as an Anthropology minor and major lower division core course as well as a social science perspective in the General Education requirements. In order to fulfill any of these requirements, you must take the course for a grade and receive at least a C-.

## MOODLE ONLINE MATERIALS:

Although classroom-based, Moodle access is essential. Grades, PowerPoints, class notes, and study guides are found there. Further, most will take in-class tests using Moodle quizzes that are found online.

**GRADE DETERMINATION:**

Students are responsible for all assigned materials: lectures, PowerPoint presentations, readings, in-class assignments, and the occasional video. **Class attendance is crucial to gain mastery of the material.** There are four exams, each worth 100 points. Each exam covers about a fourth of the course's lecture material and readings. All regular tests consist of true-false and multiple-choice questions. If you miss a test because of illness or other significant life setback, you may arrange with the Teaching Assistant to take an alternate version of the test in the two weeks following the test date. Students who miss a regular test without a makeup or do poorly on one may take the comprehensive exam offered during finals week to substitute for a single low test score. This optional final cannot lower your grade.

There are seven in-class assignments, each worth 10 points. **There is no make up for missed in-class assignments**, although one assignment is “extra,” serving to either make up for a missing assignment or extra credit added to your grade. If you miss more, you should complete the extra credit assignment (see page 3).

Extra Credit Assignment: Complete the written assignment given on Page 3, which is worth up to 20 points, **due the last day of class.**

The final grade is based on a 460 point scale: 4 tests@ 100 points each plus 6 in-class assignments @ 10 points = 460 (additional points from extra credit assignments are added in). Grades are based on a point system:

414+ points (90 %+)	= A	368-413 points = B	322-367 points = C
276-321 points	= D	less than 276 points = F	more than 276 points = “Credit”

**OTHER POLICIES:**

**Disability Accommodations:** Students with disabilities of any kind will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Office of Disability Equality (ODE) in the accommodation process. For more information, visit the [ODE website](#) at or call 406.243.2243 (Voice/TTY).

**Honesty:** Students found cheating, plagiarizing, or giving false excuses are subject to academic penalty (up to receiving a failing class grade) and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

**Incompletes:** An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a portion of the class because of documented problems during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

**Important dates:** For information about deadlines regarding course changes, see the University's [calendar](#).



“...And right above the Stone Age strata you can clearly see artefacts from the Iron Age!”

### *EXTRA CREDIT HOMEWORK ASSIGNMENT: CULTURAL FORMATION PROCESSES*

This extra credit assignment is worth up to 20 points, depending on how well the paper fits the assignment, the quality of the analysis, and the skill of presentation (including grammar and spelling). The paper must be no more than 1,250 words (three to five double spaced typed pages with standard formatting). Raw data and observations, in the form of written materials “from the field” and a sketch map of both areas, must be attached as an Appendix (if submitted electronically, scan the appendix). **Papers are due on Friday, May 6, in class or submitted electronically on Moodle (Word or PDF files only). Papers must be the stated length, typed, and on time.** Early papers will be accepted.

Select two different activity areas that are used on a daily basis and are convenient for you to observe. Plan to spend at least a half an hour in both places. It is helpful if they contrast in the kinds of activities that occur and their setting (setting contrasts such as indoor vs. outdoor, public vs. private, etc.) Some examples might be a restaurant; a living room (or a lounge in a dorm or fraternity/sorority house); the sidewalk and street area (or walk area for a shop in an enclosed mall) in front of a busy business. Record the following information for each activity area: (1) the kinds of activities; (2) the kinds of artifacts used in each; (3) the kinds of artifacts stored in the space for future use; (4) the kinds of artifacts deposited on the floor or ground (consider this primary refuse); (5) kinds of artifacts deposited in wastepaper baskets or trash cans in or near the activity area (consider this secondary refuse). Don't worry if a janitor, groundskeeper, owner, etc. will clean up the area later—just look at how the participants behave at the time you observe them.

By comparing your case examples, what do you think determines how individuals treat their artifacts and refuse? How much variation is there between individuals? Speculate on how activities, setting, and characteristics of the trash are involved in producing the observed patterns.

Finally: What implications does your study have for archaeologists trying to make inferences about activity areas? Consider both sudden abandonment (perhaps from a catastrophe, such as seen at Pompeii) and planned abandonment (such as seen in many pueblos in the the US Southwest).

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In completing this assignment, remember these definitions from Michael Schiffer's formation process work, and incorporate them in your discussion.

**de facto refuse:** archaeological finds of still-useful items deposited by unexpected abandonment or other cultural practices.

**primary refuse:** archaeological debris in contexts where it was used and discarded.

**secondary refuse:** archaeological debris discarded away from the immediate area of use.

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