

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-2017

ANTY 250S.01 Introduction to Archaeology

John E. Douglas

The University of Montana, john.douglas@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Douglas, John E., "ANTY 250S.01 Introduction to Archaeology" (2017). *Syllabi*. 4683.

<https://scholarworks.umt.edu/syllabi/4683>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

INTRODUCTION TO ARCHAEOLOGY

PROFESSOR:

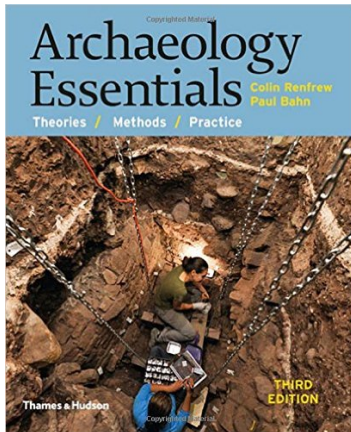
John Douglas; Office: Social Sciences 233 (located with the anthropology offices on the “lower” part of the second floor); Office hours: Monday, Friday 11:00-12:50 and Wed: 1:00-2:00 (or by appointment); Tel: 612) 568-4827 (voice mail and text); email: John.Douglas@umontana.edu.

TEACHING ASSISTANT:

Nikki Manning; office hours and contact information are available on 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, historic, and prehistoric. This class surveys the issues and questions that motivate archaeologists to examine material culture, as well as the techniques used by archaeologists. Case examples illustrating goals and techniques are examined. 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, 2015, *Archaeology Essentials: Theories, Methods, and Practice*, Third 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 these requirements, you must take the course for a grade and receive at least a C-.

SUPPLEMENTAL MOODLE ONLINE MATERIALS:

Your grades, copies of PowerPoints (PDF and PPTX formats), study materials, and messages can be found here. Look at: Go to the [Moodle login](#) with your NetID and password.

GRADE DETERMINATION:

Students are responsible for all assigned materials: lectures, videos, PowerPoint presentation, and readings. **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 will consist of true-false and multiple-choice questions. **Objective midterm exams will not be available at any time other than their scheduled class time.** Students must bring a sharpened, soft pencil and scantron sheet (pink, 1/3 sheet size, available in the bookstore) to take the exam. Students who miss tests may take the comprehensive short answer/essay exam in the final period or may petition to arrange a short answer/essay makeup exam covering the same material as the missing test within two weeks of the missing test. The optional comprehensive essay final can also be taken to substitute for a low test score. This optional final cannot lower your grade.

There are five in-class assignments, each worth 10 points. **There is no make up for missed in class assignments.** You will need to complete extra credit assignment.

Extra Credit Assignment: Complete the written assignment given on Page 3, which is worth up to 20 points, and is due **May 6**.

The final grade is based on a 450 point scale: 4 tests@ 100 points each plus 5 in-class assignments @ 10 points = 450 (plus any additional points from extra credit assignment). Grades are based on a point system:

| | | |
|------------------------|--------------------------|---------------------------------|
| 405+ points (90 %+)= A | 404-360 points = B | 359-315 points = C |
| 314-270 points= D | less than 270 points = F | more than 270 points = "Credit" |

OTHER POLICIES:

February 10 (5:00 PM) is the last day to drop or switch grade mode on Cyberbear without cost or permission; **April 3 (5:00 pm)** is the last day to drop or switch grade mode with approval (myself and your advisor) and a fee—late withdrawals are marked with an "W" on transcript.

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

Honesty: Students found cheating, plagiarizing, or giving false excuses will be dealt with strictly. Academic misconduct in this class will be subject to an 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 serious health or personal problem during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

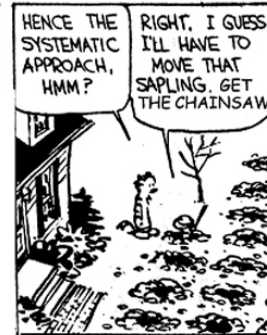
DARWIN and HOBBS



I WISH WE LIVED IN THE BADLANDS OF MONTANA. IT'S EASIER THERE BECAUSE EROSION OFTEN EXPOSES THEM.



with apologies to Bob Waterson



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 (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 5, in class or submitted electronically (Word or PDF files only). Papers must be the stated length, typed, on-time (and stapled if printed).** 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 are contrasting 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) kinds of activities; (2) kinds of artifacts used in each; (3) kind of artifacts deposited on the floor or ground (consider this primary refuse); (4) 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.

From your two case examples, what determines how individuals treat their 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.

What implications does your study have for archaeologists trying to make inferences about activity areas?

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.
