



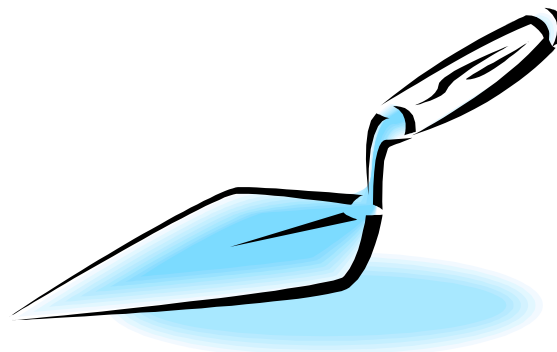
DEPARTMENT OF ANTHROPOLOGY
ANTH 2137 FAO Fundamentals of Archaeology
Fall 2017

Tuesdays & Thursdays, 8:30-10:00 am
OA 2006

Instructor: Dr Timothy Kaiser

CONTACT INFORMATION

Office: OA 3008
Office Hours: Tu Th 11:30-12:30, or by appointment
Email: tkaiser@lakeheadu.ca
Phone Number: 705.330.4008 ext 2611
Supplementary Course Website: Desire2Learn



COURSE DESCRIPTION

An introduction to modern archaeological methods. Topics include: chronometric dating, archaeological survey and excavation techniques, artifact analysis, environmental archaeology (archaeobotany, geoarchaeology and zooarchaeology), ethnoarchaeology, social archaeology, cognitive archaeology, and the archaeology of ethnicity.

Credit Weight: 0.5

Prerequisite(s): Anthropology 1032 or permission of the instructor

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=9634&entitytype=CID&entityid=57723&loadusercredits=False>

SUPPLEMENTARY COURSE DESCRIPTION

For the most part archaeologists engage in the scientific, systematic study of past human behavior, which they infer or reconstruct from the material remains of the past. The recovery of ancient material remains (usually through excavation) has led to some remarkable discoveries about the human past. This half-course introduces you to the methods and theories of archaeology – the fundamental concepts and practices that structure all archaeological research.

Using tangible evidence, the material traces of past behaviors or events, archaeologists piece together an understanding of ancient peoples. How is this done? How is the leap made from mute objects to a vivid depiction of life long ago and far away?

This course looks at how information about the past is preserved, how it is recovered, and how it is interpreted. Topics covered include fieldwork, artifact analysis, dating techniques, environmental reconstruction, settlement analysis, and the explanation of change. How do archaeologists deal with topics ranging from the origin of humans to the rise of civilizations? This course surveys their experiences and contributions.

Active learning is encouraged in this course. To that end, students are expected to participate in fieldwork exercises on campus. These exercises will teach methods of excavation and observation and will take place in October, weather and other circumstances permitting. *On field days class will start at 8 a.m.* Details to follow.

COURSE OUTCOMES

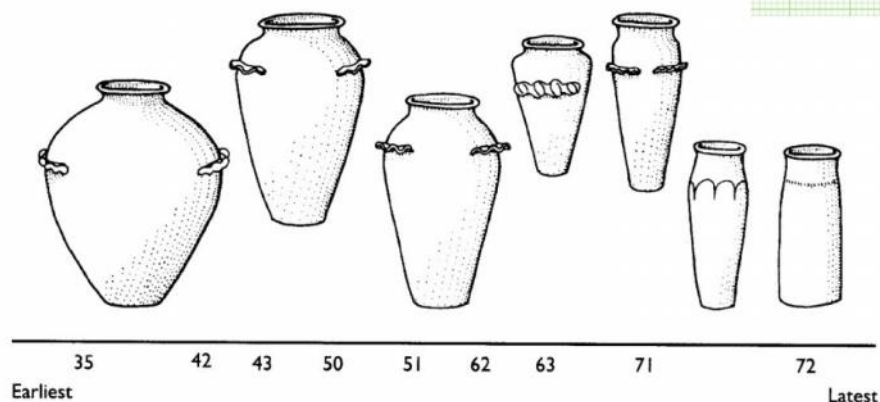
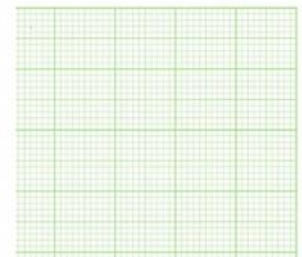
By the end of this course you will be able to:

- demonstrate a practical and conceptual understanding of archaeological method and theory
- articulate general and specific levels of knowledge of the nature of archaeological inquiry
- critically evaluate existing research results and methods of archaeologists present and past

REQUIRED MATERIALS

Colin Renfrew and Paul Bahn (2015) *Archaeology Essentials: Theories, Methods, and Practice*, 3rd ed., New York: Thames and Hudson. [Note: if interested, you can find used copies of the longer version of this book, Renfrew & Bahn (2016) *Archaeology: Theories, Methods and Practice*, 7th ed., which is also acceptable.]

Millimeter graph paper (Has faint lines making 1-cm squares subdivided by 1-mm lines. DO NOT use quadrille paper divided into 1/4-inch squares. Archaeology is metric!)



EVALUATION

Component	Value	Date	Individual/Group
Projects Set A. Choose <u>two</u> of the following three short projects involving various aspects of archaeological practice. Project 1 – Preservation Project 2 – Dating Project 3 – Site Survey	20%	Oct 31	Individual
Set B. Choose <u>two</u> of the following three short projects involving various aspects of archaeological practice. Project 4 – Burial Analysis Project 5 – Exchange Project 6 – Ethics	20%	Nov 30	
Set C. ‘Sandbox 101.’ A field exercise in the recovery and analysis of mock archaeological data. Your participation in and conduct of archaeological fieldwork as well as your analysis of the specific problem set will be evaluated (see rubrics)	30%	Nov 21	Both
Participation.	5%	Continuous	Individual
Final examination. Date and time TBA, the final examination will be take-home and will consist of short, essay-answer questions.	25%	TBA	Individual

Important Dates:

Fall Study Break: Monday October 9 - Friday October 13. No classes.

Final Day to Drop This Course: Friday November 3, 2017

Exam Period: December 7 - 17, 2017 (11 Days)
(includes two Sunday exam days)

DO NOT SCHEDULE VACATION TRAVEL UNTIL AFTER THE EXAM DATES FOR YOUR COURSES HAVE BEEN SET.

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/enrolment-services/timetables>

IF APPROPRIATE, TELL YOUR PARENTS/GUARDIANS!



ANTH 2137 FAO Fundamentals of Archaeology 2016 Course Schedule

This schedule is subject to modification as circumstances require.

Week 1

- Sept 5** Introduction to the course
Sept 7 Archaeology and archaeologists
- Colin Renfrew and Paul Bahn (2015) *Archaeology Essentials: Theories, Methods, and Practice*, 3rd ed., [henceforth **Essentials**] Ch 1 plus web links in D2L Course Materials

Week 2

- Sept 12** Traces of the past: what archaeological evidence is. Formation processes.
- Renfrew & Bahn, **Essentials**, Ch 2 plus web links in D2L Course Materials
- Sept 14** Survey and excavation
- Renfrew & Bahn, **Essentials**, Ch 3 plus web links in D2L Course Materials
 - Feder, K.L. (2008) "Searching for the Past: Archaeological Site Survey", *Linking to the Past*, pp. 132-166

Week 3

- Sept 19** Survey and excavation, part 2
- Feder, K.L. (2008) "Searching for the Past: Archaeological Site Survey", *Linking to the Past*, pp. 167-198
- Sept 21** Dating the past
- Renfrew & Bahn, **Essentials**, Ch 4 plus web links in D2L Course Materials

Week 4

- Sept 26** Dating the past, part 2
- Richter, D. et al. (2017) The age of the hominin fossils from Jebel Irhoud, Morocco, and the origins of the Middle Stone Age. *Nature* 646 (7657)
<http://www.nature.com/nature/journal/v546/n7657/full/nature22335.html?foxtrotcallback=true>
- Sept 28** Field exercise 'Sandbox 101' begins. [Early start at 8:00 a.m. If it is raining, then class starts at the regular time]

Week 5

Oct 3 Field exercise [Early start at 8:00 a.m. If it is raining, then class starts at the regular time]
Oct 5

- Renfrew & Bahn, **Essentials**, Ch 5 plus web links in D2L Course Materials

Oct 9-13 **NO CLASSES – Fall Study Break**

Week 6

Oct 17 Field exercise [Early start at 8:00 a.m. If it is raining, then class starts at the regular time]
Oct 19 Field exercise [Early start at 8:00 a.m. If it is raining, then class starts at the regular time]
• Sutton, Mark Q. (2013) "Interpreting past cultural systems", *Archaeology: Science of the Human Past*, pp. 263-293.

Week 7

Oct 24 Field exercise finishes (Weather permitting)
Oct 26 Discussion and review of Renfrew & Bahn, **Essentials**, Ch 5.

Week 8

Oct 31 Subsistence and diet
• Renfrew & Bahn, **Essentials**, Ch 6 plus web links in D2L Course Materials
• Feder, K.L. (2008) "Putting food on the table", *Linking to the Past*, pp. 292-322.

Nov 2 Technology
• **Essentials**, Ch 7 (read pp 211-219) plus web links in D2L Course Materials
• Kelly, R.L. (2002) "Lithic analysis: chipped stone tools and waste flakes." *Archaeology: Original Readings in Method and Practice* (P. Peregrine et al, eds.), pp. 48-61.
• Sinopoli, C.M. (2002) "Learning about the past through archaeological ceramics: An example from Vijayanagara, India. *Archaeology: Original Readings in Method and Practice* (P. Peregrine et al, eds.), pp. 62-80.

Week 9

Nov 7 Trade and Exchange
Nov 9
• Renfrew & Bahn, **Essentials**, Ch 7 (read pp 219-233) plus web links in D2L Course Materials
• Artioli, G., Angelini, I., Kaufmann, G., Canovaro, C., Dal Sasso, G., et al. (2017) Long-distance connections in the Copper Age: New evidence from the Alpine Iceman's copper axe. *PLOS ONE* 12(7): e0179263.
<https://doi.org/10.1371/journal.pone.0179263>

Week 10

Nov 14 Cognitive archaeology; Art; Religion
Nov 16

- Renfrew & Bahn, **Essentials**, Ch 9 plus web links in D2L Course Materials
- McAnany, Patricia (2002) Ancestor veneration in Lowland Maya society: A case study from K'axob, Belize. *Archaeology: Original Readings in Method and Practice* (P. Pergrine, et al., eds.), pp. 360-377.

Week 11

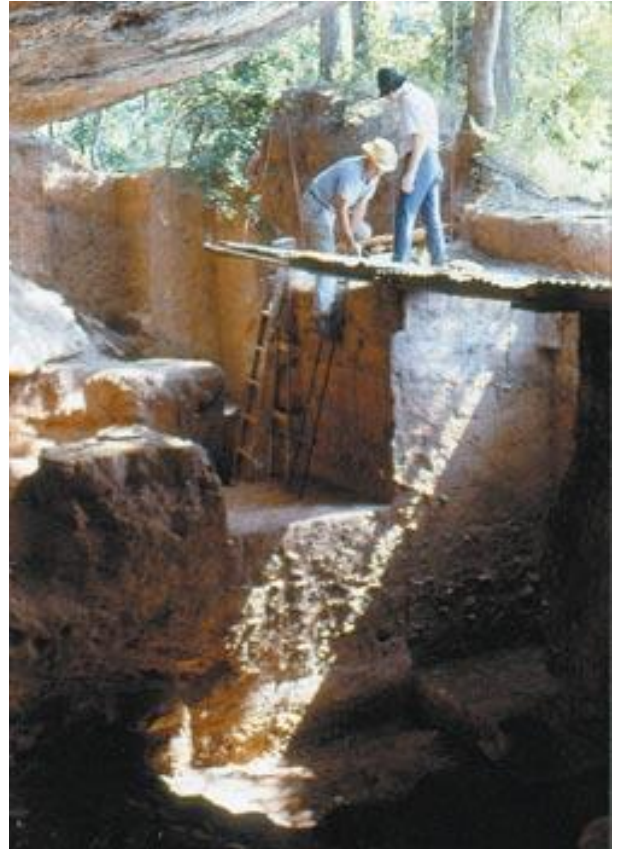
Nov 21 Explaining change
Nov 23

- Renfrew & Bahn, **Essentials**, Ch 10 plus web links in D2L Course Materials
- Sutton, Mark Q. (2013) "Understanding culture change", *Archaeology: The Science of the Human Past*, pp. 294-318.

Week 12

Nov 28 Pasts, present and future
Nov 30 Conclusions

- Renfrew & Bahn, **Essentials**, Ch 11-12 plus web links in D2L Course Materials



COURSE POLICIES

It is your responsibility to attend classes and to do the readings. Regular absences will seriously affect your grade in this course.

- Your participation in the fieldwork exercises, which will be conducted on campus but outside the classroom, is expected and required on the dates indicated in the Course Schedule or amendments. On these days we will start at 8 a.m., and finish by 10 (so that you have time to clean up before your next class). It is recommended that you give some thought to wearing weather- and terrain-appropriate clothing. Expect to get a little dirty. In case of moderate to heavy rain (but not light drizzle) we will not meet outside, but in the regular classroom instead.
- To aid your review, Powerpoint slides from lectures and other course material will be posted at regular intervals.
- In case of un-excused lateness, submissions will have 2% deducted from the mark for every day of lateness. No assignment that is more than ten days late will be accepted.

ACCOMMODATIONS

Student Affairs (Orillia) coordinates services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus website:

<https://www.lakeheadu.ca/current-students/student-services/accessibility/>

ACADEMIC DISHONESTY

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:

<http://policies.lakeheadu.ca/policy.php?pid=60>

Rubrics

Anthropology 2137 Fundamentals of Archaeology I Conduct of Fieldwork Evaluation 2017

Name: _____

	80% to 100% (A- to A+) Indicates work that:	70% to 79% (B- to B+) Indicates work that:	60% to 69% (C- to C+) Indicates work that:	50% to 59% (D- to D+) Indicates work that:	below 50% (F) Indicates work that:
Quality of the student's conduct of the fieldwork	Is exemplary – it is exceptionally careful, complete, and thorough. Shows excellent translation of theory to practice.	Is careful, complete, and thorough. Shows good translation of theory to practice.	Is mostly careful – although not consistently thorough or precise, it is nonetheless satisfactory.	Is incomplete or inconsistent, careless or imprecise; only marginally satisfactory.	Is so incomplete and imprecise that it is therefore unsatisfactory.
Effort displayed during the field project	Is characterized by an exceptional effort.	Is the result of above average effort.	Involved an average effort.	Demonstrates limited effort.	Demonstrates insufficient effort.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
The work in relation to general Expectation	Is so outstanding that it goes well beyond expectations – of an exceptionally high standard met by a few students.	Is good or very good – of a high standard met by many students.	Is satisfactory – a standard met by many students.	Is barely acceptable – attained by a few students whose difficulties and/or distractions affected their performance.	Does not meet even the most basic requirements.

Anthropology 2137 Fundamentals of Archaeology I
Fieldwork Report Evaluation
2017

Name: _____

	80% to 100% (A- to A+) Indicates work that:	70% to 79% (B- to B+) Indicates work that:	60% to 69% (C- to C+) Indicates work that:	50% to 59% (D- to D+) Indicates work that:	below 50% (F) Indicates work that:
Quality of the work	Is exemplary – it is exceptionally complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete – although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is so incomplete that it is therefore unsatisfactory.
Content of the work	Demonstrates a superb and comprehensive understanding of the subject – shows a consistent application of a high level of critical scrutiny.	Demonstrates a comprehensive understanding of the subject – shows a regular application of critical scrutiny.	Demonstrates satisfactory understanding of the subject – shows occasional critical scrutiny.	Demonstrates limited understanding of the subject.	Demonstrates insufficient understanding of the ostensible subject.
Fluency of Expression demonstrated in the work	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in writing.	Demonstrates ability to integrate and articulate ideas; shows a reasonable mastery of writing.	Demonstrates some ability to integrate and express ideas; satisfactory command of writing.	Demonstrates limited ability to integrate and express ideas; marginal command of written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory command of written language.
Graphics	Uses a variety of graphics to exceptionally clear effect; graphics are comprehensive, economical, and illuminating.	Uses graphics to good effect in support of the report's objectives.	Includes graphics that have only a moderate effect in terms of advancing the report's objectives. May suffer from a variety of deficiencies or distractions.	Has a limited number of graphics that moreover lack clarity and/or accuracy. They add little or nothing to an understanding of the subject.	Lacks a graphical sensibility entirely.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
The work in relation to general Expectation	Is so outstanding that it goes well beyond expectations – of an exceptionally high standard met by a few students.	Is good or very good – of a high standard met by many students.	Is satisfactory – a standard met by many students.	Is barely acceptable – attained by a few students whose difficulties and/or distractions affected their performance.	Does not meet even the most basic requirements.