

Archaeology and Culture

ANTH 103

Professor Mark Hill

Classroom: Burkhardt 316

Time: T-TH 11:00-12:15

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Office Hours: Wed/Thur 1-2 pm or by appointment

Course Description

We will explore the nature of archaeological research, including its methods and principles of analysis, and examine archaeology's contributions to our understanding of human behavior and the development of human culture from our earliest appearance to the present. The course will cover three main themes, including 1) the nature of archaeology, including the origins of modern scientific methods, archaeology's place within the broader discipline of anthropology, and important archaeological theories, methods, and techniques of analysis; 2) a brief overview of human origins from our earliest arthropithecine and australopithecine ancestors to the appearance of modern humans; and 3) an overview of the developments in world prehistory from the Upper Paleolithic period to the development of state-level civilizations.

Course Objectives

At the end of the semester, you will have established a basic understanding of the following:

- a. Scientific method, particularly as applied in archaeology;
- b. Archaeological methodology – how archaeologists acquire knowledge about the past;
- c. How to carry out a simple analysis of archaeological data to propose hypotheses about the cultures that produced them.

Required Text

Feder, Kenneth L.

2009 The Past in Perspective: An Introduction to Human Prehistory (4th Edition). Oxford University Press, USA.

Blackboard

Announcements, syllabi, assignments, selected lecture notes, and discussion threads will be available on the class Blackboard website. Students are encouraged to use Blackboard to create discussion threads and to communicate information, and to visit the site for important notes and updates.

Course Requirements

The course content will be presented in lectures, videos, readings, assignments and class discussions. Lectures are designed to complement the assigned readings, and readings should be completed prior to class. Exams will be based on both lecture and assigned readings. Attendance is expected. If you are unable to attend a class, you will need to

arrange to obtain notes from another student. The course schedule is listed in this syllabus, with topics and assigned readings. Any changes to this schedule will be announced in class and on the course Blackboard website.

There will be two written assignments, three exams, and two short quizzes. Each exam will be worth 100 points and will cover materials presented in the lecture, videos, and text. The final exam will be partially comprehensive. Tests will include multiple choice, true/false, short answer questions, and will include at least one essay question. Be prepared to write, formulate answers, and defend your answer in the essay questions. The first two tests will be given in the classroom (Burkhardt 316) during regular class hours. The final exam is scheduled for Friday, May 4, 9:45-11:45 am in the regular classroom (BB 316). Combined, these exams account for 75 percent of your grade.

Two written assignment are required, and are each worth 40 points. Each paper will be 5 pages double-spaced. The first paper will be an analysis of garbage to examine the nature of determining social behavior from the things that behavior has left behind. In the second paper, each student will choose a relevant topic such as a particular archaeological method, an important prehistoric site, a particular culture, or an archaeologist and explore that topic in some depth. Combined, these two papers account for 20 percent of your grade. More information on the particular requirements of these assignments will be presented later.

There will be two quizzes, each worth ten points. Quizzes will not be announced beforehand, and each will consist of one or two brief questions. Students will be allowed approximately 10 minutes in class to complete each quiz.

Recipe for Success: Simple. Do the readings and attend lecture. There is no extra credit. We cover a lot of information from Australopithecus to Teotihuacan, and it is very easy to fall behind. Students who do the readings beforehand and come prepared for class do well on the exams.

Late Assignments

Since the course must cover a wide range of issues and topics in a short period, students are STRONGLY encouraged to turn in assignments on time. Assignments turned in after the due date will lose 10% for every day they are late. If you know that an assignment will be late due to circumstances beyond your control, notify the instructor as early as possible. Without such notification and approval, late assignments may not be accepted.

Grading

Grading will be based on your exams, quizzes, papers, attendance, and participation. A maximum of 400 points will be possible in the class (3 exams @ 100 pts each, 2 papers @ 40 pts each, and two quizzes @ 10 pts each). Grading will not be done on the curve, but will be based upon a percentage of the total available points. Grades will be assigned as follows:

A	≥372 (93%)	B+	348-359½ (87%)	C+	308-319½ (77%)	D+	268-279½ (67%)
A-	360-371½ (90%)	B	332-347½ (83%)	C	292-307½ (73%)	D	240-267½ (60%)
		B-	320-331½ (80%)	C-	280-291½ (70%)	Fail	<240 (<60%)

Academic Honesty

Students are expected to uphold the Ball State University standard for conduct relating to academic integrity. Students assume full responsibility for the content and integrity of the

academic work they submit. The guiding principle of academic integrity shall be that their submitted work, examinations, reports, and projects MUST BE THEIR OWN WORK. Make sure to cite all sources. Plagiarism of any sort, whether of the "word for word" variety, paraphrasing, or "mosaic" plagiarism, is unacceptable and unethical. Any student found plagiarizing will FAIL the course. IGNORANCE IS NO EXCUSE.

All occurrences of academic misconduct will be dealt with in accordance with the Student Academic Ethics Policy guidelines and procedures outlined at <http://www.bsu.edu/sa/article/0,1375,207457-14207-3419,00.html>

Disabilities

Reasonable accommodations are available for students with a documented disability. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

TENTATIVE COURSE OUTLINE

Note that a more detailed course schedule will be handed out separately

BLOCK 1: Archaeology

Readings: Feder, Chapters 1, 2, and 3

Supplemental Readings as Assigned

Assignment 1: Garbage

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BLOCK 2: Human Origins

Readings: Feder Chapters 4, 5, 6, 7, and 8

Supplemental Readings as Assigned

BLOCK 3: World Prehistory: Upper Paleolithic to Complex States

Readings: Feder Chapters 9, 10, 11, 12, 13, 14, 15, 16

Supplemental Readings as Assigned

Assignment 2: In Depth Study

How to Give Credit When Credit is Due

The following gives several examples of citations. Different disciplines use different styles of citations. One usually uses the citation style of their particular discipline. However, to make things simple, I would like you to use the following citation style for your assignments. This handout does not contain every citation scenario. However, it should offer you examples of most of the citations you will need to use. If it does not cover something, please ask me. If it is a quote or if you are paraphrasing, you should include the following information: (Author's last name year of publication: page number(s)).

For Example: (Smith 1992:54)

For multiple authored papers (3 or more authors) you do not need to list every name. Please put (Smith et al. 1992:54).

IN-TEXT CITATIONS:

You are required to cite the sources of any and all information you obtain for any of your writing assignments. What that means is **if you use someone else's idea and do not give them credit, it is plagiarism**. The best piece of advice I can give you is if you are not sure whether you should cite something, you probably need to cite it.

For example, you write the following sentence

The development of human creatures from their earliest origins has become one of the most controversial of modern sciences.

This is actually a direct quote from a book. If you write this, you must put it in quotes and have an in-text citation following the sentence.

“The development of human creatures from their earliest origins has become one of the most controversial of modern sciences” (Adler and Pouwels 2006:4).

Now, let say you did not want to use a direct quote, but you still wanted to use that idea in your paper. Maybe you write.....

In modern science, the evolution of humans from early to later forms has become a very controversial issue.

While this sentence might seem like a silly example, I am trying to stress the necessity of citations. If it is not your idea, it needs to be cited. Since it is not a direct quote, there is no need for quotation marks, but you still need an in-text citation.

In modern science, the evolution of humans from early to later forms has become a very controversial issue (Adler and Pouwels 2006:4).

Special note on in-text web citations: If the website you are using has an author, put the author's name and date of the article in parentheses as shown above for books and articles. If there is not an author listed, put the URL in parentheses.

REFERENCES CITED PAGE:

At the end of your written work, you will need to include a reference cited page. On that page, you will list *every* source that you got information from. Therefore, for every in-text citation that is in the body of your essay or paper, there will be a full citation on the references cited page. The following are examples of different types of sources that you will be getting information from. Follow these examples when writing your reference cited page. Your references cited page should be in **alphabetical order** by the primary author's name. All of the information listed under each category is necessary. So, make sure that you get all of the information from your references before you turn a journal or book back into the library.

A Book

Hewlett, B. S.

- 1991 *Intimate Fathers: The Nature and Context of Aka Pygmy Paternal Infant Care*. Ann Arbor: The University of Michigan Press.

A Chapter in an Edited Volume (Edited Book)

Hawkes, Kristen, J. F. O'Connell, N. G. Blurton Jones, H. Alvarez, and E. L. Charnov

- 2000 The Grandmother Hypothesis and Human Evolution. In *Adaptation and Human Behavior: An Anthropological Perspective*, edited by N. Chagnon, W. Irons, and L. Cronk, pp. 237-258. New York: Aldine de Gruyter.

An Article in an Academic Journal (for electronic as well)

Adler, Michael A.

- 1996 Land Tenure, Archaeology, and the Ancestral Pueblo Social Landscape. *Journal of Anthropological Archaeology* 15(4): 337-371.

A Dissertation or a Thesis

Harro, Douglas R.

- 1997 Patterns of Lithic Raw Material Procurement on the Pajarito Plateau, New Mexico. Unpublished Master's thesis, Department of Anthropology, Washington State University.

A Web Site (for E-Journals)

Williams, G. S.

- 2001 *Why do I Have to Take a Course on World Civilization?* Retrieved August 24, 2005 from <http://www.worldcivilizations.com>

Audiovisual Material

BBC-TV Production

- 1995 *Under the Sun: A Caterpillar Moon*. British Broadcasting Corporation Television Service. 1 videocassette (49 minutes), VHS format.