Course Description
This course will provide a general overview of the discipline of archaeology as a multi-disciplinary environmental science. The course will review the characteristics of the material cultures in the past and present. It provides an introduction to basic scientific methods in archaeological analysis. ANTH 103 is a DL course that by focusing on the multi-disciplinary nature of archaeology satisfies General Education requirements for Boise State University.

TTH 12:00-1:15 PM, ILC 118

Dr. Mark G. Plew
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208-426-3444
Office: Hemingway Western Studies (HWS), Rm 51
Office Hours: 10:30-11:45 TTH or by appointment

Teaching Assistants:
James Eschenbrenner
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HWS 113/Archaeology Lab

Kaitlyn Mansfield
kaitlynmansfield@u.boisestate.edu

HWS 113/Archaeology Lab
Course Structure

This is a lecture course. The subject matter will follow the outline of the textbook. Reading of the text will be enhanced by the lectures, discussions, and class exercises. This course satisfies core requirements as defined by BSU therefore assessment activities will be used during the course to determine if the objectives are being met.

Tuesday will consist of a topical lecture. We will occasionally have guest speakers who are experts in particular areas of archaeological work. I expect that you will give them the same attention that you would give me or our TAs. On Thursdays we will complete Tuesday’s lecture (if required), hold a study session and give you a quiz. The quiz will be projected as a power point. You will have time to write down your answers after which we will go over the test. The questions you are given on TH will be on the formal exams. These are practice quizzes and have no value. YOU ARE NOT ALLOWED TO PHOTOGRAPH THE SLIDES!

This course does not use Blackboard or PowerPoint slides.

The syllabus and any other posted materials are/will be on the Anthropology Webpage at: http://anthropology.boisestate.edu/ ➔ Faculty ➔ Plew.

Teaching Assistants

The TAs are available for pre-examination reviews, to assist with grading, for classroom concept clarification, and for overall support of class procedures. As long as etiquette is observed, contacting them when you need help is encouraged.

TA office hours will be announced after the first week.

Location: Hemingway 113/Archaeology Lab ➔ Anthropology Department ➔ Hemingway Studies Building

Foundational Studies Program

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. Anth 103 satisfies 3 credits of the Foundational Studies Program’s Disciplinary Lens - Natural, Physical and Applied Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

“ULO 8. Apply knowledge and methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.”

Anth 103: Intro to Archaeology is designed to provide an overview to the goals, methods, and discoveries involved in the scientific study of the human past. Archaeology is the study of the human past, using evidence from artifacts and archaeological features, in addition to environmental (biological and earth-science) information. This course reviews the basic scientific methods used to discover the human past and introduces some of the ideas and theories that have been developed from archaeological discoveries. It provides the student with an understanding of how data is obtained and used to develop explanations. This course provides an introduction to the history of archaeology, the nature of the archaeological record, the techniques used to investigate the physical, biological, and behavioral adaptations of ancient humans, and an overview of current scientific theories about the human past. It provides opportunities to gain experience communicating about scientific discoveries in archaeology. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course you will be able to:
- Apply knowledge and methods from the scientific study of the past to evaluate the archaeological record and environmental processes
- Prepare research questions that use the archaeological record to test ideas about past patterns and processes
- Link the methods of collecting archaeological data with explanations regarding human origins and social-behavioral and environmental change
- Evaluate data and patterns from maps, aerial images, charts, and graphs, and justify interpretations
- Use science-based reasoning to evaluate site location, age determination, environmental interaction, social organization and explanations about the past
- Identify natural resources used by humans and how they are linked to technological change
- Relate environments to past human activities and compare ways humans have had an impact on the environment
- Apply information obtained from research to communicate the significance of archaeological discoveries to the general public by relating archaeological discoveries to (as examples) heritage and nationalism, conservation, economics, and public policy.

Books Required for Class


Examinations

There will be three (3) hourly examinations. These hourly exams are each worth 100 points toward your course grade toward a combined total of 300 points possible for exams. Exams will consist of objective questions and will be given in class. There will be no makeup exams. I will give you a week’s advance notice of exams.

Extra time on tests, oral examinations, or other accommodations will be provided to students as needed for the policies of the Disability Resource Center. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis.

Single Examination Option

You may elect to do one of three projects in lieu of the last exam. The projects include a seriation exercise in which you will collect and analyze data from a local cemetery, an ethnoarchaeological exercise in which you will map and interpret a spatial context and use an informant to critique your site interpretation and the analysis of a data set that I will provide you. This will be due the last day of class.

Attendance and Punctuality

Attendance is required. The textbook is certainly valuable and will supplement your understanding of the material presented in class. However, exams are primarily designed from lecture material and if you miss lectures you are missing vital information. If I sense that the attendance numbers are dwindling during lectures, I may occasionally award extra credit points to students who are attending.
Etiquette & Communication

All communication will be through email.

Communication with me via email should be formal and include your first and last name, student ID, the class in which you are a participant, and the nature of your question. I am not—nor are the TAs—your “buddy”—so don’t send us emails that consist of, “Hey Man, When’s the test?”

Class will consist of a lot of question and answer lecturing. You will be called upon to answer questions in class that resulted from the readings or from previous lectures. It is important that you do not forget things from lecture to lecture and more specifically over the weekend. When questions are asked during lecture, class participation and answering are required. Since it is generally known that greater answers and feedback from students normally equates to higher understanding of the subject-matter, communication from the class is going to be a mandatory requirement to come out of this class with a higher grade.

Supplementary Material

Occasionally we will “assign” you materials that are labelled as “supplementary”. These materials are not required reading but has been proven in the past to help with clarifying archaeological concepts and processes. During lecture Q&A, the class is allowed to refer to these materials as well as the required material for demonstration of mastery in the subject-matter.

Class Protocol

No habitual late arrivals (late arrivals please be courteous to others):

Personal scheduling conflicts such as vacations, weddings, work are not acceptable excuses for missing classes. Do not request class information, notes, or assignments from the instructor due to missing class for “personal time”.

Students are expected to respect the instructor and student colleagues by arriving prior to the time class begin! And no talking in class.

Turn off your cell phone! No “texting” in class.

Use of laptops is permitted but use them to take notes…not surfing the web!! Students’ use of the internet will be monitored by the professor and the TAs. If any abuse is observed, all computer use in class will be taken away.

Grading

Your grade will be calculated on the basis of how many point you acquire from a total of 300 as follows:

300-270=A
269-239=B
238-207=C
206-176=D
175=F
<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading</th>
<th>Supplementary Material</th>
<th>General Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11, 2016</td>
<td>Chapter 1</td>
<td>&quot;Discovering Our Past&quot; A Brief Introduction to Archaeology by Asmore and Sharer (Skim)</td>
<td>Introduction and History of Archaeology</td>
</tr>
<tr>
<td>January 18, 2016</td>
<td>Chapter 2</td>
<td>&quot;Paradigms, Systematics, and Archaeology&quot; by Binford and Sabloff</td>
<td>History and Structure of Archaeology</td>
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<tr>
<td>January 25, 2016</td>
<td>Chapter 3</td>
<td>&quot;Archaeological Survey&quot; by E.B. Banning (skim)</td>
<td>Doing Fieldwork-Survey</td>
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<tr>
<td>February 1, 2016</td>
<td>Chapter 4</td>
<td>YouTube video - The Excavation Process: Excavating a Site (CFS)</td>
<td>Doing Fieldwork-Excavations</td>
</tr>
<tr>
<td>February 8, 2016</td>
<td>Chapter 5</td>
<td>YouTube video - Question 2: How is an Archaeological Site Formed? (CFS)</td>
<td>Geoarchaeology and Site formation</td>
</tr>
<tr>
<td>February 15, 2016</td>
<td>Chapter 6</td>
<td>&quot;Behavioral Archaeology and the 'Pompeii Premise'' by Binford</td>
<td>Time Depth: Building Archaeological Chronologies and Dating</td>
</tr>
<tr>
<td>February 22, 2016</td>
<td>Chapter 7</td>
<td>&quot;Behavioral Archaeology and the 'Pompeii Premise'' by Binford</td>
<td>Dealing with Dates and Time: Building Archaeological Chronologies</td>
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<td>March 1, 2016</td>
<td>Chapter 8</td>
<td>&quot;Willow Smoke and Dogs’ Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation,&quot; by Binford</td>
<td>Using Analogies: Experimental and Ethnoarchaeological Approaches</td>
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<td>March 8, 2016</td>
<td>Chapter 9</td>
<td>&quot;Funal Contamination of Stored Seeds: Implications for Aboriginal Caching Strategies&quot; by Michael Dunn</td>
<td>People, Plants, and Animals in the Past/Bioarchaeology</td>
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<td>March 15, 2016</td>
<td>Chapter 10</td>
<td>YouTube video: The Ecological Human by the Santa Fe Institute (SFI)</td>
<td>People, Plants, and Animals in the Past/Bioarchaeology</td>
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<td>March 22, 2016</td>
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<td>NO CLASS-SPRING BREAK</td>
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<tr>
<td>March 29, 2016</td>
<td>Chapter 11</td>
<td>Kinship categories as natural categories by Robin Fox in &quot;Evolutionary Biology and Human Social Behavior&quot; by Chagnon and Irons</td>
<td>Kinship and Symbolism, Political Systems</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Activity</td>
<td>Topic</td>
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<td>April 12, 2016</td>
<td>Chapter 13</td>
<td>YouTube video: &quot;On the Evolutionary Origins of the Egalitarian Syndrome&quot; (SFI)</td>
<td>Key Transitions in Prehistory</td>
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<td>April 19, 2016</td>
<td>Chapter 14</td>
<td>Introduction: Archaeology of the Modern World in &quot;Historical Archaeology&quot; by Hall and Silliman</td>
<td>Historical Archaeology</td>
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<tr>
<td>April 27, 2016</td>
<td>Chapter 16</td>
<td>TedTalks video: &quot;How Insights from Archaeology Might Help Shape Our Future&quot; (SFI)</td>
<td>Future Directions</td>
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