

Anthropology 2AC

Introduction to Archaeology

Tuesday Thursday 9:30-11am, 2050 Valley Life Sciences Building

Final Exam: Wednesday, May 14, 2014

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(Archaeological Research Facility)

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Office Hours: Monday 10-11

This course satisfies the American Cultures requirement. To take this course, you must be enrolled in both the lecture and a discussion section. You MUST attend the same discussion section each week, attendance will be taken, and a significant amount of the graded coursework will be undertaken in sections. You cannot make up missed sections, that ship will have sailed.

Course Description: This course will provide the student with an introduction to the discipline of anthropological archaeology with a special emphasis on how archaeology contributes to our understanding of American society and the cultures from which it is drawn. Students will learn about the methods, goals, and theoretical concepts of archaeology with attention to the impact archaeology has had on the construction of the histories of diverse communities - Native Americans, African Americans, Asian Americans, Latinos, and European Americans. It fulfills the requirements for Anthro 2 for Anthropology Majors.

Course Requirements:

Keep your syllabus—it is your complete guide to rules and expectations for the course, you will be expected to know what the syllabus contains.

Each student must be enrolled in a discussion section. Students are required to attend and participate in section (see details below). There are three texts required for the course (see below), in addition, there will be required readings posted electronically to accompany lecture and sections. Yes, you are expected to read and understand the text materials. It will not be possible to properly prepare for exams and section work without completing the readings. Although attendance will not be taken daily, it is necessary to attend the lectures—this course will not be available through any note-taking services, nor has it been offered by myself in previous semesters, and any power point presentations that may or may not get posted on the web will not be a substitute for attending lectures. I'm very old fashioned and believe that the face-to-face interaction of teaching is a vital component of the learning experience. Silly me. I also see this as a two-way obligation, since I require lecture attendance, I think it is my responsibility to make the lecture material as engaging and interactive as possible—if you take the class, you won't be the only one working. ☺

Required Course Work:

In previous semesters teaching this course, I have observed that students fall into two categories:

1. Students who are trying to fulfill the AC requirement quickly in their college career and are generally uncomfortable with hands-on learning or group projects. These students are most comfortable with exam-based evaluation.
2. Students who want to fulfill the AC requirement but are generally interested in archaeology or anthropology and enjoy assignments that require them to do non-traditional work.

As an instructor, I have combined both learning styles into this class, but, ultimately, my goal is for the student to leave the course with a sense of how archaeologists think, the ways they go about collecting data and how they interpret archaeological evidence. This semester I am experimenting with a new grading structure that will allow students to decide what kind of learner they are.

By week six (see below), you will be required to commit to one of two grading tracks. You will commit to a track by filling in and signing the sheet at the end of this syllabus and submitting it to your GSI in section. **Failure to hand-in this sheet will result in your being ineligible to earn any points in the last half of the course. This is a binding contract between yourself and the teaching staff, and once you commit to a track, you may not switch.**

The tracks are as follows.

Track 1: The **“I am a traditional textbook learner”** track: grade breakdown for this track is as follows:

- must attend first seven weeks of section and do required assignments (25% of grade)
- must take midterm exam (25% of grade)
- must take a final examination that will focus on readings and lecture materials presented in the last half of the course. (40% of grade)

In this track, **you will be required to attend all lectures** (10% of grade, to be accomplished by random attendance sign in sheets), but will not be required to attend section after week 7, however, you MAY attend the sections, you just do not hand in the work and any work you try to hand in will not be graded.

Track 2: **“I am a hands-on experiential learner”** track: grade breakdown and requirements for this track are as follows:

- must attend first seven weeks of section and do required assignments (25% of grade)
- must take midterm exam (25% of grade)
- will continue to attend section and do assignments that illustrate concepts and evidence presented in lecture and the readings, which will account for 40% of the grade.

In this track, **you will be required to attend all lectures** (10% of grade, to be accomplished by random attendance sign in sheets).

Academic Honesty:

Students are expected to behave in an academically honorable way.

-All work must solely be the work of the students whose name(s) appear on the paper (some of the section assignments will require collaboration between multiple students).

-This course requires writing and consultation of resources other than lectures. This means that in your writing, you must acknowledge where you have gathered particular pieces of information.

-If you use an outside resource, be it a newspaper article, notes or a paper from another class, an academic journal or book, one of the course readings, etc., etc., etc., **MUST BE CITED AS SUCH**...otherwise, you have engaged in plagiarism, a form of academic cheating akin to looking at someone else's exam.

-The university makes it clear that all cases of academic dishonesty must be documented with the administration. Please, don't make me do this. I like to think that students are here, at one of the greatest universities in the world, to expand their minds and learn to engage with new and competing perspectives of the world (hey, I've taken a vow of poverty and devoted my life to social sciences academia, of course I'm sheltered enough to believe this)—learning the best way to cheat doesn't really fit my idealized notions of university life. Please don't start me down a path that leads to my corruption and embitterment.

-The university now expects us to have you sign an honor code statement, which you will find at the end of this syllabus. You are expected to read it, sign it and hand it in to your GSI at your first section. **We will not grade any work you submit until we have this form.**

Other:

If you need accommodations for any physical, psychological, or learning disability, please speak to me after class or during office hours.

Grade Protests:

Yes, I know that there will some of you who think that you have been graded improperly, unfairly, or simply that we have failed to recognize the brilliance of your work. First, I advise you to breath and recognize that you are not a grade, you are a human being. A bad grade does not mean you are a failure as a student or a human being, it just means that you have more to learn. I have Cs and a D on my college transcript (not in anthropology), and I turned out fine.

The procedure for complaining about grades is to submit your formal complaint in writing, along with the offensively graded item, to your GSI. She/he will respond to you about how the grading was undertaken, but is not authorized to change the grade. If you still feel dissatisfied, or if a genuine mistake was made, your GSI will forward it to the head GSI. If a genuine calculation error ($7+3=9$ instead of 10, for instance) or simple misappropriation of points has occurred (such as accidentally

grading a question worth 10 points as if it were 5), the head gsi will confirm this and is able to change the grade.

However, if the complaint is deemed a question of content (blue should really be an acceptable substitute for brown) or a challenge to the grading scheme (too much taken off for grammar and spelling mistakes), the head gsi will forward the complaint to me, and I will respond within 5-10 business days.

Note: if the offensively graded materials get this close to me, I reserve the right to regrade the entire document as I see fit—you run the risk of getting back a lower grade than you had originally, because no one will grade you easier than your gsi, who sees your section as little embodied reflections of their teaching greatness and want you to succeed. I, however, no longer build my sense of worth on whether or not you succeed and will grade ever so fairly. I'll play bad cop if I have to, but as I noted in the above section on academic honesty, I actually prefer to not cop at all.

Course Texts:

You are going to serve as guinea pigs this semester. I am in the process of publishing a text that will serve as an introduction to archaeology. It has been copy-edited and is now in production, with an anticipated publication date of April 2014. You will be reading either copy-edited word documents or page layouts as they become available on a week to week basis. I hate text books, and haven't required one for years, I wrote this one (which as you'll see, is not so much a text book as an extended case study on Mardi Gras) to fill a large gap that exists out there in the text book world.

Wilkie, Laurie A. 2014. *Strung Out on Archaeology: An Introduction to the Field*. Left Coast Press, Walnut Creek.

And yes, you'll probably have to buy it when it comes out, but all other readings are available on line.

In addition, there are other readings that will be scanned and posted on bspace.

The readings are arranged by week, if the folder says "WEEK 1", that suggests that I expect you to have read those readings by the end of week 1, etc.

None of the readings can provide you all the information available in lecture, and likewise, lectures will not necessarily cover all the info in the books. We will be posting questions for each of the readings on bspace as well, so that you can ensure that you are getting the most out of your reading experience. Most of the posted readings will be coming from two books:

Deetz, James. 1996. *In Small Things Forgotten: An Archaeology of Early American Life*. Anchor books, New York. Second Edition.

The original of this book made me become an archaeologist. It's a classic. Deetz was a professor at Berkeley, so you know it has to be good ☺ Deetz covers some of the nuts and bolts of what it is that archaeologists do along with case studies from a variety of North American colonial and post colonial contexts.

Buchli, Victor, and Gavin Lucas (editors). 2001. *Archaeologies of the Contemporary Past*. Routledge, New York.

This is kind of a funky book of essays on topics related to archaeologies of the very recent past. The case studies are drawn from many parts of the world, but I think, give the global, multi-national nature of American society, you'll agree that they are relevant and insightful. Case studies include a War World II bomber crash site, the archaeology 20th century labor dispute, a modern study of household abandonment in a British council flat, and modern South Africa, among others. I particularly appreciate the space that authors dedicate to considerations of the ethics of archaeological research.

Class Calendar:

Week 1: Introduction to the teaching staff, the course and the field

Read Wilkie preface, and chapter 1.

NO SECTIONS FIRST WEEK OF CLASSES

Jan 21: hello and syllabus

Jan 23: what is archaeology? what is historical archaeology? Why AC?

Week 2: The Process of Archaeological Research

Read Deetz chapter 1 and Wilkie Chapter 2

Sections meet for first time, GSI and student intros, sign and hand in honesty document

January 28: Process of archaeological research

January 30: Process of Archaeological research (finishing); History of Archaeology: early stuff

Week 3: How Archaeologists Think: Culture History and Processual Archaeology

read Deetz chapter 2, B&L chapter 5, Wilkie Chapter 3

Section: archaeological ways of thinking: the Barrows building section

February 4: History of archaeology: culture history

February 6: Processual Archaeology

Week 4: How Archaeologists Think and what they think with: Post-Processual Archeology and more about archaeological data

read Deetz chapter 3 and 4, Wilkie Chapter 4 and 5

Section: Archaeological ways of doing: the campus sampling section

February 11: Post-processual and Contemporary archaeologies

February 13: Archaeological data

Week 5: Archaeological Analysis...ways we do what we do

read Deetz chapter 5 and 6, Wilkie Chapter 6

Section: Archaeological ways of doing: mapping archaeological sites

February 18: Archaeological Analysis

February 20: Archaeological Analysis

Week 6: Archaeological Interpretation and AC spotlight

Finish Deetz (yes, three chapters, suck it up ☺, Wilkie Chapter 7)

Section: Archaeological ways of doing: relative dating, the stratigraphy section

Must hand in track form during section this week!!!!

February 25: Archaeological thinking/interpretation

February 27: Spotlight on AC: The Sepulveda Adobe and multiple lines of evidence

Week 7: Archaeological Ethics, Ugly Histories Revealed

B&L chapters 6, 7, and 8 (short chapters)

Section: archaeological ways of doing: classification, the bottle study

March 4: Archaeological ethics, NAGPRA

March 6: Spotlight on AC: Revealing Ugly Histories, African Burial Ground

Week 8: study, study, study!

Section: Archaeological Ethics Debate: only those taking the sections track need attend

March 11: midterm review

March 13: **midterm**

Now we'll focus more on the "whats" of archaeology rather than the "hows"

Week 9: Archaeologies of Social Identification

Wilkie Chapter 8, B and L chapters 2, 3,

SECTION: Introduction to the section project, Research on materials from TEPCO beach

March 18: how groups come to think of themselves as groups

March 20: AC Spotlight: Food and Identity Archaeologies of American Cuisines

MARCH 25 and 27 will be spent Spring Breaking

Week 10: Other Means of Identification: Sex and Gender

B and L chapter 12, 13 Wilkie Chapter 9

For Section track Students: familiarize yourself with readings posted on TEPCO pottery of El Cerrito.

Section: Archaeology from start to end, developing research questions and research design for TEPCO assemblage

April 1: Archaeologies of Gender and Sexuality

April 3: AC Spotlight: Sex American Style

Week 11: Living Communally, Archaeology of Households

Read: B and L chapters 9 and 14, Wilkie Chapter 10

Section: Doing Analysis: students will implement their research design by analyzing appropriately their materials...

April 8: living together, settlements and households

April 10: Spotlight on AC: Archaeology on a university campus

Week 12: Archaeology of Intangibles: Art, Ritual and Religion

Section: Interpretation: students will complete analysis if necessary and workshop with one another ideas about how to interpret their findings

April 15: Archaeology of Art: Guest Lecture by Bryan Cockrell

April 17: digital experience

Week 13: Using Archaeology to Understand American Experience

Read: Wilkie Chapter 11

Section: Sections will not meet, will be working independently on TEPCO paper.

April 22: Spotlight on AC: Cursing one another in Colonial America

April 24: Spotlight on AC: American burial practices

Week 14: Using Archaeology to Understand the American Experience

Read: Wilkie 12, 13.

Section: presenting results: in a five minute presentation, students will share results of their projects

For Section Track students: paper due this week in section. You are now done all class assignments!

April 29: Spotlight on AC: the Archaeology of the Cocktail

May 1: Final Review and Wrap Up

Student Tracking Agreement:

I _____, (name)

_____ (student ID number), a student enrolled in section

_____ of anthropology 2 ac, spring 2014, hereby select the following track to complete the second half of this course and understand that I must complete the following requirements as part of my selected track. I also understand that once I select a track, I am committed to that course of action. (Initial the appropriate box).

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Signature of Student _____

Signature of GSI _____

Statement of Academic Honesty

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty – including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school – are simply not worth it

Student Signature and ID number _____

date _____

GSI initials _____ date _____