

Archaeology and “Prehistory”

ANTH 102 -- Spring 2016 -- Mondays and Wednesdays 11:15 – 12:05
Integrative Learning Center N-151

Course description

Did you ever wonder how archaeologists take tiny, sometimes even microscopic, remnants of material and weave the fragments together to inform us about peoples’ daily lives in the past? This course is an introduction to anthropological archaeology – you will examine how archaeologists learn about the past, including the methods they use to gather data, key ideas and theories they use to interpret what they find, and approaches they use to share what they learn with the public. We will consider how archaeological goals and approaches have changed over the past century before turning our focus to the daily practice of doing archaeology in our contemporary world. We will consider current questions archaeologists are studying. For example: what does archaeology tell us about the foods people ate thousands of years ago? What does archaeology tell us about homelessness or the extreme dangers experienced by immigrants attempting to cross the U.S. border? And, how can we best study and help protect ancient carvings on stone (petroglyphs) in Native North America and *rākau momori* (carved trees) in New Zealand? We will learn about archaeology’s impact on people’s daily lives in the present, and explore how archaeologists partner with communities around the globe to plan and carry out projects that contribute to social justice and assist people in their struggles to learn about and protect their cultural heritage. In this introduction to archaeology, with global examples of archaeological research, you will learn that archaeology is more than a straightforward study of the “prehistoric” past and you will explore its relevance in our contemporary world. As global populations increase and corporations build gas/oil pipelines and push to exploit water and mineral resources, land is at a premium. Our society must make difficult choices about how to protect the past for future generation - archaeologists play an important role in that future. Through this course we will consider if the past (and whose past) matters, who decides, and how archaeology can contribute to social justice.

Anthropology 102 is designated as a Gen Ed Social and Behavioral (SB), Global Diversity (G) course. The goal of an SBG gen ed course is to help you better understand yourself and other people around the world whose life experiences may be very different from your own. An SBG course is also intended to give you practice in writing and critical thinking. We will address these goals by examining various ways people have lived in the remote and more recent past, which are both different and similar to the ways that people live today. Archaeology is an excellent subject for learning and sharpening critical thinking because we can consider and evaluate how archaeologists gather and interpret their data, and attempt to explain what they think happened in the past.

Class Times and Locations

*Lectures: Mondays and Wednesdays 11:15-12:05 in Integrative Learning Center N-151

*Discussion section: In addition to the lectures, you will attend one discussion section/week. All discussion sections meet in Machmer E-16.

Instruction Team

Professor

Dr. Sonya Atalay

Office: 202 Machmer Hall Office Hours: Mondays and Wednesdays 4-5pm

Mailbox: 201 Machmer Hall Phone: 413-545-2652 Email : satalay@anthro.umass.edu

Teaching Assistants (TA office locations and office hours will be given in section.)

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Required Books and Readings (available for order on Amazon.com and pick-up at UMass Campus Center)

-- Introducing Archaeology, 2nd Edition. Author: Robert J. Muckle (2014)

-- Community-Based Archaeology: Research with, by and for Indigenous and Local Communities. Author: Sonya Atalay (2012)

-- Other readings available through Moodle. If you don't see a particular reading, notify your TA.

Requirements & Grading

Attendance. You are expected to attend and be present for all lectures. Lecture slides will be posted on Moodle at the end of each week, but there is no substitute for attending lectures in person. You are expected to attend discussion sections and participate in the activities. In discussion sections you will work independently and in teams doing a variety of activities, including archaeological problem solving, observing and analyzing artifacts. Attendance will be taken in sections, and this will be an important factor in the calculation of final grades. Your TA may deny you credit for attendance if you leave class early or may lower your participation credit if you fail to participate in discussion section activities.

Classroom Professionalism. I expect students to act in a professional manner while in class. This means **you should not check email, surf the net, read the newspaper, habitually arrive late, talk loudly** with classmates, or otherwise disrupt class. **Turn your cell phone off** while in class. If excessive violations occur, it will result in a reduction of your overall course grade.

Grading

Your overall grade in the course will be calculated by combining grades from all three exams with your section grade. You will have two in-class exams (each contributing 20% of your overall course grade), one final exam (contributing 30% of your overall course grade), and your discussion section grade (30% of your overall course grade).

Discussion Section (30% of your grade) You are required to attend a weekly discussion section. Your section grade contributes 30% of your final course grade. To do well in this course, you must come to section prepared; having read all assigned material and ready to discuss it. You will have opportunities to engage in hands-on learning in discussion sections. Over the course of the semester, four homework assignments will be distributed in section. These will be based on the material covered in lecture or section. They will be due in the next section meeting unless otherwise specified. Your section grade will be determined by a combination of your 4 homework assignments and your attendance and participation in section.

Exams

In-class exams (20% each) There will be two in-class exams that will be held during regular class time in the regular classroom. In-class exams consist of multiple choice, short answer, and short essay questions. **Exam dates are: Feb. 17 and March 23.** To do well on the short answer portion of the exam,

you will need to be able to provide examples from the readings. I suggest you develop the following practice: as you are reading the course material each week, write a brief summary of what you've read (less than a paragraph is usually enough) and familiarize yourself with the author's name, date, and key points. These notes will be useful for your in-class and final exams. In-class exams are NOT cumulative; the final exam is cumulative. Exams are intended to be challenging so you WILL need to study to earn a high score.

Final exam (30% of your grade) Your final exam will be on **Thursday, May 5, 10:30-12:30** in our usual classroom. The final exam is cumulative. It will be similar in format to the in-class exams (multiple choice, short answer, and short essay). This exam is straightforward, but it is meant to be challenging. I am testing to see that you have mastered the key concepts in the course and that you are familiar with important examples and central ideas covered throughout the semester. I suggest developing study groups to prepare for the exam. Review your lecture and discussion notes and be sure you are familiar with the readings and examples we discuss in class and section. *It is critical that you let your TA know as early as possible if you have a conflict in your final exam schedule so that we can schedule an alternative exam date.*

Moodle All students will have access to a Moodle page that includes a gradebook. You are welcome to post relevant announcements to the page.

Academic Honesty I encourage all students to discuss ideas with fellow classmates. However, I expect all your written assignments and exams to be completed alone. You are expected to abide by all of the rules of academic honesty presented in the [UMass Academic Honesty Policy](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/) (linked here and web address below). If you have any concerns or questions about these guidelines, talk to me during office hours. (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Weekly Topics and Assignment Schedule

Week 1 Course expectations and a brief introduction to archaeology

Wednesday, January 20: **Introduction** to the course. Review syllabus, grading, and important dates.

Readings For This Week

- 1) *Introducing Archaeology* Ch. 1 Situating Archaeology (p.1-23)

Week 2 Archaeology today and why the past matters

Readings For This Week

- 1) *Community-Based Archaeology* Ch. 1 A Sustainable Archaeology (p. 1-28)
- 2) *Introducing Archaeology* Ch. 3 Managing Archaeology in the Early 21st Century (p.45-68)

Monday, January 25 Who needs archaeology? CRM, Academic, THPOs, and more...

Wednesday, January 27 Range of archaeological projects: several examples

Week 3 Archaeology's development and history

Readings For This Week

- 1) *Introducing Archaeology* Ch. 2 Looking at Archaeology's Past (p. 25-43)
- 2) *Community-Based Archaeology* Ch. 2 Origins of Community Based Research (p. 29-54)

Monday, February 1 Archaeology's early beginnings until 1970's

Wednesday, February 3 From Processual to Post-processual and on to Community-Based

Week 4 How archaeological sites are defined & formed, and developing plans to study them

Readings for this week

- 1) *Community-Based Archaeology* Ch. 3 Guiding Principles of CBPR (p. 55-88) + first part of Ch. 6 (p. 167-186)
- 2) *Introducing Archaeology* Ch. 4 Comprehending the Archaeological Record (p. 71-89)

Monday, February 8 Sites: how they are defined and formed

Wednesday, February 10 Project planning: IP, MOUs, grant writing, research design, funding agencies

Week 5 Note: No Class Monday due to President's Day. Class meets on Tues., Feb. 16 instead.
No Readings for this week – study for in-class exam instead!

Tuesday, February 16 Review for Exam and TAs discuss career options
Wednesday, February 17 **In-class Exam #1**

Week 6 Fieldwork (Finding and Excavating site)

Readings for this week

- 1) *Introducing Archaeology* Ch. 5 Working in the Field (p. 90-111)
- 2) *Archaeology of Homelessness*, Larry Zimmerman, Courtney Singleton, Jessica Welch (2010) *World Archaeology* 42(3): 443-454.

Monday, February 22 Survey methods
Wednesday, February 24 Excavation practices

Week 7 Scales of Examining: Grand-scale and Micro-scale

Readings for this week

- 1) *Introducing Archaeology* Ch. 7 Reconstructing Culture History (p. 132-154)
- 2) Maui Solomon and Susan Thorpe. (video: <https://www.youtube.com/watch?v=nH3hcWuZyol>)

Monday, February 29 Conceptualizing Time: Dating, Eras, and Micromorphology
Wednesday, March 2 Looking across Space: Understanding the Land

Week 8 Examining Various forms of Data

Readings for this week

- 1) *Community-Based Archaeology* Ch. 4 Connecting with Research Partners (p.89-127)
- 2) *Introducing Archaeology* Ch. 6 Working in the Lab (p. 113-131)

Monday, March 7 Experimental and Ethno-archaeology
Wednesday, March 9 Artifact Analysis

SPRING BREAK: March 14-18 NO CLASS.

Week 9 Interpretation: Bringing the Lines of Evidence Together

Readings for this week

- 1) *Introducing Archaeology* Ch. 10 Explaining Things of Archaeological Interest (p. 195-213)

Monday, March 21 Interpretation & multiple lines of evidence
Wednesday, March 23 **In-Class Exam #2**

Week 10 Foodways and Archaeology

Readings for this week

- 1) Çatalhöyük summary
- 2) *Introducing Archaeology* Ch. 8 Reconstructing Ecological Adaptations (p. 156-173)

Monday, March 28 Origins of Agriculture: Çatalhöyük's 100+ specialists decode early farming
Wednesday, March 30 Modern Hunger and Food waste: garbology, ziplocks, and whale hunts

Week 11 Archaeology and Social Inequality

Readings for this week

- 1) *Community-Based Archaeology* Ch. 5 Building a Strong Foundation (p. 128-166)
- 2) *Introducing Archaeology* Ch. 9 Reconstructing Social & Ideological Aspects (p.175-193)

Monday, April 4 Tracing Social Inequality: boarding and residential schools
Wednesday, April 6 Tracing Social Inequality: workers' unions & border crossings

Week 12 World outside our classroom

Readings for this week

- 1) *Community-Based Archaeology* Ch. 7 + second part of Ch. 6 (p. 186-195)
- 2) Film: *Standing on Sacred Ground* (Available to stream online - we will watch part of the film in class Monday. You must watch the remainder of the film on your own)

Monday, April 11 Pipelines, Mines & Water: Archaeology and (inter)national development

Wednesday, April 13 Sharing results: digital technologies (apps, interactive GIS maps, and more)

Week 13 Social Justice Archaeology

Readings for this week

- 1) *Community-Based Archaeology* Ch. 8 Lasting Effects (p. 240-276)
- 2) *Introducing Archaeology* Ch. 11 Explaining things of Archaeological Interest (p.194-229)

Monday, April 18 **NO CLASS.** Patriot's Day

Wednesday, April 20 Public Engagement: comics and community theater (Turkey)

Monday, April 25 Social Justice Archaeology

Final Exam: Thursday, May 5, 10:30 – 12:30 Integrative Learning Center Rm. N151 (our usual classroom)