

THE SCIENCE OF OUR PAST: INTRODUCTION TO ARCHAEOLOGY

ANTHROPOLOGY 2363 SPRING 2009

LECTURE: 131 DEDMAN LIFE SCIENCE BLDG.
TUES., THURS. 12:30 – 1:50 PM
LABS: 25C HEROY HALL (BASEMENT) **

LABORATORY SECTIONS

N11 WEDNESDAY 9:00 AM TO 10:20 AM
N12 WEDNESDAY 11:00 AM TO 12:20 PM
N13 THURSDAY 11:00 AM TO 12:20 PM
N14 FRIDAY 9:00 AM TO 10:20 AM
N15 FRIDAY 11:00 AM TO 12:20 PM

COURSE INSTRUCTOR: PROF. SUNDAY EISELT
SEISELT@SMU.EDU
OFFICE PHONE (DAY): 768-2915
OFFICE LOCATION: ROOM 450 HEROY HALL
OFFICE HOURS: T, TH 2:00 TO 3:00 PM, W 1:00 TO 2:00 PM, AND BY APPT.

TEACHING ASSISTANTS:

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Lauren O'Brien: laureno@smu.edu

This course is an introduction to contemporary archaeology, the methods through which we can recover the past and how these differ from the portrayal of archaeology and archaeologists in the popular media. The goal of this class is to provide you with the background to make informed decisions concerning the preservation, destruction, exploitation, or investigation of the past and to be able to think critically about information concerning the past presented to you via newspapers, magazines, TV programs, films, the Internet and other media. Course material will be presented through lectures, slides, films, and assigned readings. Grading is based upon attendance, performance upon a midterm and a final exam, and participation in all laboratory projects. The exams are objective in format (i.e. true-false, multiple choice) and will test the your knowledge of material covered in lectures, assigned reading, films and other visual presentations.



* To get to 25C Heroy Hall (Archaeology Lab Room), take the main elevator or stairs in the Heroy Hall to the basement, turn right, go to the first hallway on your right, and continue down that hall to the last door on your right. Signs are posted on the wall and on the lab door.

COURSE READINGS AND RESOURCES

Textbook

The textbook for the course is *Archaeology: Down To Earth (3rd edition)* by David Hurst Thomas and Robert L. Kelly (Thomson Wadsworth, 2007). You will be assigned one chapter of the textbook per week. This chapter must be read before Tuesday of the following week. Lectures are closely linked to the textbook, but will include material not covered in the book.

Note: It is critical that you do these assigned weekly readings before class on Tuesday of each week (unless otherwise noted) because they will provide important background information for class lectures. In the lectures I will assume that you have done the readings and will ask random questions of the class accordingly.

Remember: Eighty-percent of the material for exams will be derived from the textbook. The remaining 20% will come from lecture materials.

Your lab instructors will be happy to help clarify points during labs that were brought up during lectures, but they **are not** there to recount all the subject matter that you missed by being absent from a lecture.

Textbook Resources

The on-line companion resource for the textbook is available at:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9780495008583&disciplinenumber=15

The web link also is provided for you at the end of each chapter in the textbook under the heading "Media Resources".

This link gives you the option of selecting a chapter to accompany your reading assignment. In the pull-down menu under "select a chapter", choose the assigned chapter for the given week.

You are responsible for going through all of the exercises and resources listed under "Chapter Resources" to the right of the chapter page, with the exception of the "InfoTrac College Edition/Research". This link has some unstable links to articles that are difficult to navigate and unreliable.

The resources you need to go through include: (1) **"Learning Objectives"**, (2) **"Flashcards"**, (3) **"Crossword Puzzle"**, (4) **"Essay Questions"**, (5) **"Tutorial Quiz"**, and, (6) **"Glossary"**.

You **will not** be required to hand in any of these assignments, but it is highly recommended that you do them each week before coming to class and again to prepare for exams. Do them consistently and every week, or your exam grades will suffer. The on-line chapter resources are provided for you to test yourselves (include preparing for exams), do research, and review textbook material.

Blackboard

ANTH 2363 uses **BlackBoard**, a web-based course management tool. PDF files of lectures will be available on the web course home page as they are completed in class.

HOMEWORK AND LABS

Laboratory homework will be assigned prior to each lab. This homework is intended to prepare you for the upcoming lab and will be turned in at the beginning of each lab assigned. Attendance will be taken during each lab and you are required to participate fully in all of the assigned exercises as part of your attendance.

Unless you make other arrangements with me well in advance, late submission of any assignment will result in a **10% deduction from your grade on that assignment for each day that it is late.**

Each lab session is set up and conducted only during the week it is offered. If you miss a lab for an honorable reason, you must contact your lab instructor **within 24 hours** of your absence to set up a time to make up the lab. The lab must be completed within **one week** after the absence. There will not be exceptions due to the fact that labs are difficult to set up; once they are dismantled, the labs cannot be set up again. Please contact your laboratory Teaching Assistant as soon as possible after missing a lab. Unless you have Dr. Eiselt's permission, you are allowed only **one lab make-up session** during a semester; all subsequent lab absences will result in loss of credit for that lab. You will get lab instructor assistance during the makeup if you have an acceptable reason for your absence from the lab session (doctor's appointment, sickness, religious observance, etc.).

MOCK CANNIBALISM TRIAL

The final project for the lab is a mock cannibalism trial, in which you are to evaluate and present a debate on the issue of cannibalism in the American Southwest. This presentation is done in groups and will comprise your final exam for the lab. See additional information below.

EXAMS

There are two exams in this class. The first is on **Tuesday March 17th** during the regular lecture period and the second is on **Tuesday April 30**, also during the regular lecture period. The first exam covers Chapters 1 - 6 of the textbook and the second exam covers Chapters 7 - 13. These are objective exams that will include 50-60 True-False, Matching, and Fill-in questions. However the second exam also includes a short essay. The essay question is listed on page nine of this syllabus (see below). It is highly recommended that you read all the assigned textbook chapters and utilize the on-line resources for your textbook in studying for your exams. You should also review lecture handouts since 20% of the questions will come from the lectures accompanying textbook chapters.

GRADE DISTRIBUTION

Mid Term Exam = 20%

Final Exam = 20%

Lab Scores Totalled = 30% (includes homework assignments for labs)

Laboratory Cannibal Mock Trial = 10% (presentations) 10% (summary paper)

Lecture Attendance = 10%

A = 100% to 95% A- = 94% to 90%

B+ = 89% to 88% B = 87% to 84% B- = 83% to 80%

C+ = 79% to 78% C = 77% to 74% C- = 73% to 70%

D+ = 69% to 68% D = 67% to 64% D- = 63% to 60%

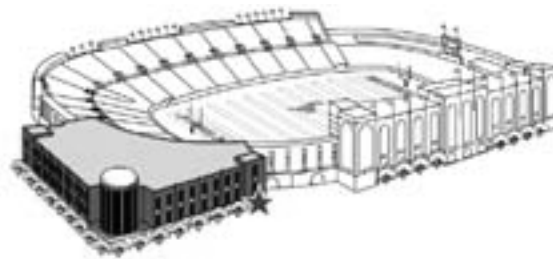
F = 59% and lower

*Extra Credit will be made available during the semester
Attendance in lectures and labs will be taken each day*

HELP WITH EXAMS AND HOMEWORK

For assistance in preparing for class or developing better study habits, visit the Altshuler Learning Enhancement Center on campus or at: <http://www.smu.edu/alec/home.html> The center offers academic skills workshops, tutoring, and help with writing.

Located in Suite 202, Paul B. Loyd Center (attached to the NW corner of Ford Stadium). Entrance on the W side of the building, just across from the Meadows Museum of Fine Arts.



★ 202 LOYD CENTER

UNIVERSITY POLICIES

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Plagiarism: Plagiarism is the misrepresentation of the work of another as your own and is a serious infraction of the University Honor Code. Instances of plagiarism or any other cheating will be reported to the University Honor Council, and will at the very least result in failure of this course. The University policy on plagiarism may be found at: http://www.smu.edu/studentlife/PCL_05_HC.asp and in the Student Handbook at: http://www.smu.edu/studentlife/PDF/SMU_Student_Handbook_06-07.pdf

SCHEDULE OF CLASSES AND TOPICS

Week 1

Tuesday Jan 20: Introduction to the Course

Thursday Jan 22: Lecture: What is Archaeology?

No Laboratory meetings this week

Week 2

Readings: Chapter 2 (T&K)

Tuesday Jan 27: Lecture: The Nature of Archaeological Inquiry

Thursday Jan 29: **NO CLASS: Follows Monday Schedule**

Laboratory: Introduction

Week 3

Readings: Chapter 1 (T+K)

Tuesday Feb 3: Lecture: The Structure of American Archaeology Today

Thursday Feb 5: Lecture: The Political Lives of the Dead

Laboratory: FIRST MEETING OF YOUR CANNIBALISM DEBATE GROUP (VIDEO) - MANDATORY

Week 4

Readings: Chapter 3 (T&K)

Tuesday Feb 10: Lecture: Locating Sites (Site Survey)

*Thursday Feb 12:*Lecture: Landscape Archaeology

Laboratory: Mock Dig – Fo'Shiggity Dig

Week 5

Readings: Chapter 4 (T&K)

Tuesday Feb 17: Lecture: Site Formation

Thursday Feb 19: Lecture: Artifact Preservation

Laboratory: Stratigraphy and Soil Texture

Week 6

Readings: Chapter 5 (T&K)

Tuesday Feb 24: Lecture: Relative Dating

*Thursday Feb 26:*Lecture: Absolute Dating

Laboratory: M&M Seriation

Week 7

Readings: Chapter 6 (T&K)

Tuesday Mar 3: Lecture: Typology

Thursday Mar 5: Lecture: Coping with Variation/Exam Review

Laboratory: Ceramics Analysis Lab

Week 8

NO CLASS OR LABS THIS WEEK: SPRING BREAK

Week 9

Readings: Chapter 7 (T&K): **NOTE: FIRST EXAM COVERS CHAPTERS 1 THROUGH 6 ONLY**

Tuesday Mar 17: **EXAM 12:30-1:50**

Thursday Mar 19: Exam review: Middle Range Theory and Experimental Archaeology

Laboratory: NO LAB THIS WEEK

Week 10

Readings: Chapter 8 (T&K)

Tuesday Mar 24: Lecture: Zooarchaeology and Taphonomy

Thursday Mar 26: Lecture: Paleobotany

Laboratory: Zooarchaeology and Taphonomy Lab

Week 11

Readings: Chapter 9 (T&K)

Tuesday Mar 31: Lecture: Human Skeletal Analysis and Mortuary Studies

Thursday Apr 2: Lecture: Mortuary Studies

Laboratory: Human Skeletal Analysis Lab

Week 12

Readings: Chapter 10 (T&K)

Tuesday Apr 7: Lecture: Social Identity and Organization

Thursday Apr 9: Video Chaco Canyon and Cannibalism

*Laboratory: **SECOND MEETING OF YOUR CANNIBALISM GROUP - MANDATORY***

Week 13

Readings: Chapter 11 (T&K)

Tuesday Apr 14: Cognitive Approaches: Evolution of the Mind

Thursday Apr 16: Archaeo-astronomy Video

No Laboratory This Week: Prepare for the Mock Trial Debate

Week 14

Readings: Chapter 12 & 13 (T&K)

Tuesday Apr 21: Historical Archaeology

Thursday Apr 23: Archaeological Ethics

Lab: CANNIBALISM ON TRIAL DEBATES: YOUR SUMMARY PAPER IS DUE BEFORE YOUR PRESENTATION, AT THE BEGINNING OF THIS LAB

Week 15

Readings: None

Tuesday Apr 28: Exam Review

*Thursday Apr 30: **EXAM: 12:30 to 1:50***

*Lab: **No Lab***

During the final weeks of the semester you will participate in a group presentation to the class as part of a “mock trial”, in which we will address the question of whether there is sufficient evidence to conclude that people in the ancient American Southwest practiced cannibalism. You will be part of a group that will play the role of lawyers presenting an argument on one side of the case or the other, and you will base your arguments on material contained in a reading that all members of your group will read.

Following the presentation of arguments, you will individually play the role of judge – evaluating the arguments and making a decision in favor of one side of the other – in an essay that you will write as part of your final laboratory exam. You will also write a short paper summarizing your group’s arguments, which will be due on the day of your group’s presentation to the class.

The primary goal of this project is for you to gain a detailed understanding of the ways in which archaeological data can be used to answer important questions about the past. A secondary goal is for you to consider the ethical issues that surround the cannibalism debate.

To carry out the trial, the class will divide up into four groups, each of which will present an argument to support either the “pro-cannibalism” or the “no cannibalism” side. Each group will build its argument based on the information contained in a single reading. The four readings used in this assignment are listed below (see pages 9 and 10). **All students are required to do all four of readings and incorporate these findings/opinions in their presentation, summary paper, and lecture exam question (see below).**

Your presentation should do two things: (1) summarize the main points of your reading, and (2) show why the evidence and/or arguments presented in your reading should lead an impartial judge to either accept or reject the cannibalism hypothesis. On pages 9 and 10, I have listed some questions for each group that are intended to help you focus your presentation.

We will occasionally have time during lab for you to meet with your group, and much of the planning for your presentation can probably be done over e-mail, but you will likely need to meet at least once or twice outside of class to prepare for it. Your group may decide how to conduct your presentation: you may either have everyone present some information, or you may select a few people to do the presenting. However you choose to do it, it is important that your presentation be well-integrated: your grade will suffer if it comes across as a series of individual presentations that are largely unrelated to each other. **The overall goal of your presentation should be to make a clear point that will convince others that your side of the debate is correct.**

There will be four presentations during the last laboratory period, so it is crucial that you limit your presentation to **15 minutes** (if you go longer than this, your grade will suffer). It would be a good idea for you to practice your presentation as a group before you give it, both to make sure that it goes smoothly and to make sure that it is not too long.

Summary Paper: An important part of this project is that you will type up a short (two pages or less, double-spaced) summary to be turned in **by the time of class** on the day of your group’s presentation. In this paper, you should first summarize the main points of your group’s presentation, drawing on your reading and on the discussions that you had with your group in preparing for your presentation. *Your summary should be about your group’s entire presentation, not just the portion of it on which you might have worked the most.* Your summary question also should include evidence from other articles and list some of their contrasting points. After you summarize your group’s presentation, you should describe how you contributed to your group’s preparations for the presentation and you will provide us with an evaluation of other members of your group and their performance in preparing the group presentation. This paper is to be written individually, not as a group, and you will be graded for it individually.

Grading: Everybody in your group will receive the same grade for your presentation. This will be based on how well you summarize the main points of your reading and how well you use the material from your reading to build an argument either for or against the cannibalism hypothesis. The grade that you receive on your summary paper will be based on how well you summarize the main points that your group makes in its

presentation and on how well you describe your contribution to your group's preparations. (If you haven't contributed much to your group's preparation for the presentation, this will be evident in your written summary.)

Final Exam Essay: As part of your final exam for the **lecture series**, you will write a "judicial decision" for the cannibalism trial. You will be asked to write an essay on the following:

Based on the arguments that were presented by the two groups in the mock trial, decide whether you think the available **evidence adequately supports** the claim that people in the ancient American Southwest practiced cannibalism.

Clearly state whether you think the evidence does or does not support cannibalism, then **explain why** you think this (*hint: state what you think and then explain why based on the evidence*).

In deciding how high to set the 'standard of proof' in this case, you should **keep in mind the ethical issues** that arise when archaeologists make claims of this sort about the ancestors of living people (*hint: what role, if any, should ethics play in this debate*).

*You will be graded **only** on your ability to provide a clear and intelligible argument for or against cannibalism using the evidence provided in class and all of the articles you should also provide a clear discussion of why ethics may or should not matter in the debate. You will be graded on your ability to discuss and incorporate evidence and opinions from at least three of the articles. This means that you must have read all of the articles for this assignment.*

Selecting a Group: Look at the topics and readings for the four groups on the next page, and select a first and second choice for the group you would like to be part of. There will be a limit of 4-5 people per group. Groups will be chosen during the third week of classes during your laboratory sections.

MOCK TRIAL GROUP PRESENTATION TOPICS

1. Taphonomic Evidence for Cannibalism

Reading: Turner, Christy G., and Jacqueline A. Turner (1999) Interpreting human bone damage. *Man Corn: Cannibalism and Violence in the Prehistoric American Southwest*, CHAPTERS 2 AND 5. University of Utah Press, Salt Lake City.

Issues: What characteristics of archaeological human bone assemblages provide evidence for cannibalism, according to the Turners? Why would each of these characteristics suggest that cannibalism occurred? How do the Turners explain cannibalism in the Southwest?

2. The Cowboy Wash Site: Proponents

Reading: Billman, Brian R., Patricia M. Lambert, and Banks L. Leonard (2000) Cannibalism, warfare, and drought in the Mesa Verde region during the twelfth century A.D. *American Antiquity* 65(1):145-178.

Issues: What lines of evidence do the authors provide to support their argument that cannibalism occurred at this site? What do the authors say about the "outbreak" of cannibalism that they suggest occurred in the Mesa Verde region during the period they are studying?

3. The Cowboy Wash Site: Potential Problems

Reading: Donogskes, Kurt E., Debra L. Martin, and T. J. Ferguson (2000) Critique of the claim of cannibalism at Cowboy Wash. *American Antiquity* 65:179-190.

Issues: What aspects of the Billman *et al.* article do these authors find problematic? What specific scientific and ethical concerns do they raise?

4. Witchcraft

Reading: Darling, J. Andrew (1999) Mass inhumation and the execution of witches in the American Southwest. *American Anthropologist* 100:732-752.

Issues: Why does Darling argue that practices associated with beliefs about witchcraft better explain the bone assemblages that others say are the result of cannibalism? What kind of evidence does he provide to support his argument?