

**THE SCIENCE OF OUR PAST: INTRODUCTION TO ARCHAEOLOGY
ANTHROPOLOGY 2363 SPRING 2010**

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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Course Overview

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 the class is to provide you with the background to make informed decisions concerning the preservation, destruction, exploitation, or investigation of archaeological sites 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 materials will be presented through lectures, films, exercises 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.

Learning Objectives:

You will have succeeded in this course when you are able to:

- Describe BASIC ARCHAEOLOGICAL SKILLS: how to locate, record, investigate, analyze, and interpret archaeological sites
- Demonstrate good COMMUNICATION SKILLS: written, oral, visual, and interactive, to understand and tell the story of the past
- Discuss critically PROFESSIONAL ETHICS AND VALUES IN ARCHAEOLOGY: to include responsibilities to science and to the different publics that archaeology serves
- Understand and compare DIVERSE INTERESTS IN THE PAST: including different people's associations with prehistory and history
- Discuss critically archaeology's SOCIAL RELEVANCE: make connections between past human systems and modern adaptations

* 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 FORMAT AND REQUIREMENTS

Textbook

The textbook for the course is Archaeology (5th edition) by Robert L. Kelly and David Hurst Thomas (Wadsworth Cengage Learning, 2009). You will be assigned one chapter of the textbook per week during most weeks. These chapters must be read before Tuesday of the week they are due (see schedule below). Lectures are closely linked to the textbook, but will include material not covered in the book.

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.

Blackboard

This class uses Blackboard. To access Blackboard: Go to www.smu.edu. Click on the "Academics" link. In the drop down menu, click on Blackboard. Enter your user name and password to access your classes. Click on Anth 2363 to access the archaeology course site.

The Blackboard for this class includes important announcements, the syllabus and schedule, lecture handouts (which will be posted the night before class), laboratory homework assignments and class assignments (which will be posted five days in advance of your lab).

The section marked "Mock Trial Articles" includes all of the articles required for your lab final - the Cannibalism debate. Download all of these and look them over, reading the abstracts and scanning them to determine which side of the debate appeals to you.

You also will be able to track your grade in the class by clicking on the My Grades link. You should monitor this to catch any errors in grading that may occur (we're human)

Please check Blackboard frequently for announcements. Download and print all homework and class assignments for lab. You will be required to bring these printed assignments to your lab class. We won't provide them for you.

Also download and/or print handouts for daily lectures as you wish (highly recommended).

Note: Tips for printing assignments and lecture handouts are posted as an announcement on Blackboard. Read this to save time and money printing materials for class.

LECTURE ATTENDANCE AND QUIZZES

Attendance will be taken at the beginning of each lecture class according to University policy. Excused absences are allowed with prior approval from the instructor (Eiselt) and include **documented** illnesses, family emergencies, and religious observances. Homework will not be assigned for lectures. Instead, an in-class quiz will be given at the end of each lecture. This quiz is worth 10 points. Your score on this quiz is your lecture attendance score for the day. For example, if you answer 7 out of 10 questions correctly on the quiz, then your lecture attendance score for the day is 7 out of a possible 10. A total of **three attendance scores will be dropped** from the final attendance rosters for grading purposes (this includes unexcused absences).

LABORATORY ATTENDANCE AND HOMEWORK

Homework and Lab Assignments

Laboratory homework will be assigned prior to each lab and will be available on Blackboard (see above). This homework is intended to prepare you for the upcoming lab and will be turned in at the beginning of each assigned lab. 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.

It is the student's responsibility to download, print, and complete the homework (and bring this to the lab). The student also is required to download and print each laboratory class exercise. The class exercise should be brought to lab where it will be completed with instructor assistance.

Late submission of any homework or classroom 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. In the case of **documented**, excused absences, the student must contact their lab instructor **within 24 hours** of the absence to set up a time to make up the lab. The lab must be completed within **one week** after the absence.

Lab Final: 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%

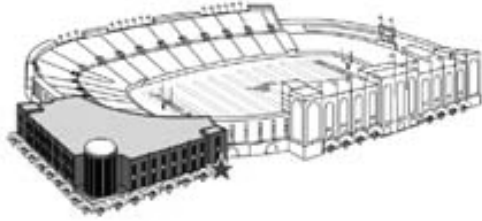
D+ = 69% to 68% D = 67% to 64% D- = 63% to 60%

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

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

SELECT FROM ONE OF THE FOLLOWING

Group 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?

Group 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?

Group 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?

Group 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?

NOTE: Students are responsible for reading all of the articles in preparation for the debate.

January

Monday	Tuesday	Wednesday	Thursday	Friday	Lab Schedule
Notes:				1	
4	5	6	7	8	
11	12	13	14	15	
18	19 Introduction to the Course: Bring your syllabus to class	20	21 Chapter 1: Meet Some Real Archaeologists	22	<i>Introduction to Lab: Bring your syllabus to class</i>
25	26 Chapter 2: The Structure of Archaeological Inquiry	27	28 Film: Pueblos and the Cannibalism Debate	29	<i>Film: Cannibalism Debate MANDATORY ATTENDANCE WORTH DOUBLE CREDIT</i>

Notes: _____

February

Monday	Tuesday	Wednesday	Thursday	Friday	Lab Schedule
1	2 Chapter 3: How We Find Archaeological Sites	3	4 Chapter 3: Remote Sensing in Archaeology	5	<i>Foshigity Dig: Recording the Plan View in Archaeology</i>
8	9 Chapter 4: Why We Dig Square Holes	10	11 Chapter 5: How an Archaeological Site Forms	12	<i>Stratigraphy: Recording the Profile View in Archaeology</i>
15	16 Chapter 6: Relative Dating in Archaeology	17	18 Chapter 6: Absolute Dating in Archaeology	19	<i>Archaeological Dating</i>
22	23 Chapter 7: How We Cope With Patterned Variation	24	25 Chapter 8: Making the Interpretation	26	<i>Archaeological Classification: Ceramic Analysis</i>

Notes: _____

March

Monday	Tuesday	Wednesday	Thursday	Friday	Lab Schedule
1	2 Review for Midterm: Chapters 1-8	3	4 MIDTERM EXAM	5	<i>No labs are scheduled for this week</i>
8 <i>Spring Break</i>	9 <i>Spring Break</i>	10 <i>Spring Break</i>	11 <i>Spring Break</i>	12 <i>Spring Break</i>	<i>No labs are scheduled for this week</i>
15	16 Chapter 9: Zooarchaeology	17	18 Chapter 9: Paleoethnobotany	19	<i>Zooarchaeology: Animal Bones in Archaeological Sites</i>
22	23 Chapter 10: Bioarchaeology and Skeletal Remains	24	25 Chapter 10: Mortuary Analysis and Burial Studies	26	<i>Analyzing Human Skeletons</i>
29	30 Chapter 11: How Societies Were Organized	31			

Notes: _____

April

Monday	Tuesday	Wednesday	Thursday	Friday	Lab Schedule
Notes:			1 In Class Exercise: Mimbres Social Organization	2 Good Friday University Holiday	<i>No labs are scheduled this week</i>
5	6 Chapter 12: Cognitive Archaeology	7	8 Film: Breaking the Maya Code	9	<i>Cannibalism Group Meeting: MANDATORY ATTENDANCE WORTH DOUBLE CREDIT</i>
12	13 Chapter 13: Transitions in Prehistory	14	15 Chapter 14: Historical Archaeology	16	<i>Debate Preparation: MANDATORY ATTENDANCE WORTH DOUBLE CREDIT</i>
19	20 Chapter 15: Caring for Our Cultural Heritage	21	22 Chapter 16: The Future of Archaeology	23	<i>FINAL LAB: CANNIBALISM DEBATE</i>
26	27 Review for Final: Chapters 9-16	28	29 FINAL EXAM	30	<i>No labs are scheduled this week</i>

Notes: _____

Have a Great Summer!!

