

Archaeological Method

ART/ARCE 220, Fall 2006

MWF 10:00-10:50 a.m.

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Office: Clough 412

Office Hours: T 9:30-11:00 am, W&F 2:00-3:30 pm or by appointment

Course Description and Goals

This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. Basic methods of investigation and research will be discussed through the examination of site survey, excavation and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing and curating will also be discussed.

Required Materials

Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods and Practice* (Thames & Hudson, 4th Edition, 2004).

T. Douglas Price, and Anne Birgitte Gebauer, *Adventures in Fugawiland: A Computerized Simulation in Archaeology* (McGraw Hill, 3rd Edition, 2002).

Evaluation

Attendance and Participation: 10%

Fugawiland Exercise (multiple deadlines, with Final Report Due Friday, Sept. 29th): 10%

Exam #1 (Friday, Oct. 6th): 20%

Archaeological Drawing (Wednesday, Oct. 25th): 5%

Material Culture Exercise (Monday, Nov. 6th): 10%

Sherlock Bones Exercise (Wednesday, Nov. 15th): 5%

Exam #2 (Monday, Nov. 20th): 20%

Final Project (Project Proposal due Wed., Oct. 18th, Oral Report TBA, Written Project Analysis due Wed., Dec. 13th by 8:30 am): 20%

Grading

All work is evaluated on the grading scale outlined in the Rhodes College Catalogue: A, excellent; B, good; C, satisfactory; D, passing; and F, failure (with pluses and minuses where appropriate). The American Heritage Dictionary definition of “excellent” highlights its rarefied state, defining it as something “of the highest or finest quality; exceptionally good of its kind.” Thus, only a student that demonstrates a real command of the subject, integrating and even extrapolating from the course materials to craft creative and compelling arguments that are articulated and supported in a consistently outstanding manner will earn an A; while excellent students typically dedicate significant time and effort to their coursework, only the *results* of that time and effort are evaluated.

Attendance and Participation

In order for students to make meaningful contributions to class discussion, it is expected that *all assigned readings will be completed in advance* of the class period in which they will be addressed, as outlined in the “Weekly Topics and Readings” section. The professor reserves the right to use a variety of methods to evaluate student participation and preparation for class. Such

methods include – but are not limited to – unannounced quizzes, in-class exercises, short take-home assignments and/or having a randomly chosen student answer a particular question in class or even lead class discussion; some of these methods may be graded by the professor or fellow students, while others are not formally graded at all, but all are intended to help students prepare for the format and content of the exam. While there is no strictly applied mathematical formula that corresponds to student success in such events, repeated failures clearly demonstrate a lack of meaningful engagement with course material that will be reflected in the participation grade.

Of course, students cannot participate in class in any way if they are not present. Therefore, students will be monitored in regard to their *regular and prompt attendance* in class. Because late arrival is so disruptive to a discussion class, any student arriving more than five minutes late to class will be marked late, which will effectively count as half of an absence. Occasionally, a student may find that some compelling need arises that causes them to miss class completely; such matters are at the discretion of the student and the professor requires no explanation. However, missing more than three classes will result in a five-point deduction in the student's final attendance and participation grade, with every additional absence thereafter resulting in an additional one-point deduction.

If the student has a serious illness or other crisis that will cause the student to miss class, it is important to promptly notify the professor and *be prepared to provide written documentation* upon the student's return. If the professor feels that the absences were unavoidable, any missed classes will be considered as *excused* when they are figured into the attendance portion of the final grade.

Ultimately, it is the responsibility of the student to stay current with the course. Students are responsible for all of the lecture and discussion material presented in class, as well as any audio-visual materials shown. However, these are all one-time only events: none of these materials will be repeated. Therefore, if you are absent – even if your absence is “excused” – *you should first contact other students for notes and then read about that material in the text*. If any of the missed material still remains unclear to you, contact the professor, who will then be pleased to answer any lingering questions.

Late Work and Missed Exams

Any required materials that are *not turned in at the start of the class* for which they are due are immediately *lowered by five points*. Further late materials are lowered by ten points for each day after the due date; no late papers will be accepted more than four days after the original deadline. Make-up exams are given only at the discretion of the professor. In addition to timely notification, the professor may require written documentation from the student before allowing a student to attend a make-up exam. If the student has a valid, documented excuse that causes them to miss a substantial portion of the course, such as an extended hospital stay, the professor may redesign the evaluation methods of the course to accommodate the extended absence. Incompletes are very rarely allowed.

Computer Use

Several different elements of the course require computer access. Course documents and some required scanned readings are located on the course website [where it is **listed as ART 220**] in the WebCT system (<https://webct.rhodes.edu>); contact ITS (x3890) if you need more information about how to login to WebCT and self-enroll in this course. Some required journal readings may be accessed through the “Knowledge Portal” of the Rhodes College Library as part of the collection of “Online Journals in Licensed Databases.” Available as an electronic book is Edward Banning's *The Archaeologist's Laboratory: The Analysis of Archaeological Data*.

Required Style

For written work, follow the directives of *The Chicago Manual of Style*, 15th edition (2003), which is available at the reference desk of the Rhodes Library.

Academic Honesty

All work in this course must be completed in accordance with the Honor System at Rhodes College. In keeping with this policy, students are required to sign the Honor Pledge on every exam and paper submitted for this course.

Special Needs

Students with a documented disability that wish to receive academic accommodations should first contact the Office of Student Disability Services (x3994) and then provide the professor with an accommodation form *as soon as possible*.

WEEKLY TOPICS AND READINGS (Subject to Change)

Recall that all readings should be completed *before* the class for which they are assigned!

DAY	DATE	TOPIC <ul style="list-style-type: none">• ASSIGNED READINGS❖ DUE DATES
Wednesday	August 23	Introduction to Course
Friday	25	Use and Misuse of Archaeological Methods <ul style="list-style-type: none">• Scanned Reading in WebCT: “The Myth of the Moundbuilders,” Chapter 6 of Kenneth Feder’s <i>Frauds, Myths and Mysteries</i>.○ After doing the reading, take a look at our own local moundbuilders at http://chucalissa.memphis.edu
Monday	28	Historical Methods and Methodology <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 1
Wednesday	30	Archaeological Evidence, Cultural and Natural <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 2
Friday	September 1	Experimenting with Archaeology <ul style="list-style-type: none">• Robert J. Jeske and Lawrence A. Kuznar, “Canine Digging Behavior and Archaeological Implications” <i>Journal of Field Archaeology</i> Vol. 28, No. 3/4 (Autumn, 2001) pp. 383-394
Wednesday	6	Discovering Sites <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 3, pp. 75-93
Friday	8	Assessing Sites <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 3, pp. 93-109• <i>Fugawiland</i> Chapter 1
Monday	11	Interpreting Sites <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 5
Wednesday	13	Excavating Sites <ul style="list-style-type: none">• <i>Archaeology</i> Chapter 3, pp. 110-115
Friday	15	Digging Deeper <ul style="list-style-type: none">• <i>Fugawiland</i> Chapter 2

Monday	18	Evaluating Sites <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 3, pp. 115-120 • <i>Fugawiland</i> Chapter 3
Wednesday	20	Working in Fugawiland <ul style="list-style-type: none"> • <i>Fugawiland</i> Introduction to Part 3 and Chapters 4-8
Friday	22	Environmental Archaeology <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 6
Monday	25	Subsistence and Diet <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 7
Wednesday	27	Understanding Chronology <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 4, pp. 121-149
Friday	29	Absolutely More Dating <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 4, pp. 149-174 ❖ Fugawiland Final Report Due
Monday	October 2	Lessons of Fugawiland
Wednesday	4	Review
Friday	6	EXAM #1
Monday	9	Relationship between Humans and Materials <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 317-320 • Jean L. Briggs, "Expecting the Unexpected: Canadian Inuit Training for an Experimental Lifestyle" <i>Ethos</i> Vol. 19, No. 3. (Sep., 1991) pp. 259-287.
Wednesday	11	Stone <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 321-334 • Curtis N. Runnels, "Flaked-Stone Artifacts in Greece during the Historical Period" <i>Journal of Field Archaeology</i> Vol. 9, No. 3 (Autumn, 1982) pp. 363-373.
Friday	13	Viewing Stone Age Practices
Wednesday	18	Animal Products <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 334-337 • Jo-Anne Fiske, "Colonization and the Decline of Women's Status: The Tsimshian Case" <i>Feminist Studies</i> Vol. 17, No. 3 (Autumn, 1991) pp. 509-535. ❖ Project Proposal Due
Friday	20	Plant Products <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 337-339 • Scanned Reading in WebCT: Tim Ingold, "Making Culture and Weaving the World" in P. M. Graves-Brown ed., <i>Matter, Materiality and Modern Culture</i> (2000) pp. 407-414.
Monday	23	Fiber Arts and Firing <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 339-342 • O. Soffer et al., "The 'Venus' Figurines: Textiles, Basketry, Gender, and Status in the Upper Paleolithic" <i>Current Anthropology</i>. Vol. 41, Iss. 4 (Aug-Oct 2000) pp. 511-39.

Wednesday	25	Pottery <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 342-344 • Timothy R. Pauketat and Thomas E. Emerson “The Ideology of Authority and the Power of the Pot” <i>American Anthropologist</i> Vol. 93, Iss. 4 (Dec 1991) pp. 919-942. ❖ Archaeological Drawing Due
Friday	27	Pot Making
Monday	30	Pottery, Faience and Glass <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 344-346 • Dimitris Plantzos, “Crystals and Lenses in the Graeco-Roman World” <i>American Journal of Archaeology</i>, Vol. 101, No. 3. (Jul., 1997) pp. 451-464.
Wednesday	November 1	Metals <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 8, pp. 345-356
Friday	3	Metals <ul style="list-style-type: none"> • Joanna Sofaer Derevenski, “Rings of Life: The Role of Early Metalwork in Mediating the Gendered Life Course” <i>World Archaeology</i>, Vol. 31, No. 3 (Feb., 2000) pp. 389-406.
Monday	6	Trade and Exchange <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 9 ❖ Material Culture Exercise Due
Wednesday	8	Human Remains <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 11
Friday	10	Sherlock Bones
Monday	13	Sherlock Bones
Wednesday	15	Presenting Archaeological Work <ul style="list-style-type: none"> • <i>Archaeology</i> Chapter 14 ❖ Sherlock Bones Exercise Due
Friday	17	Ethical Archaeology <ul style="list-style-type: none"> • Alan H. Goodman, “Bred in the Bone?” <i>Sciences</i> Vol. 37 Iss. 2 (March/April 1997) 20-25. • Kathryn S. Hight, “‘Doomed to Perish’: George Catlin’s Depictions of the Mandan” <i>Art Journal</i> Vol. 49, No. 2 (Summer, 1990) pp. 119-124.
Monday	20	EXAM #2
Monday	27	❖ Final Project Presentations
Wednesday	29	❖ Final Project Presentations
Friday	December 1	❖ Final Project Presentations
Monday	4	❖ Final Project Presentations
Wednesday	6	❖ Final Project Presentations
Wednesday	Dec. 13	❖ Final Project Analysis Due no later than 8:30 a.m.