PRINCIPLES OF ARCHAEOLOGY
ANTH 145 ~ SPRING 2016

Instructor: Dr. Scott M. Fitzpatrick/Dr. Nicholas Jew
Email: smfitzpa@uoregon.edu
Class Time: T/H (2:00 – 3:20 PM)
Classroom: 123 Pacific
Office: Condon 272
Office Hours: T/H (10:00 – 11:00 AM)

GTF: Anna Sloan
Email: asloan3@uoregon.edu
Office: Condon 365D
Office Hours: Tuesdays 10am-12pm

Course Prerequisite: None

Satisfying Group Requirements: ANTH 145 fulfills the Science Group Requirement.

Course Description
This course is an introduction to the history of archaeology and its methods and theories. As we progress through the term, we will discuss how archaeology developed as a discipline and ways in which archaeological investigation is conducted and applied in the field. Students will become familiar with the modern methods that archaeologists use to locate, preserve, and manage cultural resources, theories that drive archaeological interpretation, and how studies of prehistory have enriched our understanding of humans through space and time.

Student Learning Outcomes
In this course students will:
- evaluate how archaeologists study and interpret the past;
- calculate how past human remains help to understand past cultural behaviors;
- identify the techniques used to analyze the impacts of humans on the environment;
- explain how humans interact with plants and animals (e.g., the development of agriculture);
- outline the consequences of population increase, the rise of social complexity, and what this means for future generations.

Optional Book
Renfrew, C. and P. Bahn. 2011 (2nd ed) Archaeology Essentials: Theories, Methods, and Practice (Thames and Hudson). Can be purchased used or new online.

Required Software
Revealing Archaeology interactive multimedia courseware for archaeology (Thinking Strings L.L.C. software) ($75.00). Please go to the following website to purchase your serial number <http://www.thinkingstrings.com/revealing-archaeology>.

Required Exercise Materials
Atlatl kit. Thunderbird Atlatl ($25-$27) – can be purchased at UO Bookstore (http://www.thunderbirdatlatl.com)

Course grades will be based on:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
<td>9.4%</td>
</tr>
<tr>
<td>6 In-Section Exercises</td>
<td>120 (20 pts each)</td>
<td>22.6%</td>
</tr>
<tr>
<td>8 Software Modules</td>
<td>160 (20 pts each)</td>
<td>30.1%</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td>18.9%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>18.9%</td>
</tr>
<tr>
<td>Total</td>
<td>530 points</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Participation
It is essential that we provide a learning environment where we can discuss and comment on topics brought up in the course. Your participation in class/sections and in-class events and exercises will be determined by examining the frequency and quality of your participation and performance in the classroom.

Attendance
While attendance is not mandatory, I will occasionally pass out roster sheets, which will be used in part to factor in participation points (i.e., the more you attend, the more likely it is you will receive an exceptional grade for participation).

Salutations
Like many instructors here at UO, I’m a professor. You can call me “Professor Fitzpatrick”, “Dr. Fitzpatrick”, “Professor Fitz”, or “Dr. Fitz”. Any of those will work just fine.

Exercises
Throughout the term, we will have several in-class exercises and events. Grades for these will be assessed based on participation and/or submission of written summaries of what was done. All written components will be due the following week in section and must be typed, double-spaced, 12 pt Times New Roman font, with 1” margins.

Exercise 1: Measuring and Mapping (work in pairs)
Exercise 2: Stratigraphic Interpretation (work in pairs)
Exercise 3: Coyote Wash Pueblo (work in pairs)
Exercise 4a: Atlatls I and II: construction and design
Exercise 4b: Atlatls III: practice and demonstration
Exercise 5: Nazca Lines

Assignments
1. The Construction of Coyote Pueblo – determine how and when an ancient Puebloan structure was built. Examine artifacts found within to help decipher room function and chronology.

Computer Modules
Revealing Archaeology is organized into 8 modules, which can be thought of as chapters of a book. Each chapter (module) has a variable number of sections with 55 sections in all. Each section presents a set of concepts and contains the text of the chapters. Completion of all the modules is worth 160 points (20 pts each), which is a substantial portion of the total points for the semester in this course. Note: there are no late points assigned for the modules – they need to be completed by the due date for which you will receive full credit (20 pts each). If they are not completed, you will receive zero (0) points. The one exception is for Modules 4 and 5, where you can receive half credit (10 points) for completing all but the “Try It” Exercises (i.e., “serration” and “digging it” exercise). You must complete the sections as they are assigned no later than 11:59 PM on the day they are due. After this time-stamp, it will be considered late.

This software means that you need to have access to a computer. The program is Cloud-based and any computer with access to the web will suffice. Note that you must have a reliable internet connection to submit your modules (e.g., some wifi signals may not be robust enough to transfer all of the data at once, so be aware). If you need help getting started with Revealing Archaeology, email Thinking Strings at support@thinkingstrings.com. See Revealing Archaeology Notes to Students and please go to the following link and “Watch Videos” before you begin. <http://www.thinkingstrings.com/revealing-archaeology.php>

To submit your completed modules, you need this information:

Course Codes and Pass Keys for sections (note that the Pass Key is your Section CRN as listed in the UO class schedule):

<table>
<thead>
<tr>
<th>Section Time</th>
<th>Pass Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fri 9:00 – 9:50)</td>
<td>37141</td>
</tr>
<tr>
<td>(Fri 10:00 – 10:50)</td>
<td>37142</td>
</tr>
<tr>
<td>(Fri 11:00 – 11:50)</td>
<td>37143</td>
</tr>
</tbody>
</table>
Once you have finished your module, you can go to the interactive gradebook <www.interactivegradebook.com> and login with your same RA software login you set up at the beginning. Here you can check whether it was submitted properly or not and see if there is anything missing.

Expected Student Engagement

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Hours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance &amp; Participation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Events and Exercises</td>
<td>20</td>
<td>5× 4 hours</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Revealing Archaeology Modules</td>
<td>24</td>
<td>8 × 3 hours</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>20</td>
<td>2 × 10 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>154</strong></td>
<td></td>
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Grading Scale (550 points possible)

- **A** – 495 - 550 points
- **B** – 440 - 494 points
- **C** – 385 - 339 points
- **D** – 330 - 384 points
- **F** – 229 points and below

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
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If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:

**A+** Quality of student’s performance significantly exceeds all requirements and expectations for an A. Rarely given.

**A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course material at the highest level

**B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at high level.

**C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content

**D** Quality of performance is at the minimum level required to pass the course, but does not fully meet course requirements; demonstrates a marginal understanding of course content.

**F** Quality of performance in course in unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Policy Issues

Missed Assignments/Quizzes etc…
There will be no makeup of missed exams or assignments except as defined by the official University policy on excused absences, which are anticipated or emergency. Anticipated absences must be cleared with the instructor before missing class. Emergency absences consist of illness, injury, or serious illness or death in the family.

Note that there is no partial credit given for Revealing Archaeology modules. For every day a section assignment or exercise is late, 10% will be deducted from your final score. This includes weekend days. I do not accept emailed assignments – you must provide a hard copy unless specifically stated otherwise by me or your GTF.

Cheating and Academic Dishonesty
Assignments in this class are intended to assess your individual knowledge and understanding of the subject material addressed in this class. Therefore, cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will be forwarded to the Office of Student Conduct and if circumstances warrant, fail the course. If you have any questions about what constitutes academic integrity, please see the Code of Student Conduct at: uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

Incompletes
In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at http://registrar.uoregon.edu/incomplete_policy

Open Learning Environment
The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Student should note that: “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity. http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf

Accessible Education
The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Please see the following link for more information: http://aec.uoregon.edu/

University Career Center
The Career Center exists to provide career and job search services and resources to UO students and alumni. Our mission is to help you develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge you to fulfill your potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future. The UO Career Center is a part of the Division of Student Affairs and has offices in Hendricks Hall on the UO campus and in the White Stag Block at the University of Oregon in Portland. Please see the following link for more information: http://career.uoregon.edu/

Computer and Other Electronic Devices Policy
The use of laptops and other portable computer devices (e.g., phones, etc.) is prohibited during class time. These are generally disruptive and prevent us from having a favorable learning environment. Please be prepared to put these away and turn them off when class begins. If you require special accommodations relating to the use of laptops, please see me.
Lecture Topics and Assignments

UNIT 1: INTRODUCTION TO ARCHAEOLOGY
3/29–4/31 Introduction to Course – What do archaeologists do, exactly?
The Disciplinary Foundations of Archaeology
Section: Introduction and Revealing Archaeology

UNIT 2: ARCHAEOLOGY: A BRIEF HISTORY IN TIME
4/5–4/7 What is Left (and why)?
Optional Reading: Chapters 1 & 2
Section: No Section this week

UNIT 3: SURVEY AND EXCAVATION IN ARCHAEOLOGY: WHY DO METRICS MATTER?
4/12–4/14 Archaeological Survey and Excavation
Optional Reading: Chapter 3
Section: Exercise 1: Measuring and Mapping: Location TBD by GTF
Module 1: Humanity’s Imprint (due Friday @ 11:59 pm)

UNIT 4: HOW TO GET A DATE: CHRONOMETRIC TECHNIQUES
4/19–4/21 Dating Methods and Chronology
Dating Techniques
Section: Exercise 2: Stratigraphic Interpretation
Optional Reading: Chapter 4
Module 2: Leaving a Trail (due Friday @ 11:59 PM)

UNIT 5: HOW WERE SOCIETIES (UN)ORGANIZED?
4/26–4/28 The Social Beings in All of Us
Coyote Wash Pueblo – Introduction to Assignment #1
Optional Reading: Chapter 5
Module 3: Tracking Down Time (due Friday @ 11:59 PM)
Section: Exercise 3: Coyote Wash Pueblo (in Sections) and Midterm Exam review session

UNIT 6: THE ANIMAL IN ALL OF US: ZOOARCHAEOLOGY
5/3–5/5 Analyzing Human-Animal Interactions through Time
Optional Reading: Chapter 6
Module 4: Charting Time (due Friday @ 11:59 PM)
Section: Exercise 3 (cont.): Coyote Wash Pueblo
Midterm (Thursday 5/5)

UNIT 7: WHAT HUMANS MADE AND WHY
5/10–5/12 Optional Reading: Chapter 7
Module 5: Following the Trail (due Friday @ 11:59 PM)
Section: Exercise 4 (Part I): Experimental Archaeology: Making Your Own Atlatl

UNIT 8: BIOARCHAEOLOGY: THE STUDY OF THEM AND US
5/17–5/19 Bones and Why They Matter
Optional Reading: Chapter 8
Module 6: Detecting Technology (due Friday @ 11:59 PM)
Section: Exercise 4 (Part II): Experimental Archaeology: Finishing your Atlatls

UNIT 9: WHY DID THINGS CHANGE? EXPLANATION IN ARCHAEOLOGY
5/24–5/26 Theoretical Constructs
Optional Reading: Chapters 9 & 10
Module 7: Provisioning Society (due Friday @ 11:59 PM)
Section: Exercise 4: Experimental Archaeology: Using your Atlatls (Alton Baker Rugby Field)
OSU graduates experiment with new modes of transportation.