ANTH 145: PRINCIPLES OF ARCHAEOLOGY
SPRING 2019

Instructor: Dr. Scott M. Fitzpatrick
Email: smfitzpa@uoregon.edu
Class Time: T/H (10:00 – 11:20 PM)
Classroom: 123 PAC
Office: 272 CON
Office Hours: T/H (12:00 – 13:00)

GEs: Philippa Jorissen
Email: pjorisse@uoregon.edu
Office: 365D CON
Office Hours: H (11:30 – 1:00)

Course Prerequisites: 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.

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://shop.thinkingstrings.com/revealing-archaeology-4-4/>.

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 Exercise Materials
Atlatl kit. Thunderbird Atlatl ($30) – These have already been included as part of your course fee and will be provided to you in lab section.

Course grades will be based on:     Points    % Total
Participation                     = 50        9.1%
7 Lab Section Exercises          = 140 (20 pts each) 25.5%
8 Software Modules               = 160 (20 pts each) 29.0%
Midterm                          = 100        18.2%
Final Exam                       = 100        18.2%
Total                            = 550 points 100.0%
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 in lecture, 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). Attendance is required during weekly sections with your GE.

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

Classroom Exercises
We will occasionally have group exercises in class. At the end of these exercises, I will select students randomly to answer questions related to the exercise. By answering correctly, you’ll have the opportunity to win extra credit (or perhaps a prize!).

Lab Exercises (In Your Weekly Sections)
Throughout the term, we will have several in-class exercises and events scheduled during weekly sections with your GE. 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: Visit to the University of Oregon’s Museum of Natural and Cultural History
Exercise 2: Measuring and Mapping (work in pairs)
Exercise 3: Stratigraphic Interpretation (work in pairs)
Exercise 4: Coyote Wash Pueblo (work in pairs)
Exercise 5: Atlatls I and II: construction and design
Exercise 6: Atlatls III: practice and demonstration
Exercise 7: Nazca Lines

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. But, 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 register your software and submit the completed modules, you need this information:

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

* **Thursdays**
  1:00 PM, Pass Key: 145T1
  2:00 PM, Pass Key: 145T2
  3:00 PM, Pass Key: 145T3
  4:00 PM, Pass Key: 145T4

* **Fridays**
  1:00 PM, Pass Key: 145F1
  2:00 PM, Pass Key: 145F2
  3:00 PM, Pass Key: 145F3
  4:00 PM, Pass Key: 145F4

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>154</td>
<td></td>
</tr>
</tbody>
</table>

**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</th>
</tr>
</thead>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

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

Class numbers
At the beginning of the term, each of you will receive a unique number. These numbers will be called randomly during in-class or other activities (see below). If you are present, you or your partner will have the opportunity to answer questions, and if answered correctly, earn extra credit or a prize of my choosing.

In-Class Activities
During most weeks we will have an in-class (in-lecture) exercise. For these, you will partner up with one other person and work on a problem and/or series of questions related to that week’s lecture. While these are not worth points per se, I will randomly select a number (or numbers) and if you are present and able to answer correctly, you and your partner will have the opportunity to earn extra credit or a prize.

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 in case of an emergency. Anticipated absences (e.g., UO athletes, other university sponsored groups) must be cleared with the instructor before missing class. Emergency absences consist of illness, injury, or serious illness or death in the family and require documentation.

Note that there is no partial credit given for Revealing Archaeology modules, with the exception of two that have more challenging “Try It” exercises (the “Seriation” and “Digging” exercises). 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 GE.

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 UO 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 generally 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 unless they are helpful for an in-class exercise. If you require special accommodations relating to the use of laptops, please see me.

Lecture Topics and Assignments

UNIT 1: INTRODUCTION TO ARCHAEOLOGY
4/2 – 4/4 Introduction to Course – What do archaeologists do, exactly?
The Disciplinary Foundations of Archaeology
In-Class Exercise: Draw an Archaeologist
Lab Section: Exercise 1: Meet at Museum of Natural and Cultural History (1680 E. 15th Ave)

UNIT 2: ARCHAEOLOGY: A BRIEF HISTORY IN TIME
4/9 – 4/11 What is Left (and why)?
Optional Reading: Chapters 1 & 2
4/11 – No Class
Lab Section: Explanation of Revealing Archaeology software

UNIT 3: SURVEY AND EXCAVATION IN ARCHAEOLOGY: WHY DO METRICS MATTER?
4/16 – 4/18 Archaeological Survey and Excavation
In-Class Exercise: Stratigraphic Interpretation
Optional Reading: Chapter 3
RA Module 1: Humanity’s Imprint (due Friday @ 11:59 pm)
Lab Section: Exercise 2: Measuring and Mapping: Location TBD

UNIT 4: HOW TO GET A DATE: CHRONOMETRIC TECHNIQUES
4/23 – 4/25 Dating Methods and Chronology
4/23 – No Class
Optional Reading: Chapter 4
RA Module 2: Leaving a Trail (due Friday @ 11:59 PM)
Lab Section: Exercise 3: Bulletin Board Stratigraphy

UNIT 5: HOW WERE SOCIETIES (UN)ORGANIZED?
4/30 – 5/2 The Social Beings in All of Us
Coyote Wash Pueblo – Introduction to Assignment #1
In-Class Exercise: The McDonald’s Archaeologist
Optional Reading: Chapter 5
RA Module 3: Tracking Down Time (due Friday @ 11:59 PM)
Lab Section: Exercise 4: Coyote Wash Pueblo (in Sections) and Midterm Exam review session
UNIT 6: THE ANIMAL IN ALL OF US: ZOOARCHAEOLOGY
5/7 – 5/9 Analyzing Human-Animal Interactions through Time
In-Class Exercise: Quantification in Zooarchaeology
Optional Reading: Chapter 6
RA Module 4: Charting Time (due Friday @ 11:59 PM)
Lab Section: Exercise 4 (cont.): Coyote Wash Pueblo

Midterm Exam: Tuesday 5/8

UNIT 7: WHAT HUMANS MADE AND WHY
5/14 – 5/16 Artifacts and What They can Tell Us
In-Class Exercise: Artifact and Chronological Analysis
Optional Reading: Chapter 7
RA Module 5: Following the Trail (due Friday @ 11:59 PM)
Lab Section: Exercise 5 (Part I): Experimental Archaeology: Making Your Own Atlatl

UNIT 8: BIOARCHAEOLOGY: THE STUDY OF THEM AND US
5/21 – 5/23 Bones and Why They Matter
In-Class Exercise: Feathered Serpent Pyramid Analysis
Optional Reading: Chapter 8
RA Module 6: Detecting Technology (due Friday @ 11:59 PM)
Lab Section: Exercise 5 (Part II): Experimental Archaeology: Finishing your Atlatls

UNIT 9: WHY DID THINGS CHANGE? EXPLANATION IN ARCHAEOLOGY
5/28 – 5/30 Theoretical Constructs
In-Class Exercise: Theory in Archaeology
Optional Reading: Chapters 9 & 10
RA Module 7: Provisioning Society (due Friday @ 11:59 PM)
Lab Section: Exercise 6: Experimental Archaeology: Using your Atlatls (Alton Baker Rugby Field)

UNIT 10: ARCHAEOLOGICAL ETHICS: CAN YOU DIG IT?
6/4 – 6/6 Public Archaeology and Preserving the Past
In Class Exercise: Final Exam review session
Optional Reading: Chapters 11 & 12
RA Module 8: Preserving the Trail (due Friday @ 11:59 PM)
Lab Section: Exercise 7: Experimental Archaeology: Nazca Lines (Alton Baker Rugby Field)

Final Exam: Wednesday, June 12th @ 8:00 AM

---

“So what’s that? I asked for a hammer! A hammer! This is a crescent wrench! .. well, maybe it’s a hammer... Damn those stone tools.”