Introduction to Archaeology
ANT 251.001 (and Lab ANT251.020) Spring 2016
Lecture: Tuesday and Thursday 11:00 a.m.-12:15 p.m. FG78
Lab: Thursday 12:30-1:45 p.m. FG80

Professor: Dr. Leslie Cecil
Department of Anthropology, Geography, and Sociology
Office: LAN 336
Phone: 468-3980
Email: cecillg@sfasu.edu
Office Hours: Monday and Wednesday 9-10 am, Tuesday and Thursday 2-3 pm,
Friday 11-12, or by appointment

Course Description
SFASU 2015-2016 Bulletin Description: Introduction to Americanist Archaeology, particularly
origins, history, theory, and methodology. Archaeological fieldwork, description, analysis, and
reporting; computer simulation.

Archaeology is the study of material culture to make inferences about past human
behavior. Anthropological archaeologists apply these inferences to increase our
understanding of all human societies—contemporary, historic, and prehistoric. This
course presents the issues and questions that motivate archaeologists to examine
material culture, as well as the techniques and methods used by archaeologists. You
will gain an understanding of what archaeologists do, the methods that they use, and the
challenges facing archaeology in the future.
**Student Learning Outcomes:**
Upon completion of this course, you will be able to:
1) understand the origins and development of the field of archaeology.
2) survey, map, and record archaeological sites and excavations.
3) understand different archaeological methodologies and their applications.
4) understand how theory and method correspond in American archaeology.
5) excavate sites and analyze artifacts during a field school.

**Texts and Readings:**
You have one required text and additional readings:
1) Muckle, Robert J.

2) Additional readings are posted in the folder Additional Readings on the course D2L page.

You are expected to have read all of the material assigned for the class period before you come to class. If you do not do the readings, class discussion will suffer as will your understanding of the material. Half (12 points) of your professionalism grade depends on your effort in class discussion. Some films will be shown during class and laboratory time. You are expected to attend those films (they are required) and they will appear on the exams or are useful for laboratory exercises. If you should miss a film, you must schedule a time with me to see it in the departmental office (no exceptions).

**Course Requirements/Structure**

**Laboratory (Thursday afternoon):**
In addition to Tuesday and Thursday class lecture periods, you have also been assigned a laboratory time on Thursday afternoon. The physical work for the labs will be done during laboratory class time making attendance necessary for you to understand and complete the labs. **All laboratory exercises are due at the beginning of class the Tuesday following the lab period (except for the final lab which is due at the end of the lab period). There are no make up laboratory exercises.** The laboratory syllabus is at the end of the lecture reading schedule.

**Assignments/Exams:**
There are two in-class exams (multiple choice and short answer), a take home final, laboratory exercises, and a project that are required for this course. The project cannot be done the night before, so make sure to budget your time appropriately. The final will allow you to use all of the information that you have acquired during this course to conduct a critical analysis of an archaeological journal article. You will receive an article that is different from everyone else’s and the topic is based on the ancient culture that you wrote on the index card at the beginning of the course.

If you miss an exam, you can take an essay make-up exam on Friday May 6, 2016 from 3:00-4:00 p.m. The exam will be given in Ferguson G78 to take the exam. There are no exceptions to making up an exam—if you want to take it, you must take it on the May 6th at 3:00 p.m. You only will have one hour to complete the exam(s). If you are missing an exam grade after the make-up date and time, you will receive a 0 for that exam.
Project:
You are required to complete a project for this course. This project will enlighten you as to the world of looting and the illegal (or in some cases legal) sale of artifacts via the internet and some famous auction houses. The project cannot be done the night before, so make sure to budget your time appropriately. It is to be 4-5 pages in length, typed, double-spaced, 12 point font, and with one-inch margins. The full description of the project follows the reading/class schedule. This project will be submitted to D2L and Dr. Cecil by 11:00 a.m. of April 14th. I will not accept papers via email.

Grading:
By completing assignments, you are EARNING points. The total number of points that you earn will be your grade. There are no free points to be given out at will by the professor. There will be no rounding up of grades. The number of points that you earn is the grade that you will have in this class. THERE WILL BE NO BEGGING OR BARTERING FOR POINTS THAT YOU DID NOT EARN.

- Exam 1: 50 points
- Exam 2: 50 points
- Project: 100 points
- Final Exam: 100 points
- Laboratory Exercises: 175 points
- Undergraduate Research Conference: 25 points
- Professionalism: 25 points

Grades are posted on D2L so that you can always figure out your grade in the course. Letter grades are as follows:
A=525-472
B=471-420
C=419-366
D=365-315
F= below 314

Attendance and Excused absences
http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
Attendance is expected at all class meetings. Please do not confuse attendance with participation which counts for half of your professionalism grade. Class begins at 11:00 a.m. and you are expected to be on time. I will take attendance at 11:00 a.m. and if you are not in your seat, you will be counted as absent. Leaving class early without prior permission will result in you being counted as absent. If you fall asleep during class or do work from other courses in my class, you will be counted absent. You are allowed two absences for whatever reason. I do not need to see an excuse. After two absences, each time you are counted absent, two points will be deducted from your final point total.

Professionalism:
You are expected to act professionally at all times and to treat each other and me (the professor) with respect. Behaving unprofessionally will adversely affect your grade. You are expected to come to class having read the assigned materials and be prepared to discuss the content. Class participation counts for 12 of the professionalism points.
When you come to class, please turn off and put away your cell phones and other electronics including computers. There will be no text messaging or use of computers during class time. If you use your cell phone or computer during class time, you will lose all of your professionalism points. If you need to use a laptop computer, record the lectures, or need assistance with any disability, please see Disabilities Services for the required paperwork and I will be happy to accommodate your needs. Remember, if you are doing something other than paying attention in class you interfere with your classmate’s abilities to learn. Please be courteous to everyone in class.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Students with Disabilities
http://www2.sfasu.edu/disabilityservices/
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Academic Integrity (A-9.1):
http://www.sfasu.edu/policies/academic_integrity.asp
Cheating and plagiarism on exams and projects will not be tolerated. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Add/Drop Policy:  http://www.sfasu.edu/policies/add_drop.asp

Withheld Grades:  
http://www.sfasu.edu/policies/semester_grds.asp
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Program Learning Outcomes

The sociology program states the following items as Program Learning Objectives (PLOs) for sociology majors.

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.

PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

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<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
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<tbody>
<tr>
<td></td>
<td>SLO # or NA (not applicable)</td>
<td>Basic, Intermediate, Advanced</td>
</tr>
<tr>
<td>PLO1</td>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>PLO2</td>
<td>3 and 5</td>
<td>B</td>
</tr>
<tr>
<td>PLO3</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PLO4</td>
<td>1, 2, and 3</td>
<td>B</td>
</tr>
<tr>
<td>PLO5</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>PLO6</td>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>PLO7</td>
<td>2 and 3</td>
<td>B</td>
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Reading/Class Schedule:

Tuesday January 19
Course Introduction

Thursday January 21 and Tuesday January 26
What is archaeology?
Read: Chapters 1, 2, and 10

Thursday January 28 and Tuesday February 2
Preparations before you dig—Research Design and Sampling
Read: Chapter 5

Thursday February 4 and Tuesday February 9
How is the archaeological record formed?
Read: Chapter 4

Thursday February 11 and Tuesday February 16
Artifacts and Experimental Archaeology
Read: Chapter 6

Thursday February 18, Tuesday February 23, and Tuesday March 1
No Class February 25
So, you want to dig? Survey, Mapping, and Excavation
Read: Chapter 5

Thursday March 3 and Tuesday March 8
How old are the artifacts and the site? Dating Techniques
Read: Chapter 7

Thursday March 10
Exam 1

Tuesday March 15 and Thursday March 17
Spring Break No class

Tuesday March 22 and Tuesday March 29
No Class March 24 Easter Break
Is it legal? Ethics and Legislation
Read: Chapter 3 and National Historic Preservation Act, NAGPRA, Cultural Properties Laws, Ethics Statement of the SAA and AAA

Thursday March 31
Undergraduate Research Conference 4:30-7:00 pm
Attendance is mandatory (instead of class)
No Class Tuesday April 5 or Thursday April 7

Tuesday April 12
Archaeological Theory and Use of Analogy
Read: Chapters 3 and 10

Project Due on Thursday April 14th at the beginning of class

Thursday April 14
Reconstructing Settlement Patterns and Diet
Read: Chapter 8

Tuesday April 19
Reconstructing Societies
Read: Pages 175-182

Thursday April 21
Interpreting Identity and Ideology
Read Pages 182-193

Tuesday April 26
Interpreting Ideology
Read: Pages 182-193

Thursday April 28
**Exam 2**

Tuesday May 3
Future of Archaeology
Read: Chapter 11

Thursday May 5
Interpol Video

Final Exam Due to D2L
by Tuesday, May 10, 2016 at 12:30 p.m.

No late papers will be accepted.
Internet Auction Site Project
Due at the beginning of Class on April 14, 2016

The purpose of this project is for you to explore the online antiquities market. What kinds of artifacts are sold over the internet? Are the people who sell artifacts on the internet concerned about learning about the past (as opposed to being interested in artifacts simply because they are “cool” or because they can make money from them)? Do these people understand the laws that regulate the sale of antiquities in the United States?

For this project, you will turn in a short (double-spaced, 12-point font, 4-5 pages maximum) typewritten report addressing the issues below. This project will be worth 100 points. (Conclusions in your paper will result in a loss of 5 points.) You should get started early because you may have to e-mail people and wait for their replies.

Step One
Read the letter from Keith Kintigh, president of the Society for American Archaeology, to Amazon.com. Summarize Kintigh’s main points (all of them) against the sale of antiquities on internet auction sites. Letter is at this website:

Step Two
Go to two different internet auction sites (see list below) and locate two items for sale (one from each site) that are advertised as authentic prehistoric artifacts (artifacts are defined as ceramic, metal, organic, or lithic, as per your textbook and not dinosaur bones). One artifact must be from a North American prehistoric culture sold by eBay and the other one from a non-American prehistoric culture sold by Christies.com or Bohnams.com. At least one of these artifacts should be relatively expensive (at least 10x the price of the less expensive artifact). Print off the listing and description for each artifact and attach them to the back of you paper. When you submit your paper to the D2L Dropbox do not submit the artifact pages that you got from the internet.

Step Three
Briefly describe each artifact. Based on the scant information that is provided, research the culture from which the artifact is from and describe the culture, time period, and artifact. What is it? What is it made of? Describe how you found the listings for them. For example, what words did you search for or what categories did you look under? How long did it take you to find each artifact?

Step Four
Answer each of the questions listed below. If the description of an artifact does not provide the information that you need, e-mail the seller of that artifact and request it. Print the replies that you receive and attach them to the back of your paper. (Note: If you do not hear anything from the seller after a couple of days, you can go ahead and write your project so that you can turn it in on time—just note that you never hear back, but try to answer the questions to the best of you ability. You still need to print out the email(s) that you sent.)

- What was the context (time period, culture, country it should be from) in which each artifact was found? If little information about context is
provided, does this suggest anything to you about whether the seller is concerned with learning about the past?

- Was each artifact found on privately owned land? Keep in mind that most sellers will know that it is illegal to possess or sell artifacts collected from public (government) lands, so they will probably tell you that their artifacts come from private land. Do they offer you any kind of proof that their artifacts do, in fact, come from private land? Do you believe them?

- Does the seller of each artifact seem to be familiar with the international, U.S., and state laws that govern the sale of artifacts similar to those they are selling? What laws apply to each artifact and why? Does the listing for each artifact mention anything about their legality? If you e-mail the sellers and ask them if they are familiar with antiquities laws, what is their response?

- With your international artifact, is it covered by international law? Assume that the seller is telling the truth in how and when it was obtained. Given that date, was the origination country part of the UNESCO law during that year? What might this mean for the legality of the seller selling the artifact and you purchasing the artifact?

- Do the sellers offer any proof that the artifacts that they are advertising are authentic or that they are as old as the claim? Do you believe them?

**Step Five**

- Search around the auction sites and determine their official policy on the sale of antiquities. If you cannot find one, you should e-mail the auction sites and ask them about their policy. Summarize their policies, state whether you think these policies are adequate, and explain your responses.

- Regardless of the seller’s claim to being found on private land, assume for a minute that they were found on government-held land. Which laws should cover these artifacts and why?

**Step Six**

Conclude your report by addressing the following issues:

- What did you learn about the practice of selling antiquities over the internet?

- What do you think the impact of this market is on our ability to learn about the past?

- What ideas/steps do you have that could be taken to discourage the illegal sale of artifacts or to encourage preservation of the archaeological record? You need to develop laws and punishments that you think would stop the illegal sale of artifacts.
Web Sources for artifacts from the United States:
Ebay.com

Web Sources for international artifacts (links on D2L):
Christies.com (see sale from December 9, 2015)
Bonhams.com (see sale from September 30, 2015)

National (U.S.) Artifacts:
Antiquities Act of 1906
Archaeological Resources Protection Act (a little tougher than 1906)
http://www.nps.gov/history/local-law/FHPL_ArchRsrsProt.pdf
NAGPRA
http://www.cr.nps.gov/local-law/FHPL_NAGPRA.pdf

International Artifacts:
UNESCO International Laws for Cultural Property
Year of Ratification for Countries into UNESCO
http://whc.unesco.org/en/statesparties/

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Kintigh summary</td>
<td>10 points</td>
</tr>
<tr>
<td>Two artifacts attached</td>
<td>10 points (5 points per)</td>
</tr>
<tr>
<td>Artifact description and context</td>
<td>10 points</td>
</tr>
<tr>
<td>National Laws</td>
<td>10 points</td>
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<tr>
<td>International Laws</td>
<td>10 points</td>
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<tr>
<td>Auction Site Antiquity Policy</td>
<td>15 points</td>
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<tr>
<td>Conclusions</td>
<td>20 points</td>
</tr>
<tr>
<td>SAA Style</td>
<td>5 points</td>
</tr>
<tr>
<td>Writing and Grammar</td>
<td>10 points</td>
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</tbody>
</table>
Introduction to Archaeology Laboratory

All laboratory exercises are worth 25 points.

January 21
Movie Experimental Archaeology Roman Bath, Coliseum, or Pyramid

January 28
Lab Safety
What does this bag of artifacts mean?

February 4
Sampling Exercise

February 11
Sinking Atlantis Movie

February 18
Artifact Identification and Classification

March 3
Mapping a 1x1 and Pacing

April 14
Radiometric Dating and Dendrochronology

April 21
Pipestem Occurrence Seriation

April 28
Flintknapping Movie

May 5
Flintknapping for real (Bring your Hammerstone and Protective Eye Gear)