

ANTHROPOLOGY 210
INTRODUCTION TO ARCHAEOLOGY

University of Hawai'i Outreach College Winter Term: January 8 to March 3, 2001

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Meeting Times: Monday and Wednesday, 600PM to 830 PM
Meeting Room: WEB (Webster) 103

Syllabus

In this introductory course we will discuss the methods, techniques, and theory archaeologists use to explain human cultural variation and change. Although professionals in other disciplines (e.g., sociology) also study human culture, archaeologists are unique in their focus on the material remains of people—artifacts—to understand human prehistory and history. Learning how archaeologists do this is our objective in Anthropology 210.

The course begins with an overview of archaeology, including the discipline's history and archaeology's relationship with anthropology. Following this we will discuss, in general, how we make sense of the world in scientific, social scientific, and everyday terms. We make sense of the human cultural past with archaeological theory. Our introduction to archaeological theory will help guide us through the rest of the course as we examine how archaeologists design research, analyze artifacts, and tackle such perennial topics as the origins of agriculture, economic specialization and trade, and the rise of complex societies.

Throughout the course we will discuss current and past research from around the world. Many of our examples will focus on the archaeology of the Pacific, but we will also look at work from the Old World and the Americas.

Course Requirements

Course grades comprise your performance on three exercises, a midterm, a final, and your class participation. The exercises typically involve writing and problem solving. They will be due the week after they are distributed. The midterm and final will be cumulative, each covering any and all of the material discussed so far, including readings, lectures, exercises, class handouts, and videos. Class participation will be evaluated based on attendance and your involvement (talking, listening, thinking) in the class using a simple point system. We will discuss the nuts and bolts of the class participation requirement.

Exercises that are turned in late will be penalized 10% for every day past the due date. Make-up exams for the midterm and final will be administered only with a documented medical excuse or with the prior consent of the instructor.

The breakdown of points you may earn in Anthropology 210 follows:

| | |
|-------------------------|------------|
| Sampling Exercise | 40 |
| Specialization Exercise | 40 |
| Kennewick Exercise | 40 |
| Midterm | 100 |
| Final | 200 |
| Class Participation | <u>80</u> |
| TOTAL | 500 |

Grade assignments follow a percentile distribution, where 91 - 100% of total points = A, 81 - 90% = B, 71 - 80% = C, 61 - 70% = D, and 60% or lower = F.

The text for this course is Archaeology (3rd ed.) by David Hurst Thomas. The text is available at the University Book Store and a copy will be placed on 1 day reserve in Sinclair library (use my name at reserve desk). On the course schedule that follows chapter readings from Thomas are indicated for the appropriate class meeting. Some additional readings will be handed out in class or made available at the Sinclair reserve desk. Additional readings will be given to you a minimum of one week in advance. All readings assigned for each meeting should be read before class. Prior reading of the material will enhance your understanding of the lectures and your participation in our discussions. And finally, the readings supplement, but can not replace lectures or other components of the course.

Schedule

The general topics covered, reading assignments, and exercises are scheduled below.

| Class Meeting | General Topic | Readings |
|----------------------|--|---------------------|
| 1. January 8, M | Introduction to Archaeology | Thomas, Chp. 2* |
| 2. January 10, W | History of Archaeology | Thomas, Chp. 1 |
| 3. January 15, M | Archaeological Theory | Thomas, Chp. 3 |
| 4. January 17, W | Archaeological Research Design and Data Generation Sampling Exercise handed out | Thomas, Chp. 4 - 6 |
| 5. January 22, M | Archaeological Analyses: Dating Methods | Thomas, Chp. 7 - 9 |
| 6. January 24, W | Archaeological Analyses: Artifacts Midterm | TBA |
| 7. January 29, M | Archaeological Research Problems: Environment and Subsistence | Thomas, Chp. 11, 14 |
| 8. January 31, W | Archaeological Research Problems: Technology | TBA |
| 9. February 5, M | Archaeological Research Problems: Trade and Economy Craft Specialization and Exchange Exercise handed out | TBA |
| 10. February 7, W | Archaeological Research Problems: Social Systems and Complexity | Thomas, Chp. 13 |
| 11. February 12, M | Archaeological Research Problems: Humanistic Studies | Thomas, Chp. 16, 17 |
| 12. February 14, W | Historical Archaeology | Thomas, Chp. 18, 19 |
| 13. February 19, M | Historic Preservation and Contract Archaeology | Thomas, Chp. 20 |
| 14. February 21, W | Archaeology and Ethics Kennewick Man Exercise handed out | Thomas, Chp. 21 |
| 15. February 26, M | Human Cultural Diversity and Change | Thomas, Chp. 15 |
| 16. February 28, W | Final Exam | |

*I do not expect the first reading assignment to be completed before the first class.

Class Meetings

Class meetings will generally consist of two to three parts separated by breaks. Each part will usually begin with a topic introduction, usually with a short lecture, but other times with me posing questions, or with a film. We will always make time to discuss the topics as a group. I will try to weave our discussions into the lecture material and you can expect to discuss your ideas in the class, work in groups, and engage in active learning and listening. Lecture outlines and other illustrative materials will be presented as Power Point demonstrations and will be available on my website after each class meeting. The syllabus as well as other supporting materials (e.g., exercises) are posted on my website and will be available for download at the appropriate time.

The mid term and final exam will be prefaced by some sort of organized study session either using part of the class before the test or some time outside of class. I will distribute study guides a minimum of one week before the tests.

I think active discussion is an important component of learning and developing critical thinking skills. While there is a certain set of material that should be covered in our class meetings, I encourage questions during lectures and at any other time. In our discussions I expect us to challenge each other by presenting our ideas and uncertainties for constructive criticism and feedback. We will all learn something during our time together.