ANTHROPOLOGY 202, Archaeology
COURSE SYLLABUS

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Office Hours: TR 2:30-4:00 PM & W 12:30 – 1:30 PM/Appointment.

Lecture: TR 1:00-2:15 PM, AB 101
Office: AB 510
Course Credit: 3 Units

TA: David C. Harvey, M.A.
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Office Hours: T 11 AM -12 PM & W 12 – 2 PM

READ THIS SYLLABUS! It contains important information about the course. Many of the answers to common questions about the course are answered in the following seven pages. Where do I buy the textbook? The answer’s on the next page. Are powerpoint slides and instructor notes available? See page 3. When’s the final? Read on. Is there extra credit? Maybe, but you’ll have to read more to find out. What’s plagiarism and what will happen to my grade if I plagiarize? A terribly important question (see page 4). What do I have to do to pass the class? It’s all below, but a good way to start is by reading the entire syllabus!

COURSE DESCRIPTION: This course explores the history of research, theory, and methods associated with conducting archaeological investigation. It addresses different ways of interpreting the past and understanding human behavioral and cultural variability by looking at how, why and where archaeology has been conducted over the past two centuries. Its focus, however, is mainly scientific and ecological and is geared towards prehistoric archaeology, particularly as conducted in North America and the American West. The idea behind this approach is to prepare UNR students for further study in the region. The ultimate goal of the course, however, is to provide students of archaeology the fundamental tools for conducting archaeological research and an understanding of the historical, theoretical, and methodological backgrounds of their discipline, both means of gaining a greater understanding of the human past as it informs the present.

Student Learning Outcomes (SLOs): Given the above, students who succeed in this course will be able to:
1. Outline the basic history of the development of archaeological inquiry;
2. Describe the theoretical, epistemological, and methodological problems associated with doing archaeological research;
3. Interpret findings from key archaeological sites and research;
4. Link archaeological interpretations to changes in human culture and behavior;
5. Evaluate the way changes in material culture and culture more generally correspond to and operate within ecological, cultural and historical contexts.

Silver Core Objectives:
This course satisfies CO 6: Cultures, Societies, and Individuals. From the catalog: "Students will learn how to systematically analyze human social conditions (e.g., individuals, groups, communities, and cultures). In particular, students will learn to observe, theorize, model, experiment, and/or interpret as a means of inquiring into human social relations."

Anth 202 teaches students to employ systematic, scientific methodologies toward understanding how and why humans interact with one another and with their environment. Its goal is to contextualize and explain human behavior by fostering a much deeper understanding of the diversity, time depth and causes of different economic, social, political and ideological behaviors (at individual, group, population and cross-cultural scales) over the course of human history and prehistory. In doing so, the course not only informs a greater understanding of the antecedents to and origins for modern, extant behaviors, but also demonstrates the unprecedented (when viewed from the species scale) potential for human behavioral and cultural variability.

Courses satisfying CO 6 are also required to develop either Core Objectives (CO)1 or 2 and Core Objective 3. Anth 202 develops CO 1: Effective Composition and Communication (students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes) and CO 3: Critical Analysis and Use of Information (Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information).
Anth 202 requires the demonstration of appropriate levels of understanding of the course material (as spelled out above in its Student Learning Outcomes) through effective composition and communication (CO1) via verbal participation in class discussions and labs and written participation in online discussions. More in-depth written communication is required for answering short answer and essay exam questions on midterm and final exams. Four take-home laboratory write ups assigned over the course of the semester require not only effective written communication (CO1), but also the generation, analysis and critical interpretation of quantitative and qualitative archaeological data, thus meeting the objectives of CO 3.

*Though the course develops CO1 and CO3 skills, it does not count as a course meeting the core requirements for either CO1 or CO3. To fulfill these core requirements, you must take other courses that are listed as explicitly meeting these core requirements!*


The textbook is required. It was written by two eminent American archaeologists who made their respective names working in the Great Basin, the Rocky Mountains, and the Great Plains. Its focus and the examples it uses are thus particularly relevant to students here at UNR. It will help you to understand not only the methods and theories used in archaeology, but also a fair amount of local and regional archaeology.

**Buying the text.** As of this writing the text is in the UNR bookstore. Alternatively, you can go online to rent or buy these texts.

**Readings on WebCampus:** Some of your reading consists of articles or, in a rare instances, chapters from other textbooks. These are stored in PDF format and are available online. You will need to log in, download and print each article, or simply read the electronic version on-screen. Most of these readings are required, just as the textbook is required. I will also post additional, supplementary and suggested readings that may not be absolutely required, but will help you further grasp the course material.

**Note on reading and note taking:** Your success in this course will depend in no small part upon completing assigned readings thoroughly and on time. Readings form the basis for lectures, class discussions, and exams (detailed below). You are unlikely to succeed in this course if you do not read.

**COURSE REQUIREMENTS and GRADING:** Four in-class lab assignments and associated short write-ups; two midterms; and a final exam.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section/Online Participation</td>
<td>10 points</td>
<td>Weekly</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>5 points each (20 Total)</td>
<td>Due as assigned (see schedule)</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>20 points</td>
<td>Week 5</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>20 points</td>
<td>Week 10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 points</td>
<td>As Scheduled</td>
</tr>
</tbody>
</table>

100 points possible in class: Plusses and minus will be given to delineate performance within gross A, B, C and D grade categories (see below). The following table describes this in more detail:

<table>
<thead>
<tr>
<th>93-100 A</th>
<th>90-92 A-</th>
<th>88-89 B+</th>
<th>83-87 B</th>
<th>80-82 B-</th>
<th>78-79 C+</th>
<th>73-77 C</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-72 C-</td>
<td>67-69 D+</td>
<td>63-66 D</td>
<td>60-62 D-</td>
<td>59 and below F</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Grading Scale and Evaluation of Student Work**

A = Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

B = Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.
C = Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.

D = Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. This work is below average. For written assignments: The message is not communicated clearly, directly, or concisely. There is considerable unevenness or awkwardness in passages, and work is characterized by errors in grammar or punctuation.

F = Basic course requirements are not met. Student demonstrates little or no mastery of the material. Receiving this grade indicates either a failure to complete the assigned work, or failure to grasp key concepts due to lack of reasonable effort. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

Assignments (CO 1, CO 3, CO 6): Assignments are distributed in class. They will consist of basic laboratory exercises requiring brief 1-2 page (typed, double-spaced) write-ups. These will be due in-class one week from the assignment date and in-class lab exercise. There are no make-ups for in-class work associated with assignments.

Examinations (CO 1, CO 3, CO 6): Will cover lectures, class discussions, assignments, and readings. You are responsible for all materials. Exams will consist of fill-in, multiple choice, short answer, and short essay questions. If you miss any exam you must present a valid (i.e., written) excuse. Failure to do so will result in an “F” on the exam.

Online discussions (CO 1, CO 6): I will post weekly discussion questions on Webcampus for review and discussion. These are provided to help you study and to help guide your thinking about course content. In the past, I’ve found that students who participate in discussion do much better on exams, especially written portions of exams. Participation is required! Here’s the stick (as opposed to the carrot): if you do not post at least five times in the semester, you will get zero points out of 10 – a reduction of an entire course grade (e.g., a “B” to a “C”). It’s an all-or nothing proposition: if you post 5 times or more, you get all the points. To repeat, if you post less than five times, you get nothing. This means you should be posting at least one every third week. And here’s the carrot: if you post more than five times, I will add an extra two percentage points to your final grade (that’s a 12 percentage-point turn around, more than a complete course grade – easily the difference between a “C” and a “B”). Well thought-out and well-written responses will earn additional extra credit, at my and the TA’s discretion. Well thought-out and well-written responses will earn additional extra credit, at my and the TA’s discretion.

ASSISTANCE: Please ask questions in class, by e-mail, or during office hours. I will be glad to discuss anything that will help you succeed in this class or your academic career. Although I will not lend out class notes (consult a classmate for these), I will do my best to help you understand material that may be unclear in class or in the texts and reading.

Americans with Disabilities Act
Qualified students with disabilities may be eligible for reasonable accommodations. Accommodations are coordinated through the Disability Resource Center (DRC), located in the Thompson Building, Suite 100, (775)784-6000. Please contact the DRC and me as early in the semester as possible. Alternate format materials (Braille, large print or digital) may be available with advance notice.

CLASSROOM POLICIES
Attendance: Class attendance is mandatory, especially on days when labs are scheduled. In my experience student performance is closely tied to attendance. In other words, if you only show up to about 60% of the course lectures, you can probably expect a D or worse for your final grade. If you want to pass or perform well in the class, plan on perfect, or at least near-perfect attendance. This is important, so I’ll repeat myself: lab attendance is mandatory and labs may not be made-up.
Tardiness. Late arrivals distract me and other students. If you cannot arrive on time, please do not come to class. If you arrive late, I will note this. Excessive tardiness will affect your final grade.

Missed in-class exams. If you know you will miss an in-class exam, you must notify me of this prior to your absence. Even if you are bedridden by illness, you must contact me to explain the situation prior to your absence. If you follow this protocol, you may make up the exam at a time convenient for us both. If you fail to follow this protocol, you may not make up the exam. This has happened before, and students have learned the hard way that this policy is not negotiable. I recommend using e-mail to contact me, and keep a copy of the “sent message” as a record that you notified me of your absence in a timely fashion.

Arriving late for an exam. This is remarkably distracting to your fellow students during what for many is a stressful situation. Due to this, I am adamant that you arrive on time (meaning at least a few minutes early) so that you are ready to start your exam at the scheduled start of class. Failure to do so will result in you being ineligible to take the exam. Correspondingly, you will receive an F (zero points – actually much worse than most “F”s) for the exam for which you arrive late. There are no make-ups for such a missed exam.

Turning in assignments. Late assignments will not be accepted. You know the due date for your assignments well in advance (see this syllabus). Plan to turn in your assignments during class on the due date, and understand that any time after the beginning of class that day is late—too late. You may turn in assignments early if you know you must miss class on the day it is due. You may also send a hard copy in with another student on the day the assignment is due if you are sick. You may not e-mail your exam to me; printing turning in a hard copy is your job.

Extra credit. None is offered, so please do not ask.

Powerpoints: I do not provide you with copies of lecture notes or powerpoint presentations. You will get much more out of the class if you show up, take good notes (and learn how to do so!). Taking notes and interacting directly with the material, on physical (i.e., “writing”) and intellectual (i.e., “using your brain”) levels is essential to just about all forms of learning and education, particularly hands-on courses like this one.

Interacting with your professor: The best way to get in touch with me is in person, just after class (before class I am busy preparing, so that’s not a good time to expect my undivided attention) or in office hours. Email (ctmorgan@unr.edu) is a great way to interact with me, but please do not rely on the email in WebCampus: like all of you I have enough things to log into and update every day, so I won’t be checking this one with any regularity. Finally, though many of you have been in college a while and you probably already know the conventions, please interact with me formally, meaning you should address me as Doctor or Professor Morgan, at least for our in-class and on-campus interactions. This level of formality helps insure professional relationships are maintained between student and instructor. This will ultimately facilitate our interactions and, more importantly, your education.

Email policy: Please email all questions, etc. But please do not bombard me with repeated emails; think your questions through and send one, rather than three. You will receive better and faster responses if you consult your reading and syllabus and think through your questions (and ask specific ones) before sending email. You should expect a response (usually) within 24 hours on weekdays (but only if sent during business hours). Weekends are more hit-or-miss, so don’t expect a response until Monday for an email sent after 5 PM on Friday night (though oftentimes I will send responses over the weekend – it’s just not guaranteed). Finally, don’t expect more than a short paragraph answer to your questions. If you have a complex issue that requires my assistance, please come by and talk to me in office hours; we can cover much more in a 15 minute meeting than in and hour of sending emails back and forth.

Outside Assistance: To reiterate what I wrote on the preceding page, please feel free to ask your instructor or teaching assistant for any help you feel you need to do well in the course: we are here to help. Also, you may want to consult UNR’s Academic Success Services. Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.
Classroom civility. UNR supports the principle of freedom of expression for both faculty and students. The University also respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will thus not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. So, during class, please do not talk to others, allow your cell phone to ring, read the newspaper, or engage in other rude activities. If your behavior disturbs your peers or me, I may take disciplinary action as outlined in UNR Student Conduct Regulations and Policies. You may review the complete policy at: http://www.unr.edu/student-conduct/policies/student-code-of-conduct/section-ii. Possible sanctions are here: http://www.unr.edu/student-conduct/policies/student-code-of-conduct/section-iii. Please note that the consequences of uncivilized behavior include (but are not limited to) immediate removal from the classroom.

Academic dishonesty. All students must abide by UNR academic standards outlined in Section II of the Student Conduct Regulations and Policies (the same link as above: http://www.unr.edu/student-conduct/policies/student-code-of-conduct/section-ii). Section III (http://www.unr.edu/student-conduct/policies/student-code-of-conduct/section-iii) of the document explains penalties for violating university standards, and they can be severe (up to and including expulsion from the university). Please familiarize yourself with these policies as academic dishonesty will be dealt with in accordance with them. The take home message here is: respect your colleagues, cohort, instructor and institution, but more importantly, yourself and don't cheat!

Plagiarism. Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (Utah State University Code of Policies and Procedures for Students, Article V, Section 3A.1). Penalties for plagiarism may include warning or reprimand and grade adjustment. Other penalties may be imposed at the Dean’s discretion and include probation, suspension, expulsion from the university, withholding of transcripts, denial or revocation of degrees and other disciplinary actions (again, see here for UNR disciplinary actions: http://www.unr.edu/student-conduct/policies/student-code-of-conduct/section-iii.) The solution to avoiding all these problems? Simple: never, never, never plagiarize. If, for example, you work with a friend and turn in substantially similar work, I will notice, and will take strong and immediate action in accordance with UNR policy. For more information on plagiarism, please see the very useful information in this link: http://wolfweb.unr.edu/homepage/vwein/documenting.pdf.

Student privacy. In compliance with the Family Education Right to Privacy Act (FERPA), the UNR Anthropology Department maintains the strictest confidentiality of your records.

Statement on Audio and Video Recording: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by UNR Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
### Weekly Schedule:

#### Week 1 — Course Introduction
- **Lecture 1:** Course Overview, What is Archaeology? Archaeology, Science, & Western Civilization
- **Lecture 2:** History of Archaeology; History of American Archaeology

#### Reading:
- Course Syllabus
- Webcampus
- Preface
- Chapter 1

#### Week 2 — Historical & Theoretical Background
- **Lecture 3:** Archaeology as Anthropology; Theory, Inquiry and Paradigms
- **Lecture 4:** Archaeological Inquiry; Integrating Method & Theory

#### Reading:
- Chapter 2

#### Week 3 — The Basics: Time, Stratigraphy & Seriation
- **Lecture 5:** Superposition, Stratigraphy & Seriation
- **Lab 1:** Ceramic Seriation

#### Reading:
- Chapter 5, pp. 96-108
- Chapter 6, pp. 117-127
- Rowe 1961
- Webcampus

#### Week 4 — The Basics: Telling Time
- **Lecture 6:** Radiocarbon dating
- **Lecture 7:** Other dating methods
  - Lab 1 (Seriation) due

#### Reading:
- Chapter 6, pp. 127-145
- Chapter 7

#### Week 5 — Other Dating Methods & Midterm #1
- **Lecture 8:** Dating wrap-up and Midterm Review

#### Exam 1: Midterm 1

#### Reading:
- None

#### Week 6 — Basic Archaeological Field Methods
- **Lecture 9:** Survey Methods & Remote Sensing
- **Lecture 10:** Excavation Methods

#### Reading:
- Chapter 3
- Chapter 4

#### Week 7 — Middle Range Theory
- **Lecture 11:** Middle Range Theory & Site Formation Processes
- **Lecture 12:** Ethnoarchaeology & Experimental Archaeology

#### Reading:
- Chapter 5, pp. 108-115
- Chapter 8

#### Week 8 — Ecological Models and Theory 1
- **Lab 2:** Lab Assignment 2: Lithics & Experimental Archaeology
- **Lecture 13:** Cultural Ecology

#### Reading:
- Steward 1938
- Webcampus

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SPRING BREAK

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### Week 9 — Ecological Models, Part I and Bioarchaeology

**Lecture 14:** Economic Models & Optimal Foraging Theory  
*Lab 2 (Experimental Arch.) due*

**Lecture 15:** Bioarchaeology and Human Remains

**Reading:**
- Bettinger 1991 *Webcampus*  
  - Chapter 10

### Week 10 — Methods: Reconstructing the Past with Human Remains

**Lecture 16:** Osteology wrap-up and Midterm Review  
*Midterm 2*

**Reading:**
- None

### Week 11 — Methods: Reconstructing the Past with Animal Remains

**Lecture 17:** Zooarchaeology & faunal analysis  
*Lab 3: Faunal Analysis: MNI and NISP*

**Reading:**
- Binford 1980 *Webcampus*  
  - Chapter 9

### Week 12 — Methods: Reconstructing Settlement Patterns & Trade

**Lecture 18:** Settlement Patterns  
**Lecture 19:** Trade, status, power, & ideology  
*Lab 3 (Zooarchaeology) due*

**Reading:**
- Binford 1980 *Webcampus*  
  - Chapter 11

### Week 13 — Methods: Historic Preservation & Ethics – SAA WEEK

**Lecture 20:** History of Historic Preservation & Legislation; Careers in Archaeology  
*Lab 4: Cultural Resource Management*

**Reading:**
- Chapter 15  
- Chapter 14

### Week 14 — Major Themes in Archaeological Research

**Lecture 21:** Major Themes in Archaeological Research, Part I  
**Lecture 22:** Major Themes in Archaeological Research, Part II  
*Lab 4 (CRM) due*

**Reading:**
- Chapter 13  
- Chapter 12

### Week 15 — Archaeology’s Future/ Review

**Lecture 23:** Course summary and review

**Reading:**
- Chapter 16

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**FINAL EXAM:** Tuesday, May 13, 2014, 5:00 - 7:00 PM, AB 101 NO EARLY EXAMS