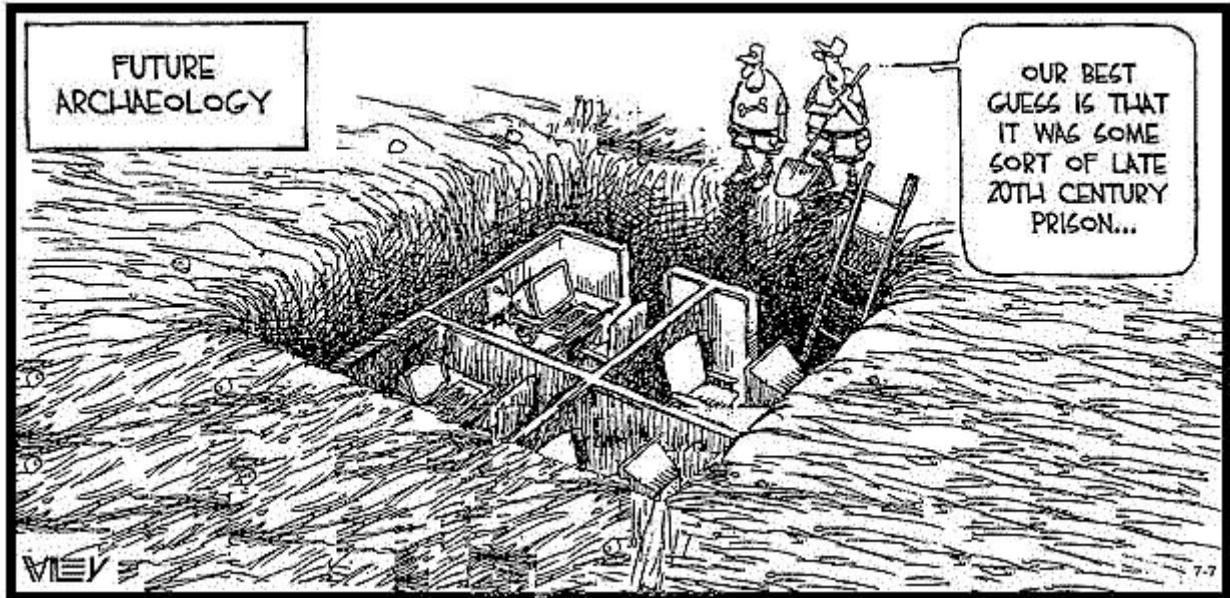


Introduction to Archaeology ANT 251.001 (and Lab)

Lecture: Tuesday and Thursday 11:00 a.m.-12:15 p.m.

Lab: Thursday 12:30-1:45 p.m.



Professor: Dr. Leslie Cecil

Office: LAN 332

Phone: 468-3980

Email: cecillg@sfasu.edu

Office Hours: Monday and Wednesday 11:00-12:30, Tuesday 9:30-10:30 and 1:00-3:00, Thursday 9:00-10:30, Friday 11:00-1:00, or by appointment

Course Description/Objective:

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.

Texts and Readings:

You have one required text and three additional readings:

- 1) Ashmore, Wendy and Robert J. Sharer
2006 *Discovering Our Past: A Brief Introduction to Archaeology. Fourth Edition.* Mayfield Publishing, Mountain View, CA.
- 2) The additional readings are posted on myCourses/WebCT/mySFA as .pdf files and can be downloaded.

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. If the class appears to not complete the readings, chapter summaries over the readings will be implemented. Part of your professionalism grade depends on your effort in class discussion. Some films will be shown during laboratory time. You are expected to attend those films (they are required) and they will appear on the exam.

Laboratory (Thursday afternoon):

In addition to Tuesday and Thursday class lecture periods, you have also been assigned a laboratory time on Thursday afternoon. All labs will in class making attendance necessary for you to understand and complete the labs. 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 require you to put all of your newly acquired archaeological knowledge into action and interpret and “write up” the findings of excavations at a number of archaeological sites.

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 Turnitin.com by 11:00 a.m. of April 30th and you will also turn a paper copy to Dr. Cecil at the beginning of class. I will not accept papers via email.

No make-up work or exams will be given without a viable excuse **before** the class period that it is due. **I do not accept late work.**

Exam 1	50 points
Exam 2	50 points
Project	100 points
Final Exam	100 points
Laboratory Exercises	150 points
Facial Reconstruction	50 points
Class Attendance	25 points
Professionalism	25 points

Grades are posted on myCourses/WebCT/mySFA so that you can always figure out your grade in the course. Letter grades are as follows: A (100-90%); B (89-80%); C (79-70%); D (69-60%); and F (59% and below).

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. When you come to class, **please turn off your cell phones**. There will be no text messaging during class time. **If you use your cell phone 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 me before you use it (them) to arrange the appropriate course of action. 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.

Students with Disabilities:

The disability services policies can be found at

<http://www2.sfasu.edu/disabilityservices/>. SFASU is committed to providing appropriate and confidential accommodations for students with documented disabilities as outlined by SFASU policy and ADA guidelines. If you have or think you may have a disability, please contact the Office of Disability Services as early as possible in the semester.

Attendance and Excused absences:

http://www.sfasu.edu/policies/class_attendance_excused_abs.asp

One-half of your Class Participation and Professionalism (25 points in total) grades will come from class attendance. Throughout the semester, I will take attendance 25 times and each time you miss class two points will be deducted from that total. Each time you are more than 15 minutes late to class, whether attendance is taken or not, one point will be deducted.

Add/Drop Policy: **http://www.sfasu.edu/policies/add_drop.asp**

Academic Integrity: **http://www.sfasu.edu/policies/academic_integrity.asp**

Cheating and plagiarism on exams and projects will not be tolerated. According to the Stephen F. Austin State University General Bulletin (2007-2008: 52), academic dishonesty is defined as follows: "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) falsifying or inventing 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."

Reading/Class Schedule:

Thursday January 22 and Tuesday January 27

What is archaeology?

Read: Ashmore and Sharer Chapters 1 and 2

Thursday January 29 and Tuesday February 3

How is the archaeological record formed?

Read: Ashmore and Sharer pp. 66-76 **and** Schiffer Chapter 1

Thursday February 5 and Tuesday February 10

Preparations before you dig—Research Design and Sampling

Read: Ashmore and Sharer pp. 76-84

Thursday February 12-Tuesday February 24

So, you want to dig? Survey, Mapping, and Excavation

Read: Ashmore and Sharer Chapter 5

Thursday February 26 and Tuesday March 3

What have you found? Artifacts

Read: Ashmore and Sharer pp. 61-66, Chapter 6

Thursday March 5 and Tuesday March 10

How old are the artifacts and the site? Dating Techniques

Read: Ashmore and Sharer Chapter 7

Thursday March 12

Exam 1

Tuesday March 17 and Thursday March 19

Spring Break No class

Tuesday March 24

Forensic Archaeology

Read: Nawrocki "An Outline of Forensic Archeology"

Thursday March 26

How did it get there? Analogy, Exchange, and Ideology

Read: Ashmore and Sharer Chapter 8

Tuesday March 31-Tuesday April 7

What does it mean? Antiquarianism, Culture History, Processual Archaeological Theory

Read: Ashmore and Sharer Chapters 3 and 9

April 9

No Class—Easter Break

Thursday April 14 and Thursday April 16

What does it mean? Processual and Postprocessual Theory

Read: Ashmore and Sharer Chapters 3 and 9

Tuesday April 21

Now what? Conservation and Destruction

Read: Renfrew pp. 560-572

Thursday April 23

No Class—Society for American Archaeology Meetings

Tuesday April 28

Exam 2

Thursday April 30

Is it legal? Ethics and Legislation

Read: Ashmore and Sharer Chapter 10 and National Historic Preservation Act, NAGPRA, Cultural Properties Laws, Ethics Statement of the SAA and AAA

Project Due on Thursday April 30th at the beginning of class

Tuesday May 5 and Thursday May 7

Is it legal? Ethics and Legislation

Read: National Historic Preservation Act, NAGPRA, Cultural Properties Laws, Ethics Statement of the SAA and AAA

Final Exam Due by Tuesday, May 12, 2009 at 12:30 p.m.

No late papers will be accepted.

Internet Auction Site Project **Due at the beginning of Class on April 30th**

The purpose of this project is for you to explore the online antiquities market. What kinds of artifacts that 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. 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 (<http://www.saa.org/Government/amazon.html>). **Note that “Government” is misspelled in the URL.** Briefly summarize Kintigh’s arguments against the sale of antiquities on internet auction sites.

Step Two

Go to two different internet action sites (such as Ebay.com, Amazon.com, and Christies.com) 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 the United States and the other one from outside of the United States. 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 your paper. When you submit your paper to Turnitin.com do not submit the artifact pages that you got from the internet.

Step Three

Briefly describe each artifact. 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.)

- What was the context 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? 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?
- 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 if they have an 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.

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?

International Artifacts: UNESCO International Laws for Cultural Property

http://portal.unesco.org/en/ev.php-URL_ID=13039&URL_DO=DO_TOPIC&URL_SECTION=201.html

National (U.S.) Artifacts: National Historic Preservation Act

<http://www.achp.gov/NHPA.pdf>

Introduction to Archaeology Laboratory

All laboratory exercises are worth 25 points. The facial reconstruction is worth 50 points.

January 22

Lab: What does this bag of artifacts mean?

January 29

Movie: "Evidence of the Past"

February 5

Lab: Sampling Exercise

February 12

Lab: Mapping UTM coordinates, Transits, and Total Stations

February 19

Lab: Mapping a 1X1 and Pacing

February 26

Lab: Artifact Categories and Classification

March 5

Lab: Radiometric Dating and Dendrochronology

March 12

Film: Experimental Archaeology Roman Bath, Coliseum, or Pyramid

March 26-May 7

Lab: Forensic Facial Reconstruction