

OXFORD COLLEGE  
Spring 2013

**ANTHROPOLOGY 204Q**  
**Introduction to Archaeology**

**Language Hall 101**  
**TuTh 11:50-1:30**  
(ANTH\_OX 200Q-11J OPUS course # 4742)

**Professor: Dr. Aaron Jonas Stutz**  
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**INQUIRY INTO ARCHAEOLOGY**

This course asks the fundamental questions:

- *What is **culture**, and how does archaeology help us to understand our cultural identity?*
- *What is **material culture** and how does it shape our social identities and interactions?*
- *How does **archaeology** investigate and explain very long-term prehistoric changes (over centuries and millennia) in societies?*
- *How does archaeology as a field of inquiry relate to other social and environmental sciences?*

As an inquiry course, you will be introduced to ways of thinking about, identifying, and solving real research problems in archaeology. You will also delve into the broader concern about why archaeology is important to society.

*Anthropology 204: Introduction to Archaeology will facilitate exploration of introductory level archaeological case studies, material culture analysis case studies, and practical exercises studying principles of stratigraphy and archaeological association. Key kinds of evidence will be documentation from archaeological excavations, ethnographic observations of the relationships between human beings and material culture, and simulated archaeological deposits. Methods of communication will focus on expository writing and small group in-class discussions.*

*You will explore the importance of archaeology in bringing new interdisciplinary perspectives to the social and environmental sciences, emphasizing:*

- *the interrelatedness of technology, sociopolitical organization, economics, demography and health, and cultural beliefs and values*
- *long-term human impacts on the environment*
- *a global comparative perspective on major sociopolitical and economic changes usually not addressed by History, including origins of agriculture, the prehistoric origins of sociopolitical inequality, and the origins of early states*

## **REQUIRED TEXTBOOK:**

***Archaeology, 6<sup>th</sup> Edition (2013), by Robert L. Kelly & David Hurst Thomas. Cengage. ISBN-13: 978-1111829995.***

## **REQUIRED E-COURSEPACK:**

**Additional REQUIRED readings are posted as an *e-coursepack* (in the form of a downloadable zipped file) on Blackboard.**

## **REQUIREMENTS:**

**Grades are based on 2 written in-class exams, participation in in-class assignments and peer evaluation activities, take-home reflections and a response paper, and a final reflective essay. The exams will cover material introduced in the readings and in class.**

**The requirements will be weighed for your final course grade in the following way:**

<b>2 in-class exams (sliding scale):</b>	<b>20 or 45 % (respectively)</b>
<b>Peer-Evaluation Exam Exercises:</b>	<b>10%</b>
<b>Inquiry Exercises:</b>	<b>10%</b>
<b>Inquiry Essay I:</b>	<b>5%</b>
<b>Inquiry Essay II:</b>	<b>5%</b>
<b>Attendance &amp; Participation:</b>	<b>5%</b>

**This course will be graded on a +- basis. There is no curve. At the end of the semester, Dr. Stutz will determine the grade-percentage cut-offs. The critical A/A- and A-/B+ cut-offs will be chosen at a whole percentage point level so that an A or A- is required on at least one exam for an overall course grade of A. This is to maintain a standard of excellence in achievement for the highest grade, while allowing for opportunity to improve.**

**The graded exams and the response paper are MANDATORY. A failure to complete any one of these will result in a failing grade for the course.**

**Unless you have a valid excuse that you present to me beforehand, *all exam and due dates must be strictly adhered to*. RARE EXCEPTIONS are granted under the following conditions: you have a valid, documented medical or family *emergency*.**

**If you require special arrangements through Disability Services, or if you otherwise know ahead of time that you have a major schedule conflict, contact me as soon as possible to schedule an alternative exam. Be prepared to provide documentation.**

**ACADEMIC HONESTY:**

**All Oxford students are bound by the [Oxford College Honor Code](#). The two most relevant Honor Code violations are cheating on exams and assignments and plagiarism. The standard penalty for a first cheating or plagiarism violation is an F in the course. However, other violations, such as giving false information to an instructor, may also lead to penalties that are just as serious. The [Oxford College Honor Code](#) outlines the details of possible violations; how suspected violations are reported; the procedures of investigation; your rights and responsibilities if you are accused of a violation by the Honor Council investigators; and the consequences of the full Honor Council finding that you have committed an Honor violation. Moreover, the Honor Code provides a detailed definition of plagiarism.**

**In fewer words: Read the Honor Code, carry out and support honest work by yourself and your classmates, ask the instructor or Honor Council leaders when you are unsure, and do not cheat or plagiarize.**

**RELIGIOUS HOLIDAYS:**

**Of course I have full respect for religious practice and the personal, family, and community obligations that go with it. Please be prepared to share with me if you are going to miss any scheduled class activity due to observance of a religious holiday. And please let me know as soon as possible in the semester if any scheduled exam or other due date conflicts with a religious holiday that you observe. This way, we can make alternative arrangements early!**

**KEY DATES TO REMEMBER:**

<b>1<sup>st</sup> Exam:</b>	<b>THURSDAY Mar 7<sup>th</sup> in class</b>
<b>Inquiry Essay I:</b>	<b>TUESDAY Apr 9<sup>th</sup> @ 9 am (SafeAssign)</b>
<b>2<sup>nd</sup> Exam:</b>	<b>THURSDAY Apr 25<sup>th</sup> in class</b>
<b>Inquiry Essay II:</b>	<b>WEDNESDAY May 8<sup>th</sup> @ 12 pm (SafeAssign)</b>

# SYLLABUS

THIS SYLLABUS IS SUBJECT TO CHANGE AT THE PROFESSOR'S DISCRETION  
ANY CHANGES WILL BE ANNOUNCED IN CLASS AND ON THE BLACKBOARD PAGE

## INTRODUCTION

### What is Archaeology?

**TUESDAY Jan 15**

Kelly & Thomas: Chapters 1 & 2

### Archaeology: What is Real and What is Metaphor?

**THURSDAY Jan 17**

e-coursepack: 1 – Holtorf – Chapter 1  
2 – Holtorf – Chapter 2  
3 – Foucault – Historical *a priori*

### The Archaeology of Knowledge

**TUESDAY Jan 22**

e-coursepack: 4 – Foucault – Archaeology of Ideas

### Ideas, Culture, and Society

**THURSDAY Jan 24**

e-coursepack: 5 – Agamben – What is an Apparatus?

### What is Culture?

**TUESDAY Jan 29**

e-coursepack: 6 – Lavenda & Schultz – Chapter 1  
7 – Lavenda & Schultz – Chapter 2

### What is Material Culture?

**THURSDAY Jan 31**

*INQUIRY EXERCISE: BRING A THING – ANYTHING REALLY - TO THIS CLASS!*

e-coursepack: 8 – Garrow & Shove – The toothbrush and the axe  
9 – Gaitán Ammann – With a Hint of Paris in the Mouth

### Discussion: Culture, Material Culture, Agency, Apparatus, Power, & Archaeology

**TUESDAY Feb 5**

e-coursepack: 10 – Hitchings & Lee – Air Conditioning in Singapore

### PEER-EVALUATED ESSAY EXAM ON CULTURE AND MATERIAL CULTURE

**THURSDAY Feb 7**

*Peer-Evaluated Exam will take place in class*

### PEER-EVALUATION, ESSAY WRITING AND MATERIAL CULTURE DISCUSSION

**TUESDAY Feb 12**

Kelly & Thomas: Chapter 7

*Peer-Evaluation of Essay Exam will take place in class*

## PART II: REALLY, WHAT IS ARCHAEOLOGY?

### Thinking like an archaeologist

#### THURSDAY Feb 14

web reading: [http://www.nytimes.com/2011/09/08/world/europe/08iht-M08C-TURKEY-DIG.html?\\_r=1](http://www.nytimes.com/2011/09/08/world/europe/08iht-M08C-TURKEY-DIG.html?_r=1)

web resource: <http://www.catalhoyuk.com>

Kelly & Thomas: Chapter 3

**MATERIAL CULTURE INQ EXERCISE DUE: TURN IN RESPONSE ON YOUR EXCHANGED THING!**

### Why so much reflection?

#### TUESDAY Feb 19

Kelly & Thomas: Chapters 4 & 5

### More than one Archaeology?

#### THURSDAY Feb 21

Kelly & Thomas: Chapters 9 & 10

**ÇATALHÖYÜK INQ EXERCISE DUE: TURN IN RESPONSE ON ÇATALHÖYÜK DISCOVERIES**

### Engendering Archaeology

#### TUESDAY Feb 26

Kelly & Thomas: Chapters 11 & 12

e-coursepack: 11 - Reeder - The Tomb of Niankhkhnum and Khnuhotep

### Reconstructing Archaeology

#### THURSDAY Feb 28

Kelly & Thomas: Chapter 8

e-coursepack: 12 - Aubry et al. 2008 - Solutrean laurel leafs

13 - Rasmussen & Gronnow - 30 years of experimenting with the past

### REVIEW: What Is Archaeology?

#### TUESDAY Mar 5

**REVIEW FOR EXAM I**

### EXAM I

#### THURSDAY Mar 7

**ESSAY EXAM IN CLASS**

## PART III: THE ARCHAEOLOGICAL METHOD

### Relative Dating: It's Not What You Think

#### TUESDAY Mar 19

**IN-CLASS STRATIGRAPHY INQ EXERCISE**

Kelly & Thomas: Chapter 5

e-coursepack: 14 - Trigger – The beginnings of Scientific Archaeology

### Defining the Archaeological Record

#### THURSDAY Mar 21

Kelly & Thomas: Chapter 6

**STRATIGRAPHY EXERCISE DUE: TURN IN RESPONSE ON THE STRATIGRAPHY ASSIGNMENT!**

### Digging Deeper

#### TUESDAY Mar 26

Kelly & Thomas: Chapter 13

**INQ EXERCISE: SURVEY OF TOILETS AT OXFORD COLLEGE**

## **Archaeology and Recent Material Traces of Culture**

### **THURSDAY Mar 28**

Kelly & Thomas: Chapter 14  
e-coursepack: 15 – Gamble – Chapter 4  
16 – Bowser – Ceramic Style and Social Agency  
17 – Gosselain – In Pots We Trust

## **Archaeology, Embodiment, and Materiality**

### **TUESDAY Apr 2**

e-coursepack: 18 – Gamble – Chapter 5  
19 – Rubin – Archaeology and the study of gay leathermen

## **PEER EVALUATED ESSAY EXAM ON ARCHAEOLOGICAL INQUIRY**

### **THURSDAY Apr 4**

## **PEER-EVALUATION OF ESSAY EXAM ON ARCHAEOLOGICAL INQUIRY**

### **TUESDAY Apr 9**

e-coursepack: 20 – Binford – Archaeology as Anthropology  
***INQUIRY ESSAY I DUE - SAFEASSIGN***

## **PART IV: CHIEFDOMS OF SOUTHEASTERN NORTH AMERICA**

## **Rediscovering the Regional Past**

### **THURSDAY Apr 11**

e-coursepack: 21 – Hudson – Social Context of Ichisi  
22 – Hally – An Overview of Lamar Culture  
***IN-CLASS INQ EXERCISE – UNDERSTANDING LAMAR POTSDERDS***

## **What Are Chiefdoms?**

### **TUESDAY Apr 16**

e-coursepack: 23 – Earle – The Nature of Political Power  
24 – Earle – The Long-Term Development of Three Chiefdoms

## **People, Politics, and Maize: Back to Southeastern Chiefdoms**

### **THURSDAY Apr 18**

e-coursepack: 25 – Riley – Mississippian Agronomic Practices  
26 – Wesson – Southeastern Chiefdoms and Storage

## **Maize, Mounds, and Gorgets: Putting It All Together**

### **TUESDAY Apr 23**

e-coursepack: 27 – Cobb – Mississippian Chiefdoms  
***IN-CLASS REVIEW – REVIEW FOR EXAM II***

## **EXAM II**

### **THURSDAY Apr 25**

***ESSAY EXAM IN CLASS***

## **INQUIRY ESSAY II Due**

***WEDNESDAY May 8 on SafeAssign – by 12 noon***

***Final reflective inquiry essay on: WHAT IS ARCHAEOLOGY AND WHO OWNS THE PAST?***

Kelly & Thomas: Chapters 15 & 16  
e-coursepack: 28 – SAA Code of Ethics