

Final Portfolio

Major Deliverable 6

Kelly Bresanello
Kelly_Bresanello@csumb.edu

SBS 224s: Map to Museum

Professor Ruben Mendoza

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1.0.0 Reader Responses

Kelly Bresanello
SBS 224s: Map to Museum
September 2, 2004

Reader Response 1 **Feder, Introduction and Unit 1**

Abstract: For the introduction and unit 1, the author, Kenneth L. Feder, shows the reader a small slice of what it is to be an archaeologist. He writes about what archaeology is, where it began, how you become an archaeologist, and what types of individuals become archaeologists. Feder also goes briefly into garbology and what the term “culture” means.

Summary: In the introduction, Feder discusses the old oak tree that resides in his yard. Through dendrochronology, or the study of tree rings, one can find the age of the tree. This studying the life of the tree by examining the ancient remains, which is much like archaeology, which studies the ancient remains of humans.

With trees and animals, physical remains are all that are left behind. Although humans also leave their physical remains, such as bones, we also leave behind artifacts, or material culture.

Feder then discusses the bristlecone pine, the oldest living tree in existence. With this comparison to human existence, he puts it to perspective just how short a time we have been on the earth. Humans are not quite 1.5% of the life of a bristlecone pine.

In unit 1, the common misconceptions of archaeology are shown. Before reading this chapter, I have often thought that archaeology had included the study of dinosaur bones. I also thought that it was just the study of the past, not one species in particular. In reality, paleontology is the study of the ancient fossils and bones and are usually the

ones searching for the remains of dinosaurs. I also realize that it is the study of ancient people and culture.

Another misconception that I had was that archaeologists only dig in other countries where one would think the history would be more extensive than the United States. I was surprised to learn that many dig here to find interesting remains.

Culture is a large part of this field. As I look at it, I see a system of adaptation that occurred over the years. It allowed us to live, as well as form lives and our history. Through our minds, we have invented ways to survive many different environments. A good comparison that the book had is polar bears and the Inuit people of the Arctic. Polar bears are born with the means to survive the harsh snow and coldness. The Inuit however, have adapted to their surrounds by creating building contraptions, such as igloos and snowshoes that allow them to live in the harsh weather conditions.

It is hard to say how archaeology was started. However, it is sure that through the remains of past civilizations, such as buildings and shards of pottery, others can see how ancient humans lived. A lot of the items found originally were stone tools, showing that humans had begun to figure out ways to create items in order to survive.

One of the most interesting items in this chapter was that of garbology. It is strange to find that someone so obsessed with a singer would go through his trash in order to learn more about him. However, I believe that it would be an interesting way to learn about a person, but also be a form of archaeology, considering that most of the ancient items studied may at one time have been trash.

I enjoyed also reading about the different types of degrees and schooling one must have to be considered an archaeologist. I also enjoyed the laws that one must follow in

order to dig on specific sites. I always thought there must be some kind of laws, but I was never sure of which ones.

The question of “who owns the past?” is a hard one to answer. I think that each person does, considering that it is all part of our past culture and history. This might be a question that will never be answered.

Finally, I was excited to read that a lot of women are in the field. Before reading this, I was one of the naïve individuals drawn in to the Hollywood movie thinking that most archaeologists are white men. I was also interested to read about the fact that different ethnic groups are large part of the archaeology field.

References Cited

Feder, Kenneth L. *Linking to the Past: A Brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
September 9, 2004

Reader Response 2 **Feder, Unit 2 and Unit 3**

Abstract: In unit 2, Feder describes the sites at which archaeologist work. He explains the laws one must follow when artifacts or human remains are found. In Unit 3, Feder explains the different materials that may be found at sites. He also tells how the sites may have become formed over time, by such things as natural disasters and or being covered by soil. Other questions brought up in the Unit are how old something has to be in order to be considered archaeological and how deep one must dig at times to discover sites.

Summary: In Unit 2, you read that the research conducted by archaeologist is done to answer questions and test hypothesis. Defining sites and digging are what make up a lot

of this research. Yet, much of the research is compliance archaeology, meaning that there are laws about the site. Many archaeologists do not choose a site based on their work, instead, many are contracted by the U.S. government.

There are laws pertaining to private property and public land. With the use of private property, the archaeologist must get permission. If bones are found, the police must first be contacted; if the bones are not those of a missing body or a murder victim. If not, the archaeologist comes in. Another fact that interested me was the Native American Graves Protection and Repatriation Act. I feel that this is a great law considering a lot of the bones found on American soil belong to Native American. On Public Land however, there is an Archaeology Resources Protection Act of 1979 that tells how and who is able to dig on federal land.

In Unit 3, Feder describes the different materials that can be found at a site, which is a place where people lived or worked. Some of these items are artifacts (things that people made or used), ecofacts (such items as wood that were used, but not modified), and features (a lot of material, such as a structure).

There are many ways these materials are formed at a site: (1) loss, (2) discard, (3) caching, and (4) abandonment. A cache, which is the only formation process that I did not recognize, is items that were stored or hid away. One of the most interesting things I read was that a primary refuse is when trash falls and stays. A secondary refuse is trash that is placed in a trash pit.

Some archaeological sites can be seen just by walking around. There are some obtrusive items that can be seen just by walking around. Now, some of these sites can be small foundations of buildings, or such big items as the Great Wall.

With most sites, one can tell when time has passed and when digging is needed. A lot of sites that were once covered can become visible by earthquakes and tides, as well as other natural disasters. Items that can cover the sites could be rivers, leaves, soil, gravel, sand, and silt (which are lacustrine deposits). Natural disasters such as wind, mudslides, volcanoes, and gravity can also cover archaeological sites.

One of the last things covered in this Unit is how old an item must be in order to be considered archaeological. With the Archaeological Resources Act of 1979, there must be a minimum of 100 years for an item to be ancient. However, with the National Register of Historic places, the minimum requirement is 50 years.

References Cited

Feder, Kenneth L. 2004. *Linking to the Past: A brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
September 16, 2004

Reader Response 3 **Feder, Unit 4**

Abstract: In Unit 4, Feder discusses the way that archaeologist find sites. He describes how sites are found by a “sampling strategy” which determines where to dig sites as well as how densely to distribute them. Feder also talks about the non-invasive ways archaeologist search for sites. In the last section of the Unit, what occurs in the archaeology laboratory is also talked about.

Summary: When archaeologists survey what land they should dig a site at, they look for settlement patterns, or where the land has been used. Landscape signatures, such as cities, towns, graves, etc., are also researched. Ancient individuals were clever in choosing places to live, so such factors as water, food, and material locations give clues to archaeologists.

One of the main forms of archaeology is using a “sampling strategy.” This is used to perhaps find land or time period. The sample should be random and representative. In other words, it should represent the population as a whole from random sites.

Also in this Unit, Feder discusses non-invasive archaeology. First, there is remote sensing, which probes the surface for artifacts. Another is the electrical resistivity survey that sends electricity between two probes. There is also ground-penetrating radar, which determines the distance and shape of an object, and proton magnetometry, which uses the Earth's magnetic field.

Another non-invasive method that I learned in class was taking aerial photos of the sites. I was wondering why this was not mentioned in the book. Even though we have these advances in archaeology, Feder still feels that digging is still the most effective form of archaeology.

Once a test pit is formed, a transect may be created. It is a straight line in which test pits are put against. Some test pits may be found together, other far distances apart. In order to find the precise locations, environmental variables are looked at, such as slope, distance to water, and soil types. In order to find these variables, the Global Positioning System pinpoints a location of a site giving latitude, longitude, and elevation.

In the last section of this Unit, Feder discusses what occurs once items are discovered and brought in to the lab. Here, they need to be logged in and inventoried. Then, each one receives an accession or inventory designation. This allows the item to be kept track of.

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Feder, Kenneth L. 2004. *Linking to the Past: A Brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
September 23, 2004

Reader Response 4 **Feder, Unit 5**

Abstract: In Unit 5, Feder discusses the research goals that archaeologist have. Their main goal is to learn about ancient cultures. They also hope to research human society and shine a light on cultures of the past. How research is funded and why it is funded is also talked about. In the last section of this Unit, the dangerous aspects of archaeology are explained.

Summary: The research goals of archaeologist are often an unanswered question. The largest goal is to gain knowledge about ancient people. They hope to research culture history, or the story of what happened and when in different regions.

One of the ways that an archaeologist research ancient culture without just artifacts is ethnographic research. Here, archaeologist observe live people and describe

life way and nature of adaptation. Through people, they try and tell the nature of human behavioral change and stability.

When it comes to funding archaeology, in older times, benefactors funded it. Many of these men were in it for the personal gain and only wanted famous places, such as King Tut's tomb, researched. Many times, this left the ancient homes of farmers and peasants to be ignored. Another problem was that fact that many of their assemblages (objects of a site) were spread around or housed in private collections.

Today, financial support is from universities, museums, private institutes, and governments. When having the government funding, the National Environmental Protection Act is usually applied. This act causes an impact of archaeological resources must by assessed when things such as new highways are being built.

The questions that all archaeologist want answered are: where, when, what, who, how, and why? Many of these are questions asked in other fields.

In the last section of the Unit, the dangers to health and safety when in the archaeological field are explained. Bug bites and stings are some of the most dangerous. Many field workers may contract Lyme disease at some time from working in the woods. Molds, spores, and fungi can carry viral infections. Animals also hold a threat. Finally, when digging test sites, walls may collapse on a person. Yet, if there is an awareness of these dangers, the threat to an individual can be minimized.

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Feder, Kenneth L. 2004. *Linking to the Past: A Brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
October 7, 2004

Reader Response 5
Feder, Unit 6 and Unit 7

Abstract: In Unit 6, Feder discusses the ways that archaeologist can tell how old sites are. They use both relative and absolute dating. He talks about each procedure, and the way they become connected with stratigraphy and dendrochronology. In Unit 7, he discusses how archaeological sites are found and also how the sites are named. Lastly, he talks about how the size of a site is determined and who is able to dig at these sites.

Summary: In Unit 6, Feder discusses the ways that sites can be dated. The first procedure is relative dating. With this, items are placed in chronological order without a specific age. This method often uses stratigraphy to determine how deeply items are buried. When looking at items in different strata's (soil layers), they can be related to one another in order to determine an age range. However, the deeper something is buried, it is not necessarily older. Soil movement and animals can change the position of artifacts.

There is also a law of superposition, which says that a relative position of an object in a sequence of layers determines its age. Serration is another technique of relative dating, which uses a reference to artifact style. This is a common pattern of technology or stylistic change. An example is the cans and the different techniques used over the years to open them.

The other method of dating is chronometric dating (measurement of time). This method, using radiocarbon dating, often gives an absolute age. Radiocarbon, or C14, is the decay of carbon in an item that was once alive. It is measured in half-life, which is the time it takes for carbon to change in to a stable substance. A method that often uses radiocarbon dating is dendrochronology, or the dating of tree rings, which often gives reliable dates.

In Unit 7, the way a location of a site can be accurately predicted is discussed. First, there is a site survey, which searched for locations where material can be found. Archaeologist also uses the settlement patterns, which is how the human group develops its practice of land use. The pattern they choose often depends on the focus of group (if they are going to be farmers, hunters, etc.). Some groups are sedentary (living in one place all year) or nomadic (moving place to place on a regular schedule)/

The landscape signature is how the settlement pattern reflects the use of landscape. A geographical Information System (GIS) is used to find variables at given places on a grided region map. These systems allow archaeologist to examine data.

When naming a site, different methods are used. If the site is located on private land, the site is normally named after the landowner. Local landmarks, historical error names, and the reflection appearance of areas are also ways to name sites.

Once a site is names, it can also be located using the National Archaeological System. Each state has a numerical system by alphabet, and 2 letters for counties. An example is 6LF21, which is the 21st site in Connecticut.

Lastly, most people who dig are often undergrads who are enrolled in field schools assisting archaeologist.

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Feder, Kenneth L. 2004. *Linking to the Past: A Brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
October 14, 2004

Reader Response 6
Feder, Unit 8

Abstract: In this unit, Feder discusses the reasons archaeologist want to know about ancient environments and how they go about determining them. The most frequently used method is a pollen profile. Feder also describes the ways that archaeologist excavates sites, and the facts that archaeological research is very much like detective work. He ends the unit by talking about the different methods used to keep track of items found at sites.

Summary: By knowing the environment of the past, archaeologist can tell how ancient people adapted to what conditions and what items were used in everyday life. Pollen grains are useful for paleoenvironmental reconstruction, which tells how the environment was. Pollen can survive for long amounts of time, and provides a detailed plant community of the past. Palynologists are the scientists who study morphology of pollen. The pollen grains allow for climate evaluation, and can be recognized from a large array of plant seeds.

A pollen profile shows the percent of recovered pollen grains that are calculated for a succession of time periods. Margaret Davis, a Palynologist, compares pollen percents from ancient strata to percentages of pollen in the area today. This shows the amount of pollen in different time periods.

Another item discussed in this unit was the fact that archaeology is like detective work. Each profession searches for physical evidence to reconstruct life. Another feature many do not think about is the fact that both do not touch items in order to preserve them. Which bits of evidence are found together, or spatial associations, are

also looked at. This thinking goes back in to the section about how archaeologists excavate sites –very carefully.

When excavating sites, the site needs to be mapped in order to analyze and keep data. Many of the items are measured within the site. A provenience is the exact location of an artifact, ecofact or feature within a site. Archaeologist measure by a datum, or a common fixed point. All measurements are relative to the southwest corner and measured from the datum.

In the last section, the different ways to get a detailed and accurate map of a site are discussed. Stratigraphy is used for the depth of items. High tech ways of accomplishing depth are a stadia rod, which is placed on a plane table. Another method is a total station, which uses a laser transmits and is able to map depths.

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Feder, Kenneth L. 2004. *Linking to the Past: A brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
October 21, 2004

Reader Response 7 **Feder, Unit 9**

Abstract: In Unit 9, Feder discusses the way archaeological sites are identified in to Excavation Units. These units allow for easier research of items. The reason as to why

archaeologists save all of the tiny scraps of items is also discussed. In the last section of the unit, the tools that are used to excavate sites are shown.

Summary: When excavating a site, Excavation Units are often used in order to make the process easier. There are spatial entities, or easily called “squares.” The units allow easier excavation in manageable plots. Most are shown on a grid with right angles, so that mapping is easier. In addition to the right angles, all parts on the site are in proportion to a datum, or the center.

A method often used with these units is the Universal Transverse Mercator (UTM). This is a military grid system based on metric, which allows latitude and longitude. The datum on the site may also be found with a GPS system. All artifacts found are labeled by a specific order according to the unit in order to keep order and easier examination.

Many of the small items found at a site are often wanted, even if it was trash. These artifacts can sometimes tell the diet of ancient civilizations. Many newer students of the trade tend to keep too many items, when some throw away little scrap that can sometimes turn out to be the most important.

In the last section of Unit 9, the tools that archaeologist used are discussed. Every good archaeologist needs a Mason’s trowel, which is a pointed steel blade with a diamond shape. There are other trowels, such as a Marshalltown’s, which lasts forever and work great. These tools like the ones masons would use in order to lay brick.

Other items, which are often used, are whiskbrooms, dental picks, tweezers (the bio lap kind, not the generic one found at a supermarket), and brushes for soft materials. All items are used at different times.

References Cited

Feder, Kenneth L. 2004. *Linking to the Past: A brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
October 28, 2004

Reader Response 8
Feder, Unit 10

Abstract: In Unit 10, Feder discusses the importance of stone tools in the world of archaeology. He talks about the material used, the ways ancient people made the tools and how archaeologists today discover the methods and functions of the stone tools. Feder also discusses the method of determining what the function of a site is, as well as the reasons why excavation is painstaking and slow.

Summary: Stone tools were an important part of ancient cultures. The best rock types were vitreous, or glass-like. These types exhibit a conchoidal fracture that allows force to flow like ripples in a pond, and allows the knapper (creator of stone tools) to control the size and shape of a tool. The methods used to get flakes of consistent shape and size are: (1) have less than a ninety degree angle between you and the striking platform, (2) constant amount of force, (3) same distance away from platform and the surface being removed, and (4) apply force at consistent angle (also known as the angle of applied force).

The stone most often used for stone tools is obsidian, which is a form of glass formed by volcanoes, black in color. Other types of rock that work have

cryptocrystalline features; this means small crystals in rock types, which allow control over the force. Most stones have unique chemical signatures, which distinguish them from other sources. One way to determine the range of substances within a rock is neutron activation analysis. This often tells the chemical profiles, which can determine the geographic source of the rock.

Archaeologists often try to figure out how ancient people made their tools. One method is to use back engineering, which looks at the finished product and tries to work backwards with any flakes and marks to determine how it was made. There is percussion flaking, which is done with a hammerstone that breaks off flakes from the core of the stone. Pressure flaking puts the sharp edge on the blade with a direct application of pressure. Another method used is ethnography and ethnohistory, which look at not so distant past cultures that use stone tools in daily life. Archaeologists also use experimental archaeology, or a trial and error approach to making tools.

When excavating such items, archaeology is often a painstaking and slow job. The reason for this is the fact that the items are delicate and fragile; the context of the soil over time changes the structure of items. Another reason is many of the items excavated are small and take time to collect. Also, because archaeologists are destroying a site, they only get one shot, so they tend to be careful.

To determine the functions of stone tools, it is sometimes necessary to use direct evidence, due to the fact that identification is sometimes hard. Many times, the wear and tear on an item is looked at. Striations (scratches which come from use on tough items), polish (smoothing at surface), and scalar scars (fish scale like flakes) are often looked for.

Wear patterns form on every tool. One archaeologist, Lawrence Keely, made his own stone tool and used them on various materials to determine what marks were left when the tools were used on particular materials. He found that after asking a colleague to use the tools as well, they were used for the same materials 85% of the time, thus showing how tools were once used.

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Feder, Kenneth L. 2004. *Linking to the Past: A brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
November 4, 2004

Reader Response 9 **Feder, Unit 11**

Abstract: In Unit 11, the importance of knowing the diets of ancient peoples is discussed. Remains of items such as bones, shells, cobs, and rinds can tell what people ate. Tools used, and plants found around the area can also tell an archaeologist what ancient people ate. Another important aspect is the animal species found, and what purpose they had. Skeletal chemistry and use of seasons is also able to determine an ancient peoples diet.

Summary: When archaeologist are searching for what ancient people ate, they often look to remains of bones (with cuts), shells, cobs, stalks, and rinds, which tell what food was often used. Many of these items are discarded in a kitchen midden, or a trash pit, which can be found around sites.

One way to find these items is using a method called flotation; here, pieces of material have different gravity than water, enabling separation of material from surrounding soil matrix. The water is oxygenated with the material in it, which creates easier separation. Another method is comparative collections, which is a large assortment of bones, shells, seeds, and nuts found in the area. These items allow for easier identification of smaller items found at a site that are sometimes undeterminable.

Another source of food analysis is plants. Some create phytoliths, which is an inorganic mineral particle that often preserves quite well and allows for analysis of plants eaten. Faunal analysis, which determines the minimum number of animals present in a deposit, gives a relative measure of an animal species used by an ancient group.

Tools also play an important part in determining a diet. The type of wear on the tool tells about the food that it was used on. An example is a semi-lunar knife, which was used for gutting fish, showed large amounts of polish and tiny striations from use. The material, which allows closest analysis of a diet, if you are able to find it, is paleofeces, or coprolites, the remains of prehistoric feces.

Animal species played a large part in the lives of ancient groups. What animals were present, and the way a group hunted them told the ways of life of ancient cultures. It also showed how human behavior began to shape with the first domestic animals. Often, the non-aggressive, smaller sizes of the species were selected, and often breed, passing down those qualities.

Stone tools also play a large part in diet analysis. Sometimes, droplets of blood can be found on the blades, allowing for identification of animal species. One method is Crossover immunoelectrophoresis (CIEP), a procedure where residue is recovered and

divided into samples that are exposed to antiserum of different species. Another method is high performance liquid chromatography (HPLC), which uses dry residue from insides of vessels. Residue of plants can also be found on stone tools, allowing for species identification.

Skeletal chemistry is very helpful with diet analysis. With this, the isotopes (stable) of a ratio of carbon to nitrogen are determined for herbivores and carnivores. This is able to be calculated from the bones and tells whether groups depended on meat or plants as the main source of their diet. Seasons can also be determined by looking at what nuts were gathered in the fall, and when animals were born and when hunted, telling what seasons the site was occupied.

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Feder, Kenneth L. 2004. *Linking to the Past: A Brief Introduction to Archaeology*. New York: Oxford University Press.

Kelly Bresanello
SBS 224s: Map to Museum
November 11, 2004

Reader Response 10 **Feder, Unit 12**

Abstract: Unit 12 discussed the ways archaeologists figure out the social relationships of past people. They do this by looking at the different artifacts left behind, which encode traditions within groups. Archaeologists also figure out the roles of males and females by looking at artifacts, which sometimes contain fingerprints showing what sex created the object. The social statuses as well as religious practices are also researched.

Summary: As children, all humans beings become enculturated; we become practitioners of a particular culture and members of a cultural group. Each day we are taught how to be a member, and in turn, teach that to our children. We pass down traditions, which can sometimes become encoded in objects (tools, utensils, etc.), which is conveyed to an archaeologist.

Spear points for example must have had laws, or guidelines as to how they were to be made in each group. Certain time periods have points that look similar. The reason for this is tradition. These similarities, or differences, can be attributed to patrilocality or matrilocality. Patrilocality is a post marital residence pattern where men stay in the birth village and women move in with them. Matrilocality is the opposite when women stay in the birth village and men move in with them.

When archaeologists look at men and women in these cultures, they try to determine the roles they had. Most times, pictures show men as the hunters and gatherers, and the main members of the tribe. Women are often shown sewing or making pottery (which can be determined from smaller fingerprints in the pottery).

With archaeologist in recent times, it is often men researching weapons, while women study pottery. Is this because each sex identifies, and perhaps feels a bond with the men and women who made the objects they are studying, or is it because men think men made the weapons and women think women made the pottery? In the end, ancient societies perhaps required help from everyone.

When looking at the social status of individuals in groups, most think it was an egalitarian society in which all age and sex have the same wealth, authority, and standing. However, this does not necessarily mean everyone was “equal.” Societies could also be

complex, where there were higher levels of authority for certain individuals, who would control peoples labor. Most complex societies become stratified, where there is a smaller upper level (royalty), a medium level (noble class), and a small level (peasants).

Religion is from recognizing the insecure nature of our fates. Religion in ancient cultures is apparent from etching on rocks, and paintings. Many believe articles left behind with burials are placed to use in the afterlife. Others believe these items were a way to show grieving.

When trying to reconstruct the lives of ancient people, archaeologists turn to ethnographic analogy, which is using descriptions of living groups (or recent) to illuminate lives of ancient people. This uses the direct historical approach, which brings a closer connection sought through actual biological and cultural descendants. Some drawbacks to ethnoarchaeology are the fact that there isn't enough information and no focus on material culture. However, it does provide an attempt to bridge the gap between archaeologist and the people they study.

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Kelly Bresanello'
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Reader Response 12
Feder, Unit 14 and Unit 15

Abstract: Throughout the book, the site of Wood Lily has been discussed. In Unit 14 and Unit 15, the environment, as well as the tools used at the site is discussed in a final wrap up. The excavation site of Wood Lily is a perfect example of what archaeologist search for to describe ancient life.

Summary: In Unit 14, the environment of Wood Lily is described. Pollen analysis shows that many of the trees are relatively the same now as they were in ancient times. Some trees that no longer exist in this area are oak and hickory; these were shown from carbonized fragments of wood that were analyzed. Weather is also relatively the same for the most part. Archaeologists assume that the New England summer and winters, which are apparent, now existed in ancient times.

Animals in Wood Lily are the same as ancient times, except for the opossum, which is a relatively new species to the area. The animals found were deer, skunks, foxes, squirrels, rabbits, and bears. Archaeologist found bones of deer at the site, showing it was used as food and material for pressure flaking. Fish were also assumed to be used as a food source.

Large amounts of debitage were found around the Wood Lily site. In all, 5,400 waste flakes in 19 2x2 meter units were found. Stone tools were an important part of ancient life. Only one hammerstone was discovered, yet, this is not surprising because

many individuals most likely took their tools with them when they moved for the last time.

Also found at the site was a large number of preforms. These are partially made blanks that can be formed into any tools needed at the time. The tool kits found could have hunted and killed animals, butchered them, removed the hides, and help form leather cloth or clothing.

Morphology, or what something looks like, can define the projectile points, drills, knives, scrapers, and piercing tools found at the site. For example, knives have striations on both faces and spear points have little opportunity for damage, so there tends to be no working trends. Many of the stone found at the site was probably traded for. In all, 52.3% was local quartz and 46.3% was flint from the New York state area.

In the end, the items found at the Wood Lily site describe a life of ancient people who once flourished in the area studied by archaeologists today.

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2.0.0 Lab Deliverables

Lab Deliverable 1

Virtual Archaeology on the Internet

1. Flintknapping.com
<http://www.flintknapping.com/>
2. Archaeology World's Stone Artifacts
<http://arts.anu.edu.au/arcworld/resources/stone.htm>
3. Stone Tool Making
<http://www.units.muohio.edu/dragonfly/tools/lithics.shtml>
4. Knappers Anonymous
<http://www.geocities.com/knappersanonymous/index.html>
5. Principals of Lithic Technology
http://id-archserve.ucsb.edu/Anth3/Courseware/LithicTech/1_Contents.html
6. Projectile Sites of Minnesota
<http://www.tcinternet.net/users/cbailey/lithic1.html>
7. Basics of Stone Tool Manufacture
<http://homepages.wmich.edu/~zagarell/rocky.htm>
8. Lithics Net
<http://members.aol.com/artgumbus/lithinfo.html>
9. Flintknapping
<http://www.uiowa.edu/~osa/learn/ancient/flint.htm>
10. Stone Age Reference Collection
<http://www.hf.uio.no/iakk/roger/lithic/sarc.html>

Kelly Bresanello

Lab Deliverable 2

Archaeology and the Scientific Method

Turned in Lab Deliverable 2 in the lab portion of class. The one turned in was on faunal analysis.

Lab Deliverable 3

Record Keeping

Turned in Lab Deliverable 3 in the lab portion of class. The worksheet was on ceramic pieces in which we analyzed the material and markings.

Lab Deliverable 4

Map Sampling, Surveys, and Settlement Patterns

1. What logic or organizational strategy did your group devise in order to maximize the effectiveness of your sampling strategy at Xochicalco?

Our strategy was based upon the positioning of rivers and valleys for places of settlement.

2. Do you feel that every member of your group contributed to the larger goal of maximizing the effectiveness of your sampling strategy?

Yes, everyone participated equally in the reasoning for choosing various possible sites.

3. If provided with \$50,000, and only two weeks to conduct a survey based on your sampling strategy, what would you do to maximize the likelihood that your archaeological investigation would produce a representative sample of the Epiclassic period (AD 600-900) remains of the site of Xochicalco?

We would use the Non-Random unit selection to maximize our likelihood to produce a

representative sample of the Epiclassic period in such a short period of time.

4. Irrespective the results obtained in this one instance, which of the sampling strategies noted do you believe provides the best prospects for obtaining a representative sample of the contents of an archaeological site and or region?

From our observations, we discovered that in the Classic, Epi-Classic, and Post-Classic eras, the random transect was the most effective in finding residential and ceremonial sites. In the Epi-Classic, the non-random units were equally effective to the transect line method. In both the Classic and Post-Classic eras, the transect method was the dominant form of finding sites. In the Post-Classic, the non-random is almost half that of the transect method, being the second most effective. In all cases, the Random and Stratified Sampling methods were the least effective in comparison to Non-Random and Transect.

Lab Deliverable 5

Archaeological Context and Stratigraphy

Lab Deliverable 5 was turned in during class.

Lab Deliverable 6

American Cities of the 21st Century

Our team selected the city of Las Vegas, Nevada for this project.

Within a thousand years what we anticipate finding is that mostly commercial and ceremonial centers such as churches and government building would be intact due to the durability of the materials used in their construction such as marble, etc. Residential,

domestic and industrial structures would be left to their foundations.

The overall climate is desertic and arid through most of the year. There also are occasional flash floods due to strong rains. Without people to maintain the drainage system this would start decaying and eventually it would break down.

Our sample strategy would be to use transect survey.

5. Our method of excavating will be stratified sampling. We think that that will deliver the best results because the structures that are most intact would yield the most results about what went on in Vegas

6. It would be very confusing because all of the structures are themed differently but you would be able to understand that the site may have been for entertainment because of all of the theaters and swimming pools and rooms. We would also find protected currency in vaults and other places, which is another clue to entertainment.

7. We would assume it is a vacation or recreational spot due to the excessive amounts of currency and venues for entertainment. It is possible however that the big theaters could be lecture halls community meeting rooms or governmental forums even court rooms.

Lab Deliverable 7 and Lab Deliverable 8

Cultural Resources Assessment

Part I: Themes from the Codices

1. What is the primary social, religious, or other cultural theme represented by the individual manuscript or manuscripts that you had the opportunity to study this day?

There is a reoccurring theme of sacrifice, as well as organization by the calendar represented on each manuscript. There are feelings of mankind's fall from grace, as well as remorse towards failures.

2. Does the manuscript present only one primary narrative or discourse or are their several sub-themes represented?

There are several themes represented, such as sacrifice, sorrow, creation, death, and happiness. The manuscript is almost like an almanac for priest to determine the life of an individual once they are born.

3. What literary details or symbolic devices or graphic content presented in the codices provide evidence of (a) the primary theme, and (b) sub-themes?

(a) The primary theme is human emotions and the trials one goes through everyday of life. (b) The sub themes are such items as friendships being broken because of greed, individuals falling from grace due to alcoholism, sacrifice, relationships, sorrow, death, and happiness.

4. How much of the content can you identify from close visual inspection alone?

You can identify a lot from simply looking at the manuscripts. Some are harder than others, and jumbled conveying too much happening at once. However, you can look at some and identify the events occurring. From just looking at it, we saw animals (such as rabbits and jaguars), plants, trees, and an item that looked like an eclipse. We figured the animals in boxes along each page represented a calendar. We saw bloody daggers, and snakes eating people, which looked like a sacrifice. There were also boxes that looked as though they contained earth, and Gods perhaps, determined from the way they were dressed.

5. Do you feel that without further background in the study of the codices or cultures in question that you would be prepared to identify at least one dozen individual items of content from the world of animals, plants, people, and things portrayed?

No, we would not be prepared; we would need more information.

6. Given the contexts within which particular images – such as felines or specific plants – are repeated, please attempt to interpret or provide an explanation for what such individual images may represent based on contextual representations alone. Can you identify the context specific symbolism of at least three animals, plants, people or things?

Each item represents its own context. Some examples are the Jaguar God, which represents the Animal Kingdom and the caves. The Turkey God who is a manifestation of the deceit God, and can represent witchcraft. There is often the plant of Pulque, which makes a alcoholic drink and is often shown in a sacrificial way. On one manuscript (66), it shows a wounded tree which is broken, representing a broken friendship, where one friend is blindfolded showing his greed. There is also talk about the cosmos within their culture. Also, to determine the destiny of an individual, an eclipse is found throughout the manuscripts to determine what happens to one born on particular days.

Part II: Themes from Aztec Poetry**1. What are the primary themes represented in at least five of the thirteen poems provided by way of the handouts or texts distributed this day?**

The primary themes are religion, death, creation, rules of life, and a strong sense of ancestry.

2. What do you believe was the Aztec view of life and fate given the analysis of at least three narratives or poems?

The view of life was one that there are certain rules one must follow throughout life. These rules were a predetermined destiny before one is born.

3. What do you believe any one or more of those poems presented have to say about the Aztec as a people and as a culture?

The Aztecs as a people and a culture were a very lawful one. They had large amounts of pride for their culture, but under oppression. They were very religious and dedicated to their Lords.

4. Given your interpretations, how might you use selected examples of American material culture or poetry or related literary forms to interpret the American people and their respective culture?

Examples we would choose would be video games, music, People magazine, fast food wrappers, action movies, credit cards, the internet, CDs, other trendy magazines, and reality television.

5. If you were to select three items of material culture, and any three literary works in order to represent American society, which three examples of material culture, and which three literary works would you choose?

Material Culture: Credit cards, fast food wrappers, CDs

Literary Works: People magazine, The Da Vinci Code, Wired magazine

Lab Deliverable 9**Flintknapping and Stone Tools**

Lab Deliverable 9 was done in the lab portion of class. Below are my notes from the lab:

- Granular less dense (hammerstone)
- Find an angle less than 90 degrees
- Strike at less than 90 degrees angle and scrape (makes the edge stronger, backbone)
- Avoid fracture pattern, effects core rock

Art hammer percussion (breaking away flakes to form core rock)

Lab Deliverable 10

Identifying Stone Tool Types

Part 1: Interpreting Functional Attributes

1. Please record the bag or catalog number for each specimen used by your group here along with the names of all members of your group. Along with each catalog number please provide the following info:

1.15- we believe this is a projectile point, which was created around 1,000 A.D. We were unable to identify the material

#3.09- we believe this is a knife, due to the edge wear on the item. The material is sandstone and the date it was created was between 2,000 B.C. to 1,000 A.D.

#4.37- this item is debitage from a larger point, the material is obsidian and it was created about 5 years ago.

#4.6- this item is a spear; the material is believed to be petrified wood and was created 1,000 BC to 2000 AD.

#4.16- this item was used as a knife, and may even be a hand axe. We believe the material to be agate, and were created 500-11,000 years ago.

3. Proceed to discuss among yourselves the possible interpretation of how specific stone tool types may have been used, and why you believe certain functions might be most characteristic of particular types.

With looking at the tools, we believe a few of them were used for cutting, due to the edges being worn. Many of the knives and projectiles have bi-facial flaking.

4. Having established interpretations of the functions of particular tools, please

assign a label or type name for the tool (e.g., projectile point, scraper, knife, blade, hand axe, etc.).

See Above

5. Be prepared to defend your interpretations as a group based on those specific details or attributes of the artifact that you believe serve as diagnostic attributes or signatures of prior use function.

We can defend our findings, by looking at the flaking points, which make it seem as though they are used as a knife. Also, the shape of the projectile point creates the use of it for hunting.

Part 2: Establishing a Typology via Serration

2. Having perused the collection, you and your group are to order the collection in terms of a “chronology” of types based on a simple serration ranging from what you construe to constitute the most basic or “primitive” forms through to the most sophisticated types based on inherent styles and forms.

3.09

4.6

1.15

4.16

4.37

3. Be prepared to defend you type sequence or serration based on that logic, or rationale, used to infer the degree of sophistication of each specimen so interpreted.

Due to the creation, and the dates we believe the items were created, we made the chronological list.

3.0.0 Case Studies

Case Studies

Metaphors We Dig By, Warren R. DeBoer, *Anthropology News*, October 1999.

- From asking students to draw archaeologist, most drew males who had hats, glasses, and boots
- Archaeologist come in types: hairy chest or hairy chin. Most archaeologist dig holes with shovel and picks. Most are looking for bones.
- Students said most archaeologist dig in Egypt.
- All in all, the students have an unrealistic view of archaeology

The Awful Truth About Archaeology, Dr. Lynne Sebastian, *The SAA Archaeological Record*, March 2003

- When anyone thinks of archaeology, they see the exciting lifestyle of Indiana Jones
- If an individual got a map, they would have to write grant proposals, ask for teaching time off, record and go through layers of soil, use maps, return and catalog/analyze each piece of pottery and artifact
- Archaeology is a hard detailed job filled with all types of weather and lots of paper work
- In truth, archaeology is exciting because it allows us to understand people of the past and know who they are

The Quest for the Past, Brian M. Fagan, from *Quest for the Past: Great discoveries in Archaeology*, Waveland Press, 1994

- Archaeologist go through the past's clues so that we can know about where we came from and who we are
- In the beginning, only wanted valuable items and didn't care about preserving
- Pitt-Rivers changed things. He looked at all items, kept record, and began to look at the times things were created
- The Leakey's used radiocarbon dating, and delicate ways so not to disrupt remains
- A lot has changed: use of computers and the way we think of archaeology, and plan it.
- We now look to answer why and how cultures changed and reconstruct ancient ways

Distinguished Lecture in Archaeology, Jeremy A. Sabloff, *American Anthropologist*, December 1998

- The public is not involved and often does not understand. Need the public for money and interest them so they want to know more

First Lady of Amazonia, Colleen P. Popson, *Archaeology*, May/June 2003.

- Meggers and husband said Amazon was unable to support chiefdoms and societies
- Says that pottery found originates from Japan

Archaeology's Perilous Pleasures, David Lowerithal, *Archaeology*, March/April 2000.

- People want to know about oldest sites and artifacts
- Artifacts and written records give accounts of everyday life
- Relevant to current social and political issues

The Travails and Tedium of Conflict-Zone Fieldwork, Lori A. Allen, *Anthropology Newsletter*, October 2002.

- Palestinians have a curfew because of the Israeli occupation, unable to do the fieldwork in the time allowed.

All the Kings Sons, Douglas Peterson, *The New Yorker*, January 22, 1996.

- Burial site for Ramesses 52 sons
- Ramesses brought back tradition
- Discovery of this tomb may tell what happens to sons
- KV5 from 18 tombs discovered
- KV5 was first site to be excavated properly
- Mapping of Theban Necropolis most important aspect, because one is needed of the Valley of the Kings, also in case valley is destroyed

Prehistory of Warfare, Steven A. LeBlanc, *Archaeology*, May/June 2003.

- El Moro valley (New Mexico) with the Anasazi people, show warfare (with items such as maces and "donut stones")
- Resource stress is often the reason for the warfare

The Iceman Reconsidered, James H. Dickson, Klaus Oeggl, and Linda L. Handley, *Scientific American*, May 2003.

- 7,000 years ago, well preserved body, dressed fully and with gear
- Lived about 5,000 years ago, 46 years old, had been ill many times
- Most likely from Juval, because of the plants he was carrying
- Ate wheat, red deer, and sloes (plum like fruit). Many moss remains, but perhaps from holding provisions

- Some think he was a shepherd on one of the traditional routes, others think hunter, or a shaman (from the moss)
- Found arrow in the back, however, much like bullets can remain in the body, might not be cause of death

In the Beginning Was the Word, Brian Bethune, *Maclean's*, December 9, 2002.

- People are of the Bible
- Searching for what Israelites were doing in the 350 years between Merneptah's stele and the Tel Dan fragment

Who Were the First Americans?, Sasha Nemecek, *Scientific American*, September 2000.

- Monte Verde oldest site in South America
- Arrival date 20,000 or even 40,000 years ago
- Clovis people said to follow large food to America, however, David Meltzer says small bands of about 15-30 people who were fishers and gatherers were Clovis people
- Some believe there was a migration out of Africa to the Americas, spanning 200 years

Who's On First?, Anna Curtenius Roosevelt, *Natural History*, July/August 2000.

- 12,000 years ago, people crossed the Bering land bridge and made their way to North America, hunting with Clovis tips-this theory is unraveling though
- Author believes group of people foraged of small game, fruits, and nuts came 12,000 years ago

The Slow Birth of Agriculture, Heather Pringle, *Science*, November 20, 1998.

- Environmental change at the end of the Ice Age, about 10,000-11,000 years ago was when farming first began
- Phytolith evidence is touchy due to the fact carbon from other sources may have embedded in the cracks, changing and pushing back the dates
- Wild rice along Yangtze River dated 8,000 years from new information, may have been produced 13,000
- Farming is being linked with settled village life

Archaeologist Rediscover Cannibals, Ann Gibbons, *Science*, August 1, 1997.

- Finding evidence that cannibalism was done throughout history
- Little evidence at first
- Theory that bodies were used in stew, marrow and bones perhaps crushed for oil
- Can tell between animal and cannibal marks, but may still be from mortuary practices

New Women of the Ice Age, Heather Pringle, *Discover*, April 1998.

- See macho men killing big game to keep family alive, however new research shows net hunting, by women and children to be important as well
- Found remains of nets, thinking that once animals were caught in them, clubbed to death
- Used plants and roots to make a flower like substance that rounded out diet

Woman the Toolmaker, Steven A. Brandt and Kathryn Weedman, *Archaeology*, September/October 2002.

- Use ethnoarchaeology to determine women made stone tools in the Konso tribe
- Uses the tools to scrape animal hides to use as clothes
- Hide workers tell about births, deaths, cannot marry outside their group, and are often excluded from political and judicial life

Camera Bodies, Eugene F. Lally, *Anthropology News*, October 2002.

- Cameras are simplified so can work more
- Camera body isolates the workings of the camera less its lens
- Correct exposures can get different colors to preserve colors such as the pueblos

A Wasp's-Nest Clock, Rachel Preiser, *Discover*, November 1997.

- Unable to date aboriginal rock art
- Now can use fossilized wasp nests, from the sand grains
- Luminescence dating, some 17,000 years old
- Nests too sparse to use, but a useful tool

What Did They Eat?, Eleanora Reber, *Anthropology Newsletter*, February 1999.

- Compounds can be in unglazed pottery
- Powdering artifacts, then extract powder with solvent to determine what was eaten
- Can tell meat, maize, and if food was cooked or not

The Archaeologist Who Wouldn't Dig, John Fleischman, *The Sciences*, May/June 1997.

- Pylos, in Homers Iliad
- PRAP is "survey" which maps patterns of human activity
- PRAP shows Greek independence

Case of the Colorado Cannibal, Andrew Curry, *Archaeology*, May/June 2002.

- Alfred Packer ate the 5 people he went on a prospecting party with
- Says that member killed others and then Alfred shot the member in self defense
- By looking at the bones, sees all 5 were axed and Packer most likely did it

Israel's Mysterious Stone, Haim Watzman, *The Chronicle of Higher Education*, May 2003.

- Black sandstone with ancient Hebrew letters
- Could be a fake
- Looks at the Patina formed on it and indicated it was 2,000 years old
- Did not see where it was excavated from and could fake the Patina

Last Work on Kennewick Man?, *Archaeology*, November/December 2002.

- Ruling against Kennewick Man being Native American
- James Chatters (archaeologist) says that the issue of race should not be extended into the past

In a Box, John J. Miller, *National Review*, November 2002.

- 1st century ossuary with a reference to Jesus (limestone box with remains of James)
- Box was looted and resold
- Can not tell if genuine because did not dig it up themselves

4.0.0 Class Notes

August 31, 2004

- Archaeology-study of ancient culture and people (materials and artifacts)
- Paleontology-study of ancient fossils and bones
- Stratigraphy- study of soil
- Artificer-the creator of an artifact
- Artifice- the creation of artifacts
- Culture- a system of adaptation and a way to control the surroundings

September 2, 2004

- Aztlan (place of whiteness Aztecs came from here)
- Tautology-circular reasoning
- Aztlan is not known; many think the Aztecs mirrored their own capital to explain where ancestors came from. Thomas Jefferson wanted to make archaeology more scientific.

September 7, 2004

- Altruism-when one sacrifices themselves in order to save another
- Natural selection- placed in a particular environment the creature adapts collectively and individually to survive the environment
- Scientific method-define problem (depletion of ozone)
 - review literature (what we know)
- Non-invasive arch.- ground penetrating radar (GPR), electrical probes.
Advantages: can see what's there before digging
- Taxonomy-study of classes
- Typology-effort to organize chaos
- Cultural domain-
- Stratigraphy

September 9, 2004

- Azimuthn-point where the sun intersects the horizon winter solstice (Dec. 22)
sunrises at a 45 degree angle at peak
- Summer solstice-sun rises further north
- Equinox-the sun rises in the center of the horizon
- Sept. 22-autumnal equinox
- March 22-vernal equinox
- Cosmology-study of the cosmos (order of things)

September 14, 2004

- Provenience
- Looking off color pallet
- 7.5 yr $3/2$ 7.5 yellow red ($3/2$) is shade)
- Chronometry-the study of time or how one measures time

- Relative dating-dating by association
- Absolute dating-having a definite time period (date) mean to date the object

September 16, 2004

- Midden-area in which the deposits change the shade of the soil
- PH (acidity) is high on a site
- Alkaline
- Auger-a drill
- Vera Cruz Cacaxtla, Tlaxcala
- Xochicallo, Morelos
- Cholula
- Civic-ceremonial
- Transect survey
- Mesoamerica
- Olmec
- Totonaca-earlier gulf coast civilization
- AD 550-700
- AD 600-900 Epiclassic peak of civic ceremonial
- Geomantic- supernatural or spuntal realm

September 23, 2004

- Xochicalu, Morelos
- Xochitecati, Tlaxcala
- Cacaxtia
- Atlachino

September 30, 2004

- Agglutination-process of architecture growing through time (build out of a site)
- Xerophytic (vegetation)- plants that live in marginal (small amount of water) environments
- Onyx-stone, used for decoration

Stratigraphy

Natural

Movement

Solifluction

Varves (layers sediment o glaciers)

Sedimentation

Cultural

Buildings

Agriculture

Cop rallies

November 2, 2004

Flintknapping with Bruce Bradley

- Elastic, pure, breaks equally
When hit creates a cone shape from energy (middle) to fix this, hit rock near edge,
Creating a flake
- Hits at oblique angle to form long flake
- Understand now stone breaks, can control flakes

- Hammer: stone, bone, antlers, and spatula piece of antler used as a tool kit

November 4, 2004

- Red rock formations from movement
- Indian artifacts and middens found deep
- Animal bones (new) always found
- Stone tools found
- Petrified wood used to make arrowheads
- Datum inside the rocks
- Gridded site, map tools in every place
- Light soil on top, dark midden near bottom
- Hearth together
- Arch. Before left stake and trees
- Choral dated some back 2000 years others older
- Rodents leave fresh soil from digging
- Rocks used to grind veggies and animals
- 10,000 year old spear heads
- point, 10-11,000 yrs old lancelet
- beads, scrapers, chopping tools
- sinue- ligaments and tendons (cut out and can use to bind arrowhead and bone)

5.0.0 Online Journals

Video Review 1: "Myths and Mound builders"

1. The primary myths of the mounds are the fact that there was a lost tribe or race that built the mounds. Many believed that when Indians arrived, they eliminated this lost race. Another myth is that Vikings or Welsh came to North America and formed these mounds, considering they were almost a superhuman race. Another myth is that people passing through North America on there way to Mexico to form the Aztec empire formed the mounds. I believe that these myths were formed due to the narrow minded thinking of the early European settlers and early Americans who viewed Native Americans as savages who could never form such works as the mounds.

4. I think that mound recreation is a great idea. Not only do you gain knowledge about how the mound was form and for what reason, you also gain a personal knowledge of what it was like to live in that time and perhaps be a mound builder. This experiment was important because it showed how long the process of building a mound took, as well as the people power that went in to it. It also helped to show that mound building was not necessarily a large part of the tribes' time; in truth, with about 30 people, a small mound took about 3 hours to complete.

8. I believe that the thought that white men are more superior than other races is the underlining theory as to why so many sought to make the belief true that Indians could not possibly have built the mounds. I also think it is from that time period and the way that Indians were looked at as stupid, hurtful savages who were out to destroy the land.

Video Review 2: "Secret of the Lost Empire"**1. How did the Inca carve and move the massive stones of such sites as those of Inca era Cuzco?**

Archaeologists are still not 100% certain of how the Inca carved or moved the massive stones. However, they feel that the stones could be dragged from the quarry to the site just by sheer manpower. Through experiments, the stones were dragged on a path (covered with softball stones) and through the rivers. Also through experiments, archaeologist believe that by marking a space and then hammering out the area so that the stone may sit and have the Inca craftsman ship.

4. What did the archaeology team do to determine whether or not an ancient road was used to transport stones across the valley floor? What elements of the experiment was most convincing?

To determine if there was an ancient road, the archaeologist found a stone that was left along the same path believed to be the road. By asking permission, they were able to lift the stone to discover what materials were under, and if in fact there was a road. From that discovery, they think the road was cobblestone like, perhaps covered with softball size stones that allowed for easier transport. I feel that through third experiment with the men moving the stone, and the fact that Inca did not have wheels or animals, that it was possible in the Inca era and may have been the way they transported the stones.

6. How did Inca stonemasons carve and set the massive stones with which their architecture was erected? Does the experiment documented in this video resolve the question of how such work was conducted, or do you feel that additional study will be required?

Inca stonemasons first squared off the stones, transported them to the site, and then set in place for an outline, hammered and carved out the space with smaller rocks, and then set the stone on top of it. This method was showed with the smaller stones, however, I feel that additional study will be needed to determine what way they actually did hammer and carve the massive stones. I feel that the scribe method used in the video was a good way, and showed that it could work. However, I do not know if I feel sure that was the way it was done.

9. What was your impression of Ivan's parabolic mirror experiment for cutting right angles in Inca masonry? Were you convinced...if not, why not?

I am torn on this subject. I feel that although his experiment did not work, that with gold from the surrounding area, the parabolic mirrors may work. However, with evidence on the stones that hammering was the main method of carving, I feel that this theory is incorrect.

Video Review 3: "CNN: Crescent Rockshelter"

1. What essential methods were utilized in this instance? What primary questions guided the explorations in question?

The methods used in this instance were auger testing. The questions that guided the explorations were when did the people live here, how can the soil determine if and when they lived here, and how did these people live.

2. What information might darkened soils from an appreciable stratigraphic depth provide for the interpretation of human cultures and settlements?

When there are darkened soils at a depth on a site, it can show the fact that humans once lived on that site. It does this by showing the change in the soil color, meaning that it was used in ancient times. Another indication is the acidity within each section of soil, giving evidence that it has been altered at some point in time from people living there.

3. How did the students in the video respond to the work undertaken...did their responses inspire interest in pursuing such study?

I believe that the students were very interested in the work undertaken. They seemed excited to be involved with the project and have the opportunity to learn about ancient people, despite the heat!

Video Review 4: "Xochicalco and Xochitecatl"**1. How are the sites of Xochicalco and Xochitecatl alike, and at the same time, different? Provide at least two distinct examples of said differences and similarities.**

The two sites were alike in the fact that they both looked to be of military architecture. Both seemed to have defensive elements. The two sites do have their differences though.

Xochicalco had ball courts and elaborate stairways and causeways that Xochitecatl did not. Xochitecatl was different from the other site in the fact that it worshiped a Goddess and had many female figurines, showing women as a dominant feature in their society.

2. What predominant theme reoccurs within the architecture and iconography or symbolism of the site of Xochicalco?

The predominant theme was the military architecture. It was a secure site, and highly guarded, having only two entrances, which allowed easier defense.

3. What significant findings about the evolution and collapse of Xochicalco were

borne of recent investigations at said site? What specific evidence did archaeologists use to interpret the site's history and evolution?

I believe the archaeologist found items, which were located in areas different from where they were most likely, originally found. Archaeologists believe that the site may have been invaded or overrun, especially since they have the evidence that the residential areas were burnt to the ground.

4. What three major construction events or activities would you use to characterize key innovations or accomplishments of the site's architectural history?

I would use the extensive stairways, the complex draining systems, the use of stucco and wooden beams to build two story structures and the plaster used upon the steps at Xochitecatl to characterize key innovations.

Video Review 5: "Tombs of Sipan"

2. Why has the site of Sipan become so significant in the annals of archaeological work? How was the site discovered and by whom?

The Sipan site is important because it has a large amount of Moche artifacts, and the Lord of Sipan, which allows archaeologist to begin to decipher the mysterious sacrifices.

Raiders looking for treasures discovered the site. One of these robbers was caught, and archaeologists were brought in to look at the artifacts.

4. Who were the Lord of Sipan, and what sorts of materials were recovered with him that provides clues to his identity and role among the Moche nobility?

The Lord of Sipan was most likely the military, religious, and civil power over the Moche. He was recovered with gold and treasures, as well as a scepter and tail plate, which were shown in paintings of the civilization.

6. What does John Verano claim for those sculpted images and human remains recovered from the site of El Brujo? And, what role did "The Decapitator" play in the rituals convened at that site?

The walls at El Brujo are covered with the art of a spider clutching a knife. This may have been the reason for the sacrifices found there. They call the spider "The Decapitator" and believe he was worshiped. They also believe that this God wanted human heads, hence the reason for the gruesome sacrifices.

9. Ultimately, what reasons are given to account for human sacrifice among the Moche? What does Christopher Donnan have to say about the prevalence and nature of human sacrifice among the Moche?

One of the reasons given is that the Moche did not welcome rain. El Nino brought disaster; it destroyed buildings, and killed crops. The Moche sacrificed more blood to the Gods in order to survive.

Video Review 6: "Ancient Cultures and Modern Chemistry"

1. Briefly define radiocarbon dating, or C14, and comment on how such an absolute method of dating might be used to calibrate the stratigraphy of an archaeological site?

Radiocarbon dating allows one to find when a living thing was once alive. The amount of C14 remaining in an item can be measured, thus letting the age be determined. It can be

used along with stratigraphy to find the ages of different levels.

2. What do archaeologists do in order to properly sample or collect those specimens needed for radiocarbon dating? How are hearths involved in this process?

Archaeologists find specimens in order to carbon date them. They collect them in a silver bag, which keeps it safe, and then transported to the lab in order to date it. Hearths are involved because the firewood used in them allows for good dating.

3. How might one use stratigraphy, and those artifacts found therein, to determine whether or not the cultural layer in question has been contaminated?

By using C14 dating and stratigraphy, archaeologists can bracket the ages of skeletons and artifacts. It can also give the ages in case of soil movement or other displacement of artifacts. For example, volcanic deposits can allow for dating.

Video Review 7: "Food to Die For"

1. Of all of the diet plans that are currently being promoted on the market, which of those that you are familiar with would be your preference based on what you believe to be effective?

I really don't agree with any of the diet plans being promoted on the market. I believe the best way to keep yourself healthy and keep your weight down is to eat smaller, healthy portions, and exercise.

3. What do you believe leads otherwise honest people to lie or deceive when they discuss diet, alcohol, or related aspects of daily life?

I believe that the way society looks at overweight individuals and the way they view junk food, people feel ashamed to eat such items, hence the reason they hide the fact that they eat them.

4. What factors might lead a family -- that otherwise chooses safe dietary choices -- to consume a preponderance of fast foods and junk foods?

I feel that families who have both parents working 10-12 hour days, it's hard to cook a healthy dinner each day. I believe that since this is the truth, more and more families buy junk food and fast food for the quick and easy solution to a hungry family.

6. How might the preponderance of low fat foods influence dietary preferences and weight loss or gain?

With the new fad of low fat or fat free foods, more and more individuals are eating more of these than they should. Since the label of low fat is attached to the food, people are eating much more of those items than they should. A lot of these items also have a high level of calories, which can cause a weight gain. People also gain more considering the fact they are eating more of the low fat, when in truth, they should eat less of normal food.

Video Review 8: "Africa: A History Denied"

1. What significance did the discovery of early radiocarbon dates (ca. 12th century) and gold artifacts have for challenges to prevailing stereotypes about the Great Zimbabwe?

The radiocarbon dates and the gold artifacts showed that black people settled first in Great Zimbabwe. This was contradicting to the bias views that white people had first settled.

3. What conclusions by Caton Thompson brought on the ire of South Africans, albeit, the admiration of the scholarly community?

Caton Thompson concluded that the ancient Bantu were the ones to build Great Zimbabwe. This created a new light on the subject, but was still ignored because of the white propaganda and racism that was prevalent in that time.

5. How were the walls of the Great Zimbabwe constructed, and what theories have arisen about why the walls were constructed so tall? What ideas did Victorian era peoples have about the tower at said site?

Heating water and pouring it on the granite slabs, thus breaking up the rock in order to move it and set it to build the walls, which are 25 ft high and 16 ft thick, constructed the walls. The walls are thought to be built to thank the rulers for their guidance, and to keep privacy for the royal family. The tower at the site has been believed to be a phallic symbol to show the power of the males within the society.

6. What was the source of the wealth of the peoples of Great Zimbabwe? What might such an economic base suggest for how the elite of Zimbabwe society lived?

The source of wealth was the trade market. Another item that portrayed how wealthy one was how many heads of cattle they had. The ancient people also traded ivory and gold. With such items up for trade, and the status of the elite, I believe they lived very well.

Video Review 9: “Flintknapping with Bruce Bradley”**1. What angle of percussion is most critical to the production of stone tools? Why is said angle critical to producing stone tools?**

The angle of percussion most important is one that is less than 90 degrees. This way, the force flows through the stone at an oblique angle, allowing a flake to come off not in a cone shape, which is useless. If you strike the stone at an angle over 90 degrees, the stone may break.

2. What specific tools were used by Bruce Bradley to produce the various tools produce in his demonstration? Name two specific tools, and how and why each tool was used for a specific stone tool reduction process.

The tools used were a hammer stone, bone, pieces of antler, and an antler piece shaped into a spatula shape. The hammer stone is used to strike the stone in order to create flakes, which will be used to form tools. The antler is used near the end of a creation, putting grooves into the stone.

3. Why did Bradley dull the edges of those flakes produced prior to working them into tools? What effect does this have on the stone tool reduction process?

Bradley dulled the edges in order to have a nice clean surface and to show the pure obsidian in order to work with the stone. This also allows for easier work with the stone and to create angles in order to form the flakes.

7. How many different types of tools did Bruce Bradley produce from the single piece of material that he began with in his demonstration? Name at least three of those tools produced!

Bradley produced about 5 different types of tools from one piece of material. Some of the tools produced were: an original spearhead, a skinner, and a meat cutter.

8. What procedure and tools were used by Bradley in order to notch the base of the projectile point? What precautions or principles were used in order to assure that the notches were successfully completed?

I believe Bradley used the piece of antler, which he formed into a spatula shape. He worked flakes and grooves out of the spear point to form the base. He worked the spatula slowly and at the percussion angle in order to preserve his work.

Video review 10: Media Review “Slides of Crescent Rockshelter”

2. Where is the Crescent Rockshelter located, and what does the location suggest about human relations with the regions subsistence and human settlement strategies?

The Rockshelter is located in Colorado, southwest of Denver. The region is high elevation, and rocky landscape, thus telling how groups adapted to different places and how they survived. Most lived in caves, surviving the weather and terrain.

4. What is the site datum, and how did it figure into the development of the Crescent Rockshelter Project and site excavation?

The site datum is the point of reference, often in the center, to which all sections of the site are related. The datum at the Crescent Rockshelter was located near the rock with the large overhanging, off to the right of the other sites, not in the center. It was located in a stable place where it would not be moved.

5. What lithic or stone tool material types were most prevalent in the Crescent Rockshelter archaeological zone?

There were rocks found at the site, as well as stone tools. There was also the purplish stone that is found from Mississippi. The material most prevalent was petrified wood, which was used to create tools and used as tools.

6. What is the Pleistocene and how does it figure into the early cultural history of the Crescent Rockshelter? Please specify approximate age range and environmental conditions that might be relevant.

The Pleistocene was a period, in which the weather was very cold, and many regions were not livable; it was the ice age. At the Crescent Rockshelter, some temperature would be 15 degrees. I believe this period was about 20,000 years ago.

7. What is a lanceolate point and what significance might it hold for a site like the Crescent Rockshelter?

This point is a type of tool that looks almost like a square with a half moon shape in it. It was used as a knife, and is important because it can be dated from 10000-11000 years

ago, showing occupation of the site at an earlier time.

9. How does rodent disturbance play a role in the interpretation or misinterpretation of an archaeological site?

Rodents often dig around the sites, leaving areas with fresh soil. These areas are often not looked at due to the disturbance. Items may also be moved, so the exact location may be wrong.

Video Review 11: “This Old Pyramid”

1. Which of the proposed reconstructions of the Great Pyramid did you feel held the greatest potential for an accurate reconstruction? Which of the proposals appeared the least likely?

The reconstructions, which I felt would work the best, were the wooden rollers and masonry ramps. The proposals that would be least likely would have to be the ropes and pulleys. Although these work, they take a longer time and do not fit the time period of the Great Pyramid. Also, levers from wood would not work due to the lack of material and the amount of time it took to use them.

2. How did the team in question manage their approach to the reconstruction as per the variety of proposals offered? Did the team remain committed to only one of the various models presented?

The team tried many proposals in the construction of their pyramid. I believe this helped in the reconstruction because they were able to attempt each ancient method, which

helped learning.

3. When conflicts or debates ensued between participants in the project, how did team members resolve their differences?

The team members talked out their differences and tried each way in order to find the best possible method.

4. Do you believe that the results of the reconstruction in question present an accurate and or likely scenario for how it was that the Great Pyramid was constructed? Why, or Why Not?

I believe that the results were perhaps some view of the construction of the Great Pyramid. The method was slower and there were issues, but I believe it does give some view of what ancient Egyptians did.

5. What do you believe was the primary incentive or motivation that fueled the construction of the Great Pyramid itself?

The primary motivation to construct the Great Pyramid was the quest for immortality. Egyptians believed that death was just the beginning of after life, and if you construct a tomb for your King, you may be rewarded in the after life.

6. Do you believe that the Great Pyramid was the product of volunteer, tributary, or slave labor? Why or Why Not?

I believe that the pyramid was a product of tributary labor. From what I know of ancient

Egypt, the Kings were worshiped and this is fairly obvious from the extravagant tombs left behind for their afterlife.

7. Do you believe that the reconstruction illustrated in this video provided information that might be of value to archaeologists attempting to interpret the archaeology of the Great Pyramid? Why, or Why Not?

Yes and no. I believe that the attempt made, and the procedures used showed a way in which to attempt to create a pyramid. However, with the information about the Great Pyramid and the speed it was built, there is still much to be discovered about building.

Garbology Online Journals

Week 1

In the trash that we analyzed today, we noticed a few habits of the participant. His diet consisted mainly of beer consumption and instant pre-packaged food. There were a few personal hygiene items as well as plenty of tissues. We also noted items for a pet and a lot of soda cans as well as water bottles. We also found papers that disclosed personal information, including birthday cards. In addition, we noticed that the trash was very dry, concluding that this person seemed to exclude fresh food from their diet. What was found of fresh food was intact. There were also receipts that were from the month of September and the first week of October. The content of the receipt items were primarily found in the trash.

Week 2

Significant to note is that there was much less trash this week. There was no evidence of beer, but again, we found pre-packaged food, and water bottles of similar brands as last week. There was also a plastic dish washing scrubber-indicating dishwashing. We also found a DVD wrapper. We found one Vegan item, like we did last week. Our opinion is if there is a Vegan living in the house, they do not eat very well consistently. Fourth of a loaf of banana bread was found uneaten. Target and Albertson's bags were found, indicating shopping locations.

Week 3

The subject appears to be drinking less beer, similar amounts and types of TV dinners and bottled water. He visited Carl's Jr. again. We're trying to figure out what type of pet he has that he so lovingly feeds rat food. Also notably missing are Trader Joes and/or any vegan containers, which were evident in the previous two weeks. Another dust covered hairball indicates some level of cleaning, either personal or property. The subject appears to be creative because of his drawings and interesting flyers (and these are the ones he throws away).

Week 4

This week we found very little food remains, except 3 uneaten bananas and a discarded bag of chips that had hardly been eaten. Most of the disposed packaging was from pre-prepared or microwaveable foods. There has rarely been much evidence that the subject(s) ate or purchased raw or fresh foods, except for an empty plastic bag this week that would have held a bunch of grapes. An empty six-pack container of beer was found,

however, the two beer bottles in the trash were not from this particular container. Most of the food packaging found was from “snack”-type foods—macaroni and cheese, chips, ramen noodles, peanut butter, and sodas. The subject probably does very little food preparation at home and it may be safe to assume that they eat many of their meals outside the home, such as at the DC. The subject(s) continue to drink a lot of bottled water.

6.0.0 Major Deliverables

6.1.0 Midterm Reading Review

Kelly Bresanello
SBS 224s: Map to Museum
October 5, 2004

Midterm Reading Review
Adrian Praetzelis, *Death by Theory*

Welcome to the world of mystery-and archaeology? In *Death by Theory* by Adrian Praetzelis, we follow the journey of Hannah Green, an archaeologist, and her nephew, Sean Doyle, to Dougal's Island, where a groundbreaking site has been discovered. Mayhem and mystery ensue, until archaeology is used to save the day.

The most interesting aspect of this novel was the way that Praetzelis describes archaeology. It seems almost as if you are reading a knowledgeable mystery novel as opposed to a textbook. From the discussions between characters about theory, new archaeology, and many other points of discussion, the reader learns about archaeology through an interesting method, which makes it fun to learn.

Another feature, which is different from most novels, is the title of each chapter. Much like the fictional book Hannah Green is writing within the story, the chapters follow the alphabet. This organization allows the reader to see what the chapter is about, but also brings a new light to each chapter and makes it want to be read.

In the beginning, we are introduced to Hannah Green and Sean Doyle. We find them at a conference, which brings them to a discussion about whether archaeology is a science or not. From discussions like this throughout the book, the reader can think for himself or herself about the answer based on some of the questions that the characters in the novel ask. Not only does this method help involve the reader in the story, but it also

allows them to think. At the end of the conversation, the reader learns that archaeology can be practiced as a social science; however, there are many different ways for one to look at archaeology. Near the end of the first chapter, we first learn about the exciting site that another archaeologist, Dr. Tuliver, wants Hannah's expertise on.

From there, we travel to Dougal's Island. Here we are introduced to the archaeologist working on the top-secret site. Many of them have lengthy conversations about archaeology, using their own ways to describe it, which is easier for the reader. In one section, they talk about the practice of archaeology. In truth, archaeologists do a lot more than just tell stories. They look deeper in order to speculate about why people in the past did what they did. From these speculations, many theories are born, which can grow, change, or be eliminated over time. There are different levels attributed to each site, and one must have a tolerance for ambiguity in order to become a part of the process.

At the site, a burial chamber is found, which holds a set of bones. The real chaos occurs when the bones are stolen, and everyone is being blamed, even the archaeologist themselves. Also at the site, a sculpture of a Goddess is found. This brings about the discussion of gender. The characters go in to describe the ways that different cultures view gender. Some treat women as those who just sew and cook, while others pray to her and treat her like a Goddess. Another important point that is brought up is the fact that when experts make statements such as the women stay home while the men go out and hunt, they are usually believed to be true. In reality, when going in to the archaeological field, one must be thinking like a feminist. Female references should be shown; even if the woman is at home working, their work may in fact be for the society as a

whole. This is an interesting chapter in the book that causes the reader to look back at history and the assumptions made.

The mystery continues when the film crew for *International Geographic* comes in. In a joke, they have the archaeologist dress up like Neolithic characters in order to show the site in “its true form.” Yet, with mixed signals, the crew and the archaeologist get separated from one another. In a strange turn, the archaeologists find themselves in a stone tower.

Here, they have one of the most interesting discussions. In it, one of the characters talks about contextual or interpretive archaeology. In this, people believe that you cannot account for what occurred in the past by one single theory, be it economic, environmental, psychological, or any other theory. The archaeologist who takes this approach are pretty much saying that we will never really know what occurred in the past, considering there was no one there to decipher the meaning of an artifact. I found it interesting to read this section, due to the fact that archaeology is the study of human past, and in my own thoughts, I always saw it as a way to see how people lived in the past. With this method, there is almost no need for true archaeology. Through this section in the book, I hope to research this approach more.

All in all, this book was a fun and interesting way to learn about archaeology. It allowed the reader to follow the clues and solve the mysteries, along with the new knowledge about archaeology, and the great characters one was introduced to in the novel. I would highly recommend this book to students who are unfamiliar with archaeology and who just enjoy a good book.

References Cited

Praetzelis, Adrian. 2000. *Death by Theory: A Tale of Mystery and Archaeological Theory*. Walnut Creek, California: Altamira Press/Rowman & Littlefield Publishers, Inc.

6.2.0 Midterm Self Assessment

Kelly Bresanello
SBS 224s: Map to Museum
October 21, 2004

**Major Deliverable 2
Midterm Self Assessment**

1. My purpose for enrolling in this class was to fulfill the University Learning Requirement for science. I also choose this course because I am interested in archaeology. I feel that to this point, my objectives for this class have been surpassed. I find this course to be my favorite class this semester, and I am glad that I took it.
2. With my participation in Lab and major deliverables, I feel that I have done a good job to date. I have missed a couple of the lab classes, but I was able to make-up the labs missed. As for deliverables, I have turned in a Reader Response each week, and both Major deliverables to date. All in all, I feel at a good place according to my work so far.
3. The online journal has helped me with this course. By having to write out my thoughts, as well as answers to questions about labs and video, I have to think about the subject at hand again, thus allowing me to remember the material. I also feel satisfied with my contributions to the journal because I feel that I have tried my best to answer all questions fully.

4. With my final project, I want to study garbology. Since the start of our own garbology project within the lab portion of class, I feel that my research on the topic is going along nicely. I am also reading the book “Rubbish!” and researching other items.
5. For my final project, I think I am going to look at the point of what effect garbology will have on the stuffy of human lives in current times. From what I have seen and heard in class, garbology is a fairly new research that has not been shown nationally. I want to look at the work it does and what research it has to offer to the world of science. At this time, I only have one reference book, which is listed below:

Rathje, William, and Cullen Murphy. 2001. *Rubbish: The Archaeology of Garbage*. Tucson: University of Arizona Press.
6. An area that has been of interest to me is flintknapping. It is just amazing to me how items formed thousands of years ago can still be formed today. The process as well amazes me. I would like to do my final project on this subject; however, I am a little comprehensive about actually performing the task. I also have a dilemma in the fact that I feel doing research on this subject would be useless without actually attempting to go through the process. So in the end, flintknapping will not be shown in my final project.
7. The Lab deliverable that I have enjoyed the most to this point is the garbology project. I feel that its human nature to be nosy and want to go through other peoples possessions, but one never thinks of trash as a way to do it, or the fact that it helps explain about the diet and possibly the life of the person. The Lab

deliverable that I least enjoyed was the first one. I feel that looking through the Internet is helpful for many things, but when doing projects, I like it to be hands on, which helps the learning process in my mind.

8. In the future, I feel that I need to sit down each week and create a plan to devote certain amounts of time to each course I am taking. At this point, I find my area that needs most improvement is time management. It always feels as though there is not enough time to get everything done. In the course, I feel that my strength is my writing. I have always been stronger in English classes, and I think that with the amount of writing in this course, I am able to be successful in the class.

6.3.0 Oral Presentation

Oral Presentation

Beverages

Had a large amount of Dr. Pepper cans and water bottles. Had one bottle of beer, which is much less than the previous weeks.

Fresh Food

In the week's sample, more fresh food was found than in other weeks. Some ground round hamburger, baby carrots, tomato sauce, and a giant pancake, which may have been from the dining commons, which along with a food boat, makes us think he has a meal plan.

Pre-Packaged Foods

Again, Red Baron Deep Dish pizzas were present. Also found this week were two bags of chips, frozen chicken strips, canned chili, tuna, and a 3 Musketeers candy wrapper.

Paper Products

Also found this week were a few pieces of scrap paper that appeared to have sketches on them.

Pets

Dry rat food and a fish tank backing were found in this sample. We believe there is either a reptile, which eats rats, or a pet rat living in an aquarium tank.

Cleaning

As in the previous week, a dust-covered hairball was found indicating some level of cleaning.

Missing Items

Both Trader Joes bags and vegan containers are missing, which were evident in the previous two weeks.

6.4.0 Final Project

Trashy Thinking
Garbology Project

By

Kelly Bresanello

Major Deliverable 4
Due: December 17, 2004

SBS 224s: Map to Museum

Professor Ruben Mendoza
California State University Monterey Bay

Introduction

The purpose of this paper is to examine the behaviors of a subject through Garbology. Garbology is exactly what it sounds like: the study of garbage. Our subject was an inhabitant of the North Quad Apartments, located here on campus. Over a four-week period, from October 12 to November 2, garbage samples from the subject were sorted according to item, recorded, and analyzed. Each piece gave a small clue as to who the subject really was, along with their eating habits and at times their personal life.

Statement of the Problem

Garbology is one of the modern forms archaeologists use to study modern material culture. By studying the trash of our subject, our group was able to determine the diet, special moments, shopping habits, sex, classes, tastes, and preferences of the individual's garbage.

Yet, there were some questions still unanswered. For instance, did the subject live with roommates? What sorts of pets were present? Were the eating habits a true reflection of the subject, or was the dining commons here on campus a large factor in their diet? Where were other trash cans located in the apartment which would have shown different aspects of our subject as opposed to just the eating habits?

If the project had a longer time span, many of these questions may have been answered and the true habits of our subject could be determined. In truth, our group studied the ideal behavior of the subject, which is what individuals say they do, instead of the real behavior, which is what someone actually does (Baguchinsky 1999).

Review of the Literature

When starting our own Garbology project, I began to compare it to the one described in the William Rathje book *Rubbish!* One item that I felt related to our own project was the First Principle of Food Waste: *The more repetitive your diet-the more you eat the same things day after day-the less food you waste* (Rathje 2001:62). When looking at the samples from our subject, we saw a repetition of the same food eaten each week.

Receipts also showed us that the subject often ate all of the food bought the same week. This principle however does not make people happy. Often, this repetition means the subject needs to broaden their dietary horizons (62).

In a sense, our own group was much like the project in the book when it first began. We had no clue what we were in for, nor what items we would find in the trash. Yet, as the week advanced, we found that our subject was a creature of habit. They often had the same items each week, never really straying from just the food items we often found.

One of the items that surprised us the most was the pet items. At the end of the project, we were still unable to determine what sort of pet the subject had due to the aquarium and the rat food, which was found.

One of the most prevalent aspects of the subject was the fact that they were a college student. Many of the behaviors found in our subject, as reflected in garbage, involve not one person or a mere handful, but of large numbers of people (Rathje 2001:134). By looking at the garbage of our subject, we determined that their lives were a fast paced one that a normal college student experiences. This often means pre-

packaged food and large amounts of caffeine that is often found with individuals who are living on their own for the first time.

Methods

Week 1

Our first week of examining the subject's garbage was by far the most interesting. In this week, we learned information, such as the sex and age of our subject. We found this by looking at the birthday cards found in the sample for the week. From them, we determined that the name was male and the subjects age was twenty-one.

In the first week, we also determined the way in which the items would be sorted. We decided on the following groupings: pre-packaged foods, fresh foods, beverages, paper products, bags, and miscellaneous. The way in which we sorted our items allowed us to study the subjects eating habits, as well as the amount of waste (such as bags and paper products) the subject produced.

Also apparent this week was the large amount of alcohol. We assumed that the large number was due to the twenty-first birthday, which there was a party most likely thrown for the subject. The alcohol found consisted of Pyramid Coastline, Pumpkin Ale, Hefeweizen, Fat Weasel Ale, Fat Tires, Rogue Ale, and Guinness. In all, there were thirteen bottles found in the sample. Along with this was one container, which held the Pumpkin Ale at one time.

Other beverages found in the first weeks sample was low fat milk, Vanilla Cream soda, Coca-Cola bottle, Dr. Pepper, and various water bottles from such locations as

Albertson's, Trader Joes, Kirkland, Safeway, and Aquafina. The Dr. Pepper as well as the water was reoccurring items throughout the four weeks.

The fresh foods found this week were eggshells, muffins, banana bread (almost half a loaf), six whole potatoes, and three black bananas. This showed that the subject did not eat most of the fresh food in which he had purchased. The only indication of cooking was the eggshells.

The pre-packaged foods found this week showed that the subject often ate microwave-able foods as opposed to cooking healthier meals. Red Baron's Mini Pizza, vegan baklava, a stuffed potato (white cheddar and broccoli), and Top Ramen chicken noodles showed that the subjects diet consisted of the same items as many college students.

Many snacks, such as Sunrise trail mix, goldfish crackers, Ritz crackers, fruit leather, and a fruit and oatmeal bar, were found this week. Another indication of cooking was also found, with a graham cracker pie crust and Libby's pumpkin mix, perhaps suggesting that a pumpkin pie was baked, maybe even perhaps for the birthday party.

This week also had many paper products, which are not apparent in the following weeks. From some of the items found, we were able to determine that the subject or roommate was enrolled in a pre-calculus class. We determined this from the homework, which was found in the trash, as well as un-used graph paper, and a printout of sunrise and sunsets for the city of Chicago.

The paper items that had the most impact on our project were the receipts found. Many of the items that were on the receipts had some remnants within the subject's trash.

The diet and workout habits of our subject were also found from a printed workout schedule, as well as a list of bands and music the subject liked.

This week also had numerous personal hygiene products. Some of these items, such as the toothpaste tube, and the Circus Circus soap bar indicated that the subject might have recently gone on a vacation, perhaps to Las Vegas.

The pet was also apparent in this first week. Our group found a glass aquarium sticker, a 10-gallon reptile screen cover, and carbon cartridges for pets. From this, we guessed that the subject had either a reptile or fish.

Week 2

In the second week, we found fewer items than the first. Many of the food products and beverages found were similar to the first week, giving us our first indication that our subject was a creature of habit. Also missing this week was the presence of alcoholic beverages. Shopping locations, such as Target and Albertson's, were apparent this week by the plastic bags recovered from the sample, as opposed to the receipts found last week.

The only food found this week was a container of eggs (yet, not egg shells, so perhaps they were thrown out in our last sample or in a different garbage sample) and $\frac{1}{4}$ of a loaf of the same banana bread as last week. From this recovery, we assume that the subject does not eat much fresh food. This could be a wrong assumption based on the fact that many of the fresh food may be eaten and leaves no container behind, or it is used with other items.

More vegan items were found this week, perhaps saying that either the subjects, or perhaps one of his roommates is vegan. Many of the food found this week were pre-packaged items: French fries, macaroni and cheese, tortilla chips, instant oatmeal, Ramen noodles, bacon, cheese and cracker snack packs, and Popsicle sticks.

In week two, we also discovered a level of cleaning for the subject. In the sample, we found Brawny plastic scrubbers, indicating that dishes must be done. We also found a large hairball, which indicates sweeping of some sort. We are unsure of the location from which the item came from.

Week 3

In the third week, we found our first indication of alcohol with a Sapporo bottle. Other beverages found this week was Dr. Pepper and water. Also found was a Carl's Jr. beverage container, indicating that the subject eats fast food. Other items that were not as apparent in the second week were drawings on sketch paper, as well as Smiley Face propaganda.

There was more indication of cooking, as well as fresh food. There was ground round hamburger, baby carrots, tomato sauce, and a large pancake, which once again made us think the subject had a meal plan for the dining commons on campus.

Red Baron mini pizzas were once again found; showing that this is a food often ate by the subject. Also found were frozen chicken strips, chili, two different types of chips (Doritos and Sun Chips), tuna, and cracker and cheese snack packs.

Also apparent in this week was more pet product. Our group found a bag of dry rat food, making us think that the subject perhaps had a pet rat. Yet, we also found

aquarium tank backing, which made us think that the animal present was a reptile. One conclusion our group came to was that our subject had a snake that they perhaps fed live rats.

Week 4

Week four was our smallest sample of trash we examined. The sample had very little food remains, except for 3 uneaten bananas, a heel of bread, and a discarded bag of chips. The other fresh food found was a plastic bag of grapes, and a banana peel.

In this week, there were more beer bottles found as well. Our group found two Pyramid Coastline beer bottles, and a container, which would have held six Negra Modelo Dark Ale. Other beverages found were the normal Dr. Pepper cans and Albertson's bottled water.

Once again, Red Baron mini pizzas were found in the sample. Also found were chicken flavor Top Ramen, twelve pack of Popsicles, Kraft macaroni and cheese, BBQ potato chips, Honey Bunches of Oats cereal box, and a Skippy peanut butter seal.

Interpretations

By looking through the garbage samples each week, we were able to determine numerous aspects of our subject's life. Our group discovered that meat and vegan food items were present in the house. From this information, we concluded that the subject had a roommate, which is quite often the case when living on campus.

Another habit we saw was the fact that the individual did not drink as much, or the items were not apparent in our samples. We saw the number of beer bottles decrease

each week. Yet, we also know that a twenty-first birthday had occurred within the first week, which explains for the large amount of alcohol present.

From the samples, we also saw that the subject lived a fast paced life. Most often, the food was TV dinner types, or fast food, which was often present. The small numbers of food remains found in the trash made our group think that the subject often ate outside the home, or perhaps at the dining commons.

Another question we were unable to answer was what type of pet the subject had. We never determined whether they perhaps had a reptile or a rodent. The subject may have even had pet fish, which would explain the aquarium.

Summary and Conclusions

Garbology is an important study that allows archaeologist to study human remains, yet at the present time. The study of garbage is an important key that shows the true ways in which many individuals live. Without a doubt, much work remains on the ways to sort through trash, as well as analyze it.

With our own subject, the study of modern material culture was an important tool, which enabled us to learn about an individual's eating habits, as well as some of their personal information. I feel that if more time had been given to the project, so much more about the subject would have been known. Yet, our project was a good start to an exciting new study.

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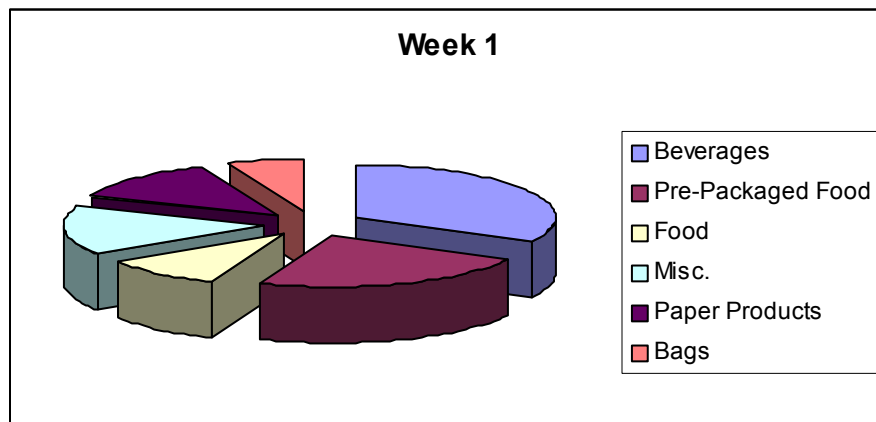


Figure 1: Pie chart showing the break down of the items found in Week 1.

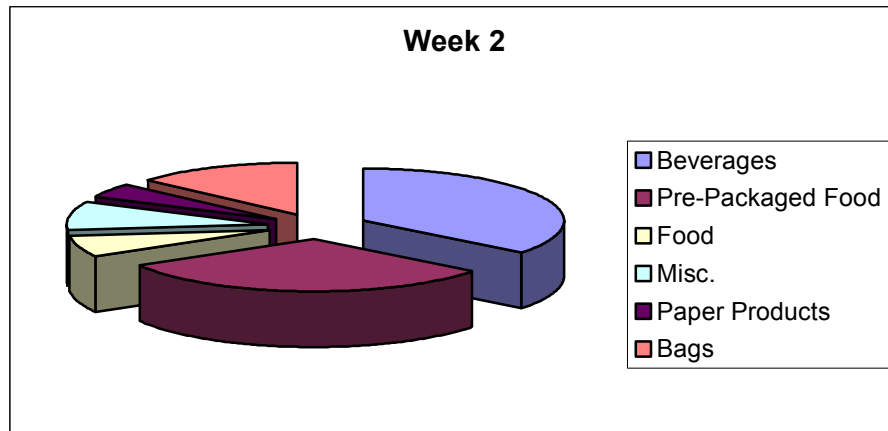


Figure 2: Pie chart showing the break down of the items found in Week 2.

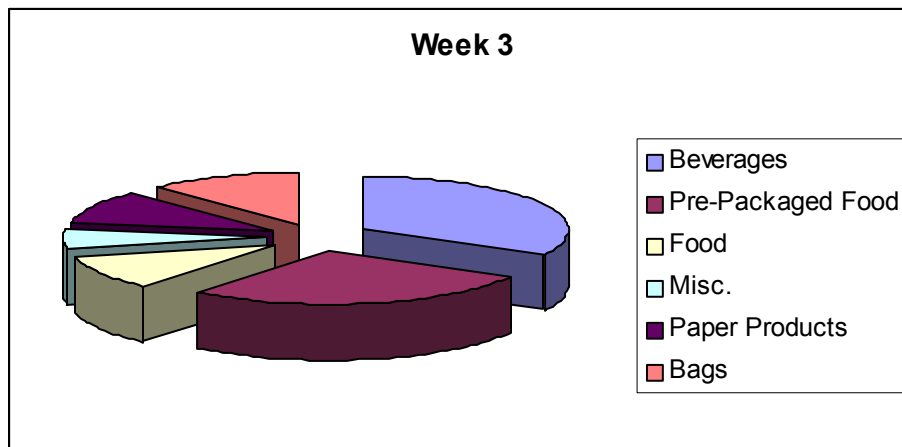


Figure 3: Pie chart showing the break down of the items found in Week 3.

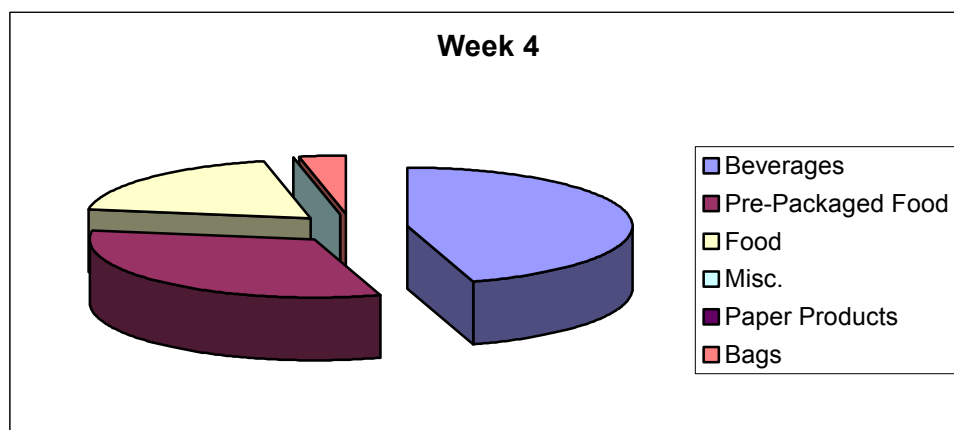


Figure 4: Pie chart showing the break down of the items found in Week 4.

6.5.0 End Term Self Assessment

Kelly Bresanello
SBS 224s: Map to Museum
December 16, 2004

Major Deliverable 5

End Term Self Assessment

1. My purpose for enrolling in this class was to fulfill the University Learning Requirement for science. I feel as though I have surpassed my objectives for this course. Over the semester, I have found the class to be not only informative, but extremely fun as well. This has been one of my favorite courses taken. Also from taking this course, I have discovered a new interest in archaeology in which I may pursue at a later date.
2. I feel that I have put a lot of time and effort in to the Lab Deliverables. I feel I show this the most with the Garbology project, which was something I was interested in. I have attended all class meetings since the mid point of the semester. As for the Major Deliverables, I have completed all the ones to date, and I feel I have done a good job on them. Since I am interested in this class, I feel as though I put a little more time and effort in to the work, thus creating admirable deliverables.
3. The online journal used in this course is an extremely handy tool in the course. With each Lab Deliverable, as well as movie viewed in the class, the questions on the journal made you think about the subject you just learned, thus re-enforcing it. I feel I have made a worthy contribution to the journal because I try my best to answer the questions correctly and fully.

4. For my final project, I chose the garbology project. In my final, I analyzed the data collected from the subject, which we studied for four weeks. I also discussed the items found and the sub categories in which we grouped the items found. From this project, I have learned a great deal about garbology and this new form of study in which I believe helps archaeologist look at modern material culture showing the habits of people living today, as opposed to ancient cultures. I feel as though the habits of people today are extremely important.
5. In my final paper, I discuss garbology and the effects it can have on society today. I also tie in other garbology projects to our own, in which we studied a subject for four weeks, in which time we learned about the individuals eating habits, sex, age, and personal matters. In the paper I discuss the items found each week, as well as the way our group analyzed the findings.
6. Although it will not be shown in my final project, the area that was of most interest to me was flintknapping. After sitting down and attempting to create a flake pattern, I gained respect for the ancient cultures that lived off making these stone tools, as well as some of the intricate details, which are found at times.
7. The Lab Deliverable I enjoyed the most is still the Garbology project. I believe that people are nosy by human nature and what a better way to satisfy it than to dig through other peoples trash. I feel that this project is a valuable piece to this course. One deliverable that I did not enjoy was the Midterm book review. Although I really enjoyed the book, I was not sure what to put in to my report and I felt that book was one that was just more enjoyable to read, and perhaps give a quick presentation on. What I would like to see added to the course is more

- studies on the Aztecs. I found looking at the pictures and deciphering what each one meant very interesting, especially when learning the true meaning.
8. In my midterm assessment, I wanted to improve my time management. Although I made a small step in creating more time to finish my projects, I did not succeed to the level I hoped to. I did however decrease my levels of stress, which helped me throughout the semester. Once again, I feel my strong point is my writing, which helped immensely in this course.