



## ANTH 1300 Introduction to Archaeology

**Instructor:** Robert L. Kelly; **Office:** Anthropology Building (at 12th and Lewis), room 273

**Location:** Classroom Building 306, Tuesday/Thursday 8:10—9:25 AM

**Office Hours:** Tuesday/Wednesday/Thursday 9:25-noon or by appointment. But if my door is open—please come in! Otherwise, leave a note or send e-mail. Office phone: 766-3135.

**E-Mail:** RLKELLY@uwyo.edu (feel free to use it).

**Graduate Assistant:** Patrick Mullen, pmullen@uwyo.edu. Office: Anthropology 360; hours: Monday 2-3, Wed. 2-4.



**Text:** David Hurst Thomas and Robert L. Kelly *Archaeology*, 4<sup>th</sup> edition.

**Course Objective:** This is a course about the science of prehistory, about how archaeologists know what they know about the human past (if you are looking for dinosaurs, you're in the wrong class). It is not, strictly speaking, a course about prehistory—although we will certainly talk a lot about the past—but about the techniques, methods, and theories used to reconstruct the past. As such, the focus of the course is how archaeologists are able to go from dirty, broken bits of stone, pottery, bone, crumbled walls, and charcoal to reconstructions of subsistence, men's and women's work patterns, group size, social and political organization. It's not easy (but it is fun). Along the way, we discuss much of world prehistory.



Companion Website: The textbook has a companion website:

[http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=0155058991&discipline\\_number=15](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0155058991&discipline_number=15)

This contains practice quizzes and other pedagogical materials that you may find useful in preparing for exams.

**Work Expectations:** It's pretty straightforward: your grade is based on three in-class exams, each worth 22% and a final exam, worth 34%. Each exam covers the preceding quarter of the course. The final exam (given during the final exam period) is "semi-cumulative": it covers the final quarter of the course, but *it also will contain some questions taken verbatim from the three previous exams*. I do this to encourage students to go back over their previous exams and learn from their mistakes. So, hold onto your exams to help you prepare for the final. The exams will contain 50 objective questions; the final will contain 75-100



questions (about 50 on new material; see below about extra credit questions on final).

A review sheet is provided before each exam. The exam is based entirely on the review sheet; if a question on the exam was not covered by the review sheet (I do make mistakes now and then) credit will be given for it. And, when exams are returned, I will provide an answer sheet. I look at questions that <75% of the class got right. In some cases I decide that there was a problem with a question and I either throw the question out or accept more than one answer (and change your scores accordingly). In other cases, I explain why I think a particular answer was correct. I will give those explanations on the answer key. After getting an exam back, a student is welcome to contest any question, **but he or she must do so in writing, sending it to the teaching assistant via e-mail**. Your numerical score on each exam is converted into a letter grade; that grade is converted into the standard 4 point scale. (A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1, F=0).

**USP Requirements:** This course fulfills the USP CS (Cultural Context Social Science) and G (Global Awareness) requirements:

### **Cultural Context Social Sciences (CS)**

*This course fulfills the Cultural Context-Social Sciences (CS) requirement of the 2003 University Studies Program. Cultural Context-Social Sciences (CS) courses examine the diversity of human social experiences from a multi-disciplinary perspective in order to better understand the full complexity of socio-cultural systems. CS courses also provide students with an opportunity to develop skills in the social sciences, learn how to integrate information, and analyze social decision making processes.*

### **Global Awareness (G)**

*This course fulfills the Global Awareness (G) requirement of the 2003 University Studies Program. Global Awareness (G) courses strive to broaden our perspectives through the exploration of viewpoints from other societies, cultures, religions, or geopolitical regions. With an eye on both historical and contemporary experience, G courses are designed to challenge our assumptions about the ways of the world and to help us understand and embrace global cultural diversity.*

To assess these objectives the final exam will contain a number of “extra credit” questions. As extra credit they cannot hurt your final exam score, but they can help it. Answers to these questions will help assess the extent to which this course is meeting the goals of the CS and G USP requirements.

**A word about lectures:** The textbook covers a lot of material; lectures cannot cover every topic covered by the textbook. My lectures will focus on important concepts, or extended examples. Nonetheless, exams will cover the lectures and the textbook. Do not rely solely on the lectures or the textbook for exam material.

**A word about cheating:** Cheating means taking someone else’s work and presenting it as your own. This includes copying from another student’s exam. It will not be tolerated; minimally, you will fail the exam or I may choose to give you a failing grade in the course.

**Disabled students:** If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to: University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

**What will you learn?** the very basics of archaeological survey, excavation, and the analysis of material culture. You will understand the concept of sampling, an archaeological perspective on the past—one that focuses on long-term processes, and the nature of inference; the laws that govern archaeology; how prehistory and archaeological techniques are of value to modern issues. You will not, however, be qualified to excavate archaeological sites.

**Attendance:** You are paying the tuition, so it's your choice. Note that students who attend lectures always do better on exams than those who do not.

**Courteous Behavior:** Do not leave until the professor dismisses class; clear an early departure with me as you come into class. Please turn off all cell phones; please move to the center of a row so that those coming in late do not have to step over you. **On exam days, I insist that students do not wear hats, and do not operate cell phones or other electronic devices.**

**Missed Exams:** Exam Make-up Policy. I can be very understanding if you let me know in advance that you have a conflict; if you will have two or more exams on the same day, I can be accommodating. I realize that weather is sometimes a problem and some of you have small children, or cars with bad batteries, or you might bag an elk on the day of an exam. Still, I do not give make-up exams once the exam has been returned to the class; and I will return exams as quickly as possible.

**Disclaimer:** I will do my best to stick to this syllabus; if changes have to be made due to



Betatakin, 13th century ancestral pueblo ruin in northern Arizona.

circumstances beyond my control, I will announce those changes in class or through e-mail.

**Powerpoint Presentations:** All my lectures are Powerpoint. These are available after the lecture on the course website. I cannot provide them beforehand because I tinker with them until class time. Some feel that Powerpoint lectures are like slide shows—you can sit back, relax, and get the main point. This is not correct. Powerpoint is a way to bring structure and visual aids to a lecture. It also allows me to present textual information (terms and major points) and not have to stop and take time to write things on the board. This allows me to put more into a lecture. So, be sure to take notes during lectures. Finally, I love archaeology and sometimes I can get rolling. But stop me if you think I am going too fast or you wish to ask a question.

DATE	TEXT CHAPTER	TOPIC
Aug. 26		Archaeology is a Science
Aug 28	1	History of Archaeology
Sept 2	2-3	Archaeology's place in Anthropology
Sept 4	3	Structure of Archaeological Inquiry
Sept 9	4	Archaeological Survey
Sept 11	5	Survey, and Geophysical Prospecting
Sept 16	5	Geophysical Prospecting and GIS
<b>Sept 18 EXAM 1 (covers chapters 1-5)</b>		
Sept 23	6	Excavation
Sept 25		Excavation Continued
Sept 30	7	Geoarchaeology
Oct 2	8	Typology and Dating Methods
Oct 7	9	Dating Methods
Oct 9	10	Middle Level Theory
Oct 14		Middle Level Theory
<b>Oct 16 EXAM 2 (covers chapters 6-10)</b>		
Oct 21	11	Analysis of Animal and Plant Remains
Oct 23	11	Continued
Oct 28	12	Bioarchaeology
Oct 30		To be announced
Nov 4	13-14	Reconstructing Social Organization
Nov 6	13-14	Archaeology of Art and Ritual
Nov 11	14	Archaeology of Art and Ritual
<b>Nov 13 EXAM 3 (covers chapters 11-14)</b>		
Nov 18	15	The origins of Agriculture
Nov 20	15	The origins of "Civilization"
Nov 25	16	Historical Archaeology
Dec 2	17	Archaeological Legislation
Dec 4	18	Seeing the Future in the Past

**Final Exam: Dec. 11, 8 AM**  
 (covers chapters 15-18 with questions from previous exams)