

Honors Anthro 102H: Archaeology and “Prehistory”

Spring 2016, Mondays and Wednesdays 2:30-3:45
Honors College Rm. Elm Rm. 227

Course description

Did you ever wonder how archaeologists take tiny, sometimes even microscopic, remnants of material and weave the fragments together to inform us about peoples’ daily lives in the past? This course is an introduction to anthropological archaeology – you will examine how archaeologists learn about the past, including the methods they use to gather data, key ideas and theories they use to interpret what they find, and approaches they use to share what they learn with the public. We will briefly consider how archaeological goals and approaches have changed over the past 100 years before turning our focus to explore the daily practice of doing archaeology. We will examine cultures and sites from around the globe as we explore key questions archaeologists are trying to solve– like who the first farmers were, how indigenous people made rock art and what the images mean, and the truth behind genocides and war crimes. We will learn about archaeology’s impact on people’s daily lives in the present, and explore how archaeologists partner with communities to plan and carry out projects that contribute to social justice and assist people in their struggles to learn about and protect their cultural heritage. As we explore archaeological research, you will learn that archaeology is much more than a straightforward study of the “prehistoric” past as you explore archaeology’s relevance in our contemporary world. As global populations increase, corporations expanding gas and oil pipelines, and exploitation of water and mineral resources continue, we find that land is at a premium. Our society must make difficult choices about how to protect the past for future generation. Archaeologists play an important role in that future – in this course, we consider if the past (and whose past) still matters, who decides, and how archaeology can contribute to social justice.

Anthropology 102 is designated as a Gen Ed in two categories: Social and Behavioral (SB) and Global Diversity (G). While at UMass you will gain professional training and take courses that help prepare you for a career, but I and other faculty at UMass also think it’s important for you to build skills that allow you to be an informed, educated, and compassionate global citizen. We want to ensure your UMass education leads you to success in a diverse and rapidly changing world; a world with complex problems that require you have creativity, critical thinking, and an understanding of yourself and others. We want you to cultivate in you a passion for learning that lasts a lifetime as well as skills that you will utilize long beyond your four short years at UMass. This SB+G Gen Ed course aims to help you better understand yourself and other people around the world who may be separated from you by culture, geography and time, and whose life experiences may be very different from your own. This SB+G course is also intended to give you practice in writing and critical thinking. We will address these goals by examining various ways people have lived in the remote and more recent past, which are both different and similar to the ways that people live today. You will also learn and sharpen your critical thinking as we consider and evaluate how archaeologists gather and interpret a broad range of data and attempt to explain what they think happened in the past.

Professor

Dr. Sonya Atalay

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Required Books and Materials

- Introducing Archaeology, 2nd edition. Author: Robert J. Muckle (2014)
- Community-Based Archaeology: Research with, by and for Indigenous and Local Communities. Author: Sonya Atalay (2012)
- Comic Life software (for Mac, PC, or tablet) (or have access to a campus computer that has the software)
- 3 ring-binder or notebook with pockets and section dividers (this will be your research portfolio so you may want a binder with the option to insert an image/title on the cover and spine)
- Other readings will be available through Moodle. If you do not see a particular reading, please notify me by email.

More about Gen Ed learning objectives and how we will achieve those in this course

<i>Content</i>	<i>Critical Thinking</i>	<i>Communication</i>	<i>Connections</i>
Address fundamental questions, ideas, and methods of analysis in the humanities and social sciences. You will do this through lecture/discussions, hands-on activities and weekly writing assignments in which you consider how archaeologists gather, analyze, and interpret material culture data. Ideas and methods of how archaeologists connect excavated sites to the heritage of contemporary and diverse groups of peoples is a prominent focus of lecture/discussions, reading material and written assignments.	Develop creative, analytical and critical thinking through inquiry, problem solving, and synthesis. You will do this through our in-class discussions and activities in which you integrate multiple forms of material culture to interpret an archaeology site.	Develop skills in communicating persuasively and effectively orally and in writing. You will do this by engaging in discussions of readings and weekly writing assignments relating to analysis of material culture as well as multiple perspectives on heritage sites. Develop skills in working effectively and collaboratively (in groups, across perspectives). You will do this by working in small teams during class discussions and with your research teams to solve problems relating to shared use of cultural heritage resources.	Gain experience applying and integrating methods of analysis in archaeology to real world problems & contexts. You will do this through in-class discussions and weekly written work, weighing concerns of protecting cultural heritage with economic development, oil/gas pipelines, and archaeology used for social justice. Develop pluralistic perspective taking and awareness of culture, self, and others. You will do this as you read and explore value that cultures around the world place on the bodies, sites and materials that archaeologists study.

Requirements & Grading

Attendance. Students are expected to attend all class meetings, read assigned materials prior to class, and actively participate in class discussions. Typically I will lecture for the first half of each class session (45 minutes) and in the second half of each class, we will have in-depth discussion of the day's topic. Our discussions will build on the material presented in lecture and the assigned reading, so ***it is essential that you complete the week's readings prior to class.*** It will be very obvious if you haven't done the readings – you will not be able to engage in our discussion and will lose discussion points for that day. I will post my lecture slides on Moodle at the end of each week, but there is no substitute for attending and participating in class.

Classroom Professionalism. I expect students to act in a professional manner while in class. This means you should not check email, surf the net, read the newspaper, habitually arrive late, talk loudly with classmates, or

otherwise disrupt class. Turn your cell phone off while in class. **If excessive violations occur, it will result in a reduction of your overall course grade.**

Grading

Your overall grade in the course will be calculated by combining your grades from two exams (each contributing 20% of your grade), preparation for and contributions to class discussions (15% of your grade), weekly written reflections (~2 pages each) (20% of your grade), and creation and presentation of an inquiry research project (25% of your grade).

Exams.

In-class exams (20% each) There will be two in-class exams that will be held during our usual class time in the regular classroom. In-class exams consist of multiple choice, short answer, and short essay questions. **Exam dates are: Wednesday, Feb. 17 and Wednesday, March 23.** To do well on the short answer and essay portion of the exam, you will need to be able to provide examples from the readings. Your weekly written response papers are meant to prompt detailed thinking about the week's topic, but if done properly should also help tremendously as you prepare for the exams. As you read the course material each week, write a brief summary of what you've read (less than a paragraph is usually enough) and familiarize yourself with the author's name, date, and key points. You may want to begin your weekly response paper with these summary notes, building on this outline in your 2-page response. In-class exams are NOT cumulative, but they are intended to be challenging so you will need to study to earn a high score.

Preparation for and Contribution to class discussion (15%) As an honors course, this class requires you to read, reflect on, and think critically about the ideas and topics presented. This begins with you reading the assigned material before class each week. To get an 'A' grade for the preparation/participation aspect of this course, you will need to earn **100 "prep points"**. Each class period, you will have the opportunity to earn five "prep points". For example, to assess your reading and preparation for discussion, I often ask students to do a brief pre-class or in-class task: this might include posting a question in a Moodle forum, tweeting a key idea from a reading, choosing a favorite or least liked passage from an article, or answering a short set of true/false quiz questions at the start of class. These tasks allow you to earn prep points. Contributing to class discussion offers another way for you to earn prep points each class. Having all students engaged in discussion and fully participating makes the class much more enjoyable for everyone. So, do the reading and come ready to discuss it! You will get much more out of this course and make our time together in the classroom more enjoyable. You **will not** simply get an 'A' for participation by just showing up to class each week.

Weekly reflections (20%) Each week you will reflect on what you've read in a reflection piece that is ~2 pages long (double spaced). You will submit these in class each Monday in response to the reading and discussion from the previous week. The goal of these is not to regurgitate key ideas from the readings or to give a simple summary of class discussion. Rather I want you to use these reflections as an opportunity for you to think through the week's topic, and integrate the material in a way that makes sense for your particular interests, major, focus of study, etc. BE CREATIVE! Be COLORFUL! Your responses can include written text and narrative, but also drawings, comics, doodles, thought bubbles, mind maps, a series of tweets, a set of questions/answers, skit dialogue. Or it may not be written at all – perhaps one week you will choose to create a short video and provide me with a link to it. Or share your thoughts through a series of photographs. You will choose some (or all, if you'd like) of these reflection pieces to include in your final research inquiry project portfolio.

As the course progresses, your reflections may become more focused, particularly after you have chosen the topic for your inquiry project. These pieces will be a good place to consider ideas, reflect on your views, or work out thoughts related to your research. Consider how the readings pertain to your inquiry project. Did the reading provide helpful direction for your inquiry? Did it bring to mind more questions or make you re-think your topic? What's making you uncomfortable with the material? How does it relate to your career, interests, aspirations, or goals? Share these things in your weekly reflection pieces. If done well, these reflection pieces will provide you an opportunity to work out your inquiry project details, and at the same time

provide me with a way to follow your engagement with the course topics as well as the development of your inquiry project.

Inquiry Project Portfolio (25%) Instead of having a final exam in this course, you will choose and work on an inquiry project. As you explore the topic, you will record notes, ideas, and outlines of your research in a 3-ring binder or notebook. In the first 5 weeks of the semester, you will read and hear about many interesting archaeology projects and topics. You will choose a topic that interests you and explore the range of research that's been done on that topic. For example, you might choose to explore archaeologists' exploration into concentration camps – What do they want to know, what field methods are they using, what special challenges do these project present? Another example: you may find the process of developing MOUs and MOAs particularly intriguing or it may be something you will need to do in your own chosen field. You might work to collect examples of MOUs developed between tribal entities and Federal agencies with regards to archaeology projects. Are you interested in sacred sites and traditional cultural properties? Gather material and examples related to indigenous peoples' efforts to protect sacred sites.

These inquiry projects involve rigorous research, and I view the finished products (your inquiry portfolio) as both evidence of exploration of your topic as well as an engaging resource that will capture the interest of someone who knows nothing about the subject. Your portfolio will provide an overview of current research combined with your own ideas and reflections. It will document your path of inquiry through the class and your research topic – the best portfolios will include thorough research that is also creative, playful, colorful, and above all: interesting. So rather than asking you to produce a final paper that summarizes research you've completed, I'm asking you to conduct an in-depth inquiry into a topic and provide examples, summarize case studies, gather photos, provide links to interesting and engaging videos, and any other relevant information that demonstrates you have explored multiple angles of the topic and have a sense of the current research being carried out on the topic. **By week 6 (Feb. 22)**, you should have a preliminary idea for the project to share with the class. You must provide me with a final decision on the inquiry project topic by **Week 8 (March 7)**. In the second half of the course, you will each share your inquiry project ideas as part of our in-class discussions. I, along with your classmates, will provide you with feedback to help guide and improve your research. You will present a complete draft of your project portfolio in class on Monday, April 25 in a sharing event. I will invite faculty, students and the UMass community to browse your portfolio and talk with you about your inquiry project. You should use the opportunity as a way to gain feedback on your work and include a final reflect in your portfolio based on the feedback you receive.

Your final inquiry project portfolio (**due May 2**) will include the following sections: 1. title page (title of your project, author name, date, course information, etc.), 2. table of contents, 3. statement of inquiry question (~1 page), 4. research notes and results (this will vary for each project – we will decide together what your project results should include), 5. summary of findings, 6. post-presentation reflection, and 7. References cited or bibliography. Your portfolio will also include several (or all) reflection pieces. While each portfolio will include similar sections, they will all be unique in the way you choose to present the information. You might use written or printed text, comics, infographics, maps, drawings, powerpoint slides, images, etc. I find the best research happens when you allow yourself to be creative! So do great work and have fun doing it!

Moodle All students will have access to a Moodle page that includes a gradebook. You are welcome to post relevant announcements to the page.

Academic Honesty I encourage all students to discuss ideas with fellow classmates. However, I expect all your written assignments and exams to be completed alone. You are expected to abide by all of the rules of academic honesty presented in the [UMass Academic Honesty Policy](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/) (web address below). If you have any concerns or questions about these guidelines, talk to me during office hours. (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Weekly Topics Schedule

Week 1 Course expectations and a brief introduction to archaeology

Wednesday, January 20: **Introduction** to the course. Review syllabus, grading, and important dates.

Readings For This Week

- 1) *Introducing Archaeology* Ch. 1 Situating Archaeology (p.1-23)

Week 2 Archaeology today and why the past matters

Readings For This Week

- 1) *Community-Based Archaeology* Ch. 1 A Sustainable Archaeology (p. 1-28)
- 2) *Introducing Archaeology* Ch. 3 Managing Archaeology in the Early 21st Century (p.45-68)

Monday, January 25 Who needs archaeology? CRM, Academic, THPOs, and more...

Wednesday, January 27 Range of archaeological projects: several examples

Week 3 Archaeology's development and history

Readings For This Week

- 1) *Introducing Archaeology* Ch. 2 Looking at Archaeology's Past (p. 25-43)
- 2) *Community-Based Archaeology* Ch. 2 Origins of Community Based Research (p. 29-54)

Monday, February 1 Archaeology's early beginnings until 1970's

Wednesday, February 3 From Processual to Post-processual and on to Community Archaeology

Week 4 How archaeological sites are defined & formed, and developing plans to study them

Readings for this week

- 1) *Community-Based Archaeology* Ch. 3 Guiding Principles of CBPR (p. 55-88) + first part of Ch. 6 (p. 167-186)
- 2) *Introducing Archaeology* Ch. 4 Comprehending the Archaeological Record (p. 71-89)

Monday, February 8 Sites: how they are defined and formed

Wednesday, February 10 Project planning: IP, MOUs, grant writing, research design, funding agencies

Week 5 **Note: No Class Monday due to President's Day. Class meets on Tues., Feb. 16 instead.**

Homework: Post ideas for your inquiry project on moodle forum. You will read and comment on others' ideas and we will discuss as a group on Monday, Feb. 22. Interested in sharing your work at the 5 College Anthro Undergrad Conference on April 23rd?? Great for your resume! Abstracts will be due end of February.

Tuesday, February 16 Watch video: One Step before Archaeology: The Formation of a Deposition

(<http://www.archaeologychannel.org/video-main-menu/video-guide-main/video-guide-summary/2093-one-step-before-archaeology>)

Wednesday, February 17 **In-class Exam #1**

Week 6 Fieldwork (Finding and Excavating sites)

Readings for this week

- 1) *Introducing Archaeology* Ch. 5 Working in the Field (p. 90-111)
- 2) Archaeology of Homelessness, Larry Zimmerman, Courtney Singleton, Jessica Welch (2010) *World Archaeology* 42(3): 443-454.

Monday, February 22 Discuss Inquiry Project Ideas. Lecture: Survey Methods

Wednesday, February 24 Excavation practices

Week 7 Scales of Examining: Grand-scale and Micro-scale

Readings for this week

- 1) *Introducing Archaeology* Ch. 7 Reconstructing Culture History (p. 132-154)
- 2) Maui Solomon and Susan Thorpe. (video: <https://www.youtube.com/watch?v=nH3hcWuZyol>)
- 3) Submit abstract for 5 College Anthro Undergrad conference!! Social Justice Archaeology panel.

Monday, February 29 Conceptualizing Time: Dating, Eras, and Micromorphology

Wednesday, March 2 Looking across Space: Understanding the Land

Due next week: 2-page summary of Inquiry Project w/ draft table of contents.

Week 8 Examining Various forms of Data

Readings for this week

- 1) *Community-Based Archaeology* Ch. 4 Connecting with Research Partners (p.89-127)
- 2) *Introducing Archaeology* Ch. 6 Working in the Lab (p. 113-131)

Monday, March 7 **Due: 2-page summary of inquiry project, with potential examples and preliminary table of contents for notebook.** Lecture: Experimental and Ethno-archaeology

Wednesday, March 9 Artifact Analysis

SPRING BREAK: March 14-18 NO CLASS.

Week 9 Interpretation: Bringing the Lines of Evidence Together

Readings for this week

- 1) *Introducing Archaeology* Ch. 10 Explaining Things of Archaeological Interest (p. 195-213)

Monday, March 21 Interpretation & multiple lines of evidence

Wednesday, March 23 **In-Class Exam #2**

Week 10 Foodways and Archaeology

Readings for this week

- 1) Çatalhöyük summary
- 2) *Introducing Archaeology* Ch. 8 Reconstructing Ecological Adaptations (p. 156-173)
- 3) Study of Food Packaging Waste. *Sustainability* 7: 6994-7010.

Monday, March 28 Origins of Agriculture: Çatalhöyük's 100+ specialists decode early farming

Wednesday, March 30 Modern Hunger and Food waste: garbology, ziplocks, and whale hunts

Week 11 Archaeology and Social Inequality

Readings for this week

- 1) *Community-Based Archaeology* Ch. 5 Building a Strong Foundation (p. 128-166)
- 2) *Introducing Archaeology* Ch. 9 Reconstructing Social & Ideological Aspects (p.175-193)

Monday, April 4 Tracing Social Inequality: boarding and residential schools

Wednesday, April 6 Tracing Social Inequality: workers' unions & border crossings

Week 12 World outside our classroom

Readings for this week

- 1) *Community-Based Archaeology* Ch. 7 + second part of Ch. 6 (p. 186-195)
- 2) Film: *Standing on Sacred Ground*

Monday, April 11 Pipelines, Mines & Water: Archaeology and (inter)national development

Wednesday, April 13 Sharing results: digital technologies (apps, interactive GIS maps, and more)

Week 13 Social Justice Archaeology

Readings for this week

- 1) *Community-Based Archaeology* Ch. 8 Lasting Effects (p. 240-276)
- 2) *Introducing Archaeology* Ch. 11 Explaining things of Archaeological Interest (p.194-229)

Monday, April 18 **NO CLASS.** Patriot's Day

Wednesday, April 20 Public Engagement: comics and community theater (Turkey)

Saturday, April 23 5 College Undergraduate Research Conference (Social Justice Archaeology session?)

Week 14 Research Inquiry Portfolio Presentations

Monday, April 25 Bring your research portfolio to class. You will share and discuss your work at the Social Justice Archaeology Research Sharing Event.

Final Inquiry Project Portfolio due: Monday, May 2, by 5pm in my office (202 Machmer) or my office mailbox (201 Machmer)