**SOAN 216**

**INTRODUCTION TO ARCHAEOLOGY**

**Fall 2022**

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Student Hours (FKA “Office Hours”): Wednesdays 10AM-12PM

Office: Hotchkiss 201

**COURSE DESCRIPTION**

This course is an introduction to the anthropological subfield of archaeology, its practices, methods, and the political and social issues that arise when we study human pasts. The course considers the history of the discipline and its theoretical underpinnings, then looks at how archaeologists create research designs, discover and excavate sites, analyze artifacts and features, and disseminate their findings. It also introduces a series of spatiotemporally diverse archaeological case studies, calling on the students' understanding of basic archaeological concepts while emphasizing the ways that archaeological practice and museum display necessarily engage with political and social movements. Special attention is paid to how the archaeological record captures experiences of people of color, women, working class people, and those who are not literate. Multiple examples interpreted via material remains introduce students to the complexity of human experiences within a framework of cultural relativism. Field projects, in-class activities, and films supplement traditional lectures. No prerequisites. (Under the Forester Fundamental Curriculum, this course meets the Social Sciences requirement. Under the old GEC, this course meets the Social Science and Cultural Diversity requirements.)

**COURSE TIME REQUIRMENTS**

This course carries 1.0 course credit (equivalent to four semester credit hours). Semester-length Lake Forest College courses carrying 1.0 course credits require that students to devote a minimum of 12 hours of total work per week (in-class time plus out-of-class work—expect to devote 3 hours out of class for every hour “in” class.).

**COURSE TEXTS (required):**

The books listed below are *required* reading for the course.

Wilkie, Laurie A. 2014. *Strung Out On Archaeology: An Introduction to Archaeological Research.* Walnut Creek, CA: Left Coast Press. ISBN 978-1-61132-267-5

Spector, Janet D. 1993. *What This Awl Means: Feminist Archaeology at a Wahpeton* Dakota Village. Saint Paul, MN: Minnesota Historical Society Press. ISBN 978-0-87351-278-7

All other readings are found on the course Moodle site or as urls to visit.

**NOTE:** This syllabus and schedule **may** be *slightly* revised during the semester as opportunities for engagement arise. Consult the Moodle page for any course updates.

**STUDENT LEARNING OUTCOMES**

* Students will gain an understanding of basic archaeological principles including research design, excavation methodology, laboratory analysis, and interpretation.
* Students will think critically about social and material phenomena—including their own culture and personal history—and develop these critical thinking skills by analyzing archaeological evidence.
* Students will apply their knowledge of archaeology to recognize how archaeologists reconstruct and interpret the past.
* Students will evaluate local and global archaeological case studies.
* And finally, students will become familiar with the variety of ways of being human across time and place and appreciate perspectives of people from diverse communities and cultures.

**COURSE POLICIES**

**PREPARING FOR CLASS AND CLASSROOM ETIQUETTE**

Students are expected to attend all class meetings, to come prepared to engage with the written materials presented, to participate fully in exercises and discussions, and to have completed all required readings listed on the syllabus for that day *prior to attending class*. Appropriate standards of conduct are to be maintained in the classroom at all times. If you want to disagree with people, talk about what they're arguing, not about who they are. Listen when others are talking. Build up your skills at being good in meetings; you will have plenty to sit through as you move into your eventual career.

***Masks!*** This semester you will be required to wear a mask while in class. I may revisit this decision after the first few weeks of school.



***Phones/Laptops***: Please bring your readings with you via laptop or as hard copies so that we can read and interrogate them together. Phones are allowed, but must be on silent.

***Food and drinks***: So, given this masking requirement, it makes little sense to allow food and drink in class. Please step out into the hall if you need to have some water, etc.

**ATTENDANCE**

This course is designed around the idea of coming together to share insights and to puzzle through both theoretical and real-world discoveries. I understand there are occasions when missing class is unavoidable, but there are reasonable limits on absences. A student who accrues FOUR CONSECUTIVE or EIGHT NON-CONSECUTIVE absences will be contacted to discuss their withdrawal from the class. If they wish to continue, they can only do so with a signed attendance contract which will include a negotiated grade penalty of AT LEAST 5% off their final grade. Breaching a signed attendance contract will constitute automatic failure of the class.

**EMAIL AND OFFICE HOURS**

I will promptly (within 24 hours; unless it is the weekend) reply to all student email. Make sure include your *name* somewhere in the body of your email. Moodle uses your Lake Forest College email address, so please check it regularly or set it up to forward to whatever account you most frequently check. My email communication with you will be sent to your official Lake Forest College account, so it is best if any messages you send me also use it. *Sometimes questions are best discussed in student hours (fka office hours) rather than via email; so do consider that option.*

**GRADING POLICY**

**Deadlines**

Assignments are due to Moodle site by the time and date listed. Late assignments are ***not*** accepted unless there is an exceptional circumstance (which needs to be documented). One letter grade will be deducted per calendar day for late papers.

**Collaboration**

Unless specifically stated by the instructor, there should be ***no*** collaboration on graded academic exercises.

**Academic Honesty**

Academic honesty is expected of all students and faculty. It is a central norm of academic life. Plagiarism is a serious violation of this norm (this is important—we are learning about norms in this class!). The scholarship you produce is the key determinant of my evaluation of you as a student. Therefore, if the words and ideas of others are represented in your work as your own–or if you recycle an earlier piece of your writing without indicating as such–you are committing academic fraud. You should assume that you work is being monitored for all possible plagiarism. Cases of fraud will be penalized, with outcomes ranging from an “F” for the offending assignment to an “F” for the course, and including a hearing before the Academic Honesty Judicial Board and the notification of the Dean of Students.

**COURSE REQUIREMENTS**

**Grades will be based on the following:**

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| --- | --- |
| Syllabus Quiz | 10 |
| Quizzes (4 each @ 25 pts) | 100 |
| Classification Exercise | 10 |
| Stratigraphy Exercise | 10 |
| Seriation Exercise | 10 |
| Assignment 1: Le Projet du Garbàge | 30 |
| Assignment 2: Cemetery Project | 30 |
| Assignment 3: Exhibit Analysis | 40 |
| Final Exam | 100 |
| **Total Points** | **340** |

**Quizzes (4 @ 25 pts):** Four times during the semester short quizzes will be given to assess each student’s understanding of the course texts and lectures. There is also a short syllabus quiz (10 pts).

**Exercises (3 @ 10 pts):** This in-class exercises will be written up and turned in by students upon their completion. There are three exercises—Classification, Stratigraphy, and Seriation.

**Assignments (2 @ 30 pts, 1 @ 40 pts)** Three times during the semester, students will complete a short writing assignment that draws on their archaeological and analytic skills. They are: Le Projet du Garbàge, Cemetery Project, and the Exhibit Analysis. Students will submit all assignments electronically via Moodle.

**Final Exam (100 pts):** A cumulative final exam will be given during the course exam session.

**Format (for all the assignments unless otherwise noted):**

* Cite references using Chicago Style’s Author-date style (see <https://library.lakeforest.edu/citationhelp#s-lib-ctab-28495864-3>) which means that you use **in-text citations** and then also include a final **references cited** section.
* Double-spaced, 1-inch margin on all sides
* Times New Roman or other standard, 12-point font
* Include page numbers in header or footer
* No extra space (line) between indented paragraphs
* Save the file with YOUR last name at the beginning (e.g. Graff\_CemeteryAssignment)

**COURSE SCHEDULE**

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| --- | --- | --- |
| **UNIT 1: PRINCIPLES OF ARCHAEOLOGY** | | |
| **WEEK 1** | | |
| **Thurs** | **Aug 25** | **Introduction and Course Overview**  In class: What does an archaeologist look like?  In class: Pocket archaeology activity  In class: [*What They Saved: Texans Reflect on Treasures Plucked From Harvey*](https://www.nytimes.com/2017/09/05/us/treasures-saved-harvey.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&_r=0)  Optional: look at [These Are the Heartbreaking Belongings That Covid Victims Left Behind](https://www.nytimes.com/2020/06/29/nyregion/coronavirus-hospitals-patients-belongings.html?referringSource=articleShare)  (1) Take Syllabus Quiz by August 26th @5PM |
| **WEEK 2** | | |
| **Tues** | **Aug 30** | **Disciplinary Origins 1:**  **What Is Archaeology, and Why Is It Anthropology?**  Before Class:  (1) Read: Wilkie pp. 17-22 (preface); 27-41 (Ch 1: The Parade); 43-44 (first 2 pages of Ch 2)  (2) Read: Macaulay 1979 |
| **Thurs** | **Sep 1** | **Disciplinary Origins 2:**  **From Cabinets of Curiosity and Antiquarianism to Culture History**  In Class: add to Arch Theory Worksheet  Before Class:  (1) Read: Wilkie 77-82 (first 6 pages of Ch 3)  (2) Watch: [*Wondrous Obsessions: The Cabinet of Curiosities*](https://www.youtube.com/watch?v=_NDTSe4Y5JE) (BBC Scotland—2 parts, part two [here](https://www.youtube.com/watch?v=FM5xSyb5EP4)) |
| **WEEK 3** | | |
| **Tues** | **Sep 6** | **The Archaeological Mindset, Terms, and Classification**  In class: Discuss Assignment 1  Before Class:  (1) Read: Wilkie 44-49 (2nd-6th pages of Ch2 until "The Archaeological Toolset: Excavation); 82-92 (Ch3--Archaeological Tools: Classification)  (2) Read “[About the Digital Archaeological Archive of Comparative Slavery](https://www.daacs.org/aboutdaacs/)”  (3) Browse through “[DAACS Cataloging Manual: Ceramics](https://492nzz341b7zv7n2p3rfrebt-wpengine.netdna-ssl.com/wp-content/uploads/2018/10/DAACSCeramicManual.pdf)” to get a sense of artifact attributes  Due by Wednesday, September 7th at 5PM  (1) Classification Exercise |
| **Thurs** | **Sep 8** | **Garbology**  Before Class:  (1) Read: Rathje and Murphy 1992  (2) Browse through: Gregg Segal’s [7 Days of Garbage](https://www.greggsegal.com/P-Projects/7-Days-of-Garbage/1/thumbs)  (3) Read [Solid Waste Agency of Lake County](https://www.libertyville.com/DocumentCenter/View/14340/Swalco-information?bidId=)  Due by Friday, September 9th at 5PM  (1) Take Quiz 1 |
| **WEEK 4** | | |
| **Tues** | **Sep 13** | **Why Dig Square Holes? Archaeological Research Design, Survey, and Excavation**  Before Class  (1) Read: Wilkie 49-75 (Ch 2, “The Archaeological Toolkit, Excavation” to end of chapter)  (2) Visit [Interactive Dig, Achill Island, Ireland](https://www.archaeological.org/interactive-dig/achill-island-ireland/). Click through, including:  <https://www.youtube.com/watch?v=s7stKGqXIpg&t=2s>  <https://www.youtube.com/watch?time_continue=188&v=IQ3ZuEDwiCo&feature=emb_logo> |
| **Thurs** | **Sep 15** | **Beyond Culture History “Theory”:**  **Processualism and Its Analogies**  In Class: add to Arch Theory Worksheet  Before Class  (1) Read: Wilkie 115-146 (Ch 4)  Due by Sunday, September 18th at 5PM  (1) Assignment 1: Le Projet de Garbage |
| **WEEK 5** | | |
| **Tues** | **Sep 20** | **Post-Processualism, Marxist, and Feminist Archaeologies**  In Class: add to Arch Theory Worksheet  Before Class  (1) Read: Wilkie147-167 (Ch 5); 269-282 (Ch 9-until “Archaeologies of Sexuality”); 303-323 (Ch 10 until “Street People and Ball Guests”) |
| **Thurs** | **Sep 22** | **Archaeological Dating 1: Stratigraphy**  Before Class  (1)Read: Wilkie 92-108 (Ch 3, from “Culture History and Chronology” to “Frequency Seriation”)  (2) Read: Harris 1989  Due by Friday, September 23rd at 5PM  (1) Stratigraphy Exercise |
| **WEEK 6** | | |
| **Tues** | **Sep 27** | **Archaeological Dating 2: American Cemetery Seriation**  In class: Hand out Cemetery Assignment  In class: Seriation Exercise (you’ll complete most of it in groups during class)  Before Class  (1) Read: Wilkie 108-113 (Ch 3, “Frequency Seriation” through the end of the chapter”)  (2) Read: Dethlefson and Deetz 1966  Due by Wednesday, September 28th at 5PM  (1) Seriation Exercise |
| **Thurs** | **Sep 29** | **Zooarchaeology; Archaeobotany**  Before Class  (1) Read: Bowen 1975  (2) Read: Fairbairn 2007 |
| **WEEK 7:** | | |
| **Tues** | **Oct 4** | **Bioarchaeology**  Before Class  (1) Read: Mack and Blakey 2004  (2) Read: [Archeologists Have Located a Possible Mass Grave Associated With The 1921 Tulsa Race Riots. Here's What To Know](https://time.com/5751321/archeologists-possible-mass-grave-1921-tulsa-race-riots/)  (3) browse through and look at further articles from Odelwale and Slocum, [#TulsaSyllabus](https://tulsasyllabus.web.unc.edu/search-for-mass-graves/) |
| **Thurs** | **Oct 6** | **Politics of the Past and Portrayals of the Present:**  **Monuments and Memory**  Before Class  (1) Read: [Mullins 2020](https://paulmullins.wordpress.com/2020/06/08/memory-making-and-civility-removing-the-garfield-park-confederate-monument/)  (2) Read: [Joyce 2017](https://blogs.berkeley.edu/2017/08/16/losing-the-past-or-changing-the-future-archaeologists-and-modern-monuments/)  (3) Read: [Graff and Kersel 2021](https://storymaps.arcgis.com/stories/b098bfe755704ea3b3e0f772b5f15fd9)  Due by Friday, October 7th at 5PM  (1) Take Quiz 2 |
| **UNIT 2: Archaeology Case Studies** | | |
| **WEEK 8** | | |
| **Tues** | **Oct 11** | **Archaeology, Popular Culture, Cinema, Museums**  In class: *American Digger* and/or *The Dig*  Before Class  (1) Read: Bunce 1995  (2) Guest Speaker! And reading TBA  Due by Friday, October 14th at 5PM  (1) Assignment 2: Cemetery Project |
| **Thurs** | **Oct 13** | **Beginnings of Social Complexity 1:**  **Stonehenge and Çatalhöyük**  Before Class  In class: begin filling out Great Excavations worksheet  (1) Read <http://www.english-heritage.org.uk/daysout/properties/stonehenge/>  (2) Read <http://www.catalhoyuk.com/> |
| **WEEK 9** | | |
| **Tues** | **Oct 18** | **No Class, Fall Break!** |
| **Thurs** | **Oct 20** | **Beginnings of Social Complexity 2:**  **Mesopotamia: Ubaid, Uruk, Ur**  Before Class  (1) Read: Gibson 2008 in Emberling et al. 2008 (*just* pp. 13-18)  (2) Read <http://www.ancient.eu/ur/>  (3) Read <http://sumerianshakespeare.com/117701/117801.html> |
| **WEEK 10** | | |
| **Tues** | **Oct 25** | **Concentrating Political Power 1:**  **Teotihuacán; Tenochtitlán; Cahokia**  Before Class  (1) Read <http://whc.unesco.org/en/list/414/>  (2) Visit the [Pyramid of the Sun](https://www.360cities.net/image/pyramid-of-the-sun-in-teotihuacan-mexico)  (3) Read <https://www.ancient.eu/Tenochtitlan/>  (4) Visit the [Templo Mayor](https://www.360cities.net/ws/image/templo-mayor-mexico-city-2)  (5) Read <http://cahokiamounds.org/> |
| **Thurs** | **Oct 27** | **Concentrating Political Power 2: Machu Picchu; Copán**  Before Class  (1) Read <http://whc.unesco.org/en/list/274/>  (2) Visit the [Inca Terraces at Machu Picchu](https://www.360cities.net/image/machu-picchu-the-lost-city-of-the-incas)  (3) Read <http://whc.unesco.org/en/list/129>  (4) Visit the [Ball Court at Copán](https://www.360cities.net/image/the-ball-court-at-copan-central-america)  Due by Wednesday, October 28th at 5PM  (1) Take Quiz 3 |
| **WEEK 11** | | |
| **Tues** | **Nov 1** | **Introduction to Historical Archaeology**  Before Class  (1) (1) Read Orser 2016, pp. 1-28  (2) Browse through Graff et al. 2016 [Charnley-Persky House Archaeological Project](http://digitalchicagohistory.org/exhibits/show/charnley-persky-house/intro)  (3) Read: Graff 2019, *An Ardent Anti-Slavery Tale* |
| **Thurs** | **Nov 3** | **Historical Archaeology: Examples from the West Coast of North America**  In class: Watch Privy to the Past: <https://lakeforestcollege.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=77d4ced2-259a-4b75-a02d-ace10163f050>  Before Class  (1) Skim through: 3) Skim through [Cypress Freeway Archaeological Report](http://asc.sonoma.edu/sites/asc/files/praetzellis_2004_putting_there_there_west_oakland.pdf) (focus on tables and images to get a sense of the “Privy to the Past” project from another source)  (2) Read: Voss et al. 2013, *Market Street Chinatown Archaeology Project* |
| **WEEK 12** | | |
| **Tues** | **Nov 8** | **No Class--Election Day/Off-Campus Work Trade Day** |
| **Thurs** | **Nov 10** | **NAGPRA**  Before Class  (1)Read: Atalay et al. 2017  (2) Read: [NPS’ NAGPRA site](https://www.nps.gov/subjects/nagpra/index.htm)  (3) Read: “[Craft an African American Graves Protection and Repatriation Act](https://www.nature.com/articles/d41586-021-01320-4)” |
| **WEEK 13** | | |
| **Tues** | **Nov 15** | **Case Study: Indigenous Archaeology**  Before Class   1. Read Spector 1-77 |
| **Thurs** | **Nov 17** | **Case Study: Indigenous Archaeology**  Before Class  (1) Read Spector 78-end |
| **WEEK 14** | | |
| **Tues** | **Nov 22** | **Case Study: Indigenous Archaeology/Boy Scout Archaeology**  Before Class  (1) Read Cipolla, Quinn, and Levy 2021, *Territorializing Whiteness: A Archaeology of Boy Scout Simulations* |
| **Thurs** | **Nov 24** | **No Class—Thanksgiving Break!** |
| **WEEK 15** | | |
| **Tues** | **Nov 29** | **Archaeology of the Contemporary:**  **Revisiting Your Garbage Projects**  Before Class  (1) Read: De León 2012  (2) Visit <http://undocumentedmigrationproject.com/>  Due by Sunday, November 28that midnight  (1) Assignment 3: Exhibit Analysis |
| **Thurs** | **Dec 1** | **Ethnography and Archaeology**  Before Class  (1) Read: Castañeda 2008, *Introduction: Ethnography and the Social Construction of Archaeology*  Due by Wednesday, December 2nd at 5PM  (1) Take Quiz 4 |
| **WEEK 16** | | |
| **Tues** | **Dec 6** | **Archaeology Today: Mecca Flats and Conclusions**  (no readings) |
| **FINAL EXAM** | | |
| **Wednesday, December 14, 8:30-11:30** | | |