INTRODUCTION TO ARCHAEOLOGY
ANTH-253.001/Fall 2017
Mondays & Thursdays 12:55 -2:10 PM

Location: Lectures, Watkins 102
Discussion, Watkins 102

Prof: Chap M. Kusimba
Office: Hamilton 201
Cell: (312) 315-5930
Hours: Mon and Thur, 12:55-2:10PM
E-mail: kusimba@american.edu
Office Hours: Fri, 10:00 AM-4:00 PM (Or by appointment)

TA: TBD
Email: ...@student.american.edu

Course Description: Anthropology 253-001-2017F is an introductory course in the history of archaeology, method and theory. We will review and learn how archaeologists approach specific portions of the archaeological record to create knowledge, and what this knowledge tells us about certain selected portions of the human experience. The overall goal of the course is to provide you with a comprehensive introduction to the discipline of archaeology, and its place within anthropology and society in general.

Student Responsibility: As a member of this class, you are expected to attend class, complete readings, and participate in class discussions and activities. There will be (1) five bi-weekly take home assignments (see assignments below and on blackboard), (2) a Mid-term, (3) a final examination, and (4) research paper (suggested topics and guidelines are explained at the end of this syllabus and on blackboard).

I do not accept completed projects via e-mail or without penalty after the deadline. Projects turned in after the deadline drop one grade per late day, maximum of three days. Questions about grading must be raised within ten days of an exam or writing project being returned. Make-up exams, of the essay variety, are only offered for documented medical emergencies of the most extreme sort. Student Health Center slips (as they clearly indicate) just document you were seen and are not acceptable as excuses. Any consideration will additionally only be a possibility for specific problems I am made aware of before an examination. Do not send me an e-mail, text, or leave a voice-mail with an excuse, you must appear in person. If you have any special needs, those must be documented in the Academic Support Center (MGC Room 243, X3360) before the semester begins, and it is your responsibility to make sure that I am informed of such. The five take home assignments are worth 100 points (20 points for each assignment). The two examinations are each worth 100 points, and the research project is worth 100 points. Your final grade will be determined by the percentage of the total of a possible
400 points that you have earned relative to the class. In other words, at the end of the semester final point tallies for all the requirements are compared across the class to arrive at individual final grades. The grade “A” is earned for excellent scholarship in all phases of the course; “B” for very good performance; “C” for satisfactory work; “D” for generally below satisfactory but passing performance; and “F” for failure. Pluses and minuses further delineate increments on this same scale. As with any university course, grades are earned and not given or negotiated. There are no “extra credit” assignments. The award of an honor grade (A, A-, B+) requires clearly superior performance in all aspects of the course. If you are taking this course pass-fail, you must have a “C” average relative to the entire class to receive a “P” and be awarded credit for the class.

GRADE BREAKDOWN

Expectations
Breakdown of grading scale – up to you where you want to split the grades
A = 100-94
A- = 94-90
B+ = 89-85
B = 84-80
B- = 79-75
C+ = 74-70
C = 69-65
C- = 64-60
D = 59-55

Percentage of grade for each test and assignment

Citizenship: Classes are organisms of a sort and must function well together. I therefore expect that certain rules of behavior will be followed inside our classroom. Most are common sense, but bear repeating. I expect you to come to class on time and consistently. Poor attendance, chronic tardiness, or failure to adhere to the rules discussed below will be reflected in your final grade. Turn off all your various noise-making electronic devices before entering the classroom. You may not use your cell and/or text on your cell in the classroom. You may not leave the class to take calls. Exceptions for emergency situations can be made, but please discuss this with me beforehand. No computers or hand-held electronic devices of any sort may be used in the classroom. If guilty of breaking these rules you will be asked to leave the class. It is important for you to give your full attention to the class. Refrain from talking to your neighbors once class starts. Background chatter, even though in a low tone, disturbs others and me. Allow time for restroom stops before class. Folks getting up and returning are distracting to the class and will not be tolerated. Please, do not eat lunch in class. If you become ill during class, please let me know. If you absolutely must leave during the course, please inform me before as a courtesy. Last, we must all make a special effort to be tolerant of each other’s opinions. The diversity of those opinions is what makes a subject like archaeology more interesting. Be mindful that we do not all think or believe alike. I appreciate your adherence to these rules and will make every
effort to treat you in a similar courteous fashion. I do, however, mean what I have said above. Violators will be asked to leave the classroom, and/or final grades will be reduced.

**Academic Integrity** - Standards of academic integrity are set forth in the University’s Academic Integrity Code. I take this code very seriously. By registering for this course, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and it is my obligation to initiate disciplinary action should such violations occur. Please see me immediately if you have any questions about the academic violations described in the Code in general, or as they relate to requirements for this course. This applies to all assignments, both examinations and written projects. Each exam and project must represent your own work. For outside the class projects, discussing your ideas or general approach with other students, revising your work in response to another’s critical comments, or using words or ideas from the texts or other sources with proper reference is acceptable, and, is in fact an important aspect of intellectual discourse. Plagiarism and all other forms of academic dishonesty are unacceptable always. If you think you may be violating this policy, please discuss your concerns with me beforehand. Once the assignment is turned into me it is subject to these guiding principles. Examinations, in every instance, must represent solely your own work.

**Textbooks:** One book has been ordered for your use in this course. To place an online order, go to [shopAmericanU.com](http://shopAmericanU.com), click “Books” on the top navigation and follow the prompts to select the materials for your courses.


Further Readings, including films, research articles, and other relevant materials for each class will be placed on Blackboard. I will send out announcements regularly so be sure to consult blackboard regularly.

The textbook and other assigned readings are meant to *supplement* course lectures and discussions.

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 28</strong></td>
<td><strong>Course overview: Nature and Aims of Archaeology</strong></td>
</tr>
<tr>
<td><strong>August 31 &amp; September 7</strong></td>
<td><strong>The Searchers; History of Archaeology</strong></td>
</tr>
<tr>
<td></td>
<td>Renfrew and Bahn, pp. 21-48.</td>
</tr>
</tbody>
</table>
September 4  No Classes, Labor Day

September 11 & 14  What is Left: The Variety of Archaeological Evidence
Renfrew and Bahn, pp. 49-72.

ASSIGNMENT 1. 20 POINTS (DUE SEPTEMBER 14, 2017)

September 18 & 21  Where: Survey and Excavation of Sites and Features
Renfrew and Bahn, pp. 73-130.

September 25 & 28  When: Dating Methods and Chronology
Renfrew and Bahn, pp. 131-176.

ASSIGNMENT 2. 20 POINTS (DUE SEPTEMBER 28, 2017)

October 2 & 5  How were Societies organized? Social Archaeology
Renfrew and Bahn, pp. 179-232.

October 9 & 12  What was the Environment? Environmental Archaeology
Renfrew and Bahn, pp. 233-272.

ASSIGNMENT 3: 20 POINTS. HOW WERE SOCIETIES ORGANIZED? (DUE OCTOBER 12, 2017)

October 16  What Did They Eat? Subsistence and Diet
Renfrew and Bahn, pp. 273-316.

October 20  ----- Midterm Examination -----

NO CLASSES FALL BREAK OCTOBER 13, 2017

October 23 & 26  How Did They Make and Use Tools? Technology
Renfrew and Bahn, pp. 317-356.

ASSIGNMENT 4. 20 POINTS (DUE OCTOBER 26, 2017)
PRIMARY READINGS: RENFREW AND BAHN, PP 273-316.
October 30 & November 2  What Contacts Did They Have? Trade and Exchange  
Renfrew and Bahn, pp. 357-390.

November 6 & 9  What Did They Think? Cognitive Archaeology, Art, and Religion  
Renfrew and Bahn, pp. 391-432.

November 13 & 16 What Were They Like? The Bioarcheology of People  
Renfrew and Bahn, pp. 433-476.

November 20 & 27  Why Did Things Change? Explanation in Archaeology  
Renfrew and Bahn, pp. 477-506.

NOVEMBER 23  NO CLASSES. THANKSGIVING HOLIDAY

ASSIGNMENT 5. 20 POINTS (DUE NOVEMBER 30, 2017)

November 30  Whose Past? Archaeology and the Public  
Renfrew and Bahn, pp. 549-564

December 4  Final Thoughts: The Future of the Past  
Renfrew and Bahn, pp 565-584

December 7  FINAL RESEARCH PAPER DUE BY 11:59 PM.

December 7  No class, Preparing for final exams

December 11, Final Examination Time and place to be determined

Assignment 1. 20 points (Due September 14, 2017)

Thinking About the History of Archaeology

Background:
As you learned in the class and the assigned readings (August 31, September-9), the discipline of archaeology has changed quite a bit over time. While archaeology is the
structured study of the human past, archaeologists themselves are not immune to the society that they live in or the tools available to them. In other words, as society and science advance, so too does archaeology. Understanding the different theoretical phases of archaeology’s past is essential to understanding archaeology now and in the future.

**Your Assignment:**
You are on the organizational committee of the first Annual Archaeology All-time All-star Conference and it is your job to plan the conference dinner party. You’ve sorted out the venue, the menu and the entertainment. All that is left is to assign the dinner guests to their tables. To minimize the amount of arguing and to ensure everyone has a nice time, you wisely decide to place guests at tables that correspond to the phase of archaeological theory they belong to. Please place the archaeologists below at the correct theoretical tables:

**The Archaeologists:**
- Lewis Binford
- V. Gordon Childe
- Grahame Clark
- Marija Gimbutas
- Ian Hodder
- Alfred Kidder
- Flinders Petrie
- Julian Steward
- Mortimer Wheeler

**The Tables:**
- **Table 1:** Early Modern Archaeology
  *(The salad fork is a product of cross-table migration)*
- **Table 2:** The Ecological Approach
  *(The salad fork is a result of cultural adaptation to our environment)*
- **Table 3:** The New Archaeology (Processual Archaeology)
  *(Don’t just observe the salad fork, EXPLAIN the salad fork)*
- **Table 4:** Postprocessual Archaeology
  *(There is no correct fork at this table. Use a spoon to eat your salad if you want!)*

**Questions:**

1. At which table would you expect to hear an archaeologist arguing that objectivity is unobtainable, or discussing the symbolic or cognitive aspects of the past?

2. Which archaeologist would you expect to hear talking about the “Neolithic Revolution” and the “Urban Revolution” and the application of Marxism to archaeology?

3. At which table would you expect to hear archaeologists discussing quantitative and statistical approaches to studying the past?
4. Of the four tables, which would you prefer to sit at and why? What might the archaeologists at this table discuss? What might they argue about? What might they all agree with?
Assignment 2.  20 points (Due September 28, 2017)

Where?  Renfrew and Bahn, pp 60-103

Analyzing a Systematic Site Survey

Background:
From Renfrew and Bahn (2007, pp. 83–84) you learned about the Teotihuacan Mapping Project. “Teo”, as Mesoamerican archaeologists affectionately call the city, was one of the largest urban areas in the world during its heyday (AD 200 to 650), but until recently very little was known about the layout and growth of this metropolis. How can an archaeologist even begin to study such a large site?

The researchers on the Teotihuacan Mapping Project found their answer in reconnaissance survey, specifically relying heavily on surface survey (Million, 1964: 345–352). From the location of artifacts collected through systematic surface collection, the archaeologists could construct a picture of what different areas at “Teo” were used for. They also could see how the city grew over time. After systematically surveying over 10 square miles of the site, they determined that the central 4.5 square miles of “Teo” was extensively planned on a grid pattern and that parts of the city had been subjected to a sort of “urban renewal” to bring them in line with the planned grid. The archaeologists could define this remarkably planned city with almost no costly excavation.

Suggested Additional References for assignment Available in Library:

Your Project:
You have been asked to evaluate a newly discovered archaeological site outside Mexico City. As a starting point, you decide it is best to engage in reconnaissance survey (Renfrew and Bahn 2007, p. 62-67; Muckle 2014, p.91-101) choosing to perform a systematic surface survey (see Renfrew and Bahn 2007, p. 82-85) of the site, recording your findings in a grid. From your results, you hope to understand some basic information about the site and decide where it is best to begin excavations.
Your Results:
On the grid below you have marked the locations where you collected certain types of artifacts on the site surface. Finish the map by drawing a possible boundary line around the site using the information you gathered.

KEY

- burnt wood
- ceramic sherd
- animal bone
- obsidian flake
- site boundary
Questions:

1. Approximately how many square meters does your site cover? How did you estimate this?

2. If you were an archaeologist who was particularly interested in obsidian blade production, where might you consider excavating based on these surface survey results?

3. During the surface survey, burnt wood, ceramic shards, animal bone, and an obsidian flake were collected from the southwest portion of the site. Based on this assemblage of artifacts, what might that area of the site have been used for?

4. In grid square A16 a single pottery shard was found and no other artifacts were collected from nearby. Does this mean that grid square A16 is not part of the site?

5. Now that you have completed your surface survey, you discover you have enough money to excavate 5 test pits at the site. Each test pit can be 1 square meter. Which squares would you choose to excavate and why? (e.g., Muckle 2014, p102-107).

6. Design a research question that can be addressed with the data you have collected.
Assignment 3: 20 points. How were Societies Organized? (Due October 12, 2017)

Practicing Burial Analysis

Background:
During the early 7th century AD, the Kingdom of East Anglia was among the many Anglo Saxon kingdoms of England. This period of England’s history is, quite literally, the stuff of legends: Anglo Saxon kingship straddles the boundaries of myth and history when rulers not unlike King Arthur held power over various warring domains. One such ruler was Raedwald, son of Tytila, who was king of the East Angles from around AD 600 until his death in around AD 624. During his reign, Raedwald was one of the most powerful men in all of England. His influence was far reaching and he is, perhaps, best known for becoming the first Anglo Saxon king to convert to Christianity.

In 1939, a fantastic archaeological discovery was made in East Anglia at a site called Sutton Hoo. The remains of a 90-foot-long early 7th-century Anglo Saxon ship were found at the site, far from the sea. Among the many spectacular artifacts recovered were several spears, a wand with a wolf motif, a drinking horn, a sword with a harness and belt, and various other objects of personal adornment crafted out of gold and decorated with garnets. Perhaps the most compelling artifact recovered was a ceremonial helmet made of gold, silver, and garnet, with a faceguard made to represent the visage of a bearded Anglo Saxon warrior.

As you learned in Class October 1 & 5 and in your assigned reading, the analysis of burials and the grave goods contained within them is one of the primary ways that archaeologists assess the status or rank of an individual in society (see Renfrew and Bahn, pp 140-171; Muckle, pp 175-194). It is assumed that individuals buried with valuable objects held positions of greater importance in society. You also learned that the remains of large-scale public works are a clue about how a society was organized; someone in the society had to be powerful enough to command the construction of something big.

While we may never know the identity of the Anglo-Saxon man buried at Sutton Hoo, one thing is clear: he was very important. He was buried with the finest, most expensive objects of his day and his burial beneath a massive ship far from the sea indicated that he had the power to inspire large-scale public works. Because of this, it is very likely that the face on the ceremonial helmet from Sutton Hoo is that of King Raedwald himself. Few others would be worthy of such a stunning burial.

Your Project:
You are an archaeologist who lives in eastern England and you have just been notified that some amazing burials have been found outside of the city of Ely. You know that Ely, which is in East Anglia, has a strong Anglo Saxon history and reports confirm that the artifacts associated with the bodies are characteristic of the late 7th century Anglo Saxons. You are given the following plan of this Anglo-Saxon cemetery:
Burial 1: Male; around 25 years old; no grave goods
Burial 2: Male; around 40 years old; buried with undecorated ceramic pot
Burial 3: Female; early teens; buried with a bronze bracelet and a ceramic pot
Burial 4: Female; around 40 years old; buried with a gold and garnet necklace, two blue glass bowls from France in a wooden box; a carved bone comb; three gold rings; an intricate gold and garnet crown; found beneath a burial mound (also known as a barrow)
Burial 5: Unknown sex; infant; no grave goods
Burial 6: Male; around 40 years old; buried with an iron sword, leather sheath, and the remains of a shield
Given this information, you’ve been asked to produce a short report interpreting the burials and their contents. Note which individuals appear to be of higher status and which appear to be of lower status as well as how you made this determination. Be sure to discuss both the grave goods as well as the placement of the burials themselves. Finish your report by discussing what place individuals 4 and 6 may have had in Anglo Saxon society based on their associated grave goods.

Questions:

1. Based on the content and context of these burials would you conclude that these were members of a mobile hunter-gatherer group, a segmentary society, or an early state? Why?

2. Although the sex of many of the individuals in this cemetery can be determined archaeologically, their gender is not immediately obvious. What is the difference between sex and gender?

3. Burial 4 contained glass bowls from what is now France. This could mean nothing at all, or it could be a clue about her ethnicity. For example, the individual could be at the end of a trade network that starts in France, they could be from France originally, or they could feel French even if they had never been to France. Why is ethnicity so difficult to recognize in the archaeological record?

4. Based on the data you have discovered at this site, design a research question as part of an investigation into gender roles in Anglo Saxon society.
Assignment 4. 20 points (Due October 26, 2017)
Primary Readings: Renfrew and Bahn, pp 188-205.

Analysing Prehistoric Diets

Background:
In 1952 near the Danish village of Grauballe yet another body was found in the bog. Peat bogs, which are common in Northern Europe, are an early stage in the formation of coal. This means that peat deposits can be used for fuel and Europeans have been cutting and drying peat deposits to heat their homes for millennia. However, due to the unique preservational conditions of the peat bogs (acidic water, low temperature and, most importantly, a lack of oxygen), there are times when peat cutters make grisly discoveries: the bodies of their Iron Age ancestors perfectly preserved in the bog.

In class and in assigned reading you learned that in waterlogged environments such as peat bogs organic materials (and thus human remains) can be extraordinarily preserved due to the lack of oxygen. You learned that the stomach contents of individuals preserved under such conditions can be recovered and studied. The analysis of ancient stomach contents not only provides information as to exactly what that person ate (at least for their last meal), but also gives us clues to other aspects of life and death in the past.

Grauballe Man was an adult male who died near the end of the 3rd century BC. His death was no accident. Grauballe Man was entirely naked and his throat had been slit ear to ear, leading archaeologists to believe that he was a victim of some form of human sacrifice. Many other bog bodies from this period, such as Tollund Man, also appear to be sacrifice victims.

Beyond the specifics of his death, the remains of Grauballe Man have provided many valuable clues about his life. The careful scientific study of Grauballe Man’s body has provided archaeologists with information about both his diet and his last meal. About his diet, the study of Grauballe Man’s teeth and jaws indicates that in his early childhood he probably endured periods of starvation. His bones also show that he had a serious calcium deficiency. Regarding his last meal, analysis of his preserved stomach contents show that Grauballe Man consumed over 60 species of wild seeds, some domesticated cereals, and a little meat shortly before he died. It is worth noting that this meal may have been exceptional for Grauballe man: a special dinner before he was sacrificed.

Your Project:
Another bog body has been found just outside of the village of Grauballe, Denmark. The body is that of an Iron Age woman, aged 25 to 30 years old, who was found wearing a sheepskin cape and who appears to have had a leather cloak tied around her legs incapacitating her. Her hair was long and tied in an elaborate braid. There is a noose around her neck indicating that she died from being hanged.

Using the information below, write a short report about what you can conclude about both Grauballe Woman’s diet and her last meal. Using your book,
suggest some further scientific analyses or methodologies that could be used to
tell more about
Grauballe Woman’s diet.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barley porridge</td>
<td>Stomach</td>
<td>Domesticated</td>
</tr>
<tr>
<td>Linseed</td>
<td>Stomach</td>
<td>Only available in Spring</td>
</tr>
<tr>
<td>Knotweed</td>
<td>Stomach</td>
<td>Wild; only available in Spring;</td>
</tr>
<tr>
<td>Mistletoe pollen</td>
<td>Stomach</td>
<td>Only available in March or April</td>
</tr>
<tr>
<td>Bone slivers (tiny)</td>
<td>Stomach</td>
<td>Rabbit</td>
</tr>
<tr>
<td>Osteoporosis</td>
<td>Bones</td>
<td>Normally only seen in much older people</td>
</tr>
<tr>
<td>Significant wear</td>
<td>Teeth</td>
<td>Often a result of coarsely ground grain or poor quality food.</td>
</tr>
<tr>
<td>Calcium deficiency</td>
<td>Bones</td>
<td></td>
</tr>
<tr>
<td>Dried fungus</td>
<td>Leather pouch</td>
<td>This fungus is known to have been used for healing and rituals</td>
</tr>
</tbody>
</table>

**Questions:**

1. What is the difference between an individual’s *diet* and a single *meal*?

2. What is *paleo-ethnobotany* and how does it relate to the study of *diet*?

3. What is *palynology* and what can it tell us about the past?
Assignment 5. 20 points (Due November 30, 2017)

How a Shipwreck Helps us to Understand Trade and Exchange
Primary readings: Renfrew and Bahn, pp 215-229.

Background
Over 3,000 years ago, a merchant ship carrying around 20 tons of precious cargo wrecked off the coast of what is now Turkey. In 1982, a Turkish sponge diver chanced upon this spectacularly preserved wreck and notified archaeologists. For over a decade underwater archaeologists excavated this site, now known as the Uluburun shipwreck. They made over 22,500 dives and, thanks to this colossal effort, we have learned more about exchange in the Bronze Age Mediterranean than we ever thought possible.

The ship itself was 15 meters long and was most likely from the Near East, perhaps Cypriot or Levantine in origin. This means that the vessel was already far from home when it wrecked. Some speculate that the ship had just headed out from a port on Cyprus, based on the 6 tons of copper ingots recovered from the
wreck. However, more than 18,000 artifacts from all over the Mediterranean world were found on the ship.

Shipwrecks, themselves, make excellent archaeological sites. From a preservation standpoint, the waterlogged environment of a shipwreck allows a lot of organic material to survive. Artifacts made of organic material often do not survive in other contexts. From a social point of view, because shipwrecks represent a sudden, unexpected, and no doubt tragic event, they represent a single moment in time. Unlike, say, the heavily planned and ritualized grave goods that we find in a Pharaoh’s tomb, the artifacts from the Uluburun shipwreck represent the daily life of Bronze Age Mediterranean trade.

As you learned in class and assigned readings, it is rare that archaeologists can reconstruct a complete exchange system. However, shipwrecks such as Uluburun do provide valuable clues about the distribution of goods in the ancient world. That such a large assemblage of diverse objects from a variety of sources exists in the same context confirms that the distant cultures of Bronze Age Europe, the Mediterranean, and Africa had sophisticated contact with each other.

**Your Project:**
You are on an underwater archaeology team that is working on the Uluburun shipwreck. To better understand ancient trade and exchange you have been asked to classify some of the artifacts found in the wreck. Using the information from Renfrew and Bahn 2007, pp 215-229 and from online sources, note the original source of each of the artifact types. Be sure to record if the original source of an object is unknown or unclear. Following this, record whether each object is made from unaltered or synthetic material. Finally, based on what you have learned about materials of prestige value, speculate as to whether each artifact may have been a prestige good in the Bronze Age Mediterranean.
<table>
<thead>
<tr>
<th>Artifact</th>
<th>Original source</th>
<th>Synthetic or unaltered material</th>
<th>Prestige good?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant ivory</td>
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<td></td>
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<tr>
<td>Stone ceremonial axe</td>
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<td></td>
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</tr>
<tr>
<td>Amphorae (ceramic jars)</td>
<td></td>
<td></td>
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<tr>
<td>Hippopotamus tusk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone cylinder seals</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ostrich eggs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copper four-handled ingots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amber beads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acorns</td>
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<td></td>
<td></td>
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<tr>
<td>Glass ingots</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gold scarab beetle with “Nefertiti” written on it</td>
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<tr>
<td>Tin ingots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold chalice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clay lamps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronze spear heads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebony-like wood</td>
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</tbody>
</table>

**Questions:**

1. What is *symbolic exchange* and what are some major *interaction spheres*?

2. What is *characterization* and how does it relate to the study of traded goods?

3. What are some of the scientific characterization methods that may have been used on the artifacts recovered from the Uluburun shipwreck?
The final project that you turn in should be a formal write up based on original research on any topic that was covered in the *Archaeology Essentials: Theories, Methods, and Practice* by Colin Renfrew and Paul Bahn, Thames and Hudson. Once you decide on a topic your paper should discuss why that topic or problem is significant, how archaeologists have gone about understanding it, and how you integrated data from multiple sources. Your conclusions should discuss the significance of your topic and why we should care. The total paper length for the group should be ca. 7-8 pages of text and must have a bibliography. The final project for this class is due on December 10, 2016.

**Please post your final paper on blackboard.**

**Topic:** Your project will address any one of the topics that are covered in the book. The project should be specific enough that you can collect data that answer the question. For example:

1. What can dendrochronology tell us about the climate change?
2. Advance in research techniques have improved archaeologists’ possibilities of recovering the past. Why then is interpreting the past still problematic?
3. What approaches do you believe are most suited for studying preliterate societies?
4. How did the discovery of absolute dating transform archaeological reconstruction of nonwestern societies?
5. What is the state and how have archaeologists explain the rise of states?
6. What is exchange and how useful is this concept for understanding past human interactions?
7. What are the difference between relative and absolute dating, and how the two methods combined strengthen the precision of any chronology
8. What are the key differences between the four classifications of societies discussed in the text? Do societies such as these still exist? What are some contemporary examples of hunter-gather groups?
9. People are often amazed at how ancient societies could build impressive monuments and structures. What does it take to build a structure like Stonehenge? What types of resources and what types of social structures are needed?
10. Climate change is a vital issue in our modern society. How might archaeological research aid in our understanding of climate change? Is it possible for archaeological information about climate change to guide modern environmental policies?
11. Studying ancient animal and plant remains can tell us a lot about changes in human society. What kinds of societal changes would need to take place for a hunter-gatherer group to switch to animal herding? To farming?
12. What sorts of insights can experimental archaeological methods, such as flint knapping, offer that traditional archaeological study cannot?
(13) Why do you think most hunter-gatherer groups do not use much pottery? Why would a sedentary society switch to using pottery over containers made of organic material such as baskets?

(14) All societies ascribe prestige value to some goods, however not all societies view the same materials as valuable. What types of items and materials are valuable in our society? Are there societies in the past or present that do not ascribe the same value that we do to such materials?

(15) Why do archaeologists spend so much effort on the characterization of artifacts? How does knowing the source of the raw material that an artifact is made of help us understand the “bigger picture” of ancient trade and exchange?

(16) In many cultures, literacy was restricted to only certain classes of society. The introduction of widespread literacy, for example in ancient Greece, was quite significant. What sorts of practical activities does the introduction of widespread literacy allow? How do you think the thought processes of the average farmer, herder, or merchant may have changed following the introduction of widespread literacy?

(17) Why do you think that archaeologists and paleoanthropologists spend so much time trying to determine when human ancestors developed such capabilities as upright walking and speech? Can you think of any unique abilities that human have which are not seen in other animals? What do you think are the abilities that make us human?

(18) You could also pick your own topic based on the discussion questions that I have posted on the syllabus.

Once you pick a topic do send me a short outline of the topic by October 23. Use blackboard.

**Performance quality** – or your grade – will be judged by:
1) Your understanding of the subject,
2) Your ability to apply what you learn in readings and discussion to problems, questions, and your final project,
3) Your completion of all four categories noted above, and
4) Your degree of competence, analytical ability, and intellectual initiative.

Grades will be assigned as follows:

**A:** You go beyond what is expected, shows a high level of abstract thinking [by generalizing into new contexts], making new applications or drawing original conclusions. You show evidence of wide reading, carry out genuine research for project (i.e. gathering data, putting in extra time and effort)

**B:** You perform at a level that is expected of a good student: complete the assignment, synthesizes the material, and occasionally show original thought.

**C:** You show some understanding and ability to use concepts, but you do not fully integrate the ideas [e.g. lists information]. Little transformation of material learned [“rote”] or thought.

**D:** You understand only one or a few of the basic aspects of the course but
you are unable to transform the information into thoughtful argument or synthesis.

**F**: You fail to learn, synthesize, or integrate the material.

**Instructions on writing an excellent research paper**

A good scholarly essay, no matter what the subject, must:

- Provide a good understanding of the general problem being investigated
- Explain *why* this problem is important to understanding... human evolution, global history, etc.
- Demonstrate that the author has reviewed – books, articles, or credible (scholar-authored) electronic publications
- Include a *working thesis statement* – which shows the direction of argument the author intends to pursue. Sources cited must be relevant to the thesis.

An excellent research paper:

- Builds a strong thesis statement
- Proceeds through an argument of *your own* construction, using a synthesis of sources to support that argument
- Fully discusses the broad importance of the issue (s) at hand in a well-developed introduction
- Comments on the implications and significance of your thesis in the conclusion

I call this the martini method: