

Archaeological Theory
ANTH 6350
W 3-5:30 pm
Fall 2014

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Office hours 8:00 am to 9:30 am Tuesday and Thursday mornings, or by appointment.

Textbooks: Bettinger 2009, Hunter-Gatherer Foraging: Five Simple Models. Eliot Werner. Clinton Corners.

Meaningful archaeological research involves the use of theory. This course is a graduate-level seminar covering the major theoretical paradigms in archaeology. These will include cultural-historical and descriptive-classificatory methods, processual and post-processual archaeologies, and recent evolutionary paradigms.

Course Objectives

- (1) Learn to analyze, evaluate and critique ideas, arguments and viewpoints.
- (2) Master the basic ideas forming the framework for modern archaeological research.
- (3) Increase your understanding of archaeology as a holistic discipline.
- (4) Increase reading comprehension and writing skills.

This is a seminar style class and although I may lecture from time to time, the vast majority of the class will consist of discussion. Each week you will read a suite of articles from the primary literature that deal with a topic or theme within archaeological theory. You will also write summaries of each article as well as a short position paper on the readings on a biweekly basis.

Readings and Class Discussions: Classes will focus on the discussion of a group of assigned readings. Each group of articles will include papers from the primary literature that outline an important issue in archaeological theory. The class discussions are designed to help students understand the basic issues in the field. Accordingly, I expect students to read all of the articles and actively discuss and critique them during class.

On a rotating basis, you will present and then lead a discussion on an assigned reading. Simply providing a verbal overview of the article is not the goal of this exercise. Instead, be prepared to discuss your article within the context of the other readings for the week and those from previous weeks, as well as its implications for understanding archaeology as a discipline. On your day to present, please provide an outline of the articles main points to all members of the class (type it up, make copies, etc.). “Satisfactory” (see attached grading policy for definition of satisfactory) performance will include regular attendance, presentation of an appropriately proportional number of articles and regular substantive contributions to class discussion. If you are scheduled to present an article, but for whatever reason, cannot make it to class, then it is your responsibility to find another student to present for you. If an assigned reading is not presented due to your absence or

you are otherwise unprepared to do so, your overall, final class grade will be adjusted downward by one +/- letter grade (e.g. A to A-). A tentative schedule of topics is included with this syllabus and I will place the readings on Canvas one week in advance of the assigned discussion date. I reserve the right to modify this list at my discretion, but will notify you if I do so.

Abstracts: Students will write a short ~200-word summary of each of the assigned readings. Your summary will provide a properly formatted citation followed by a clearly written paragraph that states the main points of the paper. Your abstract should identify what the authors wanted to learn, the methods that they used, their results, and any conclusions they might reach from their research. All citations will follow the American Antiquity style guide (available at SAA.org). I will not accept citations in any other format. You will turn these in at the beginning of each class period.

Abstracts will be graded on a pass/fail system. I will award a pass to work deemed “adequate” (as defined in the attached grading policy). Please note that my grading policy defines “adequate” for undergraduates as “C – satisfactory work” and for graduate students as “B – very good work”. If you earn a fail on a set of abstracts, you will have the option of resubmitting them for a re-grade at the beginning of the next class period. If on the second attempt, your work meets the standard for “adequate” work, you will receive full credit. I will re-grade no more than two sets of abstracts from any given student during the semester and then, only if the abstracts were complete on the first attempt.

Please be aware that many of the articles we will read begin with an abstract. Please do not copy/paraphrase existing abstracts. The goal of this exercise is to learn to identify what is important about a written work. There are no right or wrong answers when it comes to the abstracts, although this is an exercise in reading comprehension and there will be obvious important points to each paper that you need to identify. Be warned, I do consider copying abstracts an act of plagiarism. I will reward students engaged in plagiarism with a failing grade for the class and a referral to the Dean of Students.

Research Paper: Each student will write a 20-page research paper (exclusive of illustrations, tables, references cited and appendices). Paper topics are wide open, but your research must be theoretically driven. This is an opportunity to write an article, work on a proposal or write a section of your thesis, but in the end you will produce a stand-alone product that asks and then addresses some question about the archaeological record within the context of the the methods and theory used by archaeologists. You will turn in various items associated with you paper that are designed to keep you on track. While I will base your grade largely on the final manuscript, failure to turn in any required work product or turning in substandard work will figure into your grade.

Assignment Format: Please use double spaced 12 point, Times New Roman font with 1- inch margins for all of your written assignments. Work formatted otherwise will not be accepted. All work should be well-written and proofread – spelling and grammar will count and sloppy, poorly presented work will receive lower grades! If you are not the best writer then you should take advantage of the writing lab. Otherwise, please consult the SAA style guide for all other formatting concerns.

Statement of Attendance Policy. Attendance is mandatory for this class. You cannot participate in class discussions if you are not present. I do expect that students will arrive to class before the period begins and that once in class they will remain until the period ends or until their presence is optional. Lectures and other class materials will only be available during class. If you cannot make it to class, please inform me before the scheduled class period.

All assignments are due at the beginning of class! Assignments turned in after the scheduled class time will be assessed an immediate 10% grade penalty and a further 10% grade reduction for each additional day that the assignment is late. If you are late for class, any work due that day is late as well and will be assessed a grade reduction. Take home point: do not wait until five minutes before class to print out your assignments in the computer lab - your grade will suffer!

Electronic Devices: Use of cell/smart phones and laptops is not permitted during class. Students identified using electronic devices will be asked to leave the classroom and will lose any and all credit for assignments due that day.

Evaluation: I will calculate your grade based on the following:

Class Participation	50%
Abstracts	25%
Research paper	35%

Total 100%

Extra credit will not be offered, please do not ask

Important Note: You must earn a “B” grade or higher for this class to apply to your degree. Grades of “B-“and lower will require you to retake the class. I do not assign unearned grades to accommodate graduate students. Please allocate the effort necessary to earn the grade you need.

Grading Scale:

Grades will be assigned using the following grading system.

A (>92%) Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

A- (90-92%) Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B+ (88-89%) Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B (82-87%) Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduates: B = meritorious; For graduates B = adequate).

B- (80-81%) Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C+ (78-79%) Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.

C (72-77%) Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduates: C = adequate; For graduates: C = inadequate).

C- (70-71%) Slightly below satisfactory work.

Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality.

D+ (68-69%) Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (60-67) Minimum passing work. Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (<60%) Failed - no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

Schedule of Discussion Topics

Week	Date	Subject
1	8/27	Introduction
2	9/3	Culture History Initial paper topics due
3	9/10	What Do We Want from a “Theory of Archaeology”? Revised paper topics due
4	9/17	Archaeological Data and Formation Processes
5	9/24	Middle Range Theory and the Use of Analogy Paper thesis/problem statements due
6	10/1	Ethnoarchaeology and Experimental Studies
7	10/8	Ecological Perspectives Paper bibliography due
8	10/15	No Class - Great Basin Conference
9	10/22	Mortuary Studies and Social Organization Paper outline due
10	10/29	Critiques of the “New Archaeology”
11	11/5	Post-Processual Archaeology Research Paper Due
12	11/12	The Processualist Response
13	11/21	Behavioral Ecology
14	11/26	No Class – Thanksgiving Holiday
15	12/3	Behavioral Ecology
16	12/10	Finals Week

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work & Anthropology at Utah State University to maintain the confidentiality of students' records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded, in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially.