

ANTH 5310 Zooarchaeology
Wednesdays 3:00 – 5:30 pm
Spring 2015

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Old Main 245

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Office hours: 8:45 am to 11:15 am Tuesday and Thursday mornings

Text Book: USU Faunal Manual.

Class Overview: This course will provide an in-depth introduction to the field of zooarchaeology, or the study of animal remains from archaeological sites. Class will include both a seminar component devoted to fundamental theoretical and methodological issues, and a lab component designed to instruct students on the identification and analysis of faunal assemblages. By the end of the semester, students should be familiar with the major issues in zooarchaeology, should have a working knowledge of vertebrate osteology and be prepared to begin to conduct basic faunal research on their own.

In-class activities will include lecture, discussion and hands-on lab sessions designed to teach students the basics of zooarchaeology, vertebrate osteology and taphonomy. Each week you will read a suite of articles from the primary literature that address a topic or theme within zooarchaeology. You will then write short summaries of each article to be turned in each week. In the lab, you will learn bones from the vertebrate skeleton and pursue a zooarchaeological research project.

Learning Objectives:

1. Learning fundamental principles, generalizations or theories.
2. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
3. Developing skills in expressing oneself orally or in writing.

Class Participation: We will devote half of each class to discussing a group of assigned readings. Each group of articles will include papers from the primary literature and chapters from the assigned texts that outline an important issue in the body of method, theory or research that together make up zooarchaeology. 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 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 (prepared means that you have read and understand the reading and you have outlines for the rest of class), your overall class grade will be adjusted downward a full +/- letter grade.*** A tentative schedule of topics is included with this syllabus and I will place the readings on Canvas at least one week in advance of the assigned discussion date. I reserve the right to modify this list at my discretion.

Abstracts: Students will write a short ~200-word summary of each of the assigned readings. A “satisfactory” (see grading policy for definition of satisfactory) summary will provide a properly formatted citation followed by a properly 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). You will turn these in at the beginning of each Tuesday class period. Abstracts will be graded on a pass/fail system. I will award a pass to work deemed “adequate” (as defined in the grading policy). Please note that I define “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 no later than 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.

Bone Quizzes and Final Exam: The second half of each class period will focus on learning the vertebrate skeleton, as well as the recognition of taphonomically-important surface modifications. We will begin the lab component of each class with a bone quiz designed to encourage you to learn the material. Be aware that in many ways the information presented in the class is cumulative, so the quizzes may incorporate subjects from earlier sessions. The final exam will be a longer version of the weekly quizzes and it will cover everything that we have discussed in lab during the semester.

To do well on these quizzes, you will need to spend time in the lab outside of class learning your bones.

Research Project: Each student will complete a research project designed to answer a zooarchaeological question. “Satisfactory” papers will outline a problem in zooarchaeology, derive a specific hypothesis for evaluation, present an overview of the relevant literature, design a set of methods for conducting the research, derive a set of results and finally, discuss their results within the context of their research problem. The final product will include a no less than 10 pages (20 pgs for grad students) excluding tables, figures and references.

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 miss class you are responsible for obtaining the lecture/discussion notes from another student. As stated above, students will only be allowed to take the quizzes at the time they are given. Students who are not in class when a quiz is given will not be allowed to take that quiz at a later time. If you

cannot make it to class, please inform me BEFORE the scheduled class period. Make up quizzes will only be allowed under extreme circumstances (shark attack, alien abduction, etc).

All assignments are due at the beginning of class – 3 pm sharp! Assignments turned in after 3 pm 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 class - your grade will suffer!

Evaluation: Your grade will be based on the following:

Class Participation	25%
Bone Quizzes	30%
Abstracts	25%
Faunal Project	20%
Total	100%

Extra credit will not be offered - Please Do Not Ask

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

Electronic Devices

You may not use cell/smart phones and laptops during class. More often than not use of such devices is distracting to both the students around you and your lecturer. Please turn them off and put them away when you enter the classroom. Students identified using electronic devices will be asked to leave the classroom and will lose any and all credit for assignments due that day or quizzes given.

Grading Scale:

I will assign grades using the following 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	1/7	Introduction
2	1/14	History of Zooarchaeology
3	1/21	Identification Issues Faunal project topics due
4	1/28	Quantification of Faunal Assemblages
5	2/4	Sampling Issues
6	2/11	Taphonomy I Faunal project bibliographies due
7	2/17	Taphonomy II No Class 2/17, Monday class meets on Tuesday
8	2/25	Taphonomy IV
9	3/4	Carnivores and Cutmarks Faunal project outlines due
10	3/11	Spring Break
11	3/18	Optimal Foraging Theory and Zooarchaeology I
12	3/25	Optimal Foraging Theory and Zooarchaeology II
13	4/1	Early Paleoindian Subsistence First draft of research papers due
14	4/8	Foragers and Fishes
15	4/15	Domestication
16	4/22	Great Basin Hunting Strategies Final draft of research papers due

Comprehensive Bone Identification Final – 4/29 1:30 – 3:20 pm

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.