

ANTHROPOLOGY 450/550

ARCHAEOLOGICAL RESEARCH, AUTUMN 2019

Class: Tuesday/Thursday, 11:00-12:20, Room TBD

Instructor: Doug MacDonald, Professor/Chair, Department of Anthropology, University of Montana

Office Hours: Social Science 203 8:00 to 10:50; email: douglas.macdonald@umontana.edu

ANTY 450/550 Course Description

In ANTY 450/550—Archaeological Research—advanced undergraduate and graduate students will study important issues in modern archaeology, including theory, methods, techniques, and research problems. Major theories include: 1) culture history; 2) processual theory; 3) behavioral theory; 4) evolutionary theory; 5) post-processual theory; and 6) processual-plus theory. We will also focus on several key research issues in North American archaeology, including the peopling of the Americas, the origins of sedentism and agriculture, violence in prehistory, complex hunter-gatherers, origins of the bow & arrow, and careers in archaeology. A prerequisite is ANTY 250, Intro to Archaeology, or equivalent.

Course Requirements

The main objective of students is the preparation of a **term paper and presentation (225 points total)** at the end of the semester. Undergraduate papers are ~20 pages, while grad student papers are 25-30 pages. In the paper, each student will address a major archaeological issue, such as “The Anasazi in the American Southwest” or “Origins of Prehistoric Agriculture”. Students will use one or more theoretical perspectives from class (or another from outside class) to interpret the archaeological issue. A term paper guide is included at the bottom of this document. Students must pick a term paper topic by Thursday, September 5 that they will use for the semester (5 points)

Students will write **three 5-page papers (50 points each; 150 points total)**, which relate topically to the final paper. In Essay 1 (due Sept. 12), each student will write a 5-page culture history of the region and time period in which they’ve chosen for their final paper. Essay 2 (due October 10) will approach the term paper topic from a theoretical/methodological perspective, while essay 3 (due October 31) will approach the paper topic from a key research issue perspective.

Each student will submit a draft term paper (due November 21; 50 points) and a final paper (due at the scheduled date of the final exam; 125 points). The visual presentations (50 points) for papers will be presented by students the final two weeks of class.

To summarize the grade requirements, there are three 5-page papers (worth a total of 150 points), a draft term paper (50 points), a final term paper (125 points), and the class presentation (50 points). Class participation and attendance is another 75 points. There are 455 total points available in the class, with grading based on a standard percentage of 100 (e.g., 405 points is 90% and is an A-).

We will use one textbook by Renfrew and Bahn called *Archaeology Essentials*. Beyond that, all readings will be posted on Moodle. We will also use Moodle for assignments, gradebook, announcements, and email/communications between faculty and students.

WEEKLY SYLLABUS & SCHEDULE

Week 1: August 27-29

Archaeological Theory: Culture History and Processual Theory

Readings: Moodle: Binford’s *Archaeology as Anthropology* and *Willow Smoke* articles; Minnis and Whalen 2010 (The First Prehispanic Chile; AmAnt); *Archaeology Essentials* Textbook: Chapter 1

Week 2: September 3-5 (Final Paper Topics Due Thursday, September 5—5 points)

Archaeological Theory: Behavioral and Evolutionary Theory

Readings: Moodle: Schiffer, Broughton and Kelly articles on Behavioral vs. Evolutionary archaeology

Week 3: September 10-12 (Essay 1 due on Moodle Thursday, Sept. 12)

Archaeological Theory: Post-Processual theory, Processual-Plus theory, Feminist Archaeology, and Indigenous Archaeology

Readings (Moodle): articles by Heitman Feminist Science article 2016; Hegmon processual plus article; Solometo and Moss 2013 (Gender in NatGeo Art; AmAnt); Women and Storage (Whelan et al. 2013 AmAnt); Colwell-Chanthaphonh et al. 2010 (Premise and Promise of Indigenous Archaeology)

Week 4: September 17 (no class on Sept. 19; Professor in Yellowstone)

First Peoples in the Americas: Beringia

Readings: Moreno-Mayar et al. 2018 Upward Sun River Nature; Vachula et al. 2019 Quaternary Science Reviews; Beringia paleoecology article; and Hoffecker 2016 Beringia article; Nature 2019 Beringia DNA article

Week 5: September 24-September 26

First Peoples in the Americas: Migration (Pre-Clovis)

Readings: Fish hook article (Des Lauriers et al. 2017); Ice-Free Corridor Article (Pederson et al. 2016 Nature); Potter 2018 Ice Free Corridor Article; Braje et al. 2018 (*Science*, Arrival Routes of First Americans Uncertain); Kelp Highway article

Week 6: October 1-October 3

First Peoples in the Americas: Clovis, First in Montana?

Readings: Prasciunas 2011 (Mapping Clovis; AmAnt); Redating Anzick (PNAS; Becerra-Valdivia et al. 2018); O'Brien 2019 (Setting the Stage; Quaternary); Pitblado Clovis in Rocky Mountains

Week 7: October 8-10 (Essay 2 due October 10)

First Peoples in the Americas: Extinctions & Explanations

Readings: Kooyman et al. 2012 (Camel hunting AmAnt); Haynes 2018 (Evidence for Human Agency in Extinction; Encyclopedia of the Anthropocene); Broughton et al. 2018 (Nature, Population reconstructions for humans and megafauna); 2018 environmental cause article

Week 8: October 15-17

First Peoples in the Americas: discussion and conclusions. Who were the first Americans?

Readings: 3 Atlantic Migration theory articles

Week 9: October 22-24

Agriculture, Sedentism, and Complexity: Why settle down?

Readings: Moodle: read articles by Carneiro, Dow, Piperno and Smith on agriculture and sedentism; Textbook: Chapter 5

Week 10: October 29-31 (Essay 3 Due on Moodle Oct. 31)

Agriculture, Sedentism, and Complexity: Origins of violence

Readings: Moodle: Read Kohler et al. 2014 (AmAnt); Bamforth early warfare article; Lewis and Lewis 2017: Myth of Declining Violence; Dow 2017 economics of early war

Week 11: November 5-7

Hunter-Gatherer Complexity: bison hunters and salmon fishers

Readings: Prentiss et al. 2018 (The Evolution of Material Wealth-Based Inequality); Zedeno 2017 (Bison hunters and the Rocky Mountains; Quaternary Int'l); Oetelaar 2014 (Better Homes and Pastures Plains Anth); Also read Chapter 6 of Textbook

Week 12: November 12-14

The Origins of the Bow and Arrow

Readings: Tomka 2013 (AmAnt); Grund and Huzurbazar 2018 (Bow origins in sub-arctic Canada); Ames and Davis 2010 (Dart and Arrow points in Columbia Plateau); Sano 2016 (Origins of Bow in Japan)

Week 13: Nov. 19-21 DRAFT PAPERS (50 points) ARE DUE THURSDAY, NOV. 21

Topic: Careers in Archaeology: Academics and CRM

Readings: Speakman et al. 2018: The reality of Faculty Jobs

Week 14: November 26-28 (Thanksgiving week)

No class

Week 15: December 3-5

Topics: Student Paper presentations (2-3 presentations per day)

Each student will prepare a 15-20 minute powerpoint presentation on their paper topic with Q/A follow up

Week 16: Finals Week

Tuesday: Student Paper presentations

All remaining students will prepare a 15-20 minute powerpoint presentation on their paper topic with Q/A follow up

Final Papers (125 points) are due on Moodle on FINAL EXAM DATE

SUMMARY & SCHEDULE OF ANTY 450-550 ASSIGNMENTS

<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>DUE DATE</u>
Final Term Paper topic	5	September 5
Essay 1	50	September 12
Essay 2	50	October 10
Essay 3	50	October 31
Draft Term Papers	50	November 21
Student Presentations	50	Dec. 3, 5, & date of final
Final Papers	125	date of final
<u>Attendance & participation</u>	<u>75</u>	<u>Attendance & class participation</u>
Total Points	455	your grade is % of 455

OTHER POLICIES:

Disability Accommodations: Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the UM Disability Services website at or call 406.243.2243 (Voice/TTY).

Honesty: Students found cheating, plagiarizing, or giving false excuses are subject to academic penalty (up to receiving a failing class grade) and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Advanced Writing Course Learning Outcomes. ANTY 450 is an Upper Division undergraduate writing course and will require students to effectively present their archaeological interpretations orally, visually, and in writing. Information literacy is expected of students, meaning that you will need to know how to use the library and online data sources to conduct research.

Here is a list of the learning outcomes for ANTY 450. After this course is over, students will be able to:

- Identify and pursue sophisticated questions related to archaeological theory and research problems
- Find, evaluate, analyze, and synthesize archaeological data to effectively address research issues
- Manage multiple sets of archaeological data and theories
- Adopt the academic voice necessary for archaeological research
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to archaeological research
- Develop competence in information technology and digital literacy

ANTHROPOLOGY 450-550 TERM PAPER ASSIGNMENT

Draft Due: Nov. 21 (50 pts); Edits back: asap; Final paper due: date of final (125 pts)

Video Presentation (50 points) is due on the day you present your paper at the end of the semester (schedule TBA); see additional guidelines for visual presentations below.

PAPER TOPIC: Identify and Solve (as best you can) an interesting research problem in World archaeology (or a related topic, e.g., forensics)

Select a major issue in American (or world) archaeology (or other related topic, e.g. forensics), review the literature on the issue, and interpret the issue from one or more of the major theoretical perspectives used in class (or that you are familiar with from reading outside of class).

1. Synthesize the pertinent information available on the issue and the major interpretations of the issue in the literature. (Use at least 2 references (articles, books, etc...)).
2. Evaluate the issue from one of the major theoretical stances discussed in this class or that you have learned in another class or elsewhere. Use at least two references during this more theoretical discussion.
3. Provide a conclusion that compares your interpretation of the issue with prior ones; generally summarize the main points of your paper.

Use the following section headings (and any others you deem appropriate):

Abstract: A succinct, 1-2 paragraph summary of your paper

Introduction: A 1-2 page introduction to the topic of the paper and general overview of paper content

Background: provide basic details on selected archaeological issue

Site Results or Key Issue Overview: this is the heart/body of your paper

Interpretation: How have other archaeologists interpreted this issue? Provide a summary of prior interpretations of the issue

Critical Review: Critique those prior interpretations or promote their use using archaeological evidence to support your argument

Summary and Conclusion: Briefly review the main points of your paper. Clearly explain your interpretation of the archaeological issue and why it is the best interpretation.

Format: Be consistent in the paper format (e.g., do not switch between formats...pick one and use it throughout the paper). I prefer *American Antiquity* format, but you may choose another one if you want (e.g., American Anthropology Association). Both the AA and AAA style guides are posted on Moodle for your use. All papers should be between 15-20 pages long and should be typewritten, double-spaced, using 11 or 12-point font. Please number the pages. Do not email the papers to me; upload them on Moodle on the date they are due. If you prefer, you could also provide a printed paper and staple in the upper left corner (do not fold over or use paper clips). Handwritten material will not be accepted. A title page should be included showing the title of the paper and your name. The "Abstract" should stand alone on Page 1, with the "Introduction" starting at the top of Page 2, with the remainder of the paper following more or less the sections as outlined above.

VISUAL PRESENTATION GUIDELINES

The visual presentations will consist of a PowerPoint presentation. The presentations should be at least 10 slides long, with a presentation approximately 15-20 minutes long. The visual presentation should provide the basic details of your paper, including the topic, its location (maps), interesting artifacts, etc... found there, your theoretical view(s), and your major conclusions. Be sure to include a reference list at the end or associated with images, etc... in the body of your visual presentation. All students will participate in a Q & A after each presentation to help refine and improve each other's papers.

Grading guidelines for term papers (Four system)

A (90-100 points)

The paper is exceptionally well-written, clear in purpose, thorough, and free of errors in style and grammar. The abstract, introduction, and summary/conclusion sections are clear and concise. The body is well-organized and contains effective figures, tables, transitions, quotations, and descriptions. All cited references are in the bibliography. The paper is publishable.

B (80-89 points)

The paper is well-written, but may contain minor errors in style and grammar. The abstract, introduction, and summary/conclusion sections are solid and summarizes the body. Most of the information is presented clearly and according to proper writing style. All cited references are in the bibliography. It requires minimal editing for publication.

C (70-79 points)

The paper is poorly written and shows a lack of organization. It may have a rambling, vague abstract, introduction, and conclusion and a poorly constructed, awkward body. There may be an excess of style and grammar errors, as well as cited references that are not in the bibliography (or little to no bibliography at all). The contents require a good deal of editing.

D (60-69 points)

The paper shows very little organization or purpose. It contains many of the necessary facts, but they are so ineffectively presented that a major re-writing effort is needed to make the copy cohesive and meaningful. There are too many style and grammar errors. The cited references are commonly not in the bibliography, or there are few cited references, or there is no bibliography. The paper is not publishable.

F (less than 60 points)

The paper is libelous, plagiarized, incomplete, confusing, or has factual errors. Style and grammar errors are found throughout. No References are cited and no bibliography is provided. Correct writing is either missing or lost completely. It cannot be published.

Items for consideration in grading:

1. Do the abstract and introduction tell me what the paper is about? Is it interesting?
2. Is the subject well-covered, multisourced, balanced, objective? Are all of the reader's questions answered?
3. Are the references cited informative and of high quality (included in the bibliography)?
4. Are the main points of the site/individual accurately presented in the body of the paper? Is the site/individual placed in context of other sites/individuals?
5. Is the theoretical interpretation accurate? Are examples provided from the report or the individual's major papers to support your interpretation?
6. Does the critique accurately define another theoretical perspective and utilize data from the report/individual as support?
7. Does the paper follow *American Antiquity* style?
8. Are spellings and facts correct?
9. Is the writing grammatically correct? Punctuation? Word use?
10. Is the paper written like a professional contribution (precise nouns, strong verbs, active voice, correct tense, short sentences and graphs, etc.)
11. Does the paper's conclusion achieve finality? Does it accurately summarize the paper's main points?
12. Does the paper use the following: good transitions, pacing, good description, creativity, strong organization, completeness?

For writing help, refer to: <https://www.umt.edu/writingcenter/>

Also, be sure to use the Mansfield Library's many online resources to help you find reference materials.