SYLLABUS
ANTH 602: GRADUATE SEMINAR IN ARCHAEOLOGY
Wednesday 6:00-8:50 p.m., Butte 305

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Office Hours: M 2:00-4:00, W: 2:00-5:00 or by appt.

COURSE DESCRIPTION

We spend our days working on the computer, talking on our cell phones, and listening to our iPods while we microwave our dinner. This graduate seminar will focus on the role of technology in archaeological interpretations of human behavior, artifacts analyses, site interpretation, relative dating, and especially in determining culture change. Technological innovations and changes often form the foundation of many archaeological analyses. For example, changes in pottery styles in the American Southwest formed the basis for the dating, settlement patterns, and cultural behavior of prehistoric sites as interpreted by such eminent archaeologists as A.V. Kidder and others. In addition, many archaeological debates have revolved around technological innovations and their impact on human societies, beginning with human evolution and the association of the hand axe with the hominid Homo habilis. As anthropologists, how do we make sense of the role of technology in past human societies? This seminar will focus on several different types of technologies, the various archaeological debates and theoretical developments in archaeological method and theory related to each of these different technologies, and the role of technological innovations in the human past in terms of their economic, cultural, and/or political impact.

REQUIRED READINGS

Course readings can be accessed electronically through the library reserve. The course password is LPQKM. This password has restricted use for this class only.

COURSE ASSIGNMENTS, REQUIREMENTS, AND GRADING

Each student’s grade will be based on mainly on class attendance and participation, the presentation of assigned seminar reports, a major class project/research paper on an approved topic. Excessive absences, e.g., more than two classes, will result in a lowering of the student’s grade unless there is a valid excuse. Because this class is in seminar format, your participation is absolutely crucial for the seminar to be successful. The joy of graduate school is the opportunity for you to engage in the intellectual exchange of ideas. The class assignments are broken down by the following point system:

Point System and Important Dates
In-class oral presentations and attendance 45
Typology Exercise (due Feb. 8) 45
Paper topic proposal (due Feb 22) 25
Paper draft (Apr. 12) 60
Paper and abstract (May 3) 100
Oral Presentation 25
Total: 300 points

Lead Discussants/Oral presentations. Seminar participants will be responsible for leading discussion on the readings for selected class meetings. Such lead discussants should not simply summarize reading
assignments one by one, but rather highlight significant theoretical and methodological themes that emerge in the articles, the manner in which they relate to one another and to previous topics discussed in the course, and their implications for archaeological and landscape analysis. For example, one should address questions such as: Do the authors' positions agree? Do you find their arguments persuasive? How do they fit (or fail to fit) with other anthropological and archaeological ideas you find helpful or attractive? A key focus of your presentation should be the manner in which abstract theoretical models can actually be implemented in studying the archaeological record. Your presentations should also include a series of questions for discussion by other participants in the class. A sign-up sheet will be distributed for you to choose those weeks in which to be a lead discussant.

Class Discussion. Those students who are not a lead discussant in a given week should still come to class prepared to discuss critically the week's readings. I also reserve the right to lower the course grade (by one letter grade) of any student who fails to regularly attend class during the semester.

Typology Exercise. This in-class exercise will give each student the opportunity to see why so many technological innovations have been used in archaeology in the form of typologies.

Seminar Paper. All seminar participants will be writing a research paper, which should be 15-25 pages in length. In the seminar paper, you will explore a particular aspect of a technological innovation that interests you. Your paper can have a theoretical, methodological, or substantive focus. This is your opportunity to explore in greater detail a subset of the theoretical and methodological ideas encompassed in the theme of our course. The paper will be done in three phases. The first phase is the submission of the paper topic with a working bibliography, with my approval. The second phase is the first draft of the paper. The final phase is the final submission of the finished product, which will include an accompanying abstract. Detailed instructions will be provided on the Web-CT.

Seminar Paper Presentation. During the last two weeks of the course, each participant will present in class a 15-minute synopsis of the seminar paper. This will be followed by 10 minute opportunity to open the floor to general discussion, during the last two weeks in May.

The Issue of Plagiarism

When preparing course assignments, be careful that you do not plagiarize the works of another. In this regard, I am referring to passing off, as one's own the ideas, words, writings, which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. When in doubt, cite! Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If I catch any plagiarism in this course, it will be dealt with swiftly and in accordance with university regulations.

Class Behavior

As a graduate seminar, attending this class indicates your agreement to appropriate, respectful conduct toward fellow classmates and the instructor. Discussion will proceed politely and promote a safe classroom atmosphere (arrive on time, take turns and do not monopolize the discussions, please stay on topic and let the instructor stay on subject, and always offer constructive criticism). Respect others possible discomfort with sensitive subjects, but try to help everyone learn and apply critical thinking to our in-class discussions and assignments.
Special Note

Students with any learning disabilities should contact the Office of Disability Support Services in Building E (next to the BMU) regarding their services. Their telephone number is 898-5959. If you have a learning disability that will affect your classroom performance (on examinations, taking notes, etc.), please discuss the situation privately with me.

The Seven Goals of the Department of Anthropology at CSU, Chico

1. An understanding of the phenomenon at that which differentiates human life from other life forms; understanding of the roles of human biology and cultural processes in human behavior and human evolution.

2. A positive appreciation of the diversity of contemporary and past human cultures and an awareness of the value of anthropological perspectives and knowledge in contemporary society.

3. Knowledge of the substantive data pertinent to the several sub-disciplines of anthropology and familiarity with the major issues relevant to each.

4. Familiarity with the forms of anthropological literature and basic data sources and knowledge of how to access such information.

5. Knowledge of the methodology appropriate to the sub-disciplines of anthropology and the capacity to apply appropriate methods when conducting anthropological research.

6. The ability to present and communicate in anthropologically appropriate ways anthropological knowledge and the results of anthropological research.

7. Knowledge of the history of anthropological thought.

CLASS SCHEDULE

| WEEK 1 (Jan. 25) | Read: Introduction to Seminar Binford (1962) |
| WEEKS 2-4: (Feb. 1, 8, 15) | Read: Stone/Lithic Technology Knecht (Feb. 1); Binford and Binford; Bordes and Bordes (Feb. 15) Typology Exercise, Feb. 8 in class |
| WEEKS 5-6 (Feb. 22,Mar. 1) | Read: Pottery and Ceramic Technology Arnold; Hoopes and Barnett (Feb. 22) Hayden (Mar. 1) Paper Topic due Feb. 22 |
| WEEKS 7 (Mar. 8) | Read: Metals and Metallurgy Technology |
| WEEK 8 | SPRING BREAK MAR. 13-17 |
WEEKS 9-12 (Mar. 22, 29, Apr. 5, 12) Underwater Archaeology and Ships/Seafaring Technology
Read: Gould (Mar. 22)
Due: First Paper draft due Apr. 12

WEEKS 13-14 (Apr. 19, 26) Architecture
Read: Leone

WEEKS 15-16 (May 3, 10) Class Presentations
Due: Final paper and abstract, due May 3

Final Exam, Wed. May 17, 8:00-9:50 pm

ANTH 602 Seminar Readings


Some Helpful Journals:
Archeometry
American Antiquity
American Anthropologist
American Ethnologist
American Journal of Archaeology
Current Anthropology
Historical Archaeology
International Journal of Historical Archaeology
International Journal of Nautical Archaeology
Journal of Archeological Method and Theory
Journal of Field Archaeology
Journal of Archaeological Science
Latin American Antiquity
Nautical Archaeology
World Archaeology