REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

Department ____________ Anthropology ____________ College/School ________ CLA ________

Prepared by ____________ Ben A. Potter ____________ Phone ____________ 474-7567 ________

1. COURSE IDENTIFICATION:

Dept. ____________ ANTH ____________ Number ____________ 405/605 ____________ No. of Credits ___3__________

Course Title ____________ Archaeological Method and Theory ____________

Existing Course [x] New Course Pending Approval [ ]*  
*Must be approved by appropriate Curriculum Council

2. COURSE DESCRIPTION: (use catalog format including dept., number, credits, and title, etc.)

ANTH 405 3 Credits
Archaeological Method and Theory (s)  
(Stacked with ANTH 605)
Archaeological methods and analysis as the framework for different perspectives in archaeology. Application to specific research problems. (Prerequisite: ANTH 211.) (2 + 3) Offered Alternate Spring

The attached syllabus must clearly reflects the following basic elements for a class to be WRITING INTENSIVE. Please note them directly on the syllabus. (See Guidelines on Page 18 of this manual.)

A -- A majority of the final grade is derived from writing activities
B -- A research paper/project
C -- Personal conference with the student
D -- Drafts/revisions/feedback

3. JUSTIFICATION FOR ACTION REQUESTED: (attach sheets if necessary)

This is a request for a permanent writing intensive designation for ANTH-405/605. Archaeological Method and Theory is taught with a distinctive written component, requiring students to present their ideas in both written and oral formats. Each student is required to compose original summaries and critiques of specific articles/book chapters: undergraduates write 3 and graduate students write 5 five-page summaries. In addition, undergraduates write a longer 10-20 page research paper on a scientific article, and graduates write two 10-20 page research papers on specific research topics. In addition, all students write a one page annotation for each article assigned (generally 7-10 pages every week). All writing assignments have instructor feedback with drafts and final revisions submitted by the students. Personal conferences with each student is part of this feedback process. This course as taught already meets the requirements for a writing intensive course, and we would like it designated thus.

APPROVALS:

__________________________  Date 9/19/08
Mead, Program/Department of ____________ ANTHROPOLOGY ________
Chair, College/School Curriculum Council for College of Liberal Arts  

Dean, College/School of Lib. Arts

Date 10/22/08

Date 10/23/08

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO GOVERNANCE OFFICE

Chair, Senate Core Review Committee  

Date 6/06
ANTH-405/605, Archaeological Method and Theory  
SYLLABUS  
(Spring Semester 2008)

Instructor: Dr. Ben A. Potter (474-7567, ben.potter@uaf.edu)  
Office: Eielson 303A  
Office Hours: Thursday 1:00-3:00 PM (and by appointment)  
TA: TBA  
Office: TBA  
Class Time: Tuesday 6:00-9:00 PM, Eielson Bldg., Rm. 304  
Format: lecture and seminar (organized discussion)

Course Outline:  
This course is for advanced undergraduates and graduates who have some background in the fundamental practice of archaeology. We will focus on past and current theoretical approaches that attempt to explain variability in the archaeological record. There are a variety of conceptual tools available to archaeologists, but their articulations with each other, with middle range theory, with archaeological data, and the practice of excavation and analysis are not so clear. We will discuss the relationship of archaeology to science and history, recognition of significant research problems and problem orientation, the use and misuse of analogy, the role of middle range theories, theoretical issues relating to classification, dating, model-building, and the place of theory-building within the discipline.

We will examine in detail advances in archaeological theory from the development of cultural history, through processual frameworks, and a plethora of modern theories (including evolutionary archaeology, human/evolutionary ecology, behavioral archaeology, and post-processual approaches). Through close, critical readings, we'll explore the major theoretical transformations that have occurred and are occurring within American archaeology as a discipline.

The objectives of this course are to:  
• expose you to issues and primary source materials that have affected the discipline,  
• facilitate an understanding of how various theoretical approaches can dramatically impact the practice of excavation, sampling, analysis, and interpretation,  
• encourage you to critically evaluate and unpack interpretations preferred to explain the archaeological record;  
• understand current theoretical debates within archaeology  
• think critically about the place of theory in your own work

Course Format:  
This course will be a mixture between lecture and seminar, with weekly organized discussion and student presentations on the basis of the reading assignments for each week. For those of you who have never taken a seminar, it is very different from a
strictly lecture class. There is more responsibility for the student to (1) keep up with all readings for each week (this means assimilating the material before the class meets), (2) be ready to discuss concepts and data presented in the readings each week (asking and answering questions by the instructor and other students), and (3) present reaction papers and lead discussion on specific articles (probably once every 2 weeks for a total of ~7-8 presentations during the course).

Each weekly discussion focuses on a topic and set of readings (probably around 8 articles or book chapters per week). You will be given the full set of readings one or more weeks prior to each class. After completion of each week’s reading assignments, each student will complete annotations (about one page for each article), placed in the instructor’s mailbox (or email) no later than 4:00 pm on the day prior to the scheduled discussion (Mondays). Those students scheduled to give presentations (see below) will provide a copy of their paper for the instructor the day prior to the scheduled discussion. You will provide advance copies by email to your class-mates as well. For the formal papers, you will submit a draft for my review, we will meet to discuss the paper, and you will submit a final revision. During class discussion, I will act as moderator and provide context for the readings. Participation is mandatory and a considerable amount of the final grade. The readings will be from the textbooks, articles in PDF format available on Blackboard, or copies on reserve in the Library.

Prerequisites:
• ANTH-211 (Fundamentals of Archaeology),
• working knowledge of archaeology,
• each student is expected to possess university-level skills in reading, notetaking, writing, library research, critical thinking, and organization.

Required Texts:
• Kent Flannery (1986) Guila Naquitz: Archaic Foraging and Early Agriculture in Oaxaca, Mexico. Academic Press. (used from $75)
• Course readings pack: available on Blackboard, e-reserve, and Library.

Evaluation:
There are no exams in this class. You will be evaluated on your class participation, annotations, formal written assignments, and presentations.
• **Class participation (25% of grade).** Because this class is about ideas and concepts rather than specific methods or data, organized discussion is a key component. Attendance and class participation are important. Because we have students (graduate and undergraduate) with a wide range of experience in archaeology, you will not be evaluated relative to each other. Participation includes contributions to discussion, willingness to ask and answer questions, and enthusiasm for debate. Please come to every class with an informal list of discussion topics, questions, or comments based on the assigned readings.

• **Annotations (10%).** Summarize, critique, and otherwise comment on each reading. If you are covering the reading with a formal paper or presentation, you don’t need a separate annotation. Annotations will generally be one page per article or book chapter but can be longer. References are not required unless you are citing other material. Provide the title of articles and use page numbers for internal referencing. These are due on the Monday before class (either email or place in my mailbox).

• **Formal written assignments (n=5 for graduate students and 2 for undergraduates) (40%).** Written assignments may be based on individual articles or chapters, subjects, or concepts (e.g., stable isotope studies). The final number of written assignments will be 2 for graduate students and 1 for undergraduates. These assignments will be staggered through the course of the semester. These papers are designed to help undergraduates assimilate the material, develop writing and communication skills, and increase critical thinking and problem-solving skills. These papers are designed to help graduates assimilate the material, prepare for writing critical articles, and future teaching. Each formal written assignment will be around 10 double spaced (legible font) pages, with references in American Antiquity style. After you complete your draft, I will meet with you personally to review your writing. At this point, you will complete a final revision incorporating my comments. Evaluation will be based on timely completion of assignments and overall quality of presentation and discussion. Remember, each person has different levels of experience – this will be taken into account in grading. If you have any questions regarding evaluation, please see me and we’ll talk about it individually.

• **Topical papers/presentations (n=6) (25%).** Every other week, articles and discussion topics will be assigned to a different group of people in the class (for a total of about 6 per person). You are to write a 3-5 page paper, make copies for the entire class (or email to their addresses) on the Monday before class, and lead the class discussion on that topic/article. Presentations should be less than 20 minutes. For students not writing papers that week should be prepared to comment on these papers. The use of powerpoint, overheads, etc., is encouraged. Evaluation is based on writing quality, preparation in leading discussions and quality of discussion.

Papers and presentations are normally assigned individually, but it is certainly permissible to form study groups to discuss the readings and concepts we will cover. Please note that plagiarism or any other form of academic dishonesty will result in a zero grade.
As you may expect, since we meet only once a week, attendance is critical. Each assignment will be given out the week before they are due. If you know you will be missing a class, please contact me as soon as possible beforehand.

**Students With Disabilities:**
The University of Alaska Fairbanks is committed to equal opportunity for students experiencing disabilities. Students with disabilities are encouraged to contact the instructor early in the course so that arrangements may be made to ensure a positive educational experience.

**Topics and Assignments:**
(The following schedule is tentative and subject to revision as necessary.)

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<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan. 24</td>
<td>Week 2: Introduction</td>
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<td>Jan. 31</td>
<td>Week 3: History of Archaeological Thought 1, description and classification</td>
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<td>Feb. 7</td>
<td>Week 4: History of Archaeological Thought 2, chronology</td>
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<td>Feb. 14</td>
<td>Week 5: History of Archaeological Thought 3, explanation (Trigger chapter 8, possibly 9)</td>
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<td>Feb. 21</td>
<td>Week 6: Archaeology as Science (fritz, plog, early binford?) –processual-post-processual (Willey and Sabloff and Trigger post-processualists)</td>
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<td>Feb. 28</td>
<td>Week 7: Middle Range Theory (frames of reference) (binford)</td>
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<td>-actualistic studies</td>
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<td>-taphonomy</td>
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<td>Mar. 7</td>
<td>Week 8: Zooarchaeology</td>
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<td>Mar. 14</td>
<td>Week 9 (spring break, no class)</td>
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<td>Mar. 21</td>
<td>Week 10: Behavioral Archaeology, Site Formation (schiffer) – taphonomy</td>
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<td>Mar. 28</td>
<td>Week 11: Spatial Analysis (activity areas, GIS?, others?-landscape, regional)</td>
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<td>Apr. 4</td>
<td>Week 12: Processualism in practice (Flannery) –case study</td>
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<td>Apr. 11</td>
<td>Week 13: Post-processualism in practice (Hodder) –case study</td>
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<td>Apr. 18</td>
<td>Week 14: Evolutionary Archaeology (O'Brien and Lyman)</td>
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<td>Apr. 25</td>
<td>Week 15: Evolutionary Ecology?</td>
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<td>May 2</td>
<td>Week 16: Theory-building</td>
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<td>May 8 (Monday)</td>
<td>Week 17: (finals week)</td>
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