

Queens College  
City University of New York  
Department of Anthropology

FALL 2006

Anthropology 103-AT3FA  
Powdermaker 114  
TF 10:50-12:05  
Final Exam: Thursday 12/21-8:30-10:30

Instructor: Warren DeBoer  
Office: DeBoer – PH312D  
Office Hours: TBA

## INTRODUCTION TO ARCHAEOLOGY

Course Abstract: The course introduces students to what is known and what remains to be discovered about human biological and cultural evolution. Ninety-nine percent of this evolutionary story transpired before writing and is therefore pre-historic in nature, accessible primarily through investigation of biological and archaeological remains. After consideration of the concepts and methods underlying archaeological research, we will survey world prehistory with an emphasis on the following key changes: (1) the appearance of bipedal apes; (2) tool use and manufacture, the “extended phenotype” which comprises so much of the archaeological record; (3) the appearance of the culture-bearing capacity; (4) the shift from foraging to plant and animal domestication. The legacy of these tidal changes underpins the human world that engulfs us today.

Books: There are no adequate texts, but I’ve picked one of the more usable ones available.

Pam J. Crabtree and Douglas V. Campana 2005 Exploring Prehistory: How Archaeology Reveals Our Past. McGraw Hill.

The entire book should be skimmed, although certain chapters will be more germane to class lectures than others.

Course Requirements: There will be three tests. All are combinations of short answers, matchings, or multiple choices. The first is a map test given during the fourth week (see attached). The second takes place the ninth week and will emphasize material covered to that date. The third will be the final exam and will emphasize lectures and readings covered since the second exam. In a straight-forward manner, final grades depend on your performance in all three of the exams. Experience shows that performance on these in-class exams significantly matches attendance of lectures accompanied by good note taking.

PLAS Requirements: Anthropology 103, as an introduction to the history and development of archaeological methods, systems of thought, and social scientific concepts, emphasizes cross-cultural knowledge, primary source materials, and ongoing systems of change and difference across space and time. Due to attention to world regions and broad expanses of time as part of its engagement with technological change, social organization, symbolism, subsistence and economies, and the development

of political institutions it fulfills the QC “Analyzing Social Structures,” “World Cultures” and “Pre-Industrial Society” PLAS criteria.

Sequence of Topics:

- Week 1: Introduction (Chapter 1)
- Weeks 2-3: Introduction to evolution, biological and cultural. (Chapter 2)
- Week 4: Basic archaeological techniques. Dating the past.

**MAP TEST**

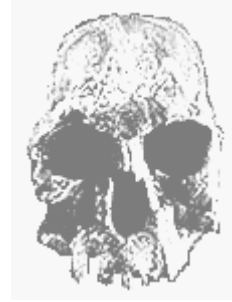
- Week 5. The Human Primate.
- Weeks 6. The early hominins: apelike humans or humanlike apes? (Chapters 2-3)
- Week 7. Early members of the genus Homo: origins and dispersals. (Chapters 4-5)
- Week 8. The question of the Neanderthals (Chapter 6)

**MIDTERM**

- Week 9. Out of Africa II? Molecules, bones, and tools. (Chapters 8-9).
- Week 10. Art, language, burial, and other strange things (Chapter 10).
- Week 11. Peopling the Americas and Australia (Chapters 11-12).
- Week 12. Agriculture – the world gone awry (Chapters 15-18).
- Week 13. Comparative civilization.

**FINAL EXAMINATION**

# Introduction to ANTHROPOLOGY Archaeology 103



**Spring 2008**  
PH 114  
T-Th 8:00 – 9:15

Anthro 103 Web Page at:  
<http://www.qc.edu/ANTHRO/moore/anth103/anth103.html>

**Jim Moore**

Email: [James.Moore@qc.cuny.edu](mailto:James.Moore@qc.cuny.edu)  
Phone: (718) 997-2891

**Office Hours:**

T-Th 9:30 - 10:30 PH313B  
By Appointment  
Bring your course notebook

## Introduction to Archaeology in the Liberal Arts

Introduction to Archaeology looks at anthropology from the perspective of the archaeologist. Focusing on long spans of time and large geographic regions, archaeology charts the patterns of long-term change in technology, subsistence, economy and social organization. To learn about these topics, archaeologists study the material remains --house ruins, garbage, broken and lost items -- of past societies.

There are two major sections of the course. In the one part you will learn about the methods that archaeologists use to translate material remains into knowledge of past cultures. In the second part we will review the results of archaeological research as we study the course of culture change from the earliest hominid societies of 2 million years ago up to archaeological studies of 19th century America.

These pages go well beyond a course syllabus. The Course Schedule section not only lists daily lecture topics and reading assignments, but also provides links to study guides and supplementary material.

**Texts:** There are four books that we will be using in this course. The readings and lectures do not duplicate each other. Lectures will often expand on a few important points or fill in gaps in the readings. This means that you will have to actively relate the reading to the lectures. If you don't understand how the reading assignments relate to the lecture, just raise your hand to ask me, come up after class, or visit me during office hours.

Coe, Michael	<u>Mexico</u>	Thames and Hudson
Deetz, James	<u>In Small Things Forgotten</u>	Doubleday Anchor
Klein, Richard	<u>The Dawn of Human Culture</u>	Wiley
Mithen, Steven	<u>After the Ice</u>	Norton

## Rules of the Road

These rules are simple guidelines. Most of them involve showing consideration and respect for your fellow students. Some of them will help you to do better in the course. A few of them are just things that tick me off.

- I try to start each lecture with an overview of the topic. Often I present the overall theme of the lecture. It helps you understand the lecture and take notes, when you understand my goals for the lecture. It is much better to be five minutes early and review notes and chat with friends than to come in ten minutes late and not have a clue about what is going on for another ten minutes. Be on time.
- If you have a question, please ask. You probably are not the only one with a question. Other people will be grateful, and I appreciate the chance to clear up any misunderstandings early.

- When you come to see me during office hours, please bring your class notebook. I will want to look through it. Often I can spot the source of confusion quickly in your notes.
- Please don't talk in class. I can hear you, and the students around you can hear. It is disturbing and rude.
- Turn off your phones. It is a disturbance for other students (and me) and you will lose the thread of the lecture.
- Plagiarism. It is theft any time you present someone else's work as your own work. It does not matter if it is an exam, a short report or even extra credit, it is a major offense. The college is a world of ideas, stealing ideas is serious.

## Office Hours

Tuesday	9:30-10:30 Powdermaker 313B
Thursday	9:30-10:30 Powdermaker 313B
Most Afternoons	(make an appointment) KY053

**O**ffice hours are your opportunity to drop by for a chat about any aspect of the course. These are the hours that I set aside every week to talk with you about the lectures, readings, films and exams. You have priority during these hours. I will not go to the library. I will not schedule committee meetings. I will not work in my lab. This is the time I have set aside for you, your questions, and your problems. If you cannot make it to my regularly scheduled office hours, then meet with me immediately after class to schedule a time that we can both meet.

**D**id you miss a lecture because you were ill? Drop by for a review of the lecture. Is there some part of a reading assignment that doesn't seem to make sense? Again, drop in for a few minutes to talk it over. Upset about the grade on the exam and want to know why? I'll be in my office in any case, so you won't be bothering me when you drop by.

**T**ake care of questions and problems early. There are many problems that are easy to solve early in the semester. Those same problems can become nearly impossible to solve if you wait six weeks until it is almost the end of the semester. By the way, I hate surprises -- if you miss study guides, are absent for a film, or need to schedule a make-up exam, let me know. Do not wait until the last week of the semester! It may be too late for you to help yourself.

## Film and PowerPoint Presentations

**T**he films and slides are a major part of the course. I select films to emphasize important ideas in the course, and to graphically illustrate the nature of archaeological sites and artifacts. You should be taking notes during these presentations just as if they were a lecture. They are just as important.

**B**efore the film I will introduce the main themes and ideas I want you to look for in the film. During the film, I will often put notes on the chalkboard to emphasize the main ideas, and to identify the important examples.

**A**gain, if you need a correct spelling for a site name, or to clarify some point that is confusing, please ask. If I draw a map on the board, it should go into your notes. It is important to learn where archaeological sites are located. It is a major goal of anthropology to understand the similarities and differences in social behavior around the world.

**I**f you miss a film, you should visit me during office hours to schedule a make-up viewing. You should expect that questions about the films will be on the exams.

## Reading Schedule

**I** have done my best to organize the lectures and readings so that they complement one another. If you follow the schedule, the readings will make a lot more sense than if you wait until the night before the quiz or

exam. It is expected that you will bring the day's reading to class.

If you go to the course website, the syllabus topic title will link you to the study guide and to supplemental material.

Date	Topic	Reading	Notes
T 29 Jan	<a href="#">Archaeology</a>		
Th 31 Jan	Evolutionary Perspectives	<a href="#">Klein, Chap 1</a>	
T 5 Feb	<a href="#">Quadruped to Biped</a>	<a href="#">Klein, Chap 2, 3</a>	
Th 7 Feb	Tool Use: <a href="#">Hunter or Scavenger?</a>	Klein, Chap 4	
Th 14 Feb	Archaic <i>Homo sapiens</i>	Klein, Chap 5	
T 19 Feb	The Neanderthal Debate	Klein, Chap 6	
Th 21 Feb	A Modern Body	Klein, Chap 7	
T 26 Feb	<a href="#">The Emergence of Us</a>	Klein, Chap 8	
Th 28 Feb	<b>First Exam</b>		<b>Bring #2 Pencils</b>
T 4 Mar	The World at 20,000 BP	Mithin, 3-55	
Th 6 Mar	Western Asia	Mithin, 56-106	
T 11 Mar	Europe	Mithin, 110-157	
Th 13 Mar	Immigrating Farmers	Mithin, 158-206	
T 18 Mar	The Americas	Mithin, 210-257	
Th 20 Mar	Village Life	Mithin, 258-300	
T 25 Mar	Australia	Mithin, 304-347	
Th 27 Mar	East Asia	Mithin, 348-392	
T 1 Apr	South Asia	Mithin, 396-440	<b><i>Masters of Metal</i></b>
Th 3 Apr	Africa	Mithin, 443-503	
T 8 Apr	<b>Second Exam</b>		<b>Bring #2 Pencils</b>
Th 10 Apr	Civilization	Coe, Chap 3, 4	
T 15 Apr	Olmec	Coe, Chap 5	
Th 17 Apr	Maya Kingdoms	Coe, Chap 6,7	<b><i>The Mysterious Maya</i></b>
T 29 Apr	Aztec Empire	Coe, Chap 8, 10	
Th 1 May	Historic Archaeology	Deetz, Chap 1-2	
T 6 May	<a href="#">The Medieval World</a>	Deetz, Chap 3-4	<b><i>Black Arms, White Rice</i></b>
Th 8 May	<a href="#">The Beginning of the Modern</a>	Deetz, Chap 5-6	
T 13 May	People without History	Deetz, Chap 7-8	
<b>T 20 May</b>	<b><a href="#">Third Exam</a></b>	<b>1:45 – 3:45</b>	<b>PH 114</b>

## Extra Credit

Here's the deal on extra credit. The most effective way to take notes is to sit down sometime shortly after class, review and rewrite your notes. Take the sketchy outline notes -- the name, date, abbreviated definition sort of thing you write during class -- and put them into what can be called a narrative form. Write out your notes using whole sentences, and organize them into paragraphs. By forcing yourself to think through the gaps in your notes, you'll write out the relationships and comparisons you forgot to put into your notes. This does take some effort and about an hour of your time, but it is worth it.

I will give you one-point extra credit for each lecture "write up" that you turn in. But there are some requirements:

- You must write the report from your own notes. If you miss the class you can not get extra credit by working through someone else's notes.
- It must be your write up. Turning in someone else's write up is plagiarism. Having your boyfriend type up a report from your tape recording of the lecture is plagiarism. You are claiming it is your work. If it is really someone else's work, then you have committed plagiarism.
- It must be one to two pages long, and **typed**. The report must be labeled with your **name**, the **date of the lecture**, and the **lecture title**.
- It must be turned in within two class meetings of the lecture. I will not accept late extra credit reports. I will return reports on the third lecture after I have presented the material.

While one point isn't very much, one point for each lecture is worth almost an entire letter grade. Don't wait until the final week of the semester! The real advantage is that you'll do much better on the exams.

## Grading: Short Reports, Exams, and Extra Credit

### EXAMS

Three exams will be given during the term. The third exam is not a cumulative exam: it covers the final third of the semester. There will be a mix of true-false, multiple choice, matching and identification short answer questions. Each exam will be worth 100 points, and will be given an equal weight in calculating your final course grade.

You must bring several sharpened No. 2 pencils to each exam.

### EXTRA CREDIT

Each extra credit report is worth 1 point. There are 26 lectures over the course of the semester, and so there are 26 possible extra credit points. One extra credit point is not really worth very much, but 26 points is nearly a full letter grade.

I will add the total number of extra credit points to the total points for all three exams.

### FINAL GRADES

There are 300 points possible: each of the three exams is worth 100 points

Any student with more than 270 total points will receive an A.

Any student with 241 to 270 points will receive a B.

Any student with 211 to 240 points will receive a C.

Any student with 181 to 210 points will receive a D.

Any student with less than 180 total points will receive an F.