

Anthropology 550  
Archaeology Core  
Kenneth M. Ames

Office hours: TTH 9:30- 10:30 AM  
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725-3049  
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**Texts:**

*A History of Archaeological Thought*, by Bruce Trigger  
*Readings in American Archaeological Theory: Selections from American Antiquity 1962-2002*. Compiled by Garth Bawden

*Archaeological Theory: An Introduction* Matthew Johnson.  
Readings distributed as we go (*Articles TBA*). These are

papers that I will make available either via the web or through email. I may assign more than are listed here. I have left the list open to give me some flexibility in making the assignment.



**Schedule:**

Week 1: (Sept 28) Introduction to theory, history of western thought relevant to archaeology. Read **ALL** of Johnson

Week 2 (Oct 5) Kinds of theory, uses of theory, Trigger Chapters 1 - 4

Week 3 (Oct. 12): Culture History, Early Marxism Trigger 5, Articles TBA

Week 4 (Oct 19): Culture History, the New Archaeology, Trigger 6 - 7

Week 5: (Oct. 26): New Archaeology. Trigger 8, SAA Readings: 1 - 4

Week 6: (Nov. 2): New Archaeology, critique and ferment SAA Readings 5 – 9, Trigger 9

Week 7: (Nov. 9): Alternative approaches. The Post-Modernist Critique. Trigger 10, SAA Readings 10- 13

Week 8: (Nov. 16): Evolutionary Archaeology SAA Readings 14 – 17, Articles TBA

Week 9: (Nov. 23) Articles TBA (Thanksgiving)

Week 10: (Nov. 30th) Recent discussion SAA Readings 18 – 21

Week 11: (Dec.9) Final discussions. **Attendance required**



**Assignments:**

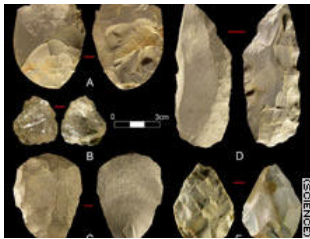
1. For week 3, I want you each to write a short essay which answers these questions: What is theory? How is theory relevant to archaeology? What is the relationship between Archaeology and Anthropology? These should be no more than 1000 words (roughly 4 single spaced pages) in length. Please take this assignment seriously.

2. After the second week, you will each be responsible for leading the discussion of one set of readings. I will pass out the schedule in the second week. Given the size of the class and the length of the term, you will probably work in pairs. As part of that discussion, you will prepare discussion points and a bibliography of the key 10 – 15 sources on the topic of the day the prior Thursday. You can assign additional readings.

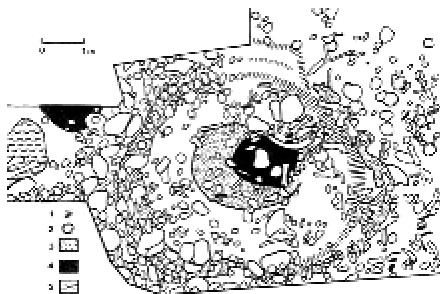
3. You will each write a paper, 20 to 30 pages in length on a topic relevant to the course (which is virtually anything archaeological). This topic could be your discussion topic.



Paper topics due **October 12<sup>th</sup>**. Outlines and bibliographies due **November 7<sup>th</sup>**. These will be distributed to the class. The full papers will be handed in **December 2<sup>nd</sup>**. Please hand in a hard copy and an electronic copy. Clean (ungraded) electronic copies will be made available to the class.



The papers will be double spaced, with 1" left and right margins, 1.25" top and bottom margins, pages numbered sequentially. Font sizes will 10 or 12, with a suitable type face. Citation and references cited formats will be that of *American Anthropologist*, *American Antiquity* or *American Journal of Physical Anthropology*. If you don't know what these are, the *American Antiquity* style guide is at <http://www.saa.org/Publications/StyleGuide/styframe.html>. You can download it in PDF format. I may also periodically ask you to write short (1 - 3 page) essays on some topic where I think it will be useful for you to do a little writing – especially if there is no discussion. I may have you do these in class. They will be critiqued but not graded (unless you don't do the assignment).



### ***Grading policies:***

Late Papers: In the absence of a pre-approved excuse, late papers will be docked a letter grade/day they are late. If you are ill, and have not arranged to be sick in advance, you will need some sort of evidence: a doctor's note, a bilious complexion, a sack of vomit, a death certificate, etc.

Form and content: A third of the grade for each written assignment is based on form: spelling, grammar, tidiness etc. See guide to writing papers below

Class participation: You must be prepared to talk about the readings every week, ask questions, discuss matters, etc. In addition to your saying things in class, I will be looking for evidence that you have done the readings and have thought about them.

Class Grade: 20% of the grade is based on class participation (including attendance), 20% on your presentation, 10% on the short essays, and 50% on your final paper.



### ***Grades, Incompletes, and Plagiarism:***

You must do all assigned work to pass the class.

I loath, abhor, detest and excoriate incompletes, so you must have an extremely good reason to even ask. I will only give incompletes when a student who is current in all work cannot complete the term due to a very serious emergency. You must be able to document the problem. Requests for incompletes must also be approved by the departmental chair. That's me.

The Anthropology Department has posted its policy on plagiarism on the web at <http://odin.cc.pdx.edu/~b5mg/plagweb.html>. You are required to read the document and to adhere to it. You will automatically fail any assignment which is plagiarized. You must receive a pass grade on all assignments in order to pass the class.

Palenque, Support from Throne,  
The "Madrid Panel"  
Copyright © 2004 by the Metropolitan Museum of Art



### **Requirements for written work:**

1. All papers are to be typed, double-spaced. They may not be hand-written. They should have reasonable margins (1" right and left minimum). Print sizes should be rational: 10 or 12 point (this is 12 point and is the standard) will do (if you don't understand that, it's probably not a problem for you).
2. You are required to cite your sources, including texts. Follow the *American Antiquity* format (to be found at <http://www.saa.org/Publications/Styleguide/styframe.html>). All written work must have a "reference cited" section at the end of the paper.
3. Put your name on your paper, along with the course number, the term and year; **number** its pages.
4. Staple the paper together at the upper left hand corner. Do not waste money on nice covers or binders. I hate them and will throw them away.
5. Proof read your paper. Spell checkers do not correct poor word choice, bad grammar, illogic, or lack of organization. Sloppy papers will returned unread and treated as late for the purposes of grading.
6. You are graded on both content and form. Content is basically what you say and includes the difficulty of the topic, how much thought you have put into it, are your discussions and arguments cogent, logical, clear: do you support your arguments with



data; what kinds of evidence do you have, is it well integrated into the text, and the like. Do you understand the material? Have you thought about it? Form includes spelling, syntax, grammar, and organization (does the paper have an introduction, a body and a conclusion; do you have topic sentences for your paragraphs, transitional sentences, and so on). Form also includes my sense of how much effort you put into the paper. If I feel I'm spending more time reading your paper than you spent on it, your grade will reflect that.



important.

7. Essays (which include long papers) have a standard form, which includes an introduction (in which you summarize what you are going to say), the body, in which you say it, and a conclusion, in which you summarize what you said. Tell the reader what your main points were and why you think they were

8. When writing your paper, keep in mind a mythical being called **The Reader** (TR). The Reader, not me, is your audience. In this class, The Reader is a colleague who with a basic, professional-level knowledge of your subject, but who knows less about it than you do, and to whom you need to explain your topic. In other words, do not assume that "Dr. Ames knows I know this crucial information, so I don't need to put it in," or "he knows I know this, so I don't need to explain it." The Reader, unlike the Shadow, doesn't know.



9. Your written work -- in both content and form -- should seem as though you take it seriously. I do. It usually takes me a week to 10 days to read through a class assignment. I appreciate your patience. Your research papers will take longer.

10. I do not accept papers via email (see # 12) or FAX. I want hard copy and a diskette. Emailed papers are actually easy to lose track of.

11. Plan ahead: I usually get one or two individuals who come to me when a paper is due and say
  - a. "The printer ate my homework."
  - b. "I was working at a friend's house, and their computer crashed and my paper is gone. Uh, no, I didn't make back ups."
  - c. "I came to school to print my paper at the computer labs and (choose 1)
    - i. All the machines were down, or
    - ii. The printers were broken and the tech didn't speak English, or

- iii. My paper is in a word processing program that is incompatible with the rest of the world so I couldn't print it – but I can print it a week from Thursday at my cousin Ned's in San Diego – and, oh by the way, I have to miss class all next week so I can go to Ned's. Will I miss anything important?" (There is no polite answer to that question.)

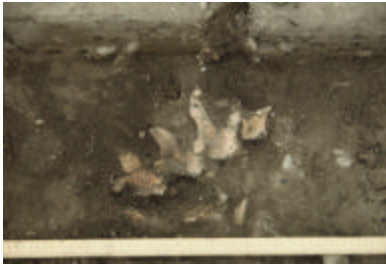


12. I've heard it all, so plan ahead (see #11 above). The short version of this is that computer problems are not a reason for anything to be late.

13. Plagiarism will be dealt with ruthlessly. In this class, you are expected to act as professionals (at least apprentice

professionals). An act of plagiarism will cast serious doubt on your professionalism. You are required to go to the Department of Anthropology's website, download, read and study the department's plagiarism policy

(<http://www.anthropology.pdx.edu/assets/plagiarism.pdf>). It's a PDF file, so you'll need to download a free copy of Acrobat reader. Ignorance of the policy is no excuse. You will automatically fail a plagiarized assignment. You must pass all assignments to pass the course. Remember who will write your letters of recommendation.



14. Much of this sounds cranky and picky. It is. I spend a lot of time reading and grading papers, sometimes literally hundreds in a term. I want to be focused on what you are saying and how you are saying it, rather than wondering whether you'd written it at your neighborhood bar just

before closing.

15. Most of this handout deals with the form of your papers. Please remember however, that 66% of your grade is content. A beautiful, clearly written paper with no content is just as vacuous as a sloppy paper with no content.

