


Ethnoarchaeology and Experimental Archaeology

Anthropology 424 – Section TBD – Spring 2021 - Class meets virtually via Canvas Collaborate Ultra on Fridays, 11:30A-2:00P

Instructor: Jean Hudson (jhudson@uwm.edu) – virtual office hours Wed 1-3 or by appointment
(names-in-use: Dr. Hudson, she/her/hers)

Course Description

Ethnoarchaeology involves ethnographic research with living people to answer archaeological questions about material remains. **Experimental archaeology** is also focused on archaeological questions about the interpretation of material remains but uses controlled situations in the lab or field to test hypotheses about cause and effect, or the accuracy and validity of particular archaeological methods. This class will emphasize applied studies and research design. We will frame our readings by archaeological material types (for example, lithics, ceramics, and food remains) and by spatial contexts (for example, features, dwellings, and non-residential spaces), with attention to archaeological factors of preservation and recovery.
Prerequisites: Anthro 102 or 103, junior standing, or permission of instructor.

Each student will develop their own experimental or ethnoarchaeological project, building their research design, collecting their data, and presenting their results in both written and oral formats. This class combines hands-on learning, research design skills, and communication skills. It satisfies GER for Oral and Written Communication B (**OWC-B)**, and the L&S Research Requirement (**L&S RR)** for the Anthropology major, and Social Science Breadth Requirement (**SS BR)**, as detailed in Class Structure below.

Learning Goals

- knowledge of past human cultures & increased awareness of human cultural diversity
- analytic skills in evaluating connections between interpretive generalizations & supporting examples
- critical & creative thinking expressed through written & oral communication

Credit Hours

This is a 3-credit course. To achieve the learning goals of this class you should expect to spend an average of 10.5 hours a week (147 hours total) attending class, preparing for class (reading, viewing lectures and videos, sharing reactions in discussion posts), and conducting all aspects of your research project (proposal, literature search, data collection, analysis, write-up, oral presentation). Graduate students have additional responsibilities for a formal written literature review and leading of a class discussion.

Aspect of the class	Undergrad Workload/week	Grad Workload/week
synchronous online class meeting	2.5 hrs	2.5 hrs
prep: reading, viewing lectures/videos	3.0 hrs	3.0 hrs
communication: creating/reading posts	2.0 hrs	2.0 hrs
research project: interim & final work, 2 required individual meetings with instructor	3.0 hrs	3.0 hrs
grad only: literature review/discussion lead		3.5 hrs
Weekly totals	10.5 hrs	14 hrs

Modality

This is an online class with a weekly synchronous meeting time. To be successful you will need reliable access to the internet and a device suitable for working in Canvas, including its virtual meeting platform, Collaborate Ultra. We will use our synchronous meetings in Collaborate Ultra for discussion of readings and research design and for the sharing of your individual projects as they progress through the semester. You will need the ability to share audio (microphone and earbuds/headset) and visuals (videocam is ideal but the minimum need is to be able to use Collaborate Ultra to share visuals of your research progress and results).

Technology Resources

For help with Canvas: https://uwm.edu/canvas/students/
For general help with computer and software issues: UWM Help Desk at help@uwm.edu or phone 414-229-4040.
For general information about UWM technology resources for students: https://uwm.edu/technology/student-resources/
For more information about equipment loan programs: Students can apply for a hotspot here. Students can apply for a laptop here.
For media equipment checked out options from the library: https://uwm.edu/libraries/media/media-equipment-for-loan/

Required Readings & Where to Find Them

1) All required readings are available as pdf files or links on our Canvas site. Citations are listed at the end of the syllabus.
2) Additional optional readings are available via the UWM library, or through ILL (interlibrary loans).

Class Structure and Associated Learning Goals

Readings: Each week we will have one or more required reading; some weeks will include videos or lectures to view or web pages to visit. Readings will be discussed via a combination of asynchronous posts or synchronous class conversations. Most of the readings are case studies that illustrate the application of ethnoarchaeology or experimental archaeology. For those readings our primary goal is to evaluate their research design and the way in which they represent the theme of that week. **Learning Goals**: build your skills in analytic reading **(SS BR)**, critical thinking **(LS RR)**, and communication **(OWC-B)**.

Find/Read/Share: During certain weeks each of you will contribute an additional reading, drawn from the literature search you are doing for your research project. You will submit a pdf of the reading, which will be added to the Canvas library so that others may look at it if interested. You will read the item and share your perception of its research design and how it compares to the shared reading that week. **Learning Goals**: build your skills in literature searches **(OWC-B)**, analytic reading **(SS BR)**, critical thinking **(LS RR)**, and communication **(OWC-B)**.

Project Progress: Each of you will develop your own research project, using either an experimental or ethnoarchaeological approach to collect data about some aspect of either a type of material artifact (eg, lithics, ceramics, plant or animal remains) or a type of spatial context (eg, feature, residential space, non-residential space). We will brainstorm in the first two weeks about possible projects. This project is structured to help you build progress in a slow, steady, thoughtful way throughout the semester. You will build its sections week by week, from Proposal to Prior Research to Methods to Data Collection to Results and Conclusions. Interim due dates are indicated in the Class Schedule and include both oral and written aspects. You should expect to engage in at least three data collection events prior to Week 10 as part of your project, and to document each of them with photos or video. (If you are concerned about having access to devices suitable for such documentation, explore options listed above under Technology Issues and contact me so we can find solutions.) **Learning Goals**: critical and creative thinking **(SS BR)**, analysis of primary and secondary sources **(OWC-B)**, hands-on application of research design skills **(LS RR)** , written and oral communication skills **(OWC-B)**.

Project Presentation and Written Report. At the end of the semester you will make a 10-minute oral presentation on your research and submit an 8-10 page written report on it. The oral presentation can take the form of a live presentation during our synchronous class time, or a pre-recorded video, blog, or voice-over powerpoint. Regardless of the format you choose, there will be a live Question and Answer period during our synchronous time following your presentation. The written report will be in the format of a professional research summary, including Title, Abstract, Introduction and Significance, Prior Research, Methods, Results,

Conclusions, and References Cited, and will include one or more Table, Figure, and Appendix. All sections of the report will go through two feedback and revision stages, and you will have at least two individual feedback virtual meetings with Dr. Hudson, as per the Class Schedule. **Learning Goals**: written and oral communication skills (**OWC-B**: logical argument with connection of evidence and interpretation, professional writing, clear and persuasive oral communication), applied research skills **(SS BR** and **LS RR)**

GRADUATE STUDENTS ONLY. Graduate students will complete the above items and the following additional work.

Literature Review. While all projects will incorporate a 1-2 page description of prior research, **graduate students** will expand the scope of this to a full literature review, placing the particular focus of their experimental or ethnoarchaeological project in a larger intellectual context, and attempting a comprehensive review of the literature (the scope should be defined in a way that makes this comprehensive aspect viable). The written review should incorporate some aspect of the evolving nature of this type of study. For example, it could evaluate prior work through the filter of changing theoretical frameworks, it could review it in chronological fashion as a progression of questions and answers, it could focus on debates about appropriate methods or best practices, or it could target underlying issues of research design. The goal is to demonstrate an understanding of intellectual context. This will result in a stand-alone document of 10-15 pages, with references cited, suitable for inclusion as part of a thesis chapter or as a journal submission. This document will be submitted at the end of the semester, in addition to your research report. **Learning Goals**: library research skills, critical and analytic reading, evaluation of broader intellectual context, written communication.

Leading Discussion. At least once during the semester, **graduate students** will be responsible for an additional find/read/share article and for leading the class synchronous discussion of the week's required reading. These two should be integrated, such that you will briefly summarize your found article and then use it to introduce questions and discussion topics relevant to the required reading, thereby engaging the rest of the class. Your goal is to encourage the individual voices and the thoughtful contributions of others while building your own skills in leading discussions without dominating them. **Learning Goals**: library research skills, critical and analytic reading, oral communication, discussion leadership skills.

Assessment & Grading

Course grade will be based on:

	UNDERGRADUATES	GRADUATES
Readings & Class Discussion & Find/Read/Share	30%	10%
Project Progress	30%	30%
Final Oral Presentation	20%	10%
Final Written Report	20%	20%
Graduate Students Only: Literature Review		20%
Graduate Students Only: Lead Discussion		10%
	100%	100%

Grading rubrics are as follows:

For Discussions, Project Progress Items, Find/Read/Share Items, Graduate Student Discussion Leading

Score	Criteria Met
2	item follows directions, is on-time, and demonstrates thought and understanding
1	some attempt is made but missing required aspects and/or comprehension is not well evidenced
0	nothing submitted / no participation

Final Oral Presentation, Final Written Report

Score	Criteria Met
9-10	all required items are included & presented clearly in terms of logic, spelling & grammar research design is clearly explained, linking methods to topic and prior research in a persuasive manner data collection follows protocols, is documented, clearly summarized, and represents at least 3 distinct events conclusions return to the topic, distill key positive results, evaluate potential qualifiers, outline future research

	interim feedback has been effectively addressed if the format is oral the visuals and voice are used to positive effect; if written, writing style is professional
8-8.9	most required items are included & presented clearly in terms of logic, spelling & grammar research design is explained, but there is some lack of clarity about logical links and reasons for choices data collection is documented and represents at least 3 events, but there is some ambiguity about protocols conclusions provide a summary of the results, but lack qualifiers and/or future research that might address them most interim feedback has been addressed
7-7.9	most required items are included, there is some lack of clarity in logic, or spelling & grammar has not been proofed there is some lack of clarity in research design logic, presentation is more descriptive than analytic data collection shows noticeable gaps in documentation, there are less than 3 events or lack of clear protocols conclusions simply restate results and/or offer unsupported generalizations and opinions interim feedback is poorly addressed
6-6.9	less than half the required items are present & presentation lacks coherence & clarity research design is poorly explained, data is missing or poorly documented conclusions are not linked to original research goals, are unsupported by data collected, lack analysis interim feedback is not addressed
0	nothing submitted by the deadline

Graduate Student Literature Review

Score	Criteria Met
9-10	demonstrates thought and understanding of the topic, is comprehensive for the scope defined, is clearly written and proofed, with an intellectual context that is defined and used to describe and evaluate the contributions of the cited sources
8-8.9	as above, but with some issues in writing style in terms of spelling, grammar, or logical organization
7-7.9	an effort has been made, but it falls short in terms of length & appropriate coverage for the scope, or depth of analysis of the readings, or lacks clear evaluation of intellectual context, or is difficult to follow in its grammar and organization
0	nothing submitted by the deadline

Overall Grading Scale for Class (% correct)

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = < 60%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

Late Policy. Please note that, as stated in the grading rubrics, lateness can result in the loss of all points. If you are concerned about your ability to meet a deadline, contact me as soon as possible to explain the situation and propose a solution.

Attendance and Participation Policy. Your attendance and participation in the synchronous class meetings is graded as part of rubric for Discussions, Project Progress, Find/Read/Share, and for Graduate students additionally the leading of a class discussion.

Incomplete Policy. Incompletes are limited to students who have made a solid, steady effort throughout most of the course, but who find themselves unable to complete some small part of the required work due to circumstances beyond their control, such as a health or family emergency. The professor must agree to the Incomplete prior to the submission of final course grades and will require a written agreement that specifies the work to be completed and its deadline. If these are not met, the grade reverts to an F.

University Policies. Please see this linked document: http://www4.uwm.edu/secu/SyllabusLinks.pdf.

Citations for Readings (readings are provided as pdfs or links on our Canvas site)

Aldeias (2017) Experimental approaches to archaeological fire features and their behavioral relevance. *Current Anthropology*, 58(S16):S191-S205.

Bajeot et al (2020) An integrated approach based on archeometry, use-wear analysis and experimental archaeology to investigate the function of a specific type of basin diffused in the Predynastic sites of lower Egypt (4th mill.BC). *Quaternary International* 555:135-149.

Domingo-Rodrigo (2008) Conceptual premises in experimental design and their bearing on the use of analogy: an example from experiments on cut marks. *World Archaeology* 40(1):67-82.

Friesem and Lavi (2016) Foragers, tropical forests and the formation of archaeological evidences: An ethnoarchaeological view from South India. *Quaternary International* vol 448(20):117-128.

Kamp and Whittaker (2019) Training Ethnoarchaeologists and Experimental Archaeologists. *Ethnoarchaeology* 11(1):1-2. https://doi.org/10.1080/19442890.2019.1573289

Lin et al (2017) Experimental Design and Experimental Inference in Stone Artifact Archaeology. *Journal of Archaeological Method and Theory* 25(3):663-688.

Lyons and David (2019) To Hell with Ethnoarchaeology ... and Back! *Ethnoarchaeology*, 11(2):99-133.

Metheny (2016) Experimental Archaeology, Ethnoarchaeology, and the Application of Archaeological Data to the Study of Subsistence, Diet, and Nutrition. In *Food Research: Nutritional Anthropology and Archaeological Methods*, edited by Chrzan and Brett, pp.230-245. Berghahn Books, New York.

Oertle and Szabo (2019) From gathering to discard and beyond: Ethnoarchaeological studies on shellfishing practices in the Solomon Islands. *terra australis* 51:151-163.

Smith (2015) How Can Archaeologists Make Better Arguments? *The SAA Archaeological Record*, Vol.15(4):18-23.

Witt and Primeau (2019) Performance Space, Political Theater, and Audibility in Downtown Chaco. *Acoustics* 2019 (1):78-91.

CLASS SCHEDULE

Readings and Assignments are due before our class meeting in the week they are assigned.

Week	Themes	Readings / Assignments
1 Jan 25-28	Introductions & Syllabus What is ethnoarchaeology? Versus experimental archaeology?	read: the Syllabus watch (6 mins): https://www.youtube.com/watch?v=btSMD_CX_Cs watch (8 mins): https://www.atlasobscura.com/videos/inside-ohio-s-experimental-archaeology-lab read: Metheny 2016 (pdf on Canvas, 16 p) read: Kamp and Whittaker 2019 (link below) https://doi.org/10.1080/19442890.2019.1573289 DISCUSSION: readings

2 Feb 1-Feb 5	Research Design Defining/refining your questions Choosing your methods & goals Ethical Issues	view: Lecture – Research Design read: Smith 2015 (pdf on Canvas, 6 p) read: Lyons and David 2019 (pdf on Canvas, 35 p) FIND/READ/SHARE: see Canvas for requirements DUE: 2 page written Project Proposal PROJECT PROGRESS: sharing of proposal ideas SIGN-UP: for your 1-on-1 virtual meet w/Dr. Hudson
MATERIAL OBJECTS		
3 Feb 8-12	Lithics	read: Lin et al 2017 (pdf on Canvas, 26 p) FIND/READ/SHARE: see Canvas for requirements DISCUSSION: readings WORK ON: literature search on your topic
4 Feb 15-19	Ceramics	read: Bajeot et al 2020 (pdf on Canvas, 15 p) FIND/READ/SHARE: see Canvas for requirements DISCUSSION: readings WORK ON: literature search on your topic
5 Feb 22-26	Food Remains	read: Dominguez-Rodrigo 2008 (pdf on Canvas, 16 p) FIND/READ/SHARE: see Canvas for requirements DISCUSSION: readings DUE: 2-3 page literature review of Prior Research
6 March 1-5	Other Materials	read: (19 p): https://exarc.net/issue-2019-1/ea/experimental-archaeology-who-does-it-what-use DISCUSSION: readings DUE: 2-3 page proposed Methods for your project PROJECT PROGRESS: sharing of methods ideas SIGN-UP: for your 1-on-1 virtual meet w/Dr. Hudson
SPATIAL CONTEXTS		
7 March 8-12	Features	read: Aldeias 2017 (pdf on Canvas,15 p) DISCUSSION: readings WORK ON: your project data collection GRADS ONLY: find/read/share, lead class discussion
8 March 15-19	Dwellings & Residential Spaces	read: Friesem and Lavi 2016 (pdf on Canvas, 12 p) DISCUSSION: readings WORK ON: your project data collection GRADS ONLY: find/read/share, lead class discussion
spring break March 22-28		
9 March 29-Apr 2	Non-residential Spaces	read: Witt and Primeau 2019 (pdf on Canvas, 14p) DISCUSSION: readings DUE: 2-3 page interim Results (table/figure, narrative) PROJECT PROGRESS: sharing of interim results SIGN-UP: for your 1-on-1 virtual meet w/Dr. Hudson
WHAT REMAINS?		
10 April 5-9	Trash Rules (discard behavior)	view: Lecture – Trash Rules WORK ON: any additional data collection or analysis, and revision of Results to respond to feedback
11 April 12-16	Preservation & Recovery Analytic Choices	read: Oertle and Szabo 2019 (pdf on Canvas, 13 p) DUE: 2-3 page Conclusion (summary, self-critique, future directions)
12 April 19-23	Critical Reviews of Case Studies best research designs? why?	DISCUSSION: synthetic review of all course readings DUE: revision of Proposal into formal Introduction

	problematic ones? why?	(2 pages: Title, Abstract, Research Topic & Significance) SIGN-UP: for your presentation time/method
13 April 26-30	Sharing Project Results	DUE: full draft manuscript (8-10 pages, all sections) PRESENTATIONS: formal 10 min oral presentation or its equivalent in narrated video or blog format, shared in class, with Q and A and peer comments
14 May 3-7	Sharing Project Results	PRESENTATIONS (continued as needed) WORK ON: final revisions on your manuscript OPTIONAL: individual virtual meeting w/Dr. Hudson
Last Week May 10-13	individual virtual meeting w/Dr. Hudson (optional – your choice)	WORK ON: final manuscript (8-10 pages, all sections) GRADS ONLY: finalize your literature review
May 17	Written Project Report is due by midnight.	
May 19	Grads only: Literature Review is due by midnight.	

This class does not have a final exam. In its place the final version of your written Project Report is due; submit it no later than midnight, May 17. Grads, your Literature Review is due no later than midnight, May 19.

Pandemic Special Issues

Given the importance of social distancing during pandemic times, and the merits of generally limiting the networks of others with whom you are in physical proximity, we will incorporate those safety issues into our research designs. There are many experimental research questions relevant to archaeology that can be addressed without access to a lab – part of our brainstorming process will be to review the strengths of the living situations each of us is in and the resources that are available to us. We will discuss equipment loans from the ARL (Archaeological Research Lab) when appropriate. It is also possible to design ethnoarchaeological data collection safely, using observations from a distance, analysis of video recordings, and before-and-after data collection of material remains. The pandemic will not keep us from doing interesting projects or enjoying the process.

Another issue of concern is how to make the hands-on learning aspects of this class work well without all of us being in the same place at the same time. There are many ways to approach this. Ours is to rely on a weekly time of synchronous engagement, and to make productive use of visual recordings of our individual methods of data collection and our results, so we can give each other the sense of being there and share ideas effectively. This should help us capture the vibrant, engaging, problem-solving camaraderie of doing applied research as part of a larger team.