

Introduction to Archaeology, Fall 2009

Study guide for the final exam

Bring one or two 8 ½ x 11 (large size) blue books. The final exam is worth 25% of the course grade, or 250 points. The final exam is worth slightly more than originally planned in the syllabus, because we dropped the in-class exercises. It emphasizes all of the readings and lecture material from the midterm on, although it will necessarily use ideas from the first part of the course as well. The test calls for written answers that range from a phrase or sentence to a few paragraphs.

You should be able to explain and use the terms and concepts listed below, as well as any others in the readings or lectures. That means that you can answer questions about them, and that you can use them when answering other questions. For example, a question that presents a hypothetical archaeological project and asks you to answer a question about it might call for you to use multiple concepts from different chapters or lectures.

I look for clear, logical explanations, supported by examples and evidence where appropriate. Don't just mention concepts; explain them. When an exam question has several parts, address them all. Your job is to show that you understand the issues and the answer.

Suggestions: Review the readings, lecture notes, and slides. Identify the important points and arguments of each. Figure out why the authors are discussing a given example. What do they want you to learn from it? You might remember some examples to illustrate answers.

Space-time systematics	element, taxon (taxa)
type, typology; why they must be objective and explicit	pathology
attribute	butchery patterns
morphological (or descriptive) type	pot polish
temporal type	seasonality
functional type	domestication
Frison effect on stone tool types	what faunal data can tell us
archaeological cultures	NISP, MNI, bone weight, meat weight
period, phase, component	lipid analysis
assemblage	botanical analysis, archaeobotany, paleoethnobotany
taphonomy and its purposes or uses	macrobotanical remains
problems with "common sense"	carbonization
ethnographic analogy	coprolite
formal analogy	what different kinds of botanical data can tell us
relational analogy	phytolith
middle-level research, middle-level theory	sickle gloss
difference between middle-level theory and analogy	pollen, palynology, pollen wash
experimental archaeology	osteology
use wear, microwear	bioarchaeology
ethnoarchaeology	paleopathology
flake, core, flintknapping	paleodemography
Ishi	burial population
faunal analysis, zooarchaeology	determining sex of human remains: pelvis, cranium
comparative collection	sciatic notch

age at death: teeth, epiphyses, pubic symphysis
spinal osteoarthritis, cribra orbitalia, etc.
enamel hypoplasia
perimortem vs. postmortem
caries, abscesses, alveolar resorption
cranial deformation
stature
survivorship curves and interpretation
stable isotope studies for diet
genetic distance or relatedness studies
mtDNA (mitochondrial DNA)
Strontium isotope studies of population movement
sex, gender, gender role, “third” genders
gender ideology
gender in archaeological research
methods and pitfalls of gender archaeology
kinship, descent system, residence system
matrilineal, patrilineal, bilateral, ambilateral
matrilineage, patrilineage
matrilocal, patrilocal, neolocal
clan, moiety
methods and pitfalls of kinship archaeology
status, social status, social persona
ascribed vs. achieved status; how to tell apart
distribution of statuses: egalitarian, ranked, hierarchical
ways to recognize status archaeologically
uses and pitfalls of interpreting burials
clusters or covariance in burial and other analyses
identifying trade archaeologically
direct acquisition vs. down-the-line exchange
exotics
recognizing trade by style or by sourcing
X-ray fluorescence (XRF)
Neutron activation analysis
petrographic thin section analysis
cognitive archaeology and its two main foci
sign, referent, icon, index, symbol
why understanding symbols is hard in archaeology
some ways we may be able to do so anyway
religion, ritual, cosmology, ideology, iconography

examples of cognitive archaeology
unilineal cultural evolution
ethnocentrism
historical particularism
cultural evolutionary approach
subsistence strategies
foraging, hunting and gathering, agriculture
fallow, intensification
pastoralism, agropastoralism
questions and answers about origins of agriculture
population pressure, carrying capacity
return per hour vs. return per acre in foraging vs. farming
Natufians / Tell Abu Hureyra story
Younger Dryas
Elman Service’s typology: band, tribe, chiefdom, state
social evolution theories such as hydraulic hypothesis (irrigation hypothesis)
circumscription theory
combination (“multicausal”) theory of Johnson and Earle
purposes and foci of historical archaeology
Cultural Resource Management (CRM)
National Historic Preservation Act, Section 106 mitigation
National Register of Historic Places
area of potential effect (APE)
differences between compliance archaeology and “pure” research
current US law about antiquities and sites on federal and private land
current US laws about import and export of antiquities
Native American Graves Protection and Repatriation Act (NAGPRA)
cultural affiliation
Kennewick man
pure (basic) science vs. applied science
applied archaeology
the Garbage Project
forensic archaeology
issues of ownership and control of sites, artifacts, bones
use of archaeology for political ends