

Geoarchaeology (116.558)
Syllabus—Spring 2014

Room 07-111B
Mondays 2:00-5:00 pm

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Office Hours: Thursdays 10-12
Appointments welcome

This course will offer you background in the subdiscipline of geoarchaeology. Although there is no substitute for fieldwork, this course is designed to give you practical knowledge sufficient to allow you to understand soil formation processes, contexts for sediment deposition and erosion, and tools that you can use to conduct independent research to solve geological problems. This class will be run as a seminar, and you will be expected to find articles and websites to share with the class so that everyone learns from each other. We will also make some field trips around Seoul to look at road cuts, dig some soil pits in the mountains and visit archaeological sites under excavation (if we can find some).

There is one compulsory book for the class, which is available in the SNU library:

Rapp, George and Christopher Hill
2006 *Geoarchaeology*, 2nd edition. New Haven, CT: Yale University Press.

Your job will also be to find journal articles and web resources to share with the class. If you have not done so already, you will need to know how to use the SNU library proxy server to access journal articles. I reserve the option to assign supplemental readings for each week as necessary, however your primary task of this class will be to research discussion topics assigned in the previous week of class. Therefore, each student will be responsible for finding articles and web resources that pertain to each week's class discussion and share their knowledge with the other students in the class.

Sharing of knowledge will primarily be conducted on the SNU eTL (<http://etl.snu.ac.kr>). In addition to your weekly oral presentation, you will be expected to upload pdfs of the research you have done along with 3-4 sentence summaries of what each article means. It will be important for you to also summarize the common themes of all of the articles on the eTL so that your classmates and I understand a little bit more about the topic you are discussing.

The schedule below is tentative because I want to go into the field at least 3 or 4 weeks, depending on weather and excavation schedules. Therefore, I want to "front load" the work requirements so that in the event of a rain day or cancellation, we will have classroom activities scheduled. If we delay classroom activities for a field trip, we will simply revisit the topic in the following class period.

Grading: Weekly discussion points (50%); Final paper (50%)

Weekly Discussion Points: You are expected to give a brief, in-class presentation and upload pdfs of academic articles to the eTL every week regarding what you learned from researching your discussion points. Every week, we will go around the room and divide the discussion point topics amongst the students present. If you are absent from class, I will email you your discussion topic for the following week, and you will receive a grade of 0 on the discussion point for the week that you miss. I will allow you to make up a total of **two** discussion points for an absence. The makeup assignment is a 4-5 page

paper that thoroughly covers the topic you were supposed to address in that week's discussion. If you miss class, I will not pester you to submit a makeup assignment—either you provide one for me within one week of the missed class, or you miss the assignment and get a 0 for that week.

The discussion points will be spread across the class so that we have sufficient diversity in the topics covered amongst class members, and everyone will benefit from the input of the class. Therefore, your attendance is important so that everyone can benefit from hearing what you have to say. I also require students to participate in the class discussions and will call on you in class frequently to ensure on participation.

There are 10 discussion points we will cover. I will take notes on your discussion point, and give you a grade on how well you did on a scale of 0 to 25. Each discussion point is worth 5% of your final grade.

Final Paper: The other 50% of your grade will be the completion of a final (term) paper. The topics for the paper are open, but I strongly recommend that you find a topic that relates to your personal research interests and/or thesis. Examples of paper topics include:

- Did the Little Ice Age contribute to rapid vegetation change and social instability during Joseon Dynasty Korea?
- What is the evidence for landscape change during the Chulmun-Mumun transition and how did variability in the regional and local climates contribute to changes in the subsistence patterns of Neolithic peoples?
- What challenges do archaeologists face for dating sites on the Korean Peninsula?
- What are the impacts of rampant urbanization and mechanized agriculture on archaeological site preservation in Korea?

Of course, you can pick topics from any geographical area in the world, and you may think to do a comparative research paper between your study area and somewhere else. We will start working on your papers right away, and you will need to give me a thesis statement by the 8th week of class, a list of references that you plan to use by the 9th week of class, an outline by the 11th week of class, a rough draft by the 13th week of class, oral presentations in the 14th week of class, and your final paper is due to me in the 15th week of class.

Class outline:

Week 1 (March 3): Introduction

- Introduction to geoarchaeology, review the syllabus, and work requirements
- Read Rapp and Hill (2006) Chapter 1

Week 2 (March 10): Theory and History

- Discussion point: Posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-2-theory-and-history>
- Read Rapp and Hill (2006) Chapter 2

Week 3 (March 17): Sediments, Soils and Environments

- Discussion point: Posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-3-sediment-soils-and-environments>

- Read: Rapp and Hill (2006) Chapter 3

Week 4 (March 24): Site Formation Processes

- Discussion point: Posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-4-site-formation-processes>
- Read: Rapp and Hill (2006) Chapter 4

Week 5 (March 31): Geophysical and Spatial Analysis

- Discussion point: Posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-5-geophysical-and-spatial-analysis>
- Read Rapp and Hill (2006) Chapter 5

Week 6 (April 7): Dating Techniques

- Discussion point: Posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-6-dating-techniques>
- Read Rapp and Hill (2006) Chapter 6

Week 7 (April 14): Paleoenvironmental Reconstructions

- Discussion point posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-7-paleoenvironmental-reconstructions>
- Read Rapp and Hill (2006) Chapter 7

Week 8 (April 21): Raw Materials and Resources

- Discussion point posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-8-raw-materials-and-resources>
- **Thesis statements for final paper due**
- Read Rapp and Hill (2006) Chapter 8

Week 9 (April 28): Sourcing and Provenance

- Discussion point posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-9-sourcing-and-provenance>
- **List of references for final paper due**
- Read Rapp and Hill (2006)

Week 10 (May 5): *Children's Day – SNU Holiday, no class*

Week 11 (May 12): Archaeological Site Preservation, Destruction and Conservation

- Discussion point posted at <https://sites.google.com/site/snugeoarchaeologyspring2012/week-10-archaeological-site-preservation-destruction-and-conservation>
- **Paper outline due**
- Reading TBD

Week 12 (May 19): Field trip—Gwanaksan

- Discussion point TBD

Week 13 (May 26): Field trip—TBD

- Discussion point TBD
- **Rough draft of paper due**
- Read TBD

Week 14 (June 2): Field trip—TBD

- Discussion point TBD
- Oral presentation of paper to the class

Week 15 (June 9): **FINAL PAPERS DUE**