CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Archaeology
CURRENT COURSE NUMBER: 382/782
CURRENT COURSE NAME: Zooarchaeology
CURRENT 40 WORD COURSE DESCRIPTION: Introduction to archaeological analysis of animal bones. Provides a basis for the use of faunal remains in the investigation of paleoecology, analysis of archaeological site formation histories, and techniques for interpreting human subsistence activities. Lecture and Lab.

DATE SUBMITTED: 2/3/17

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any:
TO BE OFFERED NEXT: Sem./Year: Spring ___ / ___ 2018___
INSTRUCTOR(S): Catherine West
DEPARTMENT CONTACT NAME AND POSITION: Catherine West, Research Assistant Professor
DEPARTMENT CONTACT EMAIL AND PHONE: cfwest@bu.edu; 8-1652

ITEMS PROPOSED FOR REVISION (check all that apply):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>x 40 Word Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Title</td>
<td>☐ Prerequisites</td>
</tr>
<tr>
<td>☐ Short Title</td>
<td>☐ Divisional Studies Credit</td>
</tr>
<tr>
<td>☐ Credits</td>
<td>☐ Other (Explain)</td>
</tr>
<tr>
<td>☐ Cross-listing</td>
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</tbody>
</table>

Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.

1. Course Number
   a. Current information: CAS 382 / GRS 782
b. Proposed information: CAS 518

c. Explanation & impact: This course has been significantly revised to focus on theoretical, analytical, and statistical approaches to zooarchaeology. This rigorous course has attracted both graduate and undergraduate students from the Departments of Archaeology and Anthropology at BU and Brandeis University. The workload exceeds that of a 300-level course for undergraduates, and has been designed with advanced undergraduates and graduate students in mind. All similar archaeological methods courses (save Paleoethnobotany) are taught at the 500-level (e.g., remote sensing [505], GIS [506], subsurface mapping [507], geoarchaeology [509], and ceramics [590]). We aim to consolidate all of our archaeological science methods courses at the 500-level to provide a uniformly rigorous experience for all advanced undergraduate and beginning graduate students. We anticipate that this change will reduce the administrative burden associated with managing separate undergraduate and graduate enrollments in the current split format.

2. 40-Word Description

a. Current information:
Introduction to archaeological analysis of animal bones. Provides a basis for the use of faunal remains in the investigation of paleoecology, analysis of archaeological site formation histories, and techniques for interpreting human subsistence activities. Lecture and Lab.

b. Proposed information:
Introduction to the study of archaeological animal bones. Provides theoretical background and methodological skills necessary for interpreting past human-animal interactions, subsistence, and paleoecology. Laboratory sections focus on skeletal identification.

c. Explanation & impact: This new statement more accurately describes the theoretical and methodological focus of the course, as well as the lab activities.

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?
Check one: □ Yes  x No

If YES, please identify impacts and attach cognate comment from the appropriate department/ program/ school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?
Check one: □ Yes  x No

If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:
1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on "Writing a Syllabus" on the Center for Teaching & Learning website. Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL:  

Department Chair:  

Date:  

Other Department Chair(s) (for cross-listed courses):  

Date:  

DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date:  

☐ Tabled  Date:  

☐ Not Approved  Date:  

Divisional Studies Credit:

☐ Endorsed  

☐ HU  

☐ MCS  

☐ NS  

☐ SS  

☐ Not endorsed  

Curriculum Committee Chair Signature and Date  

Comments:  

PROVISIONAL APPROVAL REQUESTED for Semester/Year  

6 Feb 17
ZOOARCHAEOLOGY
Archaeology 518, Spring 2018
CAS Room 335, Wednesdays 2:30-5:15 pm

Instructor:
Dr. Catherine West
Phone: (617) 358-1652
Email: cfwest@bu.edu

Office: CAS 339; Lab: CAS 230
Office Hours:

Teaching Fellow:

Phone:
Email:

Office: CAS 230
Office Hours:

Course Description:
This course will survey the major methods and techniques used in archaeological faunal analysis. The course is designed to prepare the student to analyze animal remains associated with archaeological sites, and from these analyses infer behavioral patterns of the inhabitants, understand their adaptations to the environments in which they lived, and reconstruct past environments. Our class will meet once a week and will be divided into two parts: during the first half of each class meeting we will have lecture and discussion. The second part of class will be devoted to laboratory exercises where students will learn faunal analysis, focused primarily on the mammal skeleton.

Course Goals:
In this course you will:
- Learn mammal, fish, and bird skeletal elements
- Apply quantitative methods to zooarchaeological datasets
- Interpret and evaluate primary zooarchaeological literature

Course Objectives:
After successfully completing this course, you will be able to:
- Identify archaeological mammal elements, as well as some fish and bird
- Utilize quantitative methods in your own zooarchaeological research or to assess others’ research
- Explain the relevance of and apply zooarchaeological data to questions of human behavior, ecological and climate dynamics, and contemporary environmental concerns.
**Laboratory Access and Etiquette:**

It will be impossible to earn a good grade in this course without considerable time spent in the lab (CAS 230). You will have key card access to the room 24 hours a day, 7 days a week, and your instructor and teaching fellow will hold office hours in the lab. The lab and skeletons are at your disposal, but please treat them with respect and take care of our facility.

**Required Readings:**

There are two required texts for this course, which are available from the BU bookstore, Amazon, or the library via WorldCat:


You will be able to access course materials (syllabus, lab manual, and readings) through our Blackboard account. If you are registered for the class you should be able to access it using your Boston University username and password. If you have problems accessing the Blackboard page, please visit the help page (http://www.bu.edu/help/blackboard) or call the BU IT Help Center at (617) 353-HELP (4357).

**Policies:**

1. **Lab time:**
   - To do well in this course you will have to spend considerable time in the Zooarchaeology Laboratory in preparation for quizzes. Take advantage of office hours!

2. **Electronic devices:**
   - Please silence and put away cell phones before coming to class. Laptop computers may be used for note taking and access to readings only. The instructor reserves the right to revoke this privilege.

3. **Attendance:**
   - Missed discussions and in-class activities cannot be made up and extra credit is not permitted.
   - Because our course meets once a week, you will be permitted one free absence – after that, you will lose points towards your final grade. However, please alert the instructor to absences and unforeseen circumstances.

4. **Grading:**
   - Late assignments will lose 10% of the grade each day they are late.
   - Grading will follow a standard grade distribution: A= 93-100%, A-= 90-92%, B+= 87-89%, B=83-86%, etc. A grade below 60% is an F.
   - All course work must be completed by the scheduled end of the term: no incompletes will be permitted.
Course Requirements:

1. **Bone Quizzes: 30%**
   There are weekly, cumulative bone quizzes in the laboratory. In these quizzes, you will be asked to identify body part, side, and anatomical landmarks of a wide variety of fragmentary skeletal material. The lowest-scoring bone quiz will be dropped from your total grade (excluding the final bone quiz). Our final exam will be a cumulative bone quiz.

2. **Homework Assignments: 25%**
   Homework will include exercises, reading summaries, and preparing discussion questions. We will have 5 formal homework exercises based on readings, lab activities, and lecture. Reading abstracts – or summaries – will address the main points of each article and will assist you in understanding the material as you read it. You will also be asked to generate questions about the reading in preparation for class discussion.

3. **Participation and Attendance: 10%**
   You are expected to have read and be prepared to discuss the articles assigned for each week and to participate in lab activities in class. Again, because our course meets once a week, you will be permitted one free absence – after that, you will lose points towards your final grade.

4. **Article Critique: 35% total [Presentation 15%, Paper 20%]**
   Each student will do an in-depth critique of an academic article, which will include a paper and an in-class presentation. You will present an analysis of an article related to zooarchaeology using the tools you have learned during the semester through lecture, readings/abstracts, exercises, and labs. Discussants will be assigned to prepare critical questions about the articles for the class discussion. *Please see the detailed assignment on Blackboard.*

**Academic Honesty:**
Academic dishonesty includes cheating, plagiarism, and all forms of misrepresentation in academic work, and is unacceptable at Boston University. All students are required to follow the provisions of the BU Academic conduct Code (http://www.bu.edu/academics/resources/academic-conduct-code/) and the Code of Student Responsibilities (http://www.bu.edu/dos/policies/student-responsibilities/). The professor will refer cases of suspected academic misconduct to the Dean's Office. **Needs GRS Conduct Code**

**Disability Accommodation:**
If you have a disability that requires accommodation, please discuss with the professor and provide necessary documentation as soon as possible. Information regarding this documentation is available from Disability Services, which can be found online at: http://www.bu.edu/disability/
## Class Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Lab Activity</th>
</tr>
</thead>
</table>
| 1    | 1/24   | Introduction to zooarchaeology | O'Connor (2000): Chapter 2  
Reitz and Wing Chapters 1 and 2 |                               | Bones and the mammal skeleton;  
Practice bone quiz               |
| 2    | 1/31   | Taxonomic identification     | Reitz and Wing Chapters 3 and 6  
Betts et al. (2001)  
Driver (2011)  
Gobalet (2001)  
Wolverton (2013) | Abstracts (see schedule below) | Femur                       |
| 3    | 2/7    | Introduction to quantification | Reitz and Wing pages 171-202  
Lyman (2008): Chapter 2 | Abstracts                     | Tibia, Fibula               |
| 4    | 2/14   | Taphonomy; Sample size       | Lyman (1987)  
Lyman (2008): Chapter 4  
Lyman and Ames (2007) | Exercise 1  
Bone Quiz 1 | Humerus                      |
| 5    | 2/21   | Taphonomy: Skeletal part frequencies | Reitz and Wing pages 202-238  
Bartram (1993)  
Faith and Gordon (2007)  
Nagaoka (2005) | Abstracts  
Exercise 2  
Bone Quiz 2 | The Birds                  |
Lam and Pearson (2005)  
Marean et al. (2000) | Abstracts  
Exercise 3  
Bone Quiz 3 | Radius, Ulna               |
| 7    | 3/7    | Stable Isotope Analysis      | Andrus (2011)  
Emery and Thornton (2008)  
Makarewicz and Sealy (2015)  
West et al. (2012) | Abstracts  
Exercise 4 | Vertebral Column (cervical, thoracic, lumbar) |
| 8    | 3/14   | NO CLASS - Spring Break      |                          |                               |                                           |
| 9    | 3/21   | Reconstructing past environments | Reitz and Wing Chapter 10  
Grayson and Delpach (2005)  
Preece et al. (2006)  
Reitz and Sandweiss (2001) | Abstracts  
Bone Quiz 4 | The Fish; Sacrum and caudal vertebrae |
| 10   | 3/28   | Humans as predators          | Reitz and Wing Chapter 8  
Broughton (1997)  
Broughton et al. (2013)  
Grayson (2001)  
Lupo (2007) | Abstracts | Economics of Butchery; Ribs, Sternum |
| 11   | 4/4    | Domestication                | Reitz and Wing Chapter 9  
Larston et al. (2012)  
Smith (2011)  
Zeder (2012) | Abstracts  
Exercise 5  
Bone Quiz 5 | Bone modification; Scapula |
Suggested: Binford (1981) | Bone Quiz 6 | Mandible, Cranium |
| 13   | 4/18   | Article Presentations        | Readings TBA               | Abstracts and discussion questions;  
Bone Quiz 7 | Cranium                       |
<table>
<thead>
<tr>
<th>14</th>
<th>4/25</th>
<th>Article Presentations</th>
<th>Readings TBA</th>
<th>Abstracts, and discussion questions; Bone Quiz 8</th>
<th>Innominate, Feet</th>
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**Article Abstracts Schedule:**

1/24: None

1/31: Betts et al. (2001); Driver (2011); Gobalet (2001); Wolverton (2013)—**Turn in hard copy in class**

2/7: Grayson and Frey (2004); Lyman (1987)

2/14: Lyman and Ames (2007)


2/28: Butler and Chatters (1994); Lam and Pearson (2005); Marean et al. (2000)

3/7: Andrus (2011); Emery and Thornton (2008); Makarewicz and Sealy (2015); West et al. (2012)

3/21: Grayson and Delpech (2005); Preece et al. 2006; Reitz and Sandweiss (2001)

3/28: Broughton (1997); Broughton et al. (2013); Grayson (2001); Lupo (2007)

4/4: Larston et al. (2012); Smith (2011); Zeder (2012)

4/11: None

4/18: None

4/25: None

5/2: Lyman (1996); Rick et al. (2015) – write a summary of your assigned chapter; Steele (2015)