

Students refer to this course as “how to survive the zombie apocalypse”. No prior background is assumed or required. Students of all majors and all schools are invited to enroll and can succeed in this course.



Photo credit (bottom): exarc.net

Professor: Lynn Dodd **Office:** ACB 329 (Archaeology Research Center) **Office hours:** By appointment.

Meeting location: south side courtyard of AHF **Email:** archaeology@usc.edu

2018 Maymester Schedule – take note of the May 21-23 trip dates, please!!	
Monday May 14 to Friday May 18 (days 1-5)	Daily activities at experimental archaeology site on campus
Saturday May 19 (Day 6)	Archery training and activities (morning to early afternoon)
Sunday May 20	Free day (no class meeting)
Monday May 21 early morning to Wednesday May 23 evening (days 7-9)	Required off-campus class trip. The cost is included in regular Spring tuition. Destination: Santa Catalina Island. We stay at the USC Wrigley Marine Science Center. No camping; many outdoor activities!
Thursday May 24 Friday May 25 (day10)	Activities at experimental archaeology site on campus
Friday May 25 (day 11)	Activities at experimental archaeology site on campus; and Short practical experience narrative reflection due
Saturday May 26 & Sunday May 27	Free days (no class meeting)
Monday May 30	National Holiday (no class meeting)
Tuesday May 31 (day 12)	Activities at experimental archaeology site on campus; and Draft Storyboard and experimental proposal idea due
Wednesday June 1 through Wednesday June 8 (days 13-20)	Experimental archaeology proposal development time
Thursday June 9 (day 14)	Interim Written Proposal due
Thursday June 10-Thursday June 14 (day 15-19)	Time allotted for revisions to proposal, as needed
Friday June 15 (day 20)	Final Proposal (in video form; filmed by you on a phone or other camera) should be turned in by 4 PM

Who can benefit from this course?

- (1) Anyone who is curious about the skills that enabled survival for thousands of years, which remain valuable today in medicine, food science, mining and metallurgy, industry, agriculture, economics, business, psychology, politics, and history;
- (2) Anyone who seeks a deeper time perspective on our way of being in the world;
- (3) Anyone who wants to understand the material traces and values of the past, present and future.

Creative experimentation propels our culture forward. That our stories of innovation tend to glorify the breakthroughs and edit out all the experimental mistakes doesn't mean that mistakes play a trivial role. As any artist or scientist knows, without some protected, even sacred, space for mistakes, innovation would cease.
---Evgeny Morozov

... even the simplest techniques of any primitive society take on the character of a system that can be analyzed, in terms of a more general system. The techniques can be seen as a group of significant choices which each society—or each period within a society's development—has been forced to make, whether they are compatible or incompatible with other choices.

---Claude Lévi-Strauss 1976:11

Short Description: By understanding the foundations of human survival, including shelter, food, warmth, community; we gain insight into innovation, long-lived traditions, technological change, and successful adaptations to new and challenging environments. We become better prepared to understand the complex local and global systems in which we regularly participate.

This is an active learning course that enables students – through daily hands-on activities and field trips – to acquire and experience skills that humans devised in order to survive in pre-modern times. Then, most importantly, students learn to apply this knowledge to an experimental context. Archaeologists are among the scientists and humanists that discover, analyze, and interpret material remains as traces of people's actions in the past. Experimental replications enable archaeologists to test and understand how these material remains came to be, through the process of analyzing site formation (looking at what's left once people are done doing some activity).

Graded requirements:

- 10% Participate actively in class; this is an experiential, experimentally-focused learning course.** Attendance is critical to success. Wear clothes that can get messy. We may get dirty, encounter strange smells including smoke, gases, rotting and fermenting materials, natural plant, animal, and mineral substances. Other sessions will require hammering, crushing, lifting materials, bending, getting muddy, wet, dusty; climbing over, hiking, ducking under, pulling, lifting, chopping, scraping, cutting, and measuring. Dress in clothes appropriate to the activity so that safety is not compromised. A student is responsible for being prepared by reading any relevant selections in advance of class, for thinking critically and actively participating in discussions and activities.
- 1% Sign up for USC Archaeology social media outlets** for content relevant to this class and related events; this includes Instagram, Twitter, and USC Archaeology and USC Religion Facebook groups.
- 19% Daily class session journal entries.** Document your participation in the daily activity or write about demonstrations by your professor or visiting experts. Regularly document your own progress in developing an archaeological experiment, your observations about site formation processes, and your perceptions of yourself and others. Your journal should mention the materials used, techniques employed, embodied skills and personnel required, timing of activities, ways that the techniques vary across space and time, especially when discussed in class or readings, and all outcomes achieved, most especially including failures, mistakes or variations. Document the material left

behind from each activity (trash, detritus or site features that remain following each activity). Record your questions. An excellent journal includes sketches (of any quality) or photographs.

10% Five one-page group dynamics reflections (class day 2, 5, 8, 10, 12); 2% each. Submit by email to your professor: archaeology@usc.edu. In 2018, **the due dates are** May 15, May 18, May 22, May 24, May 31.

10% Short practical experience reflection for consideration for posting on the USC Archaeology blog, hunterblatherer.com All public posting is at the discretion of the professor and only those reflections that receive an A grade will be eligible for Internet publication. Narrative reflections should integrate theoretical perspectives on practical experimental activities, and follow the guidelines discussed in class. This will be 2-3 pages. **This is your MIDTERM EXAM. Due Friday May 25.**

50% of your grade is related to three stages of your archaeological experiment proposal design:

Your experimental proposal is an opportunity for you to envision or reverse-engineer an archaeological experiment. What is left behind when people do “x” and what are the social implications of this patterning? Or why do people do “y”? Or how does doing “A” and “B” differ from “C”? In order to gain information with social relevance, you will need to identify some idea or hypothesis that can be tested. This idea should relate to a social or cultural cost, pattern, or possibility that can be tracked as a result of people using or transforming tangible materials that matter to them (e.g., food, weapons, vessels, tools, residences, transport, clothing, medicines, adornment, and others).

1 -- 10% Written/sketched DRAFT proposal for an archaeological experiment. This will include (1) a description of the idea in hypothesis form that is being investigated or tested; (2) a step-by-step description of the planned experimental operation(s), (3) a sketched or illustrated story board showing exactly how this will be done. The written portion of this will be 1-3 pages, depending on the complexity of your proposal. The sketched storyboard may be handwritten or done in more elaborate form. Discuss your ideas with your professor early on. **Due Tuesday, May 31, 2018.**

2 -- 20% Written INTERIM proposal for an archaeological experiment. This will be roughly the equivalent of 8-10 double-spaced pages, plus illustrations and references. You will want to (1) describe your proposed experiment in written form; (2) situate your experiment in the context of any known prior or related work; (3) make clear the theoretical concerns motivating your proposed experiment; (4) describe the means by which you plan to investigate a specific hypothesis; and (5) describe results that would support or refute your hypothesis. In the context of this compressed Maymester schedule, you do not need to carry out the experiment, although you are welcome to attempt any portion for which you have the time, resources, and safety clearance, with prior consultation with the professor. **Due Thursday, June 9, 2018**

3 -- 20% Video-recording of your FINAL experimental proposal, 8 minutes. Your video proposal describes how you would gain data (evidence) to prove or disprove your hypothesis, and it describes the various outcomes that would support or refute your hypothesis. Additionally, as this is a proposal, you will be asked to determine what materials, time, labor and budget will be required to accomplish the proposed experiment successfully. Use of pictures, drawings, charts, graphs, and short videos are encouraged, and citations (where you got anything that you didn't author yourself) should appear on screen or at the end. **Due Friday June 15th, by 4PM. This counts as your FINAL EXAM.**

CLASS SESSIONS:

Session 1

Introduction. What do we know about ancient ways? How do we identify ancient practices? Technologies for Learning. Playing games. Spending time. Apprenticeship. Turning dirt into really useful things (clay, mudbrick).

Session 2

Let there be light! Chemistry processes essential to traditional lifeways: soap; and mastering darkness: candles

Session 3, 4

I'm Hungry!! Native and "Neolithic" Food Preparation (meat, vegetables, grains are processed with "period-appropriate" tools).

Session 5

I'm Still Hungry!! Bread Making and related activities (grain grinding, making, baking, eating). Food for the Future: Cheese and other storable animal foods

Session 6

I hit it!! Archery. Using materials to capture/kill/stop other living beings or to source food. Overlap between offense, defense and sustenance.

Prep for Session 7-9 Pack for Catalina; get to sleep early; set alarm, and arrange friends to call you; so you are ready for your arranged ride to the boat. (The cost of missing the USC boat is \$37 + Uber fare + Ranger dropoff fee (\$150) + embarrassment + lost class participation).

Sessions 7-9

I See Wonderful Things!! Snorkeling, Kayaking & Exploring on Santa Catalina Island (Pimunga to many Native Americans). Arrive at the boat no later than 7am. Southern California Marine Institute.

<http://www.scmi.net/contact-us/directions/> 820 South Seaside Ave., Terminal Island, CA 90731

Session 10

It's Cold/Hot Outside!! Weaving, Dying, Spinning, materials to transform plants and animals into shelter, food gathering, tools, ropes, clothes.

Session 11

The Right Tool for the Right Job! Copper smelting. Metalsmithing Pyrotechnical transformation: metals, ores, minerals.

Session 12

I Can See Clearly Now!! Feeling Better: Herbal remedies and ineffable cures. Visions and Graffiti: making paint for rock art

Session 13

Take care!! Depending on certain variables and class performance: Practice, Apprenticeship, and Knife Throwing

By the end of this course, students will have:

- Gained an appreciation of observation and experimentation as foundations for understanding social experience, cultural traditions, and technical innovation past, present and future;

- Reflected on individual and collective human action, innovation, and resource use through experiential learning that facilitates a close study of modes of surviving and thriving across time, in varied cultures, and as individuals of diverse genders and ages;
- Become aware of the possibility that material transformations, technologies or traditional crafts may be understood in social and spiritual terms; as well as the foundations of the economy of life
- Used empirical evidence to evaluate and test diverse ways of living and consuming resources in order to formulate more informed opinions on issues of critical importance in today's global society;
- Utilized appropriate research skills for practical archaeological experimentation;
- Developed and demonstrated a critical understanding of the modes of social analysis available through experimental archaeology and anthropology.

Safety

This class may be unique among those you enroll in at USC because of the variety of activities that you will participate in personally. You will have access to techniques and tools that require careful, attentive use. Have fun in this class, *to the extent that you can do so without risking your safety or the safety of others*. All safety instructions must be adhered to in order to minimize the risk of injury to you, others, USC facilities and materials used in class. If you are injured or someone else is injured, or if something that isn't supposed to break does fail in the course of this class, you **MUST** report this to your professor at the earliest possible opportunity, no matter how small the personal injury or equipment breakage. If a life-threatening emergency occurs, take the initiative to dial 911 prior to reporting the injury to your professor. Fire extinguishers and a first aid kit will be kept on site with us at all times. There is no experiment worth risking your health to achieve. Check with your professor before eating anything if you are not 100% certain that it is safe to eat. The rule of thumb is "when in doubt, do without". You should wear eye protection during this class, and you must wear it when you are striking any object against another object or using open flames or chemicals. Anyone with hair that tends to fall forward beside or in front of the face must secure their hair (e.g., with ponytail holder, hat or net) when open flames are in use. Also, seek permission of your professor prior to testing or introducing new equipment, materials or techniques. Finally, especially when we are off campus, do not wander off alone. Stay with a buddy at all times and always let your professor know where you are, where you are planning to go, why, and when you plan to return. We want this to be a fun, safe, and memorable class.