



SYLLABUS

Caribbean Archaeology

Instructor: Dr. Scott M. Fitzpatrick

Language of Instruction: English

UO Credits: 4

Course Number: 488

Contact Hours*: 120

Total Hours of Student Engagement (THSE) in all course activities*: 120

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Classroom: Island & Coastal Archaeology Lab (Millrace)

Office: Condon 372

Barbados

COURSE DESCRIPTION

In this program we will explore the archaeology of Barbados and other Pre-Columbian settlements in the Caribbean islands. With a focus toward examining migration theories, settlement patterns, subsistence strategies and the development of cultural complexity through time, we will examine the rich archaeological and historical record of a region that often receives little attention from introductory textbooks and discussions of world prehistory. Toward the end of the course, we will discuss how many of these smaller island states, dependent on the tourist industry for income, have grappled with preserving the past in the post-colonial era.

The class will involve an archaeological field project on Barbados for two weeks and include archaeological and laboratory work such as survey, excavation, cleaning, cataloging, and the identification of different cultural remains that are recovered as part of fieldwork.

COURSE OBJECTIVES

Student Learning Outcomes

Students in this course will:

- evaluate how archaeologists in the Caribbean study and interpret the past;
- calculate how material culture (e.g., artifacts, ecofacts) help to understand past human behaviors;
- identify the methods used to analyze human-environmental interactions;

- explain how humans on Barbados and the Caribbean adapted to different island environments;
- outline the consequences of European contact on native populations.

INSTRUCTIONAL METHODOLOGY

The course comprises a mixture of hands-on field activities in Barbados, including archaeological survey and excavation, laboratory processing of finds, coupled with guest and instructor lectures. Classroom activities will include lecture and group discussions of readings and films as well as discussion on the preparation of samples for radiocarbon dating, ceramic petrography, stable isotope analysis, etc.

METHOD OF EVALUATION (GRADING)

Activity	Points	%
Fieldwork participation	100	33.3
Laboratory participation	50	16.6
Field Journal	50	16.6
Final Exam	100	33.3
300 Total points		100%

Participation

The overall success of the course in part depends on the participation of students enrolled. You are expected to keep up with the assigned readings each week, actively engage in lecture and discussion, participate in assigned daily activities, demonstrate a willingness to learn the material presented, have a positive attitude, and be flexible with changes that may occur in scheduling.

Field Journal – you are required to keep a daily log of your activities that included, but are not limited to, field conditions (e.g., weather), excavation strategies, materials recovered, and other daily activities associated with archaeological research.

Final Exam – a final exam will be taken on the Friday or Saturday after fieldwork ends (time TBD). The exam will cover all required readings, fieldwork and lab methodologies, and lecture material.

Grading Policy

The correlation between points and letter grades is:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	59 and below
A	93-97	B	83-87	C	73-77	D	63-67		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

The expected distribution of grades is ca. 25% A, 45% B, 20%-25% C, 5-10% D and F

If the class is taken P/NP, a C- or higher is required to pass the course. To take the class P/NP, you must inform the instructor in writing (ideally via email) before the halfway point of the course.

Student Contact Hours = 120

Daily Schedule

Week 1

M	Introduction to archaeological methods (lecture and field)
T	Fieldwork (AM) + Lab Work (PM)
W	Fieldwork (AM) + Lecture (PM)
Th	Fieldwork (AM) + Lab work (PM)
F	Fieldwork (AM) + Lab work (PM)

Week 2

M	Fieldwork (AM) + Lab Work (PM)
T	Fieldwork (AM) + Lab Work (PM)
W	Fieldwork (AM) + Lecture (PM)
Th	Excursion: Historical and Cultural Sites
F	Fieldwork (AM) + Lab work (PM)

Expected levels of performance:

A: students demonstrate a detailed knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; a demonstrated ability to integrate this material within an analytical framework.

B: students demonstrate substantive knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; an ability to integrate this material within an analytical framework.

C: students demonstrate reasonable knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; an adequate ability to integrate this material within an analytical framework.

D: students demonstrate basic knowledge of the course material, including a including a subset of major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; a basic ability to integrate this material within an analytical framework.

F: students demonstrate minimal knowledge of the course material; make little or no effort to integrate this material within an analytical framework; poor written communication skills; an inadequate ability to integrate this material within an analytical framework.

POLICY ISSUES

Missed Assignments/Quizzes etc...

There will be no makeup of missed quizzes or assignments except as defined by the official University policy on excused absences, which are anticipated or emergency. Anticipated absences must be cleared with the instructor before missing class.

Cheating and Academic Dishonesty

Cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will be forwarded to the Office of Student Conduct and if circumstances warrant, fail the course. If you have any questions about what constitutes academic integrity, please see the Code of Student Conduct at: uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

Incompletes

In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at http://registrar.uoregon.edu/incomplete_policy

Open Learning Environment

The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. While discussing these topics, students shall not discriminate on the basis of “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity.

<http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf>

Accessible Education

The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Please see the following link for more information: <http://aec.uoregon.edu/>

University Career Center

The Career Center exists to provide career and job search services and resources to UO students and alumni. Our mission is to help you develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge you to fulfill your potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future. The UO Career Center is a part of the Division of Student Affairs and has offices in Hendricks Hall on the UO campus and in the White Stag Block at the University of Oregon in Portland. Please see the following link for more information: <http://career.uoregon.edu/>

COURSE OUTLINE

Week 1: Introduction to Caribbean and Barbadian Archaeology
Fitzpatrick (2013; 2015); Fitzpatrick and Erlandson (2018); Fitzpatrick and de Waal (2019); Fitzpatrick et al. (2015, 2021)

Week 2: Colonization, Interaction Spheres, and the Colonial Period
de Waal et al. (2019); Hofman et al. (2008)

COURSE READINGS

Required Readings:

Fitzpatrick, S. M. 2015. The Pre-Columbian Caribbean: Colonization, Population Dispersal, and Island Adaptations. *PaleoAmerica* 1(4):305-331.

Fitzpatrick, S.M. 2013. Seafaring Capabilities in the Pre-Columbian Caribbean. *Journal of Maritime Archaeology* 8(1):101-138.

Fitzpatrick, S.M. and M. de Waal. 2019. Archaic Age Barbados and the Works of Peter Drewett. In *The Pre-Colonial and Post-Contact Archaeology in Barbados: Past, Present, and Future Research Directions* (M. de Waal, K.N. Finnerann and M. Reilly, with D. Armstrong and K. Farmer, eds):61-76. Leiden: Sidestone Press.

Fitzpatrick, S.M. and J.M. Erlandson. 2018. Island Archaeology, Model systems, the Anthropocene, and how the Past informs the Future. *The Journal of Island and Coastal Archaeology* 13(2):283-299.

Fitzpatrick, S. M., T. Rick, and J.M. Erlandson. 2015. Recent Progress, Trends, and Developments in Island and Coastal Archaeology. *The Journal of Island and Coastal Archaeology* 10(1):3-27.

Fitzpatrick, S.M., M.S. De Waal, M.F. Napolitano, and P. Jorissen. 2021. Results of Preliminary Archaeological Investigation at Walkers Reserve, St. Andrew, Barbados. *Journal of the Barbados Museum and Historical Society* 67: 208-228.

Fitzpatrick, S.M., M.F. Napolitano, and J.H. Stone. 2021. What is the Most Parsimonious Explanation for Where Pre-Columbian Caribbean Peoples Originated? In *The Archaeology of Island Colonization: Global Approaches to Initial Human Settlement* (Matthew Napolitano, Jessica Stone, and Robert DiNapoli, eds.): 231-264. Gainesville: University Press of Florida.

Hofman, C.L., A.J. Bright, M.L. Hoogland, and W.F. Keegan. 2008. Attractive Ideas, Desirable goods: Examining the Late Ceramic Age Relationships between Greater and Lesser Antillean Societies. *The Journal of Island and Coastal Archaeology* 3(1):17-34.