ANTH 3002: Archaeology Method and Theory  T/R 1-215  Dr. Jennifer Trunzo  jtrunzo@gru.edu
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Course description/goals/Prerequisites: This course is an overview of the various analytical methods and theoretical concepts used in the field of archaeology to interpret artifacts and the archaeological sites from which they are recovered. The course does not involve a field excavation and it is not a general overview of world archaeology. Instead, the course is intended to introduce anthropology majors and minors to the ways archaeologists obtain, assess, analyze, and interpret data. It is also designed to teach students how to read archaeological writing and write like an archaeologist. This course is a combination of lecture (50%) and discussion/participation (50%). Prerequisites are ANTH 1102 or 2011.

Assigned readings:
1) D2L Readings (Discussion articles are 100% absolutely required to be read for class discussion)
   a) Society for Historical Archaeology Style Guide (2011) PDF posted on D2L from SHA website.
   b) Variety of articles for discussion days posted in D2L. You should print these and bring them to class or bring your computer with the articles saved. Take notes on the articles and bring those to class, too. Do not rely on highlighting and memory.

2) Textbooks (read before or after lecture for additional detail or clarifications)

Student learning outcomes:
1) Students will be able to identify and describe various methods archaeologists use to recover and analyze data.
2) Students will be able to identify and describe various types of theories archaeologists use to interpret data.
3) Students will be able to critically assess the data and arguments presented in archaeological literature during class discussions.
4) Students will be able to produce an analytical literature review of a particular methodology as it has been applied to a specific question in archaeological research.
5) Students will produce a poster project on the history of archaeological method and theory that profiles an archaeologist in terms of what the individual contributed to the development of archaeological method and theory or how they applied specific methods or theories to finding or analyzing a famous site or a specific kind or archaeological data.

Assignments and weighting:
1) Class participation and attendance: 50%
   a) Article summaries (number TBD by number of students in the course): 15%
      1) Rubric: Expected to summarize ideas and the argument in no more than 3 pp.
      “And then it said” summaries will not be given points.
      Points are earned by:
      1) Identifying the methodological or theoretical main points
      2) Describing how the data was use to address an archaeological question or problem
      OR
      3) Describing what a theory seeks to do to improve archaeological interpretation
      Missing class means you get a zero on the article summary. You may not hand it for points later.
   b) Quizzes on discussion days: 10%
      1) Rubric: You will be asked to summarize one article you were not assigned to read, according to the rubrics outlined above for article summaries. This will be graded with a checkmark, a check-plus, or a check-minus, depending on if you actually discuss the article in class. You may not make up quizzes. Failure to come to class means you get zero points for the quiz for the day.
   c) Actual discussion participation/leading discussion: 20%. (section continues to page 2 of syllabus)
      See Guide for Leading Discussion and Guide for Participating in Discussion on page 6 of syllabus.
      1) Rubrics:
      a) You must talk in class and do more than echo what Dr. T or another student just said
      b) You must relate the articles you read to the other articles that were assigned
      c) You must lead the class to discuss the article you were assigned to summarize. See Guide for Leading Discussion on page 5 of syllabus to see exactly what this entails.
      2) Failure to lead discussion or do the reading will get you zero points for the day. There is no make-up.
      3) There will be no review sheets for discussion in this class because discussion is based on articles. See the Guide for Leading Discussion on page 5 of the syllabus. To lead discussion effectively, you should do several of the readings for a given day.
4) In the event that nobody but the students who had to write on a given day are ready to discuss, the unprepared students will be dismissed from class and expected to complete a writing assignment that will be due the next class period. The writing assignment will require comparison and contrast of the contents of ALL ARTICLES assigned for that day without the benefit of discussion. You may not be leading discussion, but you must be prepared to take a quiz and participate in discussion. See Guide for Participating in Discussion on page 6 of the syllabus for info on how to prepare for class.

d) Actual attendance: 0%
1) Rubric: Coming to class. Failure to come to class will get you zero points for a given day—zero points on the quiz, zero points on the summaries, and zero points for discussion. You will not have the option of writing the essay as an alternative to being unprepared.

2) Warning: This seems like a reward for skipping class, but, since attendance and participation are 50% of your grade for the entire course, skipping three discussion sections can knock your grade down to a C -- even if you get A’s on the projects. In short, YOU WILL show up prepared to participate in discussions or you risk failing the course.

2) Methodological paper: 25% of final grade. See assignment description on pp. 6-9 of syllabus
   a) Rubrics:
      1) Clear abstract with thesis statement
      2) Choosing good references and constructing a proper bibliography
      3) Clear thesis that
         a) Identifies a problem the chosen method has been used to address
         b) States why the method is useful in addressing the problem
      4) Description of chosen method and the kind of data it generates
      5) Comparative analysis of case study applications of selected method to the selected archaeological problem
      6) Consistency of argument: Does it support the thesis? Does the data support the argument?
      8) Proper word choice and spelling
      9) Proper use of grammar, punctuation, paragraph breaks, and all other rules of writing
     10) Proper use of citations, bibliography, and other style elements
         a) Must use the Society for Historical Archaeology Style Guide: (Posted on D2L)

3) Theory/Method poster project: 25% of final grade. See assignment description on p. 9 of syllabus
   a) Rubrics:
      1) Clear title
      2) Thesis regarding contribution of an archaeologist to method and/or theory
      3) Clear presentation of theoretical and/or methodological contributions
      4) Quality of graphics
      5) Quality of writing: Proper use of grammar, punctuation, paragraph breaks, all other rules of writing
      6) Proper word choice and spelling
      7) Proper use of citations, bibliography, and other style elements (Society for Historical Archaeology Style Guide)
      8) Ability to verbally expand upon the professional contributions of the archaeologist and/or famous site

Assignment due dates, extensions, and make-up policy:
1) Article summaries: TBD by the number of students in class. You could have one due every discussion day, if the class is very small. These are due at the end of class. Failure to hand one in gets you an immediate F for the assignment. There is no make-up.

2) Quizzes: In-class on discussion days. Missing class means missing the quiz. There is no make-up.

3) Methodological paper:
   a) Abstract and Bibliography is due on Jan 22: 5% of course grade (last date to turn it in is Jan 29--you get no points, but you still get to write the paper. See syllabus p. 7 for details)
   b) Paper is due on March 3, 2015: 20% of course grade (see below for late penalties, see pp. 8-9 of syllabus for details)

   Due in class on the date assigned. Extensions given only with highly extenuating circumstances, which usually require written excuses from doctors, lawyers, coaches, employers, commanding officers, etc. If you do not hand in the abstract and bibliography by Jan 29, then you do not get to write a paper because I need to provide feedback and you need to get inter-library loan sources. For the paper, the late penalty one letter grade per weekday. On March 10, the paper is worth an F. On March 17, the paper is worth a zero.
4) Poster presentation:
   a) Abstract and Bibliography due on Feb 5: 5% (last date to turn it in is Feb 12—you get no points, but you still get to do the poster. Use same approach for term paper prospectus on p.6 of syllabus)
   b) Poster Due on: April 23 or 28, 2015, depending on how many students are in class: 20%
      There is no make-up for this assignment. Posters will be given on the assigned day or they receive a zero. You must show up for both days, regardless of which day your poster is scheduled for presentation.

Other Rules and Information:

1) The essays for the articles you have been assigned to discuss are due in class at the end of class on the day they are scheduled to be discussed. You may not hand them in after class.

2) Written assignments will not be accepted on cd’s, flash drives, or through D2L or email submissions without prior arrangements and a written excuse from a doctor, lawyer, employer, or coach. When prior arrangements are made, assignments can be submitted via email and must be in Microsoft Word or a compatible format. All hard copies of written assignments (including extra credits) must be typed or done on a computer, double-spaced in 11 or 12 point font.

2) Academic Honesty.
   a) Plagiarism will not be tolerated. If you use any resource—books, journal articles, internet or otherwise—they must be properly cited. If I catch anything cut and pasted directly from the internet, you will automatically fail the assignment. If you repeat the offense, you will fail the entire course. You are expected to use the style guide provided in D2L.
   b) If you buy a term paper or are caught attempting to buy a term paper, you will automatically fail the course. You do not have to actually take possession of the paper in order to have committed an infraction. Simply attempting to buy a term paper is equivalent to the crime of solicitation, which is the attempt to purchase illegal services or merchandise from another party.
   c) Using somebody’s exams or labs from a previous semester is also a violation of academic honesty codes.
   d) Using your own work from another semester is also viewed as a form of academic dishonesty. Unless you have a long-term research project or you are building on previous research, you must do original work for the course.
   e) Many things can be seen as engaging in academic dishonesty. It is best to simply do your own work.

3) If you have a learning disability, please let me know as soon as possible so we can make arrangements for your individual needs. Please contact the Office of Testing and Disability Services (706-737-1469) so necessary documentation forwarded to me.

4) These rules apply to everybody equally.

5) I reserve the right to bend the rules as needed because each case is different and special circumstances arise. Please talk to me about any conflicts you may have and come to me well in advance of any anticipated conflicts. In the event of an unexpected catastrophe, illness, mental or emotional breakdown, or family issues, I will do my best to find ways to work around them. Please talk to me if something is going on so I can take actions that will help you complete this course successfully. However, for average daily life issues and the workload for your other courses, you are expected to manage your time wisely. If you often feel overwhelmed by the pressures of school and daily life, please contact the Counseling Center (706-737-1471).

Course Schedule:

Unit 1: What is archaeology? What do archaeologists look for on sites? How old is the stuff? How do archaeologists think, read, and write?

Jan 6: Day 1: Intro/Syllabus

Jan 8: Day 2: Defining archaeology, finding, recording, and dating sites
   Readings: Price book, Chapters 4, 6, 8

Jan 13: Day 3: Defining archaeological data
   Readings: Price book, Chapters 5, 7

Jan 15: Day 4: Reference Librarian Visit: finding appropriate research materials

Jan 20: Day 5: Pirate Island (movie in finding sites and identifying artifacts)
Jan 22: Day 6: Reading and writing archaeology
   Readings: D2L: Society for Historical Archeology Style Guide (look it over before class)
   Methods paper prospectus due

**Unit 2: Artifacts and Analytical Methods:** How do archaeologists analyze artifacts? What kinds of data do they seek? What kinds of questions do archaeologists ask? How do artifacts and the data they provide answer those questions?

Jan 27: Day 7: Plants and Animals Lecture
   Readings: Price book Chapters 12 and 13

Jan 29: Day 8: Reading Day (no class, Professor in all-day departmental training exercise)

Feb 3: Day 9: Discussion Plants and Animals (reading posted in D2L module called Plants_Animals)

Feb 5: Day 10: Identifying Human Remains Lecture
   Poster project prospectus due

Feb 10: Day 11: Bioarchaeology of Violence, Diet, and Disease Lecture

Feb 12: Day 12: Reading Day (no class)

Feb 17: Day 13: Discussion bioarchaeology articles (reading posted in D2L module called Bioarchaeology)

Feb 19: Day 14: Bioarchaeology films (prof out of town; substitute will be showing videos)

Feb 24: Day 15: Ceramics and Lithics Lecture
   Readings: Price book Chapters 10, 11, and pp 422-427

Feb 26: Day 16: Reading day (no class)

Mar 3: Day 17: Discussion Ceramics and Lithics Articles (readings posted in D2L module called Ceramics_Lithics)
   Methods term paper due

**Unit 3: History of Archaeology Theory:** What are the main schools of archaeological thought? How and why did they develop? What kinds of questions do they prefer to ask? How do archaeologists use theory in their writing?

Mar 5: Day 18: Culture History Lecture
   Readings: Trigger book: Chapter 6

Mar 10: Day 19: Reading day (no class)

Mar 12: Day 20: Discussion of Culture History Articles (readings posted in D2L module called Culture History)

Mar 17: Day 21: Processual archaeology lecture
   Readings: Trigger book: Chapter 7 (skip pp 326-324); Chapter 8 (pp 386-444)

Mar 19: Day 22: Reading day (no class)

Mar 24: Day 23: Discussion Processual Archaeology Articles (readings in D2L module called Processual Archaeology)

Mar 26: Day 24: Post-processual archaeology lecture

Mar 31: Day 25: Reading day (no class)
Apr 2: Class canceled: Professor at Conference

Apr 7-9: No class: Spring Break

Apr 14: Day 26: Identity in archaeology discussion day (readings posted in D2L module called Post-processual Identity)

Unit 4: Professionalism in Archaeology: What are archaeological ethics? What are the laws controlling archaeology?

Apr 16: Day 27: Ethics and Laws

Apr 21: Day 28: Who Owns the Past? (Movie on Ethics and Laws)

Apr 23 and 28: Days 29, 30: Poster Days (If class is large enough, half will go on Apr 23 and half will go on Apr 28).

Guide for Leading Discussion:

There are no review sheets for discussion because the course is based on articles. It is up you to follow the instructions in this section of the syllabus to lead discussion effectively.

Leading discussion is not the same as doing an oral presentation.

To effectively lead discussion you need to:
1) Read the article you were assigned plus several others assigned for that day
2) Identify the main ideas of the article you were assigned
3) Identify the relevant data in the article you were assigned
4) Determine what the ideas and data mean when taken together in the article you were assigned
5) Think about how your article relates to:
   a) Lecture
   b) Other articles in the unit (Yes, you must read several other articles to this right)
6) Develop questions that will apply to multiple articles and spark discussion by the whole class such as:
   a) How are methods or theories in this article similar to those is other articles?
   b) How might they differ from the other articles?
   c) How was the data used to interpret the problem/issue/site?
   d) How are these interpretations similar or different from those in the other articles in the unit?

You must read several articles in each unit to be able to lead discussion effectively because you need to see how your article compares to others in the unit.

You should take notes on the articles. Do not rely on a list of questions and some highlighting.

You should print articles or save them to your laptop/tablet and bring them to class.

Discussion means THE CLASS talks about ALL OF the articles.

Discussion does not mean one student stands in front of everybody and talks about their article.

Discussions will be held in a circle, so everybody feels equal.

Dr. Trunzo will not carry discussion, though she may add to the questions and provide additional insight into the contents of the articles. In the event that students other than the presenters are not prepared to discuss, Dr. Trunzo will:
1) Dismiss the unprepared students from class
2) The dismissed students will have to write a 5 to 6 pp essay comparing and contrasting ALL of the articles that were assigned in class that day without the benefit of discussion. This will be due the following class period. If the assignment is completed, the student will receive half of the participation points for that day.
Guide for Participating in Discussion:

Read at least three articles for each discussion day and do the following:

1) Identify the main ideas of the articles
2) Identify the relevant data in the articles
3) Determine what the ideas and data mean when taken together in the articles
4) Think about how the articles relate to (compare to/contrast with):
   a) Lecture
   b) Other articles in the unit
5) You should take notes on the articles. Do not rely on highlighting.
6) You should print the articles and bring them to class or save them to your laptop/tablet and bring it to class.

Methodological Paper Prospectus: due Jan 22 (in class)

Instructions: Write a one paragraph abstract. It must contain a thesis statement that indicates what method you will be examining and what problem you are going to be researching using that method. Do not write it in first person (do not use “I”). You must do some research to be able to do this. You cannot just write something off the top of your head about a topic you know nothing about.

Here is an example of an abstract (thesis statement is in bold):

Reconstructing dietary patterns is a useful tool for historical archaeologists who study frontier communities, including forts, trading posts, missions, and mining towns. Foodways are integral to examining issues of gender, ethnicity, and social status in historical archaeology (Schulz and Gust 1983; Singer 1985; Lyman 1987; Crabtree 1990; Scoot 1985, 1991a, 1991b; Cheek 1998). Archaeological studies conducted at Fort Michilimackinac (Scott 1985, 1991a, 1991b) and at sites throughout Spanish Florida (Bostwick 1980; Reitz 1994, 1993, 1992; Reitz and Cuumba 1983; Reitz and Scarry 1985) have uncovered faunal assemblages that demonstrate that behaviors associated with food preparation, procurement, and consumption are affected by ethnicity, gender, and social class in frontier communities. This paper will examine the effectiveness of zooarchaeology when analyzing social relationships that are influenced by gender, class, and ethnicity in colonial frontier communities.

Bibliography: Must have 10 sources that consist of scholarly books and academic journals. Websites cannot be used as your main sources. Websites can be used IN ADDITION TO the 12 books and articles you choose. You may not use wikipedia or other online wikis. Encyclopedia articles also do not count as in the 12 sources.

Finding sources: Use the Reese Library, but you will need to use the online catalogs they offer such as WorldCat or JSTOR and order books through interlibrary loan. If you don’t know how to find sources or use interlibrary loan, please make an appointment with our department’s library liason, Carol Waggoner-Angleton (ewaggone@gru.edu). I recommend you get to the library and find sources as soon as possible because you will need inter-library loan and it can take a month to get the sources.

Feedback: I will go over your proposals. I may suggest additional sources. I may throw out some of the sources you have found due to their age or their scholarly status.

A) When I throw out sources and list different ones, you must use them even if it means getting them through interlibrary loan. Failure to do so will result in a full letter grade deduction.

B) If I suggest additional sources, you must use at least SOME of them, even if it means getting them
through interlibrary loan. Failure to use at least one recommended source will result in a half letter grade deduction.

C) I will keep photocopies of your prospectus for my reference when grading the papers.

Methodological Term paper guidelines: PAPER IS DUE IN CLASS ON March 3.

For citation format, bibliography format, off-setting quotes, writing numbers, and any other concerns about how to format anything for the term paper, you must use the Society for Historical Archaeology’s Style Guide 2011. I have posted it on D2L.

This means you may not use APA, MLA, Chicago Manual of Style, Turabian, or any other style guide. This is an archaeological methods class, so you will use an archaeological style guide. Failure to use the Society for Historical Archaeology’s Style Guide will result in an automatic F on the term paper.

Term Paper Instructions: Paper is DUE March 3, no extensions without extenuating circumstances

Length: 10-12 pages, NOT INCLUDING images, bibliography, citations*, or title page.

*Citations are in-text, so you can add about 2 pages to the grand total, which means a 12-14pp paper.

Margins and Fonts: Margins must be one inch and the line spacing must be double-spaced or 1.5 spaced. Paper must be written in 11 or 12 point Times New Roman or Arial font. Larger fonts or margins and line spacing above double-spaced will receive a full letter grade deduction.

Finding sources: Use the Reese Library and online catalogs they offer such as WorldCat or JSTOR. If you don’t know how to find sources, please make an appointment with our department’s library liaison, Carol Waggoner-Angleton (cwaggone@gru.edu). You may not use no more than two of the articles assigned on D2L for class. You must find additional articles. There are hundreds of articles for most topics.

Citations are required. Use the Society for Historical Archaeology’s Style Guide that is posted in D2L. Failure to properly cite sources will result in a full letter grade deduction. Images must also be cited, even if they come from the internet. Plagiarism of text and failure to cite images will result in an automatic F on the assignment.

Websites: Websites cannot substitute for real books and journal articles. You must cite websites, though websites cannot be used as your only sources. List websites in a separate section of your bibliography and number them. See the Society for American Archaeology Style Guide 2011 for how to cite websites.

A bibliography is also required. Again, use the Society for Historical Archaeology’s Style Guide posted in D2L. You must provide full bibliographic information for all works cited, including journal articles even if you find them via JSTOR, EBESCO or another ejournal provider. Web links are not acceptable as bibliographic entries for ejournal articles. DO NOT INCLUDE THE WEB ADDRESS OR AN ACCESS DATE FOR ARTICLES YOU FOUND ONLINE. This is entirely unnecessary because the articles appear in print journals. Lack of a bibliography will result in a two letter grade deduction. An improperly done bibliography will result in a full letter grade deduction.

A minimum of TWELVE scholarly sources are required. These include books, book chapters, and journal articles by real scholars. Websites can be used to supplement scholarly sources but not as a substitute.
Warnings:
1) Feedback on your paper proposal may direct you to sources that are better than the ones you found originally. If you insist on using substandard sources, your paper will be judged accordingly and may receive a grade of F.

2) Interlibrary loan: You will probably need to use interlibrary loan to get books. Order them early and ASAP because it can take several weeks for them to arrive. You will not be given an extension because your interlibrary loan books did not come in.

3) You must cite all internet sources. Use of wikipedia is forbidden. Plagiarizing a sentence or paragraph from a website will result in an automatic F on the paper. If entire passages from any known print or electronic source are plagiarized, you will fail the course and the issue will be referred to the dean for disciplinary purposes. Internet sources supplement real scholarly sources; they do not substitute for them. Plagiarizing from the internet will result in an F on the paper.

4) Journal articles accessed through an online database (JSTOR, etc), Google books, and ebooks ARE NOT INTERNET SOURCES. Internet sources are websites you find through a search engine. Articles found in online databases and Google Books are actually published in hard copy, too. Do not give me a web address or access date for these sources. Give me the actual publication information.

4) Thesis Statement: Your paper must have a thesis statement that tells me what method you have chosen to examine and what topic you are examining using that method. Absence of a clear thesis statement or divergence too far from the thesis statement will result in a full letter grade deduction.

5) Clarity and consistency: Proofread your paper several times to make sure your thesis is clear and that your evidence (i.e. real data, not simply quotes that restate what you wrote) supports a consistent argument. Lack of consistency will result in a full letter grade deduction. Lack of proper evidence will result in a full letter grade deduction. Come to my office hours or make an appointment with me to discuss these issues, if you are concerned.

6) DO NOT include opinions. You are writing an analytical essay that examines how a particular methodology has been used to address a specific question in archaeology. You should compare and contrast how the articles approach the question. Because this is a research paper, the following are irrelevant to the assignment:
   a) Statements about whether you agree or disagree with the article
   b) Statements about whether you liked/disliked the article, found it hard to read, were confused, etc.
   c) Discussing your family’s ideas or traditions and how they relate to the paper

7) Papers are due in class on March 3. Beginning after class, a full letter grade per week day is deducted. If you hand it in on or after Tuesday March 17, it is worth a zero. Late papers must be put in my department mailbox. Emailing papers without prior permission will result in a full letter grade deduction.

Possible topics might include but are not limited to:
Skeletal evidence:
Bioarchaeology and diet: Transition from hunting and gathering to agriculture
Bioarchaeology and disease: Transition from hunting and gathering to agriculture
Bioarchaeology and Violence: cannibalism
Bioarchaeology and Violence: Warfare
Bioarchaeology and Violence: Ritual Sacrifice

Zooarchaeology:  Paleobotany:
Animal bones and diet                     Plant remains and diet
Animal bones and trade                    Plant remains and origins of agriculture in one region
Animal bones and animal domestication    Plants and gender
Animal bones and ethnicity                Plant remains and trade
Animal bones and hunting strategies       Plant remains and ethnicity
Animal bones and social status            Plant remains and ritual

**Ceramics analysis:**
Ceramics: Sourcing and trade
Ceramics: Style and ethnicity
Ceramics: Residue analysis and diet
Ceramics manufacturing and gender
Ceramics and social status

**Lithics analysis:**
Stone tools, sources, and trade
Stone tools, style, and ethnic identity
Stone tools, style, and the peopling of the Americas
Stone tool use: residue analysis and use-wear analysis

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**History of Theory Poster Project:**

Abstract due on Feb 5. Use same approach as you did for the term paper.

**Assignment:** Pick a famous Archaeologist and create poster project that discusses their major discoveries and contributions to the field. Make sure you pick one that has enough info to matter. This requires doing research before putting together your prospectus.

**Sources:** You must use at least five scholarly sources. Three sources must be published books or articles. Two can be online sources such as obituaries and biographical sketches from websites associated with professional organizations, universities, museums, and archaeological encyclopedias (NOT WIKIPEDIA). You must cite sources in your text just as you would in a term paper. You must use the Society for Historical Archaeology’s Style Guide posted in D2L for citation and bibliography format.

**Getting sources:** You will have to use inter-library loan for the published sources in most instances. So, get going ASAP.

**Bibliography:** You must set a bibliography on the table in front of your poster. You must also cite the sources of your images and provide that list along with the bibliography.

**Content and Presentation:** 1) Your poster must include images and text. Do not handwrite text.
2) Poster means POSTER, not a diorama, a sculpture, paperdolls, puppets, a play, or even a powerpoint.
3) I advise you to have several pages of notes on the accomplishments of your archaeologist. You will have to answer questions that goes into greater detail than what your poster text summarizes.

Some major names in archaeology include but are not limited to (you can find dozens more in the Trigger book):

Number of stars = ease of finding info (3 stars = easiest)

***V. Gordon Childe  **Dolores Piperno  ***Sir Mortimer Wheeler  *** Howard Carter
**Kathleen Kenyon  ***Heinrich Schliemann  ***Gertrude Bell  ***Alfred Kroeber
**Sir Leonard Woolley  ***Lady Hester Stanhope  ***William Flinders Petrie  ***Sir Arthur Evans
*Dorothy Garrod  ***Augustus Pitt-Rivers  **Gertrude Caton-Thompson  ***Grahame Clark
***Louis Binford  **Ruth Tringham  ***Alfred Kidder  ***Walter Taylor
***Mary Leakey  ***John Lubbock  **Tatiana Proskourikoff  ***Gordon Willey
***William Stukeley  ***R.G. Collingwood  **Hiram Bingham  ***Lewis Leakey