Salt Lake Community College

ANTH 2030:
AN INTRODUCTION TO ARCHAEOLOGY
COURSE SYLLABUS

Semester: Dates:
Days/Time:
Room

Instructor: email:
Office Hours - Appt by Request

Archaeology is the interdisciplinary study of past human cultures and events through oral and written records, as well as from physical cultural remains and structures. This course introduces students to the ways these different types of historic and prehistoric cultural materials can be used to better understand and even reinterpret the past.

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Required Textbooks:

Renfrew, Colin and Paul Bahn
2018   *Archaeology Essentials: Theories, Methods, and Practice.* Published by Thames and Hudson, Ltd., London and New York.

COURSE DESCRIPTION

This course is an introduction to modern archaeology techniques, methods and theories for reconstruction of past life-ways in order to understand cultural adaptation. This coverage includes:

1. describing the field of anthropology as a social science including its methods and approaches
2. explaining the field of archaeology including its methods
3. describing artifacts, archaeological sites and complex cultural diversity and evolution
4. describing and analyzing artifacts, collecting, recording, analyzing, and interpreting quantitative and qualitative archaeological data, as well as generating and testing hypotheses
5. discussing the ethical and legal context of archaeological work and applying your understanding to real and hypothetical archaeological case studies

LEARNING OUTCOMES AND OBJECTIVES:

This course meets Learning Outcomes and Objectives for General Education, Social Sciences, and Intro to Archaeology.

COMMUNICATION

Students will demonstrate the ability to write and speak effectively, using appropriate field-specific terminology, about archaeology including:
A) development of a professional research design plan and report.
B) development in their essay writing.
C) the ability to read complex ideas and arguments within historical documents.
D) the ability to communicate their own critical arguments based on research.
E) gather and analyze archival information.

QUANTITATIVE LITERACY

Students will develop quantitative literacy used by archaeologists. Specifically, students will

1. Use and interpret quantitative data generated through archaeological research and create original graphics and charts.

2. Engage in cartographical analysis such as interpreting topographical and archaeological site maps.

CRITICAL THINKING

Students will demonstrate the ability to think critically about historic archaeological-related topics. Specifically, students will:

A) analyze and evaluate issues and debates within historical archaeology and relate the evidence for particular local practices or events to wider global forces and trends.

B) demonstrate the ability to use the written record to inform and contexualize cultural remands and to synthesize information from disparate sources.

C) evaluate the ways archaeological evidence complements or conflicts with historical records.

D) analyze the ways heritage preservation is a political act that includes or excludes parts of the past to support a particular interpretation of the present.

COURSE STRUCTURE

This course meets twice a week ██████████████████████████████ Class meetings will include in-class lectures, in-class exercises, quizzes/written exercises, and exams. Students may be asked to participate in class by sharing their ideas with the rest of the class in informal discussions. Throughout the semester, I may assign readings or handouts not listed in this syllabus; such items will provide you with the opportunity to examine more specific subjects in archaeology than those outlined in the required texts.

ASSESSMENTS

 Assessments for this course will include two in-class exams, a Final Exam, 14 in-class or take-home exercises, an written Article Review, and a final project and presentation with an e-portfolio component.

 Exams: There will be two in-class exams, each of which is worth a maximum of 100 points and a third exam worth 200 points. Each exam will consist of multiple choice, true/false, and fill-in the blank questions depending on the amount of material covered, and a single extra credit essay question. The Final Exam will be inclusive of the text book and lecture material and will be worth 300 points.

 In-Class Quizzes and Exercises: 12 quizzes or exercises (the two lowest scores will be dropped), which are designed to engage the student with specific topics and methods. Each quiz or exercise will be worth 20 points. These exercises and quizzes will consist of in-class discussions, lectures, and from the text book.

 Article Review: Each student will select an article from a profession publication and write a short (full three page, double-spaced) paper that a) summarizes the main points of the article; b) offer some reflection in regards to the course material presented thus far, and c) respond to the article on how the author presented their argument and if they convinced you of their opinion or results. Each article will be worth 50 points.

 Final Paper, Presentation & E-Portfolio: Each student will produce a scholarly project paper based on several publication dealing with an archaeological discovery, excavation or other archaeological site (see attached description for more information). The paper will be graded on content (100 points) and grammar/punctuation (50 points) for a total of 150 points. Each student will give an oral presentation of their paper to the class, which will be graded on a 100 point basis.

 All students will also be graded on class participation in class discussions. Each student will be graded on a basis of 100 points. Fifty points upon completion and publication of an ePortfolio.

FINAL PROJECT PAPER

 You will select a archaeological site. You will then construct a research design centered around the investigation of this site. A proper research design will include a historical context, methods for investigation, and a series of research questions to be answered. Project will be submitted on finals week (in hard copy only), and provide a 15-20 minute presentation on their site during the last class of instruction and during finals week class. ***Minimum of 8-10 pages of double-spaced text excluding figures***. Papers are to be of professional quality and
will   follow   style   guidelines   for   the   Society for   American   Archaeology   found
at: https://www.saa.org/publications/american-antiquity.

PROJECT GUIDELINES

The research design itself will have a series of main parts:

> *Site Name, Location, Map references*. Who owns the property? Introduction…

> *Current Condition of the Site*, i.e. What is there now? Is your project site being impacted negatively, is so, by what and how?

Why does this site matter for investigation? You will always be asked in any archaeological or other endeavor, why you feel this proposed work is necessary. How would you answer this? Sell me on it as if I am a granting institution. Use standard National Register criteria for this section, and I will provide links to the relevant web-sites and bulletins.

Historical Background: Give me info on the site itself, but also try to connect to broader roles of history and thought.

Research Questions: This is where you can let your creativity go. Why do you want to study this site? What are the important things this site has to say to you, and to the world? Research questions can extend from broad to site-specific (and from historical to archaeological).

Methods: Okay now you have told me where the site islocated, what it is all about, and what questions you want to ask. Now tell me how you are going to answer these questions!! What archaeological/technological techniques are you going to employ. For example, my questions above were to be addressed by excavation, survey, pollen analysis, metal detector and pedestrian survey, and Neutron Activation Analysis. What are you going to need to do? You should all have a variety of options in your mind from this class' discussion of survey techniques, etc. etc. If you are going to excavate, how big of units are you going to do, how many units do you need to do, are you going to utilize remote sensing prior to fieldwork? If you are surveying, how many people surveying and at what intervals? How long are going to be working at the site? Tell me what you are going to do! You don't have to think within a constrained project budget, so just stay reasonable in money and technology, but think creatively. This is an opportunity to show us how much you have learned through this class, and other classes you have taken during your time at this school.

Summarize your paper for me, and make sure your points for the site significance is laid out plain here and make me as excited for this as possible.

Bibliography: If you have used any info out of Renfrew or Bahn, or other books or articles, cite them here. If you use someone else's ideas make sure to cite them. If you plagiarize, you will suffer, so make sure you keep it on the up and up. You are required to use a minimum of five peer-reviewed, scholarly articles or books as part of your paper.

Your report should consist of approximately a 8-10 page double spaced paper for this project. While it is longer than most of you have worked on before, it will fill up quickly. You may include some pictures or site map, but keep them to a minimum. The filling of space with figures versus text will not be allowed. Under Historical Background figures will not count towards space. So if you have 2 pages of text and figures taking 2 pages, you only have 2 pages. For methods, it might not hurt to put a figure in showing where you are going to survey/excavate on your site map that you create for the site form.

Projects are due Week 16. During this class period you will provide the class with a 1520 minute presentation on your completed project. This is the culmination of your project, as this is almost like a sales pitch. Here you can present what you have found, why it is important, what you want to do, how you are going to do it, and what you are going to do with it. One hundred-fifty of the 200 points will come from the project itself, with the remaining 50 points coming from your presentation. An additional 30 points will come from your personal E-portfolio page,

where you will 1) discuss your decision process regarding the site, 2) what you learned, and 3) post the paper/presentation as appropriate.

If you have any questions or comments please let me know. If you get a draft of a certain part done, feel free to show it to me and I'll give you some feedback. I am here to assist you as much as I can throughout this course.

ATTENDANCE

Attendance will be taken during each class and will help make decisions about a student's final grade in borderline cases. Students are responsible for arriving to class on time and thus, responsible for any information or announcements they may be missed by arriving late. Remember lecture material will be included on the exams and quizzes. **Quizzes and Exams will begin 10 minutes after class begins. Any students arriving after that time while the quiz or exam is in progress may be required to schedule a make up exam time**. Also, the inclass exercises require attendance to get full points.

ePORTFOLIO STATEMENT

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio "An Archaeological Project Research Design," as well as a reflection. This syllabus details the assignment(s) and reflection(s) you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: **http://www.slcc.edu/gened/eportfolio**. *Make sure to check out the "Info for Students" page.*

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own:

http://slcchelpsite.jimdo.com/ http://slcceportfolio.wordpress.com
http://slcceportfolio.wix.com/slcceportfolio
https://sites.google.com/site/slcceport

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the free workshops at the Taylorsville-Redwood library:
http://libweb.slcc.edu/services/forms/eportfolio. You may also visit an ePortfolio Lab (in the TaylorsvilleRedwood Library LIB 047 as well as in HTC 102a on the Jordan Campus) during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to eportfolio@slcc.edu.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 9574646, Fax: 957-4947 or by drc@slcc.edu.

RESPONSIBILITIES

In order to maintain a high-quality learning environment for this course, a few basic rules need to be followed:

1) Prolonged and/or loud in-class discussions between students must be avoided. This ensures that your fellow classmates will not be distracted as they take notes and participate in class discussions.   2) All cell phones and pagers must be turned to silent off during class. Please allow your messaging system to take care of incoming calls. If you absolutely have to use your phone during class, simply get up and leave the room to place or receive a call.

3)   Allow yourself plenty of time to arrive at the classroom before class sessions begin. Arriving late to class (especially after the first 5 or 10 minutes of the period) is disruptive, and should be avoided whenever possible.

4)   If you arrive after a quiz or exam has commenced, you will not be allowed to take the test at that time.

This rule is to accommodate the students who began the test on time and from having to wait Unnecessarily for others to complete a late started test.

GRADING POLICY

Course will be graded on a straight 1050 total point system, with NO curve. Final grades will be based upon the following average scores for the exams, writing assignment, and in-class exercises:

GRADES: ASSIGNMENT POINTS:

A 1350 -1215   ePortfolio   50 points
B 1214 -1080   Article Review Paper   50 points
C 1079 - 945   Course Project Paper - Context*   100 points   D   944 - 810
        Course Project Paper - Punctuation/Grammar*   50 points
         E Below 809   Quizzes (10 pts. Each)*   200 points
                                                1st Exam*   100 points
                                                2nd Exam*   100 points
                                                3rd Exam*   200 points
                                                Final Exam   300 points
                                                Class Participation   100 points
                                                Oral Presentation   100 points
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                                                   TOTAL   1350 points

* Make-up exams will be given **ONLY** in cases of verified and unavoidable emergencies.

ADVANCED NOTICED is required when possible, when unable to take the scheduled exam or meet a deadline.
Late make-up exams and quizzes, as well as missing deadlines may result in deducted points based on elapsed time.

PLAGIARISM STATEMENT

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations. The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information: http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

COURSE SCHEDULE

Week 1: Course Introduction
    Subj: Syllabus and What is Anthropology and what does it have to do with Archaeology?
        What is Archaeology?
        Discussion of Antiquities Act of 1906, NHPA, NAGPRA, NEPA
    Subj: History of Archaeology

Week 2: Searching for the Past
    Text: Chapter 1

Week 3:
    Discussion and Presentation of Artifacts and Discussion of Preliminary Project Tasks
Select Subject for Article, Project Paper/Oral Presentation - Prepare Draft Outline

Week 4: What is Left?
    Text: Chapter 2
    Subj: The Variety of the Evidence
    Presentation of Prehistoric Tool Making - Identification and Typology

Week 5: Where?
    Text: Chapter 3
 Subj: Survey and Excavation of Sites and Features **Demonstration of Excavation Methods**

Week 6: When?
    Text: Chapter 4
        Tuesday - Review of All Readings and Lecture for Exam (Thursday - September 28)
Exam 1 - Chapters 1-3

Week 7: How Were Societies Organized?
    Text: Chapter 5
    Subj: Social Archeology

Week 8: What Was the Environment and What Did They Eat?

Text: Chapter 6 and Review for Exam 2
Subj: Environment, Subsistence, and Diet
Demonstration - Examination of Human Skeleton and Bones

Week 9: How Were Artifacts Made, Used, and Distributed?
Text: Chapter 7
Subj: Technology, Trade, and Exchange
Exam 2 - Chapters 1-6   Demonstration   -
Historic Artifacts and Their Identification

Week 9: Chapter 8
Text: Chapter 8
Subj: Bioarchaeology of People

Week 10:What Did They Think?
Text: Chapter 9
Subj: Cognitive Archaeology
                    Tuesday - Review of All Readings and Lecture for Exam (Thursday - November 9)

Week 11: Why Did Things Change?
Text: Chapter 10
Subj: Explanation in Archaeology
                              Exam 3 - Chapters 1-9

Week 12: Whose Past?
Text: Chapter 11
Subj: Archaeology and the Public
Article Review Papers and Preliminary Drafts of Project Papers DUE

Week 13: The Future of the Past
Text: Chapter 12
Subj: Managing Our Heritage
Discussion and Presentation of Primitive and Historic Architecture

Week 14:
Text: Review of All Readings and Lecture for Final Exam (TBA)
Final Project Papers Due for Oral Presentations

Week 15: **Oral Presentations**

Week 16: Final Exams

TITLE IX INFORMATION: 20 U.S.C.A. Section 1681 (a): TITLE IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

KennethStonebrook,J.D.

TitleIXCoordinator

SaltLakeCommunityCollege

TaylorsvilleRedwoodCampusSTC276A

(801) 957-5027 ken.stonebrook@slcc.edu

Online Reporting Form: http://www.slcc.edu/title-ix/complaint.aspx (Links to an external site.)

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268. For more information about Title IX, go to: http://www.slcc.edu/title-ix/index.aspx (Links to an external site.)

Online Reporting Form- http://www.slcc.edu/eeo/title-ix/complaint.aspx

Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

REFLECTION QUESTION

At the conclusion of your project, reflect on How this project contributes to our body of knowledge and how it contributes to our understanding both the past and present.