

Intro to Archaeology (SS)

ANTH2030

Course Information



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ANTH 2030

Course Section Information

This section is an online course.

Course Description

An introduction to modern archeological techniques, methods and theories for reconstruction of past life-ways in order to understand cultural adaptation to various environments.

Course Prerequisites/Co-requisites

None

Textbooks, Readings, and Course Materials

Authors: Renfrew, Bahn and DeMarrais

Publication Date: 2023

Title: Archaeology Essentials

Subtitle: Theories, Methods, Practice

Edition: Fifth Edition

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

About using the E-book

There is one required textbook: Archaeology Essentials, 5th edition. This is a digital textbook that is embedded in Canvas, which you should currently have access to. We get a discount on this product by using it as an embedded eBook and you have been billed with your regular tuition for the text and inclusive access; if you drop the course by the "Drop Date" you will be reimbursed for this text. You might receive an email from the Norton Publisher that explains how to opt out, however, do not "opt out" to the materials as you will lose your access to them in Canvas. If you prefer to have a printed copy you can upgrade your textbook package to include that through the SLCC bookstore or other book seller.

Please note that we will be using the Norton "Inquizitive" assignments this semester. Your score for these activities will be automatically recorded in the Canvas gradebook. Within the eBook chapters, the "Check your understanding" questions are optional--you will not be assigned a grade for them. When clicking on the individual chapter links you may see the phrase "Complete all activities in this section to receive credit"--you can ignore this, and do not need to answer the check your understanding questions to continue with the reading (though it is a good way to keep track of your progress).

Read the following page for more information on the eBook and how to access it: find more information about the Portfolio here (<https://slcc.instructure.com/courses/1009607/pages/eportfolio-information>).

Course Student Learning Outcomes

- Students will be able to describe the field of anthropology as a social science including its methods (e.g. fieldwork) and approaches (e.g. holistic approach, evolutionary approach).
- Students will be able to explain the subfield of archaeology including its methods (e.g. survey, excavation, mapping (both horizontal and vertical), recording, taphonomic analysis, dating (both relative and chronometric), site preservation, etc.); students will be able to compare/contrast and evaluate different archaeological methods.
- Students will be able to describe artifacts, archaeological sites and complex cultural diversity and evolution through space and time and explain how the archaeological record aids in the reconstruction of human behavior, past lifeways, social and political institutions humans construct, and adaptations to local socioecological environments; this includes comparing/contrasting and evaluating differing interpretations of the archaeological record.
- Students will be able to work alone and in teams to describe and analyze artifacts, collect, record, analyze, and interpret quantitative and qualitative archaeological data as well as generate and test hypotheses; students will be able to complete site reports and lab reports from these data.
- Students will be able to discuss the ethical and legal context of archaeological work (e.g. cultural resource management (CRM), repatriation, Historic Preservation Act, etc.) and apply their understanding to real and hypothetical archaeological case studies.

Instructional Methods

This course relies on a variety of lecture, assigned readings, activities and videos as the method of instruction. There will be a variety of assignments, activities, and discussions used to assess your progress in the course. Because this is a General Education (<https://slcc.instructure.com/courses/1009607/pages/general-education>) course, there is also a signature assignment which you will be required to showcase within your Portfolio. You can find more information about the Portfolio here (<https://slcc.instructure.com/courses/1009607/pages/eportfolio-information>).

Instructor Information

Name:

Email:

Phone:

Office Location:

Office Hours:

Communication Plan

How to Succeed in the Course

- Watch videos and take thoughtful notes to apply to assignments.
- Read textbook and apply knowledge to course materials.
- Answer questions using your critical thinking skills and knowledge from course reading and videos.

- Do not plagiarize or use AI to answer questions.
- Be polite with peer communication and provide thoughtful comments to peers.
- Complete work on time.
- Communicate with instructor on any questions or concerns.

Coursework & Assignment Descriptions

Our weeks will run from Tuesday (when modules are opened) to Monday (when the last assignments are due within the module). After the first week of class (which is a little different since you are getting oriented), you can expect to work through roughly 1 module per week. Due to the scheduling of holiday breaks there will be a few atypical weeks (see course schedule below). You can expect each module to include the following:

Readings and Mini-Lectures (typically 1 textbook chapter and 1-2 short video lectures).

An Inquizitive (10 points) - These are unlimited time, open book, and you may take them as many times as you like, and answer as many questions as you like. Your highest score before the due date will be recorded in the grade book.

Text Book Study Questions (5 points) - These consist of 2 reflection questions based off the textbook reading, mini-lectures, and/or other assigned reading.

Also, 1-3 other Assignments totaling ~30 additional points - Includes discussions, films, and a range of other activities you will do throughout the semester. Most assignments will be due at the end of the week, but some assignments will have earlier due dates (such as initial discussion posts) so please make sure to pay attention so you can earn the maximum points!

There are no midterm or final exams in this class.

Assignments will be introduced and due within each module individually. Refer to the Course Schedule below to see how the semester is organized. Specific details on assignments and their due dates can be found under the Assignment Schedule section.

Dates	Module	Topic
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Week 1:	Module 0	Course Orientation: Start Here!
	Module 1	Archaeology as Anthropology
Week 2:	Module 2	History of Archaeology
Week 3:	Module 3	Site Formation and Preservation
Week 4:	Module 4	Archaeological Survey
Week 5:	Module 5	Archaeological Excavation
Week 6:	Module 6	Dating Methods
Week 7:	Module 7	Social Organization in Archaeology
Week 8:	Module 8	Environmental Reconstruction and Subsistence
Week 9:	Module 9	Bioarchaeology of People
Week 10:	Module 10	Ceramic Technology
Week 11:	Module 11	Lithic Technology
Week 12:	Module 12	Cognitive Archaeology
Week 13:	Module 13	Public Archaeology
Weeks 14-16:	Module 14	Cultural Resource Management & Wrapping Up

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	What Questions Do You Have? (optional)	Discussion	0
Due Date	Assignment Name	Assignment Type	Points
	Discussion: Time-Capsule Getting to Know You	Discussion	10
	Orientation Quiz	Quiz	5
	Activity: Reflective Writing Practice Submission	Assignment	5
	InQuizitive: How to Use InQuizitive	Assignment	10
	Textbook Study Questions: The Essence of Anthropology	Assignment	5
	Activity: Trash Talks Part 1	Discussion	10
	Activity: Trash Talks Part 2	Assignment	5
	Extra Credit: Feedback Scavenger Hunt	Assignment	0
	InQuizitive: Chapter 1: Searching for the PastThe History of Archaeology	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
	Textbook Study Questions: History of Archaeology	Assignment	5
	Video: Ethnoarchaeology "A Cluttered Life: Middle Class Abundance"	Assignment	15
	Activity: Site Interpretation	Assignment	15
	InQuizitive: Chapter 2: What is Left?The Variety of the Evidence	Assignment	10
	Textbook Study Questions: Site Formation and Preservation	Assignment	5
	Video: Ghosts of Murdered Kings	Assignment	15
	Discussion: Technology Poster	Discussion	15
	Survey Sampling	Quiz	9
	Activity: Site Survey	Assignment	6
	Textbook Study Questions: Survey	Assignment	5
	Activity: Mapping a Site	Assignment	15

	Activity: Virtual Excavation— Occaneechi Site	Assignment	15
Due Date	Assignment Name	Assignment Type	Points
	InQuizitive: Chapter 3: Where?Survey and Excavation of Sites and Features	Assignment	10
	Textbook Study Questions: Archaeological Excavation	Assignment	5
	Discussion: Dating a Site	Discussion	7
	Activity: Dating a Site Step 3	Assignment	3
	Activity: Dendrochronology	Assignment	15
	InQuizitive: Chapter 4: When?Dating Methods and Chronology	Assignment	10
	Textbook Study Questions: Dating Methods	Assignment	5
	Activity: “Bone”-afied Mortuary Analysis	Assignment	15
	InQuizitive: Chapter 5: How Were Societies Organized?Social Archaeology	Assignment	10

	Textbook Study Questions: Archaeology of Social Organization	Assignment	5
Due Date	Assignment Name	Assignment Type	Points
	Video: Woman in the Iron Coffin	Assignment	15
	Activity: Faunal Analysis	Assignment	15
	InQuizitive: Chapter 6: What Was the Environment and What Did They Eat? Environment, Subsistence, and Diet	Assignment	10
	Textbook Study Questions: Environmental Reconstruction and Subsistence	Assignment	5
	Video: Debunking Paleodiets	Assignment	10
	InQuizitive: Chapter 8: What Were They Like?The Bioarchaeology of People	Assignment	10
	Textbook Study Questions: Bioarchaeology of People	Assignment	5

	Activity: Ceramic Analysis	Assignment	15
	Activity: Ceramic Residue Analysis	Assignment	15
Due Date	Assignment Name	Assignment Type	Points
	InQuizitive: Chapter 7: How Were Artifacts Made, Used, and Distributed? Technology, Trade, and Exchange	Assignment	10
	Textbook Study Questions: Ceramic Technology	Assignment	5
	Activity: Lithic Analysis	Assignment	10
	Textbook Study Questions: Lithic Technology	Assignment	5
	Video: When We First Made Tools	Assignment	10
	Discussion: Artifact Tales	Discussion	15
	Activity: Rock Art Activity	Assignment	15
	InQuizitive: Chapter 9: What Did They Think? Cognition, Symbols, and Ontology	Assignment	10

	Textbook Study Questions: Cognitive Archaeology	Assignment	5
	Activity: Elgin Marbles	Assignment	15
Due Date	Assignment Name	Assignment Type	Points
	InQuizitive: Chapter 11: Whose Past? Archaeology and the Public	Assignment	10
	Textbook Study Questions: Public Archaeology	Assignment	5
	Video: What Was Ours	Assignment	10
	Staking a Claim: Bears Ears	Discussion	15
	Bears Ears Signature Assignment	Assignment	15
	ePortfolio	Assignment	5
	InQuizitive: Chapter 12: The Future of the PastManaging Our Heritage	Assignment	10
	Textbook Study Questions: CRM	Assignment	5

Grading Scale

Final letter grades for this course will be assigned as follows, based on the percentage of points you have earned from the assignments:

Percentage (%) A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; E 0-59

Grading Turnaround Time: I will do my best to grade work within 2 weeks or less of the assignment due date. Late Submissions: This is not a self-paced course, it is important for you to complete work on time, especially the discussions that other students need your participation. However, I will allow late work but you will receive a 2% reduction per day late up to 50%, beyond that late work is not accepted.

To help account for times when you may not be able to complete your best work in this class due to whatever reason (including illness and technology issues), your lowest 2 assignment scores within each grade category will be dropped automatically from the grade book (Inquizitive, Textbook Study Questions, and Assignments= roughly 2 modules worth of graded materials). Contact me as soon as possible if you encounter a serious issue that impacts your ability to complete our coursework to discuss possible options. Please know that I am not allowed to provide long-term accommodations for students without approval from the Accommodations and Disability Services (ADS).

General Education Information

General Education Statement

This course fulfills the **SS** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolios

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

The Many Uses of ePortfolios

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

Connect Your ePortfolio to MySLCC

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

Need Assistance?

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#) . Questions regarding the ePortfolio can be directed to ePortfolio@slcc.edu

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutionalsyllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is

your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)