

# INTRODUCTION TO ARCHAEOLOGY

## *Anthropology 2090*

Fall 2011  
T-TH 11:00-12:15pm  
Classroom Building, C-122

Prof. Ellen E. Bell  
Office: Classroom Building 215 B  
(Inside the Anthropology/Geography Office)

Office hours:  
T: 12:30-1:30pm  
Th: 12:30-2:30pm  
and by appointment

Tel. 209-667-3188  
(on-campus: x3188)

Email: ebell3@csustan.edu

### **COURSE DESCRIPTION**

(*From the Catalog*) Introduction to prehistory and culture growth; the basic theories, methods, and goals of archaeology; cultural and historical reconstructions based on the interpretation of data recovered from worldwide archaeological contexts.

(*From the Professor*) How do we know about the past? Why do we study it? How can the lessons of yesterday help us today and tomorrow? In this class we will explore the discipline of archaeology and the results it has produced. You will learn about the history of archaeology, how archaeologists study the past, and what you can expect to see in the future of archaeology. We will look at major archaeological discoveries, including Otzi “the Iceman,” the tomb of Tutankhamun (“King Tut”), and recent finds in Europe and Mesoamerica (including some of the professor’s own work) to understand what archaeology is able to tell us about human history and our place in it. This class is a basic introduction to the discipline, and presupposes no previous coursework in anthropology or archaeology. We start with basics and move on from there. By the end of the course you will understand what archaeology is, how it’s done, and why it’s important. You will also have a general sense of the broad sweep of human prehistory and how archaeology has contributed to our understanding of it.

The course is designed to provide a basis for further upper-level study in archaeology and anthropology, which, at CSU Stanislaus, includes ANTH 4605 (*Field Methods in Archaeology*), ANTH 4640 (*Archaeological Expedition*), ANTH 3010 (*The Great Discoveries*), ANTH 3555 (*Aztecs, Maya, and their Predecessors*), ANTH 3575 (*North American Archaeology*), ANTH 3600 (*Method and Theory in Archaeology*), and ANTH 4321 (*Historical Archaeology*).

**General Education:** Satisfies G.E. area D2

**Prerequisites:** None

### **REQUIRED TEXTBOOKS**

Ashmore, Wendy, and Robert J. Sharer  
2010 *Discovering our Past: A Brief Introduction to Archaeology*. 5<sup>th</sup> edition. McGraw Hill, New York.  
ISBN: 9780073530994

Pritchard Parker, Mary, and Elvio Angeloni  
2010 *Annual Editions: Archaeology*, 9<sup>th</sup> edition. McGraw Hill, New York.  
ISBN: 9780078127748

**EVALUATION CRITERIA:**

Students will be graded based on their scores on the following required assignments:

Quizzes	20 %	(5 given throughout the semester; 20 points each)
Article Presentation/Summary	20%	(Throughout the semester as assigned)
Midterm Exam	25 %	<b>(Thursday, October 6)</b>
Final Exam	25 %	<b>(Thursday, December 8, <u>last class meeting</u>)</b>
Archaeology in the Media	10 %	<b>(Summary due Thursday, December 8)</b>

The +/- system **WILL** be used for this course. On a 100 point scale, final letter grades will be assigned as follows: A (93+), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9); F (0-59.9). Please note that a grade of C- (70%) or higher is required for credit to be granted for those enrolled under the Credit / No Credit option.

**COURSE REQUIREMENTS**

1.) **Readings:** The *tentative* schedule of required readings is outlined at the end of the syllabus. Additional readings *may* be posted on Blackboard throughout the semester—please remember to check the class web page each week. All readings should be completed by beginning of the class in which they are scheduled to be discussed.

2.) **Exams:** There are two exams in this course: one midterm and one final exam. The exams are not cumulative (i.e. the midterm covers the material in the first half of the semester; the final covers the material in the second half of the semester). The midterm is *tentatively* scheduled for **Thursday, October 6**. The final exam for this course has been scheduled for **Thursday, December 8, during the last class meeting**. Both exams will consist of multiple choice questions, brief response questions, and/or short essays. These may include definitions, map quizzes, and chronological exercises. Both exams will cover material from the readings, lectures, discussions, class activities, and films. No make-up exams will be allowed without a valid excuse. It is the responsibility of the student to contact the professor about a make-up exam, and, at the discretion of the professor, make up exams may consist entirely of essay questions.

3.) **Quizzes:** During **6** randomly selected class meetings throughout the semester a 20 point quiz or assignment will be given. The quizzes and assignments will cover material presented in the readings, lectures, in-class activities and films. They are designed to encourage regular attendance and active engagement in class—the films, lectures, and in-class activities provide a great deal of important information that is not covered in your textbooks. The quizzes also reward students for keeping up with the reading rather than leaving it all to the night before the exam. Only the highest **5** quiz/assignment scores will be used to compute your quiz average (i.e. your lowest score will be dropped). All make-up quizzes will consist entirely of essay questions.

4.) **Article Presentation and Written Summary:** On designated days throughout the semester students will serve as presenters and discussion leaders for selected articles in the *Annual Editions: Archaeology 9<sup>th</sup> Edition* textbook (see the last page of the syllabus). Everyone must read all of the assigned articles, but each student will serve as a discussion leader/presenter for

only one article. Articles will be assigned during the second class meeting—look over the list on the last page of the syllabus and make your top 4-5 choices before then. On the day you are scheduled to present you will provide a brief (3-5 minute) summary of the article and then kick off the discussion with a question or two. A 1-2 page written summary is due by the beginning of the following class.

5.) ***Archaeology in the Media Discussion and Written Narrative***: On **Tuesday, December 6**, we will discuss archaeology in the popular media and how it does or does not reflect what you've learned in class. To prepare for this discussion you should find and read, watch, download, etc. a popular book, film, music piece, tv show, on-line video, webpage, newspaper report or performance piece that discusses/reflects archaeology and recent archaeological discoveries. You should come to class prepared to discuss the example you've found and how it does or do not reflect current anthropological perspectives. A short (1-2 pages) narrative summary of your findings and opinions is due by the beginning of the final exam.

### **ATTENDANCE**

Regular attendance and active participation are vital to your success in this course. Class meetings will consist of lectures, discussions of assigned readings, hands-on activities, and films. Since introducing you to the entire discipline of archaeology requires that we cover a great deal of material in a short time, much of each class will be dedicated to lecture. However, you are expected to keep up with the required reading, to participate in assigned activities, to respond to questions raised in class, and to share your thoughts and observations with the rest of the class. Everyone is encouraged to ask questions and to seek clarification as often as possible. Routine absence from classes will make it far more difficult to do well. If you must miss class, it is your responsibility to catch up on the material you missed (one of the best ways is to get notes from a fellow student). While I am generous with my time outside of class (see "Office Hours"), I cannot reproduce an entire class or lend out my lecture notes. Please note that quizzes cannot be made up without a valid excuse; you must be in class to take the quiz.

### **ADDITIONAL POLICIES**

**Academic Honesty**—All work submitted must be your own, and all sources on which you draw to produce that work must be properly credited. Absolutely no infractions of the academic honesty policy, as outlined in the current Student Handbook (<http://www.csustan.edu/JudicialAffairs/documents/StudentConductCodev2008.pdf>), will be tolerated. In **addition** to any administrative disciplinary actions, any student caught plagiarizing, cheating, or otherwise violating the academic honesty policy will be given an F for the assignment and, at the discretion of the professor, may ***fail the entire course***. Even if the incident occurs on a quiz or assignment above and beyond the 5 used to compute your quiz average, if you cheat on or plagiarize it, you risk failing the course.

To be clear, the academic honesty policy applies to ***all*** sources of information, including the Internet, cell phones, computers, etc. If you text message answers to a fellow student during an exam or receive such messages, this is cheating and you may ***both*** fail. If you copy something from another source without placing it in quotation marks and providing an appropriate citation, this is plagiarism and you may fail the course. This includes copying sources from the Internet; purchasing, commissioning, or otherwise acquiring (even for free) papers on-line; "borrowing" your roommate's paper from another class; or turning in a paper for which you have already received credit in another class (known as self-plagiarism).

If you have any questions whatsoever about what constitutes plagiarism or cheating, please contact me. As a general rule, if you're not sure whether or not you should cite a source, you probably should.

**Students with Disabilities**—if you have a disability that requires classroom or test accommodations, please see me as soon as possible after class or during office hours. If you haven't done so already, you should contact the Disability Resource Center (MSR-210, Tel. 209-667-3159, TTY 209-667-3044), which is responsible for coordinating accommodations and services for students with disabilities. All information and documentation of disability is strictly confidential.

**Office Hours**—Office hours are set aside for you—please take advantage of them! If you have any questions about the course material, assignments, the anthropology major, careers in anthropology, etc. please stop by my office during office hours to talk (Classroom Bldg. 215B—inside the Anthropology and Geography Office, 2<sup>nd</sup> Floor). Outside of office hours, the best way to reach me is by email ([ebell3@csustan.edu](mailto:ebell3@csustan.edu)). It is rare that more than a few hours go by without my checking it, and I do my best to respond to messages within 24 hours (often sooner). You can also leave a message on my voicemail (x3188), but I don't tend to check those messages as often as email. If you can't make it to office hours, we can always schedule another time to meet or to talk on the phone if that's more convenient.

**Progress**—students are responsible for monitoring their own progress in this course. If you have any questions about your work or your grades, feel free to consult with the professor.

### **Goals for General Education Classes**

1. **Subject Knowledge:** To provide an educational experience that will enhance students' understanding of the discipline's basic principles, methodologies, and perspectives.
2. **Communication:** To provide an educational experience that will enhance the ability to communicate.
3. **Inquiry and Critical Thinking:** To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. **Information Retrieval and Evaluation:** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. **Interdisciplinary Relationships:** To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. **Global or Multicultural Perspectives:** To provide an educational experience that will enhance students' understanding of a discipline's impact on or connection to global affairs, AND/OR
7. **Social Responsibility:** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connections to social and ethical issues.

### **Student Learning Objectives for this Course**

After *successfully* completing this course (i.e. when you've done your part by attending class, keeping up with the reading, asking probing questions and absorbing the answers, putting your all into assignments and test preparation) you will be able to do the following things:

1. Demonstrate a basic understanding of and general familiarity with anthropological archaeology and its goals, methods, and theoretical perspectives—you'll know what archaeology is, how it's done, major challenges it faces, and theoretical divides within it.
2. Explain and evaluate different techniques used in archaeological survey, excavation, analysis, dating, and interpretation—you'll know how archaeologists ply their trade and how research is designed, implemented, and disseminated.
3. Show that you have acquired the basic knowledge necessary to continue in the study of archaeological method and theory, especially ANTH 4605 (*Field Methods in Archaeology*) and ANTH 4640 (*Archaeological Expedition*)—this course opens the door to further work in archaeology, including archaeological investigations here in California and CSU Stanislaus field schools in western Honduras.
4. Evaluate the successes and failures of archaeological research in the modern world—you'll be able to critically evaluate the ways in which archaeology does (or does not) contribute to modern political, social, economic, and identity debates.
5. Apply your understanding of archaeological research methods and their results to investigations in other disciplines—you'll understand how research is conducted in the social sciences and know how to evaluate the results of a wide range of research projects.

You will have the chance to demonstrate your mastery of these skills on 6 quizzes (#1, #2, #3), 2 exams (#1-#4), 1 Archaeology in the Media discussion and summary (#4), article presentations (#1-#4) class discussions and activities (#1-#4), and long after the end of the semester (particularly #3 and #4).

**TENTATIVE SCHEDULE**

<b>Class Dates</b>	<b>Topics and Readings</b>
	<b>All readings should be done by the class meeting in which they are scheduled to be discussed</b> <b>Additional readings <i>may</i> be placed on Blackboard—Check for them!</b>
Aug. 23, 25	Syllabus review, Introduction to the course
Aug. 30, Sept. 1	What is archaeology? Why study the past? Archaeology as science, history, and anthropology. Ashmore and Sharer <i>Discovering our Past</i> , Chapter 1 <i>Annual Editions</i> : #1, #3, #32
Sept. 6, 8	Archaeology's past: The history of archaeology Ashmore and Sharer <i>Discovering our Past</i> , Chapter 2 <i>Annual Editions</i> : #2, #4, #6
Sept. 13, 15	Different ways of approaching the past: Contemporary archaeology in theory Ashmore and Sharer <i>Discovering our Past</i> , Chapter 3 Flannery 1967 (handout) <i>Annual Editions</i> : #9, #10, #11, #12
Sept. 20, 22	How does archaeology work? Creating, preserving, and investigating the archaeological record Ashmore and Sharer <i>Discovering our Past</i> , Chapter 4 <i>Annual Editions</i> : #8, #25, #27
Sept. 27, 29 Oct. 4, 6	Fieldwork: The nuts and bolts of archaeology Ashmore and Sharer <i>Discovering our Past</i> , Chapter 5 <i>Expedition Magazine</i> Volume 42, Number 2, entire issue: available at <a href="http://www.museum.upenn.edu/new/Zine/41.2.shtml">http://www.museum.upenn.edu/new/Zine/41.2.shtml</a> <i>Annual Editions</i> #20, #14, #15 <b>***Thursday, October 6—Midterm Exam***</b>
Oct. 13 Oct. 18, 20 Oct. 25, 27	Analysis: Working with archaeological finds Ashmore and Sharer <i>Discovering our Past</i> , Chapter 6 <i>Annual Editions</i> : #19, #22, #23 <b>**Tuesday, October 11, NO CLASS—Columbus Day**</b>
Nov. 1, 3 Nov. 8, 10	Dating: How do we know when things happened? Ashmore and Sharer <i>Discovering our Past</i> , Chapter 7 <i>Annual Editions</i> : #21, #34, #35, #28, #29, #16

- Nov. 15, 17  
Nov. 22                   Reconstructing and Understanding the Past: Putting it all together  
Ashmore and Sharer *Discovering our Past*, Chapters 8 and 9  
*Annual Editions*: #36, #37
- Nov. 24                   \*\**Thursday, November 24, NO CLASS*—Thanksgiving Day\*\*
- Nov. 29, Dec. 1        Archaeology Today: Cultural Resource Management; The future of the  
past;  
Flannery, K. V. 1983 The Golden Marshalltown: A Parable for the  
Archaeology of the 1980's. *American Anthropologist* 84:265-278.  
*Annual Editions*: #30, #31
- Dec. 6                    *Archaeology in the media discussion*
- Dec. 8                    \*\*\***Final Exam—Thursday, December 8, in last class meeting**\*\*\*  
\*\*\***Archaeology in the Media article summary due**\*\*\*

Name: \_\_\_\_\_

Please look over these choices and indicate your 1<sup>st</sup> – 5<sup>th</sup> choices (circle and number your selections).

<b>Date</b>	<b>Annual Editions Article</b>
Aug. 30, Sept. 1	#1 The Awful Truth about Archaeology #3 All the King's Sons #32 The Past as Propaganda
Sept. 6, 8	#2 Archaeology: The Next 50 Years #6 Distinguished Lecture #4 Maya Archaeologists turn to the Living
Sept. 13, 15	#9 Who Were the First Americans? #10 Poop Fossil Pushes Back Date for Earliest Americans #11 Archaeologists Rediscover Cannibals #12 A Coprological View of Ancestral Pueblo Cannibalism
Sept. 20, 22	#8 The Mystery of Unknown Man E #25 Where was Jesus Born? #27 Secrets of the Medici
Sept. 27, 29 Oct. 4, 6	#20 Digging Deep #14 New Women of the Ice Age #15 Woman the Toolmaker
Oct. 13 Oct. 18, 20 Oct. 25, 27	#19 Gritty Clues #23 What did they Eat? #22 Profile of an Anthropologist: No Bone Unturned
Nov. 1, 3 Nov. 8, 10	#21 A Wasp's-Nest Clock #34 The New Neanderthal #35 Whither the Neanderthals? #28 Digging for Truth #29 Living through the Donner Party #16 Yes, Wonderful Things
Nov. 15, 17 Nov. 22	#36 Children of Prehistory #37 Watery Tombs
Nov. 29, Dec. 1	Flannery 1983 The Golden Marshalltown #30 Thracian Gold Fever #31 In Flanders Fields