

INTRODUCTION TO ARCHAEOLOGY

Anthropology 2090

Fall 2012
T-Th: 11:00-12:15pm
Classroom Building, C-205

Prof. Ellen E. Bell
Office: Classroom Building 237 B

Office hours:
T-Th: 12:30-1:30pm
W: 3:00-4:00pm
and by appointment

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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 Tutankahmun (“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*. 5th edition. McGraw Hill, New York.

ISBN: 9780073530994

Pritchard Parker, Mary, and Elvio Angeloni

2010 *Annual Editions: Archaeology*, 9th edition. McGraw Hill, New York.

ISBN: 9780078127748

EVALUATION CRITERIA:

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

Article Presentation/Summary	10%	(Throughout the semester as assigned)
Exam #1	25 %	(Thursday, September 20)
Exam #2	25%	(Thursday, November 1)
Brief (3-5 page) paper	15%	(Thursday, Nov. 15)
Exam #3	25 %	(Thursday, December 6, <u>last class meeting</u>)

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.) **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 9th Edition* textbook (see the last page of the syllabus). Everyone must read all of the assigned articles, but each student will serve as discussion leader/presenter for only one article. Article assignments will be made during the first class meeting—please look over the list on the last page of the syllabus and identify your top 4-5 choices so you can make your selection.

You should read your assigned article well in advance and prepare a 1-2 page written summary in which you discuss the article's key points and explain its significance. For example, you might discuss how the research the author(s) present, the questions they raise, or the theoretical approaches and methods they use challenge or support current ideas, approaches, and techniques in archaeology that we've discussed in class. You might also consider the wider importance and implications of the issues raised in society at large. The summary should be 300-500 words in length, typed, double-spaced, in 12 point font, with 1 inch margins. Your name should appear in the header and you should include the title of the article (italicized or in quotation marks) and the name of the author(s) somewhere in the summary (you may center it as a title or incorporate it into your text). **The written summary is due at the end of the class meeting in which you present.** On your presentation day you will provide a brief (5 minutes maximum) oral summary of the article and its significance and then kick off the discussion with a question or two. While your written summary will, of course, shape your remarks, your presentation should be conversational in style—i.e. you won't read your summary, but rather tell the class what it says.

3.) **Exams:** There are three (**3**) exams in this course. The exams are not cumulative (i.e. each exam covers the material explored in the weeks leading up to it). Exam #1 is *tentatively* scheduled for **Thursday, September 20**; Exam #2 is *tentatively* scheduled for **Thursday, November 1**; and

Exam #3 will be held on **Thursday, December 6, during the last class meeting**. All exams will consist of multiple choice questions, brief response questions, and/or short essays. These may include definitions, map quizzes, and chronological exercises. All exams will cover material from the readings, lectures, discussions, presentations, class activities, and films. A review sheet will be distributed in class and on Blackboard the week before each exam. You will need 1 small-size Blue/Green Book for each exam (3 total). 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.

4.) ***Paradigm-Changing Archaeological Site Paper***: Archaeology is a moving target, with methods, theoretical approaches, and basic information about the past changing with each new discovery, analysis, or re-consideration of earlier finds. To “feel the thrill” of these exciting developments for yourself, you will write a ***brief*** (3-5 page) paper in which you explore a “game changing” site or discovery. The paper should be 900-1400 words in length, typed, double-spaced, in 12 point font, with 1 inch margins. Your name and a brief title for the paper should appear in the header. You will also include properly formatted citations (in-text with a bibliography, reference list, or works cited list or as footnotes) for any sources you consult. A hand-out with more detailed instructions and a list of suggested sites and discoveries will be provided in class. The paper is due **via the “Assignments” link in Blackboard** before the beginning of class on **Thursday, November 15**.

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 classes or lend out my lecture notes.

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***.

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. 237B). Outside of office hours, the best way to reach me is by email (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 3 exams (#1-4), 1 Paradigm-Changing Archaeological Site or Discovery Paper (#1, #2, #3), 1 article presentation and written summary (#1-4), class discussions and activities (#1-4), and long after the end of the semester (particularly #3, #4, and #5).

TENTATIVE SCHEDULE

Class Dates	Topics and Readings
	Be sure to complete all readings (including articles) by the dates below.
Aug. 23	Syllabus review, Introduction to the course
Aug. 28, 30	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, #27, #28, #29 (Thurs. 8/30)
Sept. 4, 6	Archaeology's past: The history of archaeology Ashmore and Sharer <i>Discovering our Past</i> , Chapter 2 <i>Annual Editions</i> : #32, #34, #35, #9, #10 (Thurs. 9/6)
Sept. 11, 13, 18	Different ways of approaching the past: Contemporary archaeology in theory Ashmore and Sharer <i>Discovering our Past</i> , Chapter 3 Flannery 1967 (posted on Blackboard) <i>Annual Editions</i> : #36, #14, #15, #11, #12 (Tues. 9/18)
Sept. 20	***Thursday, September 20—Exam #1***
Sept. 25, 27 Oct. 2, 4	How does archaeology work? Creating, preserving, and investigating the archaeological record (snack site) Ashmore and Sharer <i>Discovering our Past</i> , Chapter 4 <i>Annual Editions</i> : #30, #4, #31 (Tues. 10/2)
Oct. 9, 11 Oct. 16, 18	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 http://www.museum.upenn.edu/new/Zine/41.2.shtml <i>Annual Editions</i> #20, #37, #19, #23 (Thurs. 10/18)
Oct. 23, 25 Oct. 30 Nov. 1	Analysis: Working with archaeological finds Ashmore and Sharer <i>Discovering our Past</i> , Chapter 6 <i>Annual Editions</i> : #8, #25, #16 (Tues. 10/30) ***Thursday, November 1—Exam #2***
Nov. 6, 8 Nov. 13, 15	Dating: How do we know when things happened? Ashmore and Sharer <i>Discovering our Past</i> , Chapter 7 ***Tuesday, November 15—Archaeological Site Paper Due***
Nov. 20 Nov. 27, 29	Reconstructing and Understanding the Past: Putting it all together Ashmore and Sharer <i>Discovering our Past</i> , Chapters 8 and 9 **Thursday, November 22, NO CLASS—Thanksgiving Day**

Dec. 4 Archaeology Today: Cultural Resource Management; the future of the past
Flannery 1983: *The Golden Marshalltown* (posted on Blackboard)

Dec. 6 *****Thursday, December 6, last class meeting—Exam #3*****

Have a safe, healthy Winter Break!

Name: _____

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

<u>Date</u>	<u>Annual Editions Article</u>
Aug. 30 (Thurs)	#1 The Awful Truth about Archaeology #3 All the King's Sons #29 Living through the Donner Party #28 Digging for Truth #27 Secrets of the Medici
Sept. 6 (Thurs)	#32 The Past as Propaganda #34 The New Neanderthal #35 Whither the Neanderthals? #9 Who Were the First Americans? #10 Poop Fossil Pushes Back Date for Earliest Americans
Sept. 18 (Tues)	#36 Children of Prehistory #11 Archaeologists Rediscover Cannibals #12 A Coprological View of Ancestral Pueblo Cannibalism #14 New Women of the Ice Age #15 Woman the Toolmaker
Oct. 2 (Tues)	#30 Thracian Gold Fever #4 Maya Archaeologists turn to the Living #31 In Flanders Fields
Oct. 18 (Thurs)	#20 Digging Deep #19 Gritty Clues #23 What did they Eat? #37 Watery Tombs
Oct. 30 (Tues)	#8 The Mystery of Unknown Man E #25 Where was Jesus Born? #16 Yes, Wonderful Things