



ANTH-115: INTRODUCTION TO ARCHAEOLOGY

Also listed as: ANTH-115H

Effective Term

Fall 2023

BOT Approval Date

10/13/2022

Discipline

ANTH - Anthropology

Course Number

115

Course Title

Introduction to Archaeology

Short Title

Intro to Archaeology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

- Discussion Boards - Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.
- Email Communication - E-mail communication may be used to reinforce announcement and discussion board communication. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

Honors / Non-honors

ANTH-115H

C-ID (Admin Only)

C-ID ANTH 150

CB 00

CCC000633954

Course Title

Honors Introduction to Archaeology

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ANTH 150



Catalog Description

This course is an introduction to the field of archaeology, a sub-discipline of anthropology, in which artifacts and archaeological sites are examined in order to understand how culture has changed over time. Students in this course will be introduced to laboratory, survey, and excavation techniques.

Attach Supporting Documents

ANTH 115 C-ID Descriptor.pdf

Codes

TOP Code (CB 03)

2202.20 - Archaeology

CIP Code

45.0301 - Archeology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Distinguish history from prehistory, and historical information from archaeological data, and discuss the relationship between anthropology and archaeology;
2. Describe the scientific method and evaluate its role in archaeology;
3. Distinguish artifacts from naturally-occurring items in the environment and utilize provenience and contextual information to describe the significance of an archaeological find;
4. Determine which archaeological materials are appropriate for particular archaeological dating techniques;
5. Compare and contrast the theoretical paradigms that have guided archaeological research in the past and that guide current research;
6. Describe various site-formation processes, including the post-depositional processes that affect archaeological materials, and recognize the effects of various preservational environments;
7. Describe and evaluate the analytical techniques that are appropriate for artifacts of particular materials (stone, clay, bone, plant, sediments and others);
8. Use principles of archaeology and geology to explain the significance of the sequence of events (both cultural and natural) represented in an archaeological site profile;
9. Evaluate arguments about "ownership" of artifacts and human remains and recognize the significance of federal and/or state laws, such as the Native American Graves Protection and Repatriation Act;
10. Critically evaluate narratives of the past that ignore archaeological evidence or use pseudoscience to depict an incorrect or incomplete account of the contributions of non-western, non-European, and/or Indigenous societies around the globe;
11. Articulate the goals, and the legal, operational and ethical framework of cultural resource management and heritage preservation.

Honors Objectives

1. Develop independent research, learning, and presentation skills through advanced research on topics involving archaeology research methods
2. Examine and evaluate previous empirical research in order to reach conclusions on a particular issue relevant to the study of the human past
3. Appraise primary and secondary sources and recognize the qualities that make sources effective

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Demonstrate the significance of artifacts' provenience and context to the description of the past based on artifacts.
2. Recognize the difference between accounts of the human past based upon historic documents and those based upon the archaeological record.
3. Distinguish between systematic scientific investigations of the archaeological record and those investigations which ignore the lessons of archaeology by looting.

Program Learning Outcomes

Learning Outcome
1. Analyze the interrelationship between humans and their physical environment.
2. Apply the principles of cultural relativism to observations of human behavior.
3. Recognize the validity of people's variable language histories and experiences.
4. Recognize the value of archaeological and fossil records.
5. Use Natural Selection to explain hominid evolution.
6. Utilize the scientific method in observations of human attributes (biology, behavior, language, artifacts).

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Archaeology
 - A. Relationship of archaeology to anthropology
 - B. Difference between archaeology and history
 - C. Differences between Archaeology and pseudoarchaeology
2. History of Archaeological Research and its Theoretical Paradigms
 - A. Culture-historical approach / Antiquarian approach
 1. What this approach entails
 2. Limitations of this approach
 - B. Processual approaches

1. What this approach entails: explaining the past using scientific evidence
3. The Archaeological Record
 - A. Evidence
 1. Artifacts and ecofacts
 2. Provenience and the importance of context for understanding the meaning of artifacts and accurately interpreting what happened in the past
 - B. Site Formation Processes and Post-Depositional Processes
 1. How sites form
 2. How artifacts are preserved
 3. What happens to artifacts after deposition
 4. The effects of various preservational environments
 - C. Detecting and investigating archaeological sites
 1. Site survey
 2. Excavation of buried sites
4. Stratigraphy
 - A. Geological principles
5. Dating Techniques
 - A. Relative dating
 1. Archaeological principles
 2. Stratigraphy
 3. Seriation
 - B. Chronometric or Absolute dating
 1. Radiocarbon dating
 2. Dendrochronology
 3. Thermoluminescence
 4. Potassium-argon Dating
 5. Fission Track Dating
 6. Others
6. Recovery of Artifacts
 - A. Surface collections
 - B. Recovery of artifacts in excavation
7. Analysis of Artifacts
 - A. Lithics
 - B. Ceramics
 - C. Animal remains
 - D. Plant remains
 - E. Others
 - F. Research Archaeology
8. Cultural Resource Management (CRM): The process of making decisions about cultural resources in an equitable manner
 - A. Definition and uses
 - B. Legal, operational, and ethical framework of CRM
9. Issues in Archaeology
 - A. Ethics in Archaeology
 - B. Depictions of the past that ignore archaeological evidence or use pseudoscience
 1. How to identify such approaches
 2. Impact of such approaches on our understanding of the past, for example: usually results in an incorrect or incomplete account of the contributions of non-European, non-western, and Indigenous societies
 - C. Ethical issues in Museum collections
 1. Ethical issues concerning Indigenous human remains in museum collections
 2. Reburial and Repatriation
10. Archaeology legislation
 - A. Legislation to protect cultural patrimony: federal and/or state or international legislation
 - B. Limitations of legislation
 - C. NAGPRA: Protection and repatriation of human remains and burial objects of American Indian communities in the United States
 - D. Scope of NAGPRA: Restricted to the U.S., and restricted to collections in institutions that receive public funds (public museums, public schools and universities, etc.). Does not cover all collections in which burial objects and human remains may be kept.
 - E. Looting of archaeological sites and/or the trafficking of artifacts on the International art market. For instance: looting and trafficking as the result of war; for instance: UNESCO 1970 Convention; Emergency Red Lists of Cultural Objects at Risk for objects originating in Iraq and Syria, amongst others.

F. Impact of site looting and artifact trafficking on cultural and national identity, for instance impact upon the sovereignty of marginalized groups, such as American Indian communities in the United States.

Honors Content

1. The topics to be covered in the honors component are identical to those in ANTH 115 but will be investigated in greater depth. In addition, students will be expected to go beyond the scope of the course by investigating specific topics in archaeology, such as: case studies of the examination of archaeological sites; practical methods by which archaeological research can be applied (for instance, exhibition and curation of archaeological materials); specific methods of research or research applications in archaeology; or primary research conducted by the student on a collection of artifacts from a local museum (such as the Western Science Center in Hemet, California). These supplementary assignments will require that the students familiarize themselves with archaeological research methods and standards for research within archaeology, and examine and evaluate archaeological evidence in primary and secondary source materials.

Methods of Instruction

Method

Discussion

Integration

In-class discussions and/or discussion groups will be used to stimulate evaluations of current issues in archaeology, such as the laws about reburial and repatriation, looting, and the market for illegally acquired antiquities. Additionally, discussions will stimulate thinking about the parameters of various principles or techniques used in archaeology (such as dating techniques and hypothesis testing). In Archaeology, class discussions are necessary to help students articulate the central role of artifacts and archaeological materials to cultural heritage. Discussions also help lead students to evaluate the irreversible damage that the looting and destruction of archaeological sites or the trafficking of cultural heritage objects has upon, for instance, descendant communities with respect to cultural identity, the value of their own cultural heritage, and achieving cultural representation on a global stage and/or achieving political autonomy.

Instructors can also use discussion to help students articulate the differences between dating techniques, and which techniques to use according to the date range of human habitation in a region, as well as the availability of different materials to use for dating: plant material, human or animal remains, lithics or pottery, cave sites, or a history of volcanic deposits (for potassium-argon or fission track dating). During class discussion, students can also be asked to work together to come up with examples of scenarios for when to use different analytical techniques, so that they can develop a more robust and personal approach to the material and understand why it is important and useful.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class.

Method

Film/video Viewing and Discussion

Integration

Films help to illustrate the activities of archaeologists in the field in various kinds of sites at different times in the history of archaeology, thereby illustrating the application of various paradigms for research. They are also useful for demonstrating the manufacture of those kinds of artifacts which instructors cannot demonstrate. Film is also useful at presenting the different arguments about issues such as reburial and repatriation of Native North American artifacts, burial goods, and human remains.

DE Adaptations for MOI

Accessible videos can be made available to online students through the CMS as well as through online video databases through the Library (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films). Alternatively, many appropriate films that show world prehistory concepts (such as Cave of Forgotten Dreams, about the Paleolithic cave site Chauvet Cave in France) are available through streaming services.

Method

Reading

Integration

Out of class reading assignments and summaries of that reading will enhance student comprehension of the basic materials and help to meet all of the course objectives.

DE Adaptations for MOI

Relevant readings can be delivered either through material provided in the CMS or through the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can answer.

Method

Lecture

Integration

In-class lectures and presentations may be used to introduce topics, present information about archaeology, about analytical techniques, and about strategies for artifact recovery. Additionally, lectures and presentations may be used to explain variable preservation of artifacts and to describe experiences of various archaeologists at work. Visual presentations are necessary to understand the spatial and temporal relationships of artifacts, strata, and sites.

DE Adaptations for MOI

Lecture can be communicated through the CMS in a variety of formats including accessible PowerPoint presentations and video lectures. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through video conferencing platforms.

Method

Projects

Integration

Out of class exercises which follow in-class demonstrations will help to clarify the methods of manufacture of particular kinds of artifacts. This allows students to recognize which attributes of artifacts are meaningful in analysis. Other exercises about archaeological materials will reinforce textbook readings and lectures about topics such as archaeological dating.

DE Adaptations for MOI

Videos of demonstrations of archaeology topics can be provided through the CMS using accessible websites including OER resources (for example: Jefferson Patterson Park and Museum pages, unrestricted use on OER commons) to demonstrate archaeology research methods and artifact collection methods. Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some papers and projects may also use asynchronous threaded discussions in Discussion Boards, where students can post their ideas for research projects and compare or share resources or websites related to content for their and other's project ideas. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can answer.

Method

Homework

Integration

Take-home worksheets for students to complete from information provided in lecture or readings will lead students to articulate the differences between, for instance, theoretical approaches, analytical methods, dating methods, or archaeology legislation and select which approaches to use according to different objectives, availability of materials, legal parameters, or ethical concerns. Students are asked to complete worksheets on topics from lecture or assigned readings before attending the class in which those topics will

be examined. During class time, students refer to their worksheets to answer questions posed during a class discussion, or in pairs to complete activities in preparation for a class discussion.

DE Adaptations for MOI

The Assignment can be done in the online format by supplying assignments to the students through the Assignment Pages in the CMS, and having students submit their worksheets to those pages in the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. During synchronous class meetings, students can be grouped together to discuss the worksheets or use the worksheets to answer questions on an additional in-class assignment based off of the worksheet in Google docs or Google slides. The class can then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options, or through quizzes feedback.

Method

In-class Exercises

Integration

During class time, students can be asked to complete exercises, answer questions, or solve problems based off of assigned readings or concepts delivered in lecture. Students can be paired or grouped together in order to compare their ideas and work together to solve problems such as, for instance, selecting an analytical method to perform, deciding on the relevant archaeology legislation for a particular case study, or deciding on what herd management practices were performed by a past society based upon the results of analysis of animal bone remains. By working together and completing the exercises, students are able to compare their understanding of concepts, and by so doing reinforce their understanding of the differences between different analytical techniques, legislation, or expected patterns for different herding or subsistence practices. By working together students also practice their understanding of course materials, and are able to demonstrate their learning through different approaches and solutions.

DE Adaptations for MOI

The assignment can be done in an online format by supplying worksheets or problem sheets to the students through the Assignment Pages in the CMS, or by supplying Google Document links to groups of students before dividing them into breakout groups. Students can then complete the assignments by working with their peers in breakout groups and completing the Google document. The class can then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options.

Additional Methods of Instruction for Honors

A. Students and instructors will meet several times (a minimum of three times) over the course of the semester to discuss research findings or assigned readings or other appropriate topics as determined by the instructor, or to help the student to identify potential research topics or local museums to contact to conduct primary research and, depending on the research topic, design a curated exhibition. These meetings can either be small group meetings with other honors students or one-on-one meetings with the instructor. Adapted for distance learning, Honors meetings can be hosted through video conferencing platforms, including one-on-one meetings between the Instructor and individual Honors students and/or meetings between the Instructor and all Honors students enrolled in that Honors section. Readings will be delivered through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS.

B. Assigned readings beyond the scope of the textbook and questions posed by the instructor can serve as directed reading exercises to help students understand the significance of particular concepts or texts. Adapted for distance learning, readings can be distributed through the CMS, and students can submit their written answers through the CMS before or during individual Honors meetings using video conferencing software.

C. Depending on the topic of the research project, the student may be assigned a collection of artifacts or materials from a local museum (such as the Western Science Center Museum) to investigate using archaeological research methods, to also catalog if this is needed by the Museum, and to draw conclusions about human activity based upon examination of these materials. This project will be done in close consultation with both the Instructor and the Museum, and permitted at the discretion of the Museum. This project will significantly help honors students to gain a more hands-on understanding of how to examine materials using standards of archaeological research as well as handling, care, and cataloging standards.

Adapted for distance learning, students can access virtual collections through museum websites, for instance various museum collections websites such as the Smithsonian, Chicago Field Museum, Asian Art Museum of San Francisco, or other museums. Or, students could complete a virtual tour of a curated exhibit of archaeological materials and complete a creative assignment to

design their own exhibit to curate materials and communicate information to the public. Students could meet virtually with museum staff using video conferencing platforms to ask questions about a particular exhibit to gain information on the decisions chosen by Museum staff.

D. Creative project: The student may be assigned a collection of artifacts or materials from a local museum, investigate those materials using archaeological research methods, and design a curated exhibit of the artifacts or materials, incorporating their own findings into the exhibit and standards for curation in museums from Museum Studies literature. This project will be done in close consultation with the Instructor and the Museum, and permitted at the discretion of the Museum. This project will significantly help honors students to gain a more hands-on understanding of how to not only examine materials according to archaeological research methods, but also how to present materials for exhibition to the public, and considering the standards for museum curation in appropriate literature.

Adapted for distance learning, students can access virtual collections through museum websites, and design their exhibition digitally or virtually. Students could meet virtually with museum staff using video conferencing platforms to ask questions about a particular exhibit to gain information on the decisions chosen by Museum staff.

E. Oral Presentations may be used to provide students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information. Adapted for distance learning, students can meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students.

Methods of Evaluation

Method

Class Work

Integration

Exercises allow students to present information in a non-test format so that their ability to utilize the information may be more readily assessed. Examples include exercises based on relative dating methods, different survey methods, different theoretical perspectives in depictions of the past, or archaeology legislation. Classwork will be evaluated based on the creativity used to develop the answer as well as the appropriateness of the result.

DE Adaptations for MOE

The Assignment will be done in the online format either by dividing students into breakout rooms and having them complete class work in Google slides or in Google docs (for Synchronous classes) or, in asynchronous classes, providing the assignment through the Assignment Pages in the CMS. Students can submit their completed assignments in various file types, including pictures of their work, through the Assignment Pages in the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Exams/Tests

Integration

Exams/Tests will be used to assess students' ability to evaluate the concepts that have been discussed in class. Objective questions (such as True/False or Multiple Choice) will allow the student to demonstrate mastery of the required information and will be evaluated on the basis of accuracy. More involved questions (such as definitions, short answers and short essays) will allow the student to evaluate and appraise different concepts and theories that have been discussed in class and in the readings. These questions will be evaluated based on accuracy and completeness of answer.

DE Adaptations for MOE

Exams and Tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often instructor feedback will take place within 48 to 72 hours after the due date.

Method

Homework

Integration

Reviews of written or visual materials will demonstrate the student's ability to incorporate concepts from archaeology to critically assess information presented. Worksheets and assignments to be done outside of class allow students to organize class material in visual form (worksheets) and work through practice questions by distinguishing between, for instance, analytical techniques for dating or analyzing, or different methods for interpreting the past. Homework will be evaluated on the basis of completeness and accuracy of work.

DE Adaptations for MOE

Homework can be submitted to the CMS and graded by the instructor. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Projects

Integration

Projects will allow students to apply knowledge learned in class to a novel situation presented in the project, such as classifying objects according to various characteristics or determining which dating method to use according to the materials available. Projects will be assessed on completeness and accuracy of work and on the creativity used in the completion of the project.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options.

Method

Other

Integration

Reviews of written or visual materials will demonstrate the student's ability to incorporate concepts from archaeology and to critically assess and reflect upon the information presented (for instance, different interpretations of the past or the limitations of various legislation to protect human remains or the trafficking or theft of artifacts or human remains, or to assess depictions of the past that ignore archaeological evidence or use pseudoscience to depict an incomplete or incorrect account of the contributions of non-western, non-European, or Indigenous societies). Reviews will be evaluated based on completeness and accuracy of answers and summary.

DE Adaptations for MOE

Written or visual materials will be made available in the CMS, or students can access reading materials through MSJC's online library collections. Students can submit the assignment either through the Assignment Pages in the CMS, or using asynchronous threaded discussions with other students and the instructor within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Method

Quizzes

Integration

Quizzes will be used to assess students' ability to recall necessary information at regular intervals during the semester. Most quizzes will be composed of primarily multiple-choice, fill-in-the-blank, short answer, or definition questions and will be evaluated on accuracy and relevance.

DE Adaptations for MOE

Quizzes are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors supplemental assignments;

Research papers and other written assignments will be assessed according to the number of references consulted, the kind and quality of references that are consulted, the ability to synthesize information from a multitude of sources into a coherent argument, the depth of analysis, overall accuracy and proper use of spelling, syntax, and grammar, and whether or not directions for presentation (such as MLA or APA citations) were followed;

Projects involving primary research of archaeological collections (artifacts from a local museum) will be evaluated according to adherence to and consideration of archaeological research methods; respect and care for the archaeological collection, involving cataloging if necessary; the depth of analysis (adjusted for the type of materials); overall accuracy and ability to draw conclusions from the evidence, with respect to the proper limitations of that evidence; proper use of spelling, syntax, and grammar; and whether or not directions for the report of these findings were followed (such as reports formatting or citations formatting, or other);

Creative projects involving the curation of archaeological materials will be evaluated according to adherence and consideration of archaeological research methods, respect and care for the archaeological collection, as well as adherence to standards and considerations in the curation of archaeological materials. The final exhibit will be assessed according to ability to assess evidence from the materials and draw valid conclusions; the design and execution of the exhibit; the depth of analysis (adjusted for the type of materials); proper use of spelling, syntax, and grammar; and whether or not directions for the project were followed (such as attention to standards in curation, reports formatting or citations formatting, or other);

The oral presentation will be assessed for clarity, organization, effective integration of material from outside sources, the number and type of references consulted, depth of analysis, overall accuracy, and effective use of images accompanying the presentation, and whether or not directions for presentation (such as MLA or APA citations) were followed.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this assignment, you will need to view the assigned video. As you are watching the video, take notes on the archaeological background of the main character, his archaeological training and theoretical perspective, as well as the manner in which he carries out his job as archaeologist. Then, using examples from the film and the vocabulary and concepts you have learned in this course, write an analysis of the topic, "Why Indiana Jones is Not an Archaeologist."

How assignment will be adapted in online format

Accessible videos can be made available to online students through the CMS. SmartHistory provides open access and fully and accurately captioned videos on archaeological topics via YouTube; additionally, online video databases through the Library (such as Kanopy, Films on Demand or Alexander Street) all have accessibility built into their films. Students can submit their answers to guided questions or reflection questions through the Assignment Pages in the CMS, or the Instructor can develop quizzes in the CMS about concepts from the videos. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Using the drawings of archaeological profiles provided, please apply the Law of Superposition and the Law of Strata Identified by Fossils to determine the sequence of deposition for each series of archaeological strata. Using these descriptions of the contents of each of the strata, please determine which items can be dated and which techniques can be utilized to date those items.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

You have a copy of a "Radiocarbon Sample Data Sheet" to accompany samples submitted for radiocarbon dating to Beta Analytic Inc., a commercial radiocarbon dating laboratory in Florida. You also have a profile and plan map indicating the provenience for the fictional sample that you are about to submit to the lab. Use the information that you have about the fictional site, the sample's provenience, and the sample itself to complete the form as accurately as possible. Remember that the information the archaeologist puts on the form will help to determine how precise a date can be calculated for the submitted sample.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. As a synchronous class assignment, the class can be divided into breakout groups, and groups of students complete the assignment together using Google Docs. The class can then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this exercise, you have a list of items that have been in the possession of a world-famous American museum for the past 100 years. Examine the items on the list and note their original provenience information, as well as what kinds of items they are. Determine what the museum must do with or about each of these items to be in accordance with the Native American Graves Protection and Repatriation Act (NAGPRA). Write a reflection about your decisions and the reasoning behind your decisions.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options, or through quizzes feedback.

Assignment Type

Other

Formative or Summative

Summative

Assignment

Use the enclosed map of an area to be surveyed for archaeological materials, divided into squares, and the enclosed instructions for carrying out one of four major survey methods. The instructions will lead you to select specific squares to survey according to the method you have been assigned. The instructions will also help you decide which squares to survey according to your budget for the project (remember, your budget only allows for you to survey a limited number of squares!). When you are finished, use the enclosed key to determine what archaeological materials of specific time periods you were able to identify through your survey. What information did your team recover? What evidence of human occupations in this location did your team's survey fail to detect? As a result, which culture(s) and time period(s) did your survey overemphasize, and which culture(s) and time period(s) did your survey overlook? Assess how the parameters for your survey either facilitated or inhibited your understanding of human occupation in this landscape. What is the impact of your analytical methods and constraints on your team's depiction of human activities in the past, in this particular landscape?

How assignment will be adapted in online format

The Assignment can be done in the online format either by dividing students into breakout rooms and supplying the instructions for different survey techniques in Google Docs. Students then use a Google document or PDF supplied by the Instructor to mark (by hand or on the PDF or in the Google doc) which squares they will survey. The Instructor can then supply an answer 'key' in PDF form that reveals the locations of artifacts in the landscape. Students compare the squares that they surveyed to the location of the artifacts to see if they located any artifacts – and if so, from what time period? Were there any time periods that they failed to identify through their survey? Students then answer questions as a group in the breakout room as to the implications of their survey, and of what limitations survey presents to the ability to accurately understand the use of a landscape by humans of different time periods in the past.

In a synchronous class format, the map, key, and instructions can be supplied through the Assignment Pages in the CMS. Students can submit their completed survey map and answers to the questions as a PDF, picture, or other file types through the Assignment Pages in the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete the two readings presenting information about the case of Kennewick Man. Read the article summarizing the controversy and the position of scientists who want to study the remains, and also read the position of the Umatilla, a local tribe in the region. Compose a written reflection that explains each position, and compares them. What kind of information does each position incorporate? Are there any assumptions by the scientists as to which information is more important? What do you think about this?

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options, or through quizzes feedback.

Honors Assignments**Assignment**

Designated honors students will complete all regular course requirements for Anth 115 and be graded according to the requirements and criteria used for the rest of the class. In addition, Honors students will be expected to complete one of option A, B, or C. Options D and/or E may be assigned at the Instructor's discretion in addition to projects A, B, or C.

Required or Optional

Required

Assignment

A. The student will complete primary research on material kept in museum collections at the Western Science Center Museum (or other museum), and use non-invasive archaeological research methods (in consultation with the Museum) to draw conclusions about human activity to which those materials pertain. The student will compose a research paper of academic quality on their findings, at least 5 pages long (typed, double-spaced), and referencing a minimum of 5 sources of academic quality.

Adapted for distance learning, students could access museum collections online, if the museum and instructor allows such an accommodation (which might not be acceptable, as online access to museum collections often does not include primary materials from archaeological investigations). Students would submit their project and papers through the Assignment Pages within the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see, firsthand, how a museum operates, and how museum collections are stored, and be able to work closely with the Instructor and the museum to conduct research according to museum standards. Students will also gain important skills in cataloging and the handling of archaeological materials, which are integral to a career path in archaeology, if that is their desired field of study and occupation.

Assignment

B. The student will complete primary research on material kept in museum collections at the Western Science Center Museum (or other museum), use non-invasive archaeological research methods (in consultation with the Museum) to draw conclusions about human activity to which those materials pertain, and design and curate an exhibition of those materials to be presented to a public audience. At the instructor's discretion, the exhibition could be an actual, physical exhibition, or it could be a digital or virtual exhibition. The student would incorporate their own findings into the exhibit by examining the materials through archaeological research methods, as well as design their exhibition following standards for curation from Museum Studies literature in outside readings (overseen by the instructor, for instance the International Council of Museums (ICOM) Best Practices). The student will compose a research paper of academic quality on their findings, at least 4 pages long (typed, double-spaced), and referencing a minimum of 5 sources of academic quality. At least one of those sources must be related to guidelines for curation standards in museum collections.

Adapted for distance learning, students could design the exhibition digitally or virtually, without actually creating the exhibition in physical space or physically manipulating the artifacts. Students could access museum collections online, if the museum and instructor allows such an accommodation (which might not be acceptable, as online access to museum collections often does not include primary materials from archaeological investigations). Students would submit their project and papers through the Assignment Pages within the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see, firsthand, how a museum operates, and how museum collections are stored, and be able to work closely with the Instructor and the museum to conduct research according to museum standards. Students will also gain skills in communication and presenting information that will help them as they continue along their educational path, and also gain skills in the curation of archaeological materials, which will be integral to a career path in museum studies or curation, if that is their desired field of study and occupation.

Assignment

C. The student will complete a research paper, 10-12 pages long, typed, double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Research will address a particular question about a major issue in the discipline. Research questions to address may include, but are not limited to, the following:

1. Evaluate the archaeological evidence for human migration into the New World before 13,000 years ago. What evidence exists for migration prior to this date, and how strong is this evidence? What does this evidence mean for existing, established theories concerning migration and settlement of the Americas during the Paleoindian period?
2. Did Mayan civilization develop from the earlier Olmec civilization, or did it develop independently? Evaluate the evidence for either hypothesis and discuss. How are recent discoveries, using modern technologies, contributing to this question?
3. What is the impact of research at Meadowcroft Rockshelter on the "Clovis First" hypothesis? How does recent evidence for migration into the Americas continue to add to our understanding of early human migration into the Americas?
4. How are archaeological investigations of the California Missions altering our understanding of the lives of Native Californians within and outside of the Missions prior to secularization of the missions in California?
5. How is recent scholarship of the Great Dismal Swamp in Virginia and North Carolina altering our understanding of the lives of enslaved and free African Americans prior to the U.S. Civil War? Evaluate the new evidence and research methods and assess its significance to modern descendant communities today.
6. How does an archaeological examination of feasting practices or wine or beer production alter our understanding of human social life as well as the sociopolitical complexity of early states of: Mesopotamia, Mesoamerica, China, South Asia, northern Africa, or other?
7. Examine the archaeological evidence used to reconstruct any cognitive aspect of human behavior in a specific prehistoric period (so, a period without written accounts). For instance: choose evidence used to reconstruct ideology, religious belief systems, language, cultural identity, or any other area of human social life involving human ideas or languages (again, make sure that the culture is prehistoric: there are no written accounts). Explain the methodologies that archaeologists employ to make such claims, and evaluate what new ideas this research provides to an understanding of human behaviors or human societies of that specific culture.
8. Evaluate the archaeological evidence used to reconstruct any of the following for a specific region and time period of the human past: migrations, kinship, households, sociopolitical organization, subsistence practices, or the economy. Compare ideas about these behaviors in existing scholarship with recent evidence from modern scholars who work on these questions. What is the impact of this new evidence on existing ideas? Does it provide new considerations or ideas? To what extent are any new ideas supported by other scholarship?

Adapted for distance learning, students would access current research through online library collections through MSJC or a University that allows access to library holdings, and would submit their research paper through the Assignment Pages within the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through completing this research paper, students will engage with and review academic research. Honors papers should also advance the academic conversation in an effective manner.

Assignment

D. Oral presentation: The student will complete a 10-15 minute presentation using the materials and conclusions generated through the research constructed from either option A or B. The presentation will be done before either the class as a whole or in another venue (such as the college wide research symposium, or to the museum where the student performed the primary research).

Adapted for distance learning, students can meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

By preparing and delivering a presentation on their research, students will engage with and review academic research. Honors presentations should also advance the academic conversation in an effective manner.

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic manner with others while helping to gain skills in communication and presentation of ideas before a wide audience, which will help them as they continue on their educational and career path.

Assignment

E. Students will carry out reading assignments beyond the scope of the textbook. Additional articles and books about issues in the discipline will be assigned for reading, summary and/or review. Examples of books that might be assigned include (but are not limited to): *A Desolate Place for a Defiant People: the Archaeology of Maroons, Indigenous Americans, and Enslaved Laborers in the Great Dismal Swamp* by Daniel Sayers; *The Destruction of Memory: Architecture at War* by Robert Bevan (adapted to archaeology by select readings from the text on the destruction of cultural heritage monuments); *The Archaeology of Hollywood* by Paul Bahn; *The Archaeology and Politics of Food and Feasting in Early States and Empires* by Tamara Bray; *Vintage Moquegua: History, Wine, and Archaeology on a Colonial Peruvian Periphery* by Prudence Rice; *Indians, Missionaries and Merchants: the Legacy of Colonial Encounters on the California Frontier* by Kent Lightfoot, or others. Multiple articles on similar topics may be compared and contrasted in order to evaluate the kind of information they present, especially when viewed together, for instance several articles that present different interpretations of the sociopolitical complexity of a single archaeological site, or that present different hypotheses for exchange practices, kinship organization, or subsistence practices for a site or sites in one particular region of the world, at a particular period, or that present different research projects employing a particular archaeological research method or perspective, such as cognitive archaeology, household archaeology, interaction spheres, feasting studies, or other. The student will also complete a 2-3 page response paper analyzing some of the themes in the readings and discussion and may also participate in a small group discussion with the instructor and other honors students.

Adapted for distance learning, readings can be distributed through the CMS, and students can submit their written answers into the Assignment Pages within the CMS to the Instructor before or during individual Honors meetings using video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through reading these selected texts, students will be able to gain knowledge and perspectives about archaeological research methods or how archaeological evidence can present new perspectives or reveal new insight about human behaviors and human societies in the past. The student will become aware that the scientific process, in archaeology, involves replication through discussing ideas with others and having other scholars reexamine your data or present different and new data and new ideas on the same civilization or human cultures.

Course Materials

Textbooks

Scarre, C. and Tammy Stone (2021). The Human Past Essentials. 1st edition. Thames and Hudson. ISBN: 978-0-500-84444-1

Renfrew, C. and P. Bahn (2015). Archaeology Essentials: Theories, Methods and Practice. 3rd edition. Thames and Hudson. ISBN: 978-0-500-29159-7.

Feder, K. (2008). Linking to the Past, 2nd ed. Oxford. ISBN: 978-0-533117-2

Other Resources

Stone tool collections (simulated); play dough or clay; shells, bones and plant materials

SmartHistory videos on YouTube such as The importance of the archaeological findspot: The Lullingstone Busts: <https://smarthistory.org/lullingstone-busts/>

Open Educational Resources

Digging Into Archaeology: A Brief OER Introduction to Archaeology with Activities.

Amanda Wolcott Paskey and AnnMarie Beasley Cisneros.

<https://www.oercommons.org/courses/digging-into-archaeology-a-brief-oer-introduction-to-archaeology-with-activities>

Prehistoric Art: O.E.R. Collaboration Wiki: <http://www.oercommons.org/courses/prehistoric-art/view>

Jefferson Patterson Park and Museum pages, Unrestricted use, via OER resources:

<https://www.oercommons.org/browse?f.provider=jefferson-patterson-park-and-museum>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the main goals of this class is to demonstrate to students that archaeological evidence is central to providing a full and complete understanding of the human past – and when that view of the past is incomplete or suppressed, it can significantly impede the ability of a people to value their heritage, conceive of themselves as a national community, and achieve political and economic autonomy.

Depictions of the past that omit evidence or rely on pseudoscience explanations often dismiss the contributions of non-European cultures, and play into white supremacist and colonialist narratives that only European or white societies are advanced and complex. In popular television shows, it is specifically non-western, non-European, and non-white cultures whose cultural innovations are attributed to extraterrestrials ('aliens'); it is also non-western, non-European, and non-white cultures that more often see their cultural patrimony subject to looting, trafficking, and irreversible destruction.

There is also a clear relationship between whose cultural heritage is prioritized in depictions of the past in museums and popular imagination and whose cultural patrimony is protected by legislation. The most important example of this is NAGPRA, legislation enacted in 1991 to protect human remains and burial objects of American Indian communities in the United States – and is leading to the repatriation of these objects to Native communities in real time, in contemporary culture. Because it is the most important example, it is included in this Course Outline of Record as a required component of the course. However, there is also room in this Course Outline of Record for instructors to examine this process in other communities, both within and outwith the United States. For example: the lack of representation of Indigenous cultures of the African continent in history and prehistory textbooks; the trafficking of antiquities of European Jews during and after the Second World War; the substantial increase in antiquities of Iraqi and Syrian origin trafficked on the International art market following the looting of the National Museum of Iraq in 2003 and the outbreak of the Syrian Civil War in 2011.

This course aims to make students aware that depictions of the past have an impact on the political present. To do so, lecture, readings, assignments, and homeworks guide students through foundational concepts relevant to this reality, as well as to conducting good archaeology: the importance of context to interpreting archaeological materials; how to identify narratives of the past that omit evidence or use pseudoscience; limitations of legislation to protect cultural patrimony; and the impact of looting and destruction of cultural heritage. Through these methods (lecture, readings, assignments, homeworks, and projects), students come to understand that archaeology is an integral and relevant means by which to broaden the story of our human heritage to include all of the diverse and multifaceted developments of the human past, and key to facilitating representation, appreciation, and autonomy in descendant communities today.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate the instruction of diverse learners, assignments include both formative and summative assignments to help scaffold the approach of students with different learning styles. Worksheets and homework or in-class practice allow students to practice differentiating between different dating and analytical techniques for assessing archaeological evidence, different theoretical paradigms, and different legislation protections, amongst other concepts. These worksheets 'chunk' the information into smaller pieces to facilitate learning and recall, and in either synchronous or asynchronous discussion, students can compare information in order to discover new ways to think about and remember the information. Worksheets, when used, also provide students with an accessible means by which to study for and recall the information at test time.

Methods of instruction and methods of evaluation also present course information in a variety of ways in order to cater to different learning styles. While lecture and film presents information through narrative, assignments and projects allow students to practice information from the class using word problem or worksheet methods. Small group discussion allows students to work together to solve, for instance, a team survey of a particular landscape, to select which evidence is protected under legislation such as NAGPRA, or to come up with examples of scenarios for when to use different analytical techniques. These teaching and learning methods allow students to practice the material and make it relevant to their own lives and lived experiences, and at the same time gain confidence in their abilities to select appropriate analytical methods and produce reliable archaeological interpretations.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interaction is facilitated through the use of small group discussion, either in person, through the use of breakout rooms in synchronous online classes, or through the CMS Discussion Boards for asynchronous classes. In small group discussion, students will complete activities such as comparing different theoretical paradigms for assessing archaeological evidence; completing a survey of a landscape and comparing their results according to time periods and artifacts recovered; or discussing the importance or limitations of various archaeology legislation and heritage protections. Class-wide discussions either in real time in-person or online, or through the CMS Discussion Board, also enable students to explore, together, the implications of depictions of the past that either ignore archaeological evidence, or that rely on pseudoscience to depict an incorrect or incomplete account of human prehistory and history. Through such activities, students are led to evaluate the knock-on effect that a partial or incomplete account of the past has on larger issues that affect millions of people worldwide, in particular cultural identity, pride in cultural heritage, and visibility on the world stage or even how incomplete or inaccurate depictions of the past can lead to the theft or destruction of cultural heritage, or even facilitate or retard struggles for political sovereignty.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person or online through video conference software (if synchronous online) or through the use of online lectures (Video, audio or text lectures). Instructor-to-student interaction is also facilitated through feedback on assignments, exams, and projects. The instructor will also lead group discussions either face to face or through CMS Discussion boards, with the instructor providing guidance and clarification on key concepts from the class as well as how to understand the material, for example how to evaluate evidence from archaeological sites, how to use principles of archaeology to reconstruct the sequence of cultural and natural events that impact the archaeological record, and how to select appropriate analytical techniques based on the availability of materials or other considerations.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through assignments, homework, lectures, and projects that enable students to distinguish between different analytical methods for investigating archaeological material as well as legal protections for heritage and ethical concerns. Homework, worksheets, and in-class practice help students to differentiate between different dating and analytical techniques, theoretical perspectives, and the parameters of different federal and/or state or international legislation for examining artifacts and investigating archaeological sites. Projects and assignments allow students to practice their knowledge of course content by identifying artifact attributes and discerning which analytical tools to use to investigate them further. These techniques provide opportunities for students to identify strengths and areas for improvement, and at the same time to strengthen critical thinking skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of various instruction and evaluation methods that demonstrate the relevance of archaeology to several wider issues. Through readings, lectures, activities, and discussions, students will be encouraged to consider how archaeological evidence shapes depictions of the past, and the role of archaeological evidence in shaping public consciousness of the contributions of past societies in different areas of the globe. Through written reflections, projects, and class discussions, students assess the degree to which legislation is effective at protecting cultural heritage, and imagine ways that these protections can be expanded upon. In so doing, they demonstrate flexible thinking, try out new approaches, and innovate solutions. In so doing, they are able to reflect upon how their previous understanding of human history and prehistory has expanded with a deeper appreciation of the implications of course material.

Key: 156