

**De Anza College**  
**Social Sciences and Humanities Division / Department of Anthropology**  
**ANTH 003: Introduction to Archaeology, Section 50Z (25551), Fall 2020**

### **Course and Contact Information**

Instructor:	Alicia Hedges
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Office Hours:	Tuesday 11:00am – 12:00pm
Class Days/Time:	Online / Asynchronous
Classroom:	Canvas ( <a href="https://deanza.instructure.com/">https://deanza.instructure.com/</a> )
GE IGETC:	GE Area 4: Social and Behavioral Sciences

### **Course Description**

This course will introduce students to the field of archaeology within the discipline of anthropology. There will be a discussion of scientific methods, the history of archaeology, field and laboratory methods used in the analysis of archaeological data, and theories used to interpret the past. This course explores how archaeologists recover, analyze material, and reconstruct ancient cultures and societies. Archaeological ethics and real-world issues concerning looting, collecting, preservation, and the role of indigenous peoples will be examined.

**Requisites: Advisory:** EWRT 1A or EWRT 1AH or ESL 5.

### **Course Format**

#### **Technology Intensive, Hybrid, and Online Courses**

This course adopts a completely online instruction format. You must have internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only.

## Student Learning Outcomes (SLOs)

Upon successful completion of this GE course, students will be able to:

**Student Learning Outcome (1):** Develop an understanding of the scientific method as it applies to archaeological investigation of past societies, lives and modes of production.

**Student Learning Outcome (2):** Develop an understanding of how theoretical paradigms are (and were) applied to the data acquired from archaeological sites as a frame of reference for interpretation of the human dynamics that took place intra-site and inter-site, by region and by mode of adaptation and production.

**Student Learning Outcome (3):** Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.

## Course Objectives

Upon successful completion of this GE course, students will be able to:

- A.** Recognize archaeology as part of the multifaceted discipline of anthropology and differentiate the American from Classic archaeological approach in interpreting the past.
- B.** Evaluate the ongoing ethical issues in archaeology, such as indigenous peoples' heritage rights, cultural resource management, curation and conservation of artifacts, looting in the past and at present, locally, regionally and globally.
- C.** Examine the various methods employed by archaeologists studying the past, including field techniques and how these techniques and paradigms have changed through time.
- D.** Evaluate and differentiate between absolute and relative dating techniques, applying utility and limits of both categories to field and laboratory contexts to build chronologies.
- E.** Develop familiarity with differences between prehistoric site distribution patterns and historic settlements relative to adaptation to the local environmental conditions and trade networks available.
- F.** Examine archaeological analysis of prehistoric technologies (e.g. lithic, bone, shell, clay, wood, and fiber tool traditions of manufacturing, use- wear, and disposal). Assess their use in reconstruction of human interaction with environment, other social groups of people, and the degree to which social organization or ethnic identification can be identified.
- G.** Develop an understanding of site formation processes through the study of geological processes and through the reconstruction of past environments from analyses of pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.
- H.** Demonstrate an understanding of archaeological survey and excavation methods in the field, access archival information from prior field work and demonstrate a knowledge of using them appropriately.

## Required Texts/Readings

### Textbooks

Renfrew, Colin and Paul Bahn  
2018 *Archaeology Essentials: Theories/Methods/Practice*, Fourth Edition. Thames & Hudson, New York.  
ISBN: 978-0500841389

### Other Readings

Supplementary course readings or handouts will be available in PDF format on the course Canvas page.

## Course Requirements and Assignments

Students will be evaluated on the basis of:

- (1) **InQuizitive Assignments** are based on the assigned textbook reading for a given week. InQuizitive is a program that comes with the purchase of your textbook. There is a total of 9 InQuizitive assignments and they are worth a total of 100 points. These assignments are due on Thursdays by 5:00pm and are accessed via link through Canvas to the InQuizitive website. If you rented or purchased a used book, you can purchase access through the publisher's website. **[90 points]**
- (2) **Archaeological Stakeholders Discussion Boards** (20 points each) will include the topics of the Kennewick Man Debate and the African Burial Ground. These discussions will include critical analyses on topics informed by lecture material and original data collection. Topics pertaining to the Kennewick Man Debate and the African Burial Ground will require students to watch assigned videos and read academic articles in order to consider multiple perspectives on their content, which will allow students to present a persuasive argument on a controversial viewpoint. On these topics, students will respond to an essay prompt assigned by the instructor. Students should carefully read and make sure to respond to the prompt in a thought-provoking, academic way. 10 points will be awarded to students with exemplary submissions. The other 10 points will be based on responses left on two other student submissions (5 points each). **[40 points]**
- (3) **The Global Exchange Group Project** will bring students together in teams to assess contemporary behavior and consider how this helps archaeologists assess past behavior. Students will be required to work together to research an item of their choice and present their findings to the instructor either through a written report, a video presentation, a narrated slideshow presentation, or other media form approved by the instructor. **[40 points]**
- (4) **Culminating Presentation.** An individual presentation will allow students to choose a past culture of their choice and explain how archaeological analysis has contributed to our understanding of the past. This presentation will be accompanied with a written synopsis covering important key points. Presentations can either be recorded or given live over Zoom. **[25 points]**
- (5) **Exams.** There are two in-class exams (non-cumulative) for this course. Both exams are based on the textbook and lecture material. Study guides will be provided on Canvas prior to each exam. Each exam is worth 50 points. **[100 points]**

## Grading Information

<b>InQuizitive</b>	<b>90 pts.</b>
<b>Discussion Boards (2)</b>	<b>40 pts.</b>
<b>Group Project</b>	<b>40 pts.</b>
<b>Presentation</b>	<b>25pts</b>
<b>Exams (2)</b>	<b><u>100 pts.</u></b>
<b>Total</b>	<b>295 pts.</b>

**Extra Credit** opportunities will be announced and available throughout the semester with a total of 20 points possible.

Below are basic guidelines for grading. Letter grades will be assigned based on score percentages, as follows:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This course must be passed with a C- or better as a graduation requirement.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the range of 90% and above. Final project complete, original, or innovative.

To earn a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

To earn a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Final project completed.

F < 60%: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and major errors evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late. Or, failure to take the final exam.

## Classroom Protocol

Your education is your responsibility! You are required to adhere to the following guidelines:

- Due to the structure of this course, access to a computer and internet connection is required to participate.
- Students must turn in their assignments on time, **late work is not permitted without a valid, documented excuse.**
- You are expected to do the assigned readings, review the lecture and other materials, and be prepared to discuss the material with your classmates.
- Your own commitment to learning, as evidenced by your enrollment at De Anza College require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to the Student Conduct department. **Instances of academic dishonesty will not be tolerated.** Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in **the failure of that assignment and administrative sanctions by the college.** For this class, all assignments are to be completed by the individual student unless otherwise specified and will require a TurnItIn score of 24% or less. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that De Anza's Academic Integrity Policy requires approval of instructors.
- Disruptive and/or inappropriate behavior will not be permitted and may result in disciplinary action.
- Some sensitive topics will be discussed in class. You are expected to be respectful of others during class discussions.
- Emails should conform to a professional format. Extensive questions need to be addressed during office hours. Think about your questions carefully, and make sure to look over the syllabus/assignment thoroughly. I will not respond to questions that can be addressed from reading the syllabus or assignment. Additionally, you will need to include the class and section in your email.
- With that said, I enjoy having fun with my classes and stimulating discussion in an open and comfortable environment. This works best when students are prepared, courteous, and respectful! 😊

## Student Success Center

Need help? De Anza's Student Success Center offers free online and on-campus tutoring and workshops! Visit <http://www.deanza.edu/studentsuccess> for our hours and information. Or just stop by to chat or sign up!

- Academic Skills Center for workshops in ATC 302
- General Subject tutoring in ATC 304
- Listening & Speaking and World Language support in ATC 313
- Math, Science and Technology tutoring in S43
- Writing and Reading tutoring in ATC 309

Student Success Center Resources are available online to all De Anza students on Canvas:

<https://deanza.instructure.com/enroll/MAF7Y8>


# ANTH 003 / Introduction to Archaeology, Fall 2020, Course Schedule

This schedule is subject to change with fair notice, any changes will be announced in class or by Canvas email.

## Course Schedule

\*Renfrew and Bahn: Archaeology Essentials (AE)

Week	Date	Topics, Readings, Assignments, Deadlines
1	09/21 – 09/24	Introduction to class, syllabus, and course expectations via Zoom  <b><u>Assignment due Thursday (09/24) by 5:00pm:</u></b> (1) Plagiarism Tutorial and Quiz (2) Introduce yourself!
2	09/28 – 10/01	Module 1: <i>What is Archaeology?</i> <ul style="list-style-type: none"> <li>• The History of Archaeology</li> <li>• The Variety of Evidence</li> </ul> <b><u>Read:</u></b> Chapter 1 (AE)  <b><u>Assignments due Thursday (10/01) by 5:00pm:</u></b> (1) InQuizitive Topic 1
3	10/05 – 10/08	Module 2: <i>Who Owns the Past?</i> <ul style="list-style-type: none"> <li>• Considering Stakeholders</li> <li>• The Kennewick Man Debate</li> </ul> <b><u>Read:</u></b> Chapter 11 (AE); Watkins (2000) PDF  <b><u>Assignments due Thursday (10/08) by 5:00pm:</u></b> (1) Discussion Board: The Kennewick Man Debate
4	10/12 – 10/15	Module 3: <i>Fieldwork and Methodology</i> <ul style="list-style-type: none"> <li>• Survey</li> <li>• Excavation</li> </ul> <b><u>Read:</u></b> Chapters 2 & 3 (AE)  <b><u>Assignment due Thursday 10/15 by 5:00pm:</u></b> (1) InQuizitive Topic 2 (2) InQuizitive Topic 3
5	10/19 – 10/22	Module 3: <i>Life on Earth</i> <ul style="list-style-type: none"> <li>• Dating Methods and Chronology</li> <li>• Environment, Subsistence, and Diet</li> <li>• <b>**Global Exchange Group Project Assigned**</b></li> </ul> <b><u>Read:</u></b> Chapters 4 & 6 (AE)  <b><u>Assignments due Thursday (10/22) by 5:00pm:</u></b> (1) InQuizitive Topic 4 (2) InQuizitive Topic 7

Week	Date	Topics, Readings, Assignments, Deadlines
6	10/26 – 10/29 	Module 4: <i>Skeletal Analysis</i> <ul style="list-style-type: none"> <li>The Bioarchaeology of People</li> </ul> <u>Read:</u> Chapter 8 (AE)  <b><u>Assignments due Thursday (10/29) by 5:00pm:</u></b> (1) InQuizitive Topic 8
7	11/02 – 11/05	<b>EXAM 1: Monday (11/02)</b>  Module 5: <i>Techniques of Interpretation</i> <ul style="list-style-type: none"> <li>Technology, Trade, and Exchange</li> </ul> <u>Read:</u> Chapter 7 (AE)  <b><u>Assignments due Thursday (11/05) by 5:00pm:</u></b> (1) InQuizitive Topic 5
8	11/09 – 11/12	Module 6: <i>Community, Symbolism, and Cosmology</i> <ul style="list-style-type: none"> <li>Society and Cognition</li> <li>Agency and Material Engagement</li> </ul> <u>Read:</u> Chapter 5, 9, &10 (AE)  <b><u>Assignments due Thursday (11/12) by 5:00pm:</u></b> (1) InQuizitive Topic 6
9	11/16 – 11/19	Module 7: <i>Diachronic Considerations</i> <ul style="list-style-type: none"> <li>Prehistory / Precontact Archaeology</li> <li>Historic / Postcontact Archaeology</li> <li>The African Burial Ground</li> </ul> <u>Read:</u> Barbour (1994) PDF; Gidwitz (2005) PDF  <b><u>Assignment due Thursday (11/19) by 5:00pm:</u></b> (1) Discussion Board: The African Burial Ground
10	11/23 – 11/26 (11/26 – 11/27 No class)	Module 8: <i>Working Toward an Applied Archaeology</i> <ul style="list-style-type: none"> <li>Managing Cultural Heritage</li> </ul> <u>Read:</u> Chapter 12 (AE)  <b><u>Assignments due Wednesday (11/25) by 5:00pm:</u></b> (1) InQuizitive Topic 9
11	11/30 – 12/03	(1) Group Global Exchange Project Due (2) Individual Culminating Presentation Due
12 Final's Week	12/07 – 12/10	<b>FINAL EXAM: Monday (12/07)</b>