**ANTH 280- Of Trowels and Trenches: An Introduction to Archaeology**

**Semester:**

**Meeting time:**

**Classroom:**

**Instructor:**

**Office:**

**Office hours:**

**Office number:**

**Email:**

**Course Description**: A general introduction to the aims, methods, and history of the science of anthropological archaeology, one of the four main subfields of general Anthropology. Topics covered include site formation and research design, survey methods, data collection, laboratory analysis, site and artifact dating techniques, reconstructing and interpreting the past, history of the discipline, contemporary theoretical approaches, contemporary archaeological practice, and the ethics of archaeology. Case studies will be used to reveal these topics.

**Prerequisite/Corequisites**: There are no prerequisites or corequisites for this class.

**Student Learning Outcomes**

Upon completion of this coursework, students will/will be able to:

* Describe the different major theoretical paradigms of archaeological practice. **(Topics 1, 3)**
* Differentiate between the methods used by archaeologists to date archaeological artifacts and sites **(Topics 4, 5, 6, 7, and associated labs).**
* Construct, formulate, and refine archaeological hypotheses based on observation **(Topics 4 through 11 and associated labs**)
* Describe the scientific method and how archaeologists test **hypotheses (Topics 1 through 3)**
* Debate common ethical problems of archaeological practice (Ethics of the past, archaeological practice as destructive science using non-renewable resources, politics of representation, who owns the past, community engagement, the power of the past in questions for self-determination, etc.; **Topics 2, 12, 13 and student debate activity associated with Topic 13)**

**General Education Learning Outcomes**

Upon completion of this coursework, student will/will be able to

* Describe and/or apply principles and methods that are necessary to understand the physical and natural world **(Topics 1, 3, 5, 6, 9, 10, 11)**.
* Compare and contrast relationship within and between human cultures **(Topics 8 through 13)**
* Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences **(Final research assignment, and lab write-ups)**
* Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry
* Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments **(Final research assignment and library workshop)**.

**Expectations for students:**

* Students are here to learn and will be active and engaged participants in their education.
* Students will be respectful of and open to listening to diverse viewpoints and cultural differences encountered in the classroom and the readings.
* Students will attend and contribute to class regularly.
* Students will come to class having completed the assignments for that day (readings, homework, etc.).
* Students should be prepared to engage in respectful, academic, evidence-based conversations with one another and the professor every class meeting.
* Students will consider their own learning and that of their peers before using electronic devices in the classroom: Ask yourself, “Will using the device have a positive impact on my learning, what about my classmates, or will it distract me or those people around me?”

**Course Materials:**

Credit hour policy: Per University policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. As a three-unit course, students in this class should expect to spend a minimum of six hours per week outside of the classroom engaged in learning. That time will be spent on course readings, take-home labs assignments, and a final paper.

*Required textbooks*:

* Primary textbook:
	+ Renfrew, Colin, and Paul G. Bahn 2016 *Archaeology: Theories, Methods, and Practice*. 7th ed. Thames & Hudson, New York. ISBN 978-0-500-29210-5.
* Supplemental texts (one per semester) used to demonstrate the everyday excitement and frustrations of archaeological field work, supplement history chapters in textbook with overlooked contributions women have made to the field, and demonstrate feminist archaeology. These readings will be spaced out evenly over the course of the semester and will be used for pointed discussions
	+ Adams, Amanda 2010 *Ladies of the Field: Early Women Archaeologists and Their Search for Adventure*. Greystone Books, D&M Publishers, Inc., Berkeley.
	+ Grove, David C. 2014 *Discovering the Olmecs: An Unconventional History*. The William and Bettye Nowlin Series in Art, History, and Culture of the Western Hemisphere. University of Texas Press, Austin.
	+ Johnson, Marilyn 2014 *Lives in Ruins: Archaeologists and the Seductive Lure of Human Rubble*. HarperCollins, New York.
	+ Kirkpatrick, Sidney D. 2011 *Lords of Sipan: A Ture Story of Pre-Inca Tombs, Archaeology, and Crime*. William Morrow and Company, New York.
	+ Reinhard, Johan 2005 *The Ice Maiden: Inca Mummies, Mountain Gods, and Sacred Sites in the Andes*. National Geographic, Washington, D.C.
	+ Spector, Janet D. 1993 *What This Awl Means: Feminist Archaeology at a Wahpeton Dakota Village*. Minnesota Historical Society, St. Paul.

**Statement on University Writing Requirement**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates every undergraduate course at the University must have a writing component achieved in a variety of ways.

For more information

<https://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>

This course requirement will be met through laboratory write-ups, a research paper, and exams

**Grading:**3 exams (40% total; 2 midterms 10% each; final exam 20%)

Participation (15%; including field trips, attendance of guest lectures and films)

Archaeology take-home labs (five, with one-and-a-half to two-page write-ups) (25%)
Final project (student will conduct scholarly research on a class-related topic or aspect of archaeology of personal interest, and write a 10 page paper on that topic.) (20%)

Course Policies

**Academic integrity policy**

Students are expected to adhere to the standards of academic honesty and integrity outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and error-free. All ideas/material that are borrowed or paraphrased from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity Policy: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the assignment of a failing grade for an exam, assignment, or the class as a whole. You are expected to be familiar with CSUSM’s Academic Honesty Policy in its entirety, found here: <http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html>

Review the above policy, and after you have done so, e-mail me acknowledging you have read, understood, and will abide by the policies there, as well as those laid out in this syllabus. Students are expected to abide by all university and course policies whether or not they have sent this email to the professor.

**ADA policy**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation from the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should discuss their need with me during my office hours to ensure confidentiality.

**Attendance and participation policy**

Attendance and active participation in class is required as part of university and department policy, and will have indirect and direct impacts on your final grade. Since you will be expected to know the material covered in class meetings, discussions, and movies for the exams, you should expect to attend every class. If you are going to miss class, please do not e-mail me and ask if we are going to go over anything important, or if I can go over what you missed in class. Everything we go over is important, and I cannot give private lectures. Instead, if you need to miss a class, make arrangements beforehand with one of your classmates to take notes for you, if possible, and then come see me during office hours for items you need further clarification on.

Class participation can add or subtract from your final grade *outside* of the point system, and made at the instructor’s discretion. For students who consistently make positive contributions to class discussions, and who come to class well prepared, I may raise their grade by a half-grade (e.g., from a B to a B+). Likewise, students who are disruptive in class, are poorly prepared for discussions, or have an excessive number of absences will have their grade reduced by a half-grade (e.g., from a C to a C-). Students missing more than half of the semester’s classes will receive an F in the course, regardless of standing.

**Electronics policy**

Countless studies have shown taking notes by hand rather than by computer greatly improves retention (e.g. [http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/%29).

These same suite of studies have shown the use of electronic devices for non-class purposes distracts those around you from learning as well. For your benefit and the sake of your classmates, keep electronics use to a minimum during class time, including laptops, as well as using devices for tweeting, instagramming, etc. Please, for all our sakes, turn off or silence your phones before entering the classroom. If electronic use becomes a distraction to your classmates, or me, those devices will be banned for everyone from the classroom.

***Absolutely no audio or video recording, or photographing of lectures is permitted unless due to need documented by Office of Disabled Student Services and previously cleared with me during office hours.*** If you missed something that was on a slide or something remains unclear, please do not hesitate to ask me to go back and clarify, ask a fellow student for notes after class, or come see me during office hours.

**Email policy**

College is a professional setting and your e-mails here are formal communications with other professionals. Always use your CSUSM e-mail account when e-mailing me. I will not open messages sent from private accounts, especially those containing attachments. Each new message should have an informative subject (e.g., question about class topic), a proper greeting (e.g., Dear Dr. Spenard), and a salutation that includes your name and my class you are attending (e.g., sincerely, Your Name, ANTH 370).

I check my e-mail regularly and will try to respond within 24 hours on the weekdays (M-R), and 48 hours over the weekend (F-Su). If you have not heard from me by that time, resend your e-mail, or, better yet, come talk to me during office hours. Typically, I will respond to e-mails until 9:00 pm the night before a major deadline (term paper, exam, etc.); however, I will not answer questions requiring complex responses (e.g., Can you explain the relationship between temple state-level society in Mesopotamia, again?). Such questions are best asked during class or in office hours where we can have a face-to-face conversation. If you have a question regarding a definition of a term, or the like, try looking in the index or glossary of your book, or doing a quick google search before sending me an e-mail. You’ll get your answer quicker, and you’ll begin learning to be an active participant with your education

**Late work policy**

All assignments and papers are due when listed in the syllabus. Late assignments will be penalized a full letter grade for each day late. Unless otherwise noted, all assignments must be turned in during class.

**Course Schedule**

* Topic 1: History of Archaeology
	+ Text Chapter 1: The Searchers, the History of Archaeology
* Topic 2: Contemporary archaeological practice: private, public, and the university
	+ Text Chapter 16: The New Searchers: Building a Career in Archaeology
	+ Guest speaker/s
* Topic 3: Archaeological theory
	+ Text Chapter 14: Why did things change? Explanation in Archaeology
* Topic 4: Starting a project
	+ Text Chapter 2: What is left: The Variety of the Evidence
	+ Library workshop “Finding archaeological resources”
* Topic 5: Finding and surveying sites
	+ Text Chapter 3: Where? Pp 73-110
	+ Lab: Survey and mapping
	+ Lab: Site taphonomy lab (students will flake stones in a public area, and map their initial distribution, they will check back in weekly to remap their “site,” and take notes on its evolution.)
* Topic 6: Archaeological dating
	+ Text Chapter 4: When? Dating Method and Chronology
* Topic 7: Excavation
	+ Text Chapter 3: Where? Pp. 110-130
	+ Lab: Site grids and excavation units
* Topic 8: Artifact analysis
	+ Text Chapter 7: What did they eat?
	+ Text Chapter 8: How did they make and use tools?
	+ Lab: Seriation
	+ Lab: Lithic analysis
* Topic 9: Osteological and mortuary analysis
	+ Text Chapter 11: Who were they and what were they like?
* Topic 10: Settlement patterns
	+ Text chapter 5: How Were Societies Organized
* Topic 11: Landscape, art, and ideology
	+ Text chapter 10: What did they think;
	+ Basso, Keith H. 1996 Wisdom Sits In Places: Notes on a Western Apache Landscape*.* In *Senses of Place*, edited by Steven Feld, and Keith H. Basso, pp. 53-90. School of American Research Press, Santa Fe.)
* Topic 12: Community Engagement
	+ Text Chapter 15: The Future of the Past: How to Manage the Heritage
	+ Fowles, Severin 2010 The Southwest School of Landscape Archaeology. *Annual Review of Anthropology* 39:453-468.
* Topic 13: Ethics of archaeology: Who owns the past?
	+ Text Chapter 14: Whose Past?
	+ Guest speaker panel
	+ Student debates on famous archaeology controversies