Course Description

General introduction to the field of archaeology. Emphasis on methodology of data collection and analysis plus a comprehensive review of major archaeological discoveries as they reflect understanding of diverse historical and cultural development of both ancient and modern societies.
Required Texts

- Archaeology Essentials: Theories, Methods, Practice (3rd Ed., 2015) by Colin Renfrew and Paul Bahn (RB), available in the university bookstore or online through W.W. Norton as a paperback or ebook.

- Other readings, as listed below. Accessible online or via the UTRGV library.

Course Basics

Course Learning Objectives

This course meets Anthropology Program goals as it informs you about basic anthropological concepts and anthropological perspectives and teaches you to understand the basic procedures of anthropological research so that you can analyze archaeological data. This Archaeology course also teaches you to use the tools of anthropology to think and write critically about topics dealing with humankind, enables you to develop a solid base of anthropological knowledge in the area of archaeology, gives you a holistic understanding of individuals and cultures that reflects the multidimensionality of human experience, shows you how to apply appropriate research methodologies to understand cultural phenomena, and demonstrates how to apply anthropological concepts and knowledge.

THECB Core Learning Objectives

ANTH 2302 meets standards of The Texas Higher Education Coordinating Board for core courses within the Social and Behavioral Sciences Foundational Component Area by addressing four key core objectives concerned with (1) Critical Thinking Skills, (2) Communication Skills, (3) Empirical and Quantitative Skills, and (4) Social Responsibility. Archaeology is the only discipline that can realistically examine the nature of 95+% of past world cultures that did not leave behind a written record. Archaeology also complements history in the examination of historical cultures that did have writing. Historical cultures have a written record but they did not record every aspect of their cultures. Archaeological investigation can fill that gap. Through exposure to the course contents, you should be able to hone both your critical thinking skills and communication skills through in-class discussion, written assignments, and examinations.

Major cultural patterns described by archaeologists are derived from the quantitative and qualitative assessment of empirical information set against a backdrop of hypotheses and theories concerning the development of cultures over the last several thousand years. In accord with this, you will be expected to master the basic empirical and quantitative skills necessary to assess and present data in varied formats. Social responsibility is another component of this course that is reflected in the teaching of proper stewardship of the archaeological record that is unique in every region on earth. Casual or deliberate destruction of archaeological sites deprives the world of the evidence needed to understand past civilizations. Once that evidence is gone, there is no way to recover it. Students need to understand that it is everyone’s responsibility to guard the past for future generations to enjoy and appreciate their patrimony.

Anthropology 2302 is also required for the Anthropology major. In this capacity, it serves the program by covering vital subject matter relating to archaeology, one of the major subfields within the field of anthropology.
Assignments (110 points)
There are twelve (12) assignments for this course. Some will be conducted in class and others are homework. Homework assignments are due on the date stated on the syllabus (generally the first class meeting following the week we address the topic in class). Assignments must be turned in as a paper copy, and late assignments will not be accepted. Each assignment is worth 10 points. These assignments serve to reinforce class concepts and assess your empirical/quantitative, social responsibility, and critical thinking skills. You will find individual assignments in relevant week’s content folder on Blackboard.

Reading Summaries (70 points)
Over the course of the semester you will turn in seven (7) critical reading reflections, each worth 10 points. These reflections will require you to read an assigned article, summarize it, and then thoughtfully apply materials and concepts used in the course to that point to assess the article from an anthropological perspective. You can apply any course materials used prior to the due date of each reflection. Your grade will be primarily based on your ability to bring in multiple concepts from the variety of sources provided. These sources can and should include everything presented in the course such as textbook chapters, other assigned readings, films, lectures, and class discussions, taking care to properly attribute quotes or paraphrased quotes from classmates or myself. I will not accept reflections by any other means than via the Blackboard assignment link located in the associated weekly folder under Course Materials. Each reflection will be due by 11:59pm on the Friday of the assigned week (see Late Submission Policy below). These reflections will be used to assess the general education core element of critical thinking. The structure of your reflections is as follows:

Paragraph 1 – A summary consisting of no more than 150 words. These (3) sentences will outline the primary points or arguments of the article’s author(s). This is not a place to insert your opinion of the article, but to simply summarize it. An example of a 150-word summary with bibliographic information will be provided.

Paragraphs 2-3 – The critical application of anthropological concepts and materials to assess the arguments made in the article using an anthropological perspective. No more than 300 words (assignment total should not be more than 450 words). Be aware that statements of opinion/belief without the application of course concepts and/or backed up with empirical, anthropological evidence are not an acceptable form of critical engagement with the articles.

Reference list – You must also provide proper bibliographic information for all materials used in your reflection, including the assigned article and any other sources (e.g., the textbook or other course readings, quotes from classmates or myself, films, etc.). This also includes parenthetical citations to these materials in the previous paragraphs (not included in word count). This must follow APA formatting guidelines (http://www.apastyle.org/learn/faqs/index.aspx).
Grading of reflections will use the following rubric:

- 3 pts. – ability to succinctly and clearly articulate the author’s main arguments in 150 words (paragraph 1).
- 5 pts. – ability to assert a clear, cogent, and logical assessment of the article rooted in anthropological evidence and terminology via assigned course materials (paragraphs 2-3).
- 1 pt. – proper grammar and formatting (see style requirements below).
- 1 pt. – proper use of in-text citations and bibliographic references for all sources used.

Reading reflection submission style requirements:

- Your name, date, course/section number in a single line at the top of the page (do not include any of this information on any other page).
- Assignment title on a second line.
- Double-spaced.
- Consistent font use throughout entire document.
- Do not use extra spaces between any paragraphs or sections.
- 1” margins on all sides (top, bottom, left and right sides).
- Each page numbered.
- Parenthetical citations used correctly throughout assignment with bibliographic information at the end of the paper using APA formatting (not included in word count) (http://www.apastyle.org/learn/faqs/index.aspx).
- Use spell check, and proofread carefully.
- To be submitted via assignment link on Blackboard – do not submit by email, by Blackboard message, or as a paper copy.

Library Tutorial (20 points)
On Tuesday, Sep. 5, 2017, Carlton Nelson from the UTRGV Library will provide an instructional session detailing how to find peer-reviewed sources using the library website and how to use the APA citation style. Attendance is mandatory and worth 20 points toward your grade.

Article Review (100 points)
As your major assignment for this course, you will write a short review paper discussing a peer-reviewed article (the list of articles you may choose from will by shared by the fourth week of class). Following your choice of article, you will then use the library to find four (4) additional peer-reviewed articles* related to this topic in order to assess and critique the position(s) argued in the paper you chose from the list. The primary focus of your discussion will be the initial paper and you will use the other peer-reviewed articles as a means of applying differing perspectives to the topic. This assignment will assess written communication and critical thinking and will graded in two parts: peer review of first draft and final paper (see below).

*A peer-reviewed article is a scholarly manuscript that has been reviewed by experts in the discipline before being published. This includes journal articles such as the ones listed below for your use, as well as chapters in edited scholarly volumes (i.e., not Wikipedia, popular magazines, religious literature, blogs, etc.). If you are unsure whether or not an article you have chosen has been peer-reviewed, please ask me before you include it in any portion of your assignment. Any references that are not peer-reviewed will not be considered appropriate for this paper and you will lose points for including them.

Peer-review of first draft (50 points, included in 100-point total for full assignment) – Students will be assigned to groups. Each student will submit a complete draft of their final paper via Blackboard to their group by Nov 2, 2017, prior to 11:59pm. Your first draft should be between four (4) and seven (7) pages. It
should have proper in-text and bibliographic citations following APA style formatting (http://www.apastyle.org/learn/faqs/index.aspx). The expectation is that you will be able to critically summarize and synthesize the articles from your annotated bibliography into a thought-provoking and engaging discussion of your selected article from the list. Each member of the group will provide thorough and constructive feedback for each paper not their own. Your commentary should look at both the content and coherence of the paper as well as grammatical, citation, and spelling issues. **Drafts with peer commentary are to be submitted via Blackboard by Nov. 14, 2017, prior to 11:59pm.** Your grade for this portion of the project will be based solely on the quality of your feedback to your fellow classmates, though late submission of your paper or feedback will result in point deductions (see late submission details below). The purpose of this portion of the assignment is to provide you with feedback on your work and to ensure you are making timely progress.

**Peer review of first draft submission style requirements:**

- 4-7 pages (no more, no less)
- To be submitted via assignment link on Blackboard – do not submit by email, by Blackboard message, or as a paper copy.
- Only .doc, .docx, or .pdf (text embedded) files will be accepted – No .jpg, .gif, .tif, .psd, .rtf, .pages, .odt, .txt or other file format.
- Double-spaced.
- Times New Roman, 12 pt. font.
- 1” margins on all sides (top, bottom, left and right sides).
- Your name, date, course/section number in a single line at the top of the page (for commentary, add your name to this line and indicate yourself as an editor and the date you edited the paper).
- Each page numbered.
- Use spell check, and proofread carefully.

**Final paper** (50 points, included in 100-point total for full assignment: due Nov 28, 2017, no later than 11:59pm) – The expectation for your final paper is to take the feedback you received for your first draft and apply the critiques and suggestions to improve your initial foray into a solid review paper. The emphasis of grading will be on articulating a coherent critique, supported by your other sources. Points will be deducted for improper citations and spelling/grammatical errors. You will receive a graded paper with feedback via Blackboard within two (2) weeks of the assignment due date.

**Paper submission style requirements:**

- 5 pages (no more, no less)
- To be submitted via assignment link on Blackboard – do not submit by email, by Blackboard message, or as a paper copy.
- Only .doc, .docx, or .pdf (text embedded) files will be accepted – No .jpg, .gif, .tif, .psd, .rtf, .pages, .odt, .txt or other file format.
- Double-spaced.
- Times New Roman, 12 pt. font.
- 1” margins on all sides (top, bottom, left and right sides).
- Your name, date, course/section number in a single line at the top of the page.
- Each page numbered.
- Citations for all materials in APA style (http://www.apastyle.org/learn/faqs/index.aspx) (not included in word count).
Use spell check, and proofread carefully.

Final Exam (50 points)
The final exam will consist of a single question. Your answer to this question must be written in essay-style format (i.e., well-constructed, cohesive, and coherent paragraphs) and include the definition and appropriate application of at least ten (10) terms from the list of twenty (20) that will be provided to you at the time of the exam. Your answer will be graded on the accuracy of your definitions, the appropriateness of your applications of the terms, and most importantly on the quality of your discussion. A list of three (3) possible exam questions and thirty (30) terms will be provided to each student in Week 15. Students are permitted to bring a single 3x5 inch index card with notes to the exam. No other reference materials, aside from this index card, will be allowed. The primary purpose of this exam is to assess your fluency in the core concept of critical thinking, but also addresses your understanding of the core concept of social responsibility as well as your written communication. The exam can and will draw from materials read, watched, and discussed over the course of the entire semester. You may not take the exam early. If you have conflicting exam times, you may take the exam during the conflict resolution period as long as you make prior arrangements.

Make-Up Exams
Students should make every effort to take the exam on its designated days. Students that have a valid reason to miss the exam must notify me before the exam is given in order to arrange for a make-up exam. Make-up exams will be given at the instructor’s discretion.

Late submissions
10% will be deducted from the assignment total for every day an assignment is late to a total of 20%. Any assignment submitted more than two (2) days late will not be accepted and will get a zero (0) unless arrangements were made with your instructor prior to the due date. An assignment will be considered “late” if it is submitted at any point after the specified date/time. For instance, if your assignment is due on Blackboard at 11:59pm on Nov 7 and the time stamp reads 12:00am, Nov 8, your paper will be considered one (1) day late. I do not accept spotty internet connections as a valid excuse. Be sure to give yourself plenty of time to submit your assignments online so this does not happen. There is no penalty for early submission.
Tentative Class Schedule
(Readings should be completed for the first class meeting of the week they are assigned)

Week 1 (8/29 and 8/31) – Introduction to the Course; History of Archaeology
Readings: RB Introduction & Ch. 1

Week 2 (9/5 and 9/7) – Using the Library (and other critical skills); Site Formation & Preservation
Readings: RB Ch. 2
Assignment #1: Site Preservation (due 9/12)

Week 3 (9/12 and 9/14) – Survey & Excavation Methods
Readings: RB Ch. 3
Assignment #2: Conducting Archaeological Investigations (film in class 9/14, due 9/19)

Week 4 (9/19 and 9/21) – Dating Techniques
Readings: RB Ch. 4
Assignment #3: Barchester Seriation (due 9/26)

Week 5 (9/26 and 9/28) – Social Organization
Readings: RB Ch. 5; Pringle 2014 (critical reading summary due 9/29)
Assignment #4: Mystery Cemetery (due 10/3)

Week 6 (10/3 and 10/5) – Reconstructing Ancient Environment
Readings: RB Ch. 6, pp. 176-191; Fagan 2016 (critical reading summary due 10/6)
Assignment #5: Changing Environments (due 10/10)
Week 7 (10/10 and 10/12) – Reconstructing Ancient Diet
Readings: RB Ch. 6, pp. 191-209; Gibbons 2016 (critical reading summary due 10/13)
Assignment #6: Analyzing Prehistoric Diet (due 10/17)

Week 8 (10/17 and 10/19) – Technology
Readings: RB Ch. 7, pp. 210-219; Duke 2016; Pobiner 2016 (critical reading summary on Duke OR Pobiner due 10/20)
Assignment #7: Changing Technology (lab in class 10/19, due 10/24)

Week 9 (10/24 and 10/26) – Trade & Exchange
Readings: RB Ch. 7, pp. 219-233; Patel 2014 (critical reading summary due 10/27)
Assignment #8: Uluburun Shipwreck (due 10/31)

Week 10 (10/31 and 11/2) – Bioarchaeology
Readings: RB Ch. 8; Wade 2016 (critical reading summary due 11/3)
Assignment #9: Roman Catacombs (film in class 11/2, due 11/7)
Article Review draft due to Blackboard 11/2
Week 11 (11/7 and 11/9) – Ancient Cognition

Readings: RB Ch. 9; Curry 2017; Nash 2016 (critical reading summary on Curry OR Nash due 11/10)


Article Review peer-reviews due to Blackboard 11/14

Week 12 (11/14 and 11/16) – Explanation & Interpretation

Readings: RB Ch. 10

Assignment #10: Your Material World (due 11/21)

Week 13 (11/21, no class 11/23-Thanksgiving) – Public Accountability, Ethics, and The Future of Archaeology

Readings: RB Ch. 11; SAA Code of Ethics

Week 14 (11/28, no class 11/30, AAA meetings) – Public Accountability, Ethics, and The Future of Archaeology, Continued

Readings: RB Ch. 12

Assignment #11: Who Owns the Past? (film in class 11/28, due 12/5)


Article Review Due 11/28

Week 15 (12/5) – Closing Thoughts; Exam Review

Final Exam 12/14, 8:00 – 9:45 am, in ELABN 125
**Classroom Behavior**

**Expectations** – In this class, you are to take active role in your education. I want you to share your honest reactions to and feelings about the materials. However, there are a few things I would like you to keep in mind. We will be covering material that may challenge your beliefs and values. Because this is a difficult process, I expect you will often disagree with each other. Discussion is expected and necessary for growth. However, abusive and insulting language has no place in this class. While you may not agree with everything said or presented, you owe it to each other to listen carefully and respectfully to other peoples’ views. Remember, you are never graded on your views or your politics, only the degree to which you have engaged with the readings and discussions. Failure to comply with this policy will result in you being asked to leave class.

When sharing your responses to the materials, personal and emotional reactions are legitimate. However, you should connect your reactions to critical and analytic responses. Think critically about your own experience – how does your reaction illustrate the topics we’ve discussed in class/covered in the readings? If you disagree with the author, analyze and use the course materials to explain the author’s argument, and how your viewpoint differs.

**IMPORTANT:** You do not need to be or become a supporter of the concepts and theories presented in this course to do well in this class. You do, however, have to understand, respect, and be able to use archaeological concepts and perspectives. Think about it this way: if you were taking an astronomy class and claimed to disagree with the evidence provided because you personally believe the earth is flat, you would likely lose points in that class and very possibly fail it. The basic understanding that the earth and other planets are spherical objects in orbit around the sun is essential to grasping astronomy as a whole. Similarly, the concepts we will discuss in class are crucial to understanding archaeology.

**Electronic Devices** – Please turn your cell phones to silent and put them away for the duration of class. Do not take pictures of PowerPoint slides – take notes instead (studies show that writing things down helps you to remember them!). Laptops are permitted for note taking. Be courteous to your fellow students and refrain from using any technology in ways that may prove to be distracting.

**Attendance** – As adults, you are responsible for ensuring your attendance in class. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Be aware that I do not post lecture notes or slides online. If you miss class, you are responsible for obtaining the information discussed from a classmate. Based on this, there will be no grade for participation or attendance. Material from lectures and films will be tested on. If you miss class and are tempted to ask me if you missed anything important, please stop yourself and assume that everything we discuss or watch in class is important and find a way to obtain the materials from a classmate.

If you miss a class I will happily review the themes with you during my office hours, but I do not share lecture outlines or PowerPoint slides. If you miss a class it is imperative that you get that day’s notes BEFORE you come to see me so that you can ask appropriate questions (please don’t ask “did I miss anything important?”). Get to know your classmates, they are an important resource!

Name:____________________________________ Contact:____________________
Name:____________________________________ Contact:____________________
Email and Blackboard – Students are expected to check their email and Blackboard often for class updates. This gives me the capability of giving you last minute reminders and tips. Before emailing/messaging me, be sure to ask yourself this question: “Is it on the syllabus?” All emails to me regarding this class must include the course number and section (ANTH 2302-01) in the subject line. I will not respond otherwise.

UTRGV rules require that all email communication between the University and students must be conducted through the students’ official University supplied UTRGV account. This means that I am unable to reply to any email sent from a non-UTRGV account. Do not use gmail, hotmail, yahoo, or any other email addresses for communications regarding this course. I do not discuss grades over email or telephone. If you wish to discuss test or assignment results, please come to my office hours or book an appointment.

Please remember that, just like you, I have other obligations outside of the university. I will generally only respond to emails during business hours (9am-5pm) on weekdays. Please keep this in mind and plan in advance for inquiries related to assignments and exams or any other time-sensitive event.

Lastly, emails are a form of professional communication so be polite and relatively formal. Consider everything you do here at UTRGV as an audition for your work life after graduation. Everything you write leaves an impression so make sure it’s a good impression. For example, avoid “Hi there,” “Hey,” or “Hey Prof.” Instead, try “Dear Professor/Dr. Rowe” and be sure to proofread for spelling errors or typos.

Copyright and Intellectual Property – The materials used in this course are copyrighted. This includes, but is not limited to, syllabi, exams, in-class activities, review sheets, homework, solutions, class notes, lectures, and supplemental materials. You do not have the right to record me or to copy or distribute these items, unless I specifically grant you permission.

University Policies

Students with Disabilities – If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period – Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 15 – Dec. 6, 2017. Students who complete their evaluations will have priority access to their grades.

Scholastic Integrity – As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or
materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence.** – In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.