INTRO TO ARCHAEOLOGY
ANTH 2302

Spring 2018
ELABN 125 — TR 9:25-10:40am

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.

The purpose of this course is to:

1) Show you how archaeologists go about investigating the past,

2) Introduce you to some of the most significant and astounding archaeological discoveries ever made,

3) Help you gain a better appreciation of lifestyles different from your own.

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Email: sarah.rowe@utrgv.edu
Phone: (956) 665-3567
Office Hours: Mon & Wed 11am – 12pm, or by appointment
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.

Course Structure
This course utilizes a “flipped classroom” structure. In place of class lectures I will post notes to Blackboard, and we will use class time for discussion and small-group activities. Be sure to read course material, including online notes, BEFORE the class meeting in order to engage with material during our class time.
Course Requirements

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>60</td>
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<tr>
<td>Assignments</td>
<td>80</td>
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<tr>
<td>Reading Summaries</td>
<td>40</td>
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<td>Library Tutorial</td>
<td>20</td>
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<td>Final Project</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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Grades

<table>
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<td>A</td>
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<td>240-269</td>
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<td>210-239</td>
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<td>180-209</td>
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<td>Below 180</td>
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Attendance & Participation (60 points)
Attendance and active participation are essential for this course. There are many days where we will work together on activities that are not graded, but missing them will seriously impact your understanding of course material and the quality of your final project.

Assignments (80 points)
There are eight (8) 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, unless otherwise indicated. 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 the “Assignments” folder on Blackboard.

Reading Summaries (40 points)
Over the course of the semester you will turn in four (4) 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 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 folder. Each reflection will be due by 11:59pm on the Friday of the assigned week. These reflections will be used to assess the general education core element of critical thinking. Additional guidelines will be provided.

Final Project (100 points)
Working in groups of 3-5 you will conduct a holistic analysis and interpretation of materials from an archaeological site. This assignment has two components. First, for sixty (60) points you will write a 5-page report detailing your analysis of archaeological materials and situating your interpretation of its significance in light of one of the theoretical approaches that we will address in class. We will conduct some of these analyses in class during assignments earlier in the semester – it will be your job to bring these various pieces together into a final report. Graphs, charts, and tables detailing your analyses are encouraged. You must provide proper bibliographic information used in your report, including parenthetical citations and a reference list, both following APA conventions. Second, for forty (40) points as a group you will present an oral version of your report to the class during the final week of class. Your presentation should utilize PowerPoint to share images of excavation features, artifacts and/or charts to support your interpretations, as needed. You will receive feedback on the interpretations you outline in
your presentation from classmates and the instructor, which should be used to strengthen your final report. This project assesses your communication, empirical/quantitative, and critical thinking skills. Additional guidelines for the assignment will be provided.

Library Tutorial (20 points)
On Wednesday, Jan 24, 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.

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 Feb 7 and the time stamp reads 12:00am, Feb 8, your assignment 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 - Syllabus
   January 17 – Introduction to Course

Week 2 – RB Introduction
   January 22 – Frontiers of Archaeology
   January 24 – Library Tutorial

Week 3 – RB Ch. 1; SAA Principles of Archaeological Ethics
   January 29 – History of Archaeology
   January 31 – Archaeological Ethics

Week 4 – RB Ch. 2
   February 5 – Who Owns the Past?
   February 7 – Archaeological Evidence & Site Formation
   Assignment #1 – Site Preservation (due 2/12)

Week 5 – RB Ch. 3
   February 12 – Conducting Archaeological Projects
   February 14 – Archaeological Survey
   Assignment #2 – Survey (due 2/19)
Week 6 – RB Ch. 3, Cont’d; Preston, 2013 (for Reading Summary #1 – due 2/23)


February 19 – Site Identification
February 21 – Excavation Strategies

Week 7 – RB Ch. 4

February 26 – Dating Techniques
February 28 – Dating Techniques, Cont’d

Assignment #3 – Dating Techniques (due 3/05)

Week 8 – RB Ch. 6

March 5 – Investigating Ancient Environments
March 7 – Investigating Ancient Diet

Assignment #4 – Ancient Diet (due 3/19)

Spring Break
March 12 - NO CLASS
March 14 - NO CLASS

Week 9 – RB Ch. 7; Pobiner, 2016 (for Reading Summary #2 – due 3/23)


March 19 – Technology
March 21 – Exchange

Assignment #5 – Technological Analyses (due 3/26)

Week 10 – RB Ch. 8; Young, 2018 (for Reading Summary #3 – due 3/30)


March 26 – Bioarchaeology
March 28 – Genetic Insights

Week 11 – RB Ch. 5; Pringle, 2014 (for Reading Summary #4 – due 4/05)

April 2 – Investigating Social Organization
April 4 – Investigating Identity

Assignment #6 – Mystery Cemetery (due 4/09)

Week 12 – RB Ch. 9

April 9 – Ritual and Religion
April 11 – No Class Meeting (SAA Annual Meeting), Project Work Day

Week 13 – RB Ch. 10; Urban & Schortman, 2016

April 16 – Interpretation in Archaeology
April 18 – Interpretation, Cont’d

Assignment #7 – Interpretation in Archaeology (due 4/23)

Week 14 – RB Ch. 12

April 23 – Doing Archaeology
April 25 – Doing Archaeology, Cont’d

Assignment #8 – Archaeologist Trading Cards (due 4/30)

Week 15–

April 30 – Catch-Up, Presentations
May 2 – Presentations, Closing Thoughts

Final Projects Due 5pm, May 9

Quick Look: Course Deadlines

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<th>Due Date</th>
<th>Item</th>
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<tr>
<td>2/12</td>
<td>Assignment #1</td>
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<tr>
<td>2/19</td>
<td>Assignment #2</td>
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<tr>
<td>2/23</td>
<td>Reading Summary #1</td>
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<td>3/05</td>
<td>Assignment #3</td>
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<td>3/19</td>
<td>Assignment #4</td>
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<td>3/23</td>
<td>Reading Summary #2</td>
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<td>3/26</td>
<td>Assignment #5</td>
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<td>4/05</td>
<td>Reading Summary #4</td>
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<td>4/23</td>
<td>Assignment #7</td>
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<td>4/30</td>
<td>Assignment #8</td>
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<tr>
<td>4/30, 5/02</td>
<td>Presentations</td>
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<tr>
<td>5/09</td>
<td>Final Report</td>
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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 people's 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.

To show you’ve read the syllabus in its entirety, and to earn one extra credit point, please email a picture of a llama or alpaca to sarah.rowe@utrgv.edu.

University Policies

Students with Disabilities – Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. 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 ability@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 ability@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. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available April 11 – May 2

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 (including self-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, 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 that is free from sexual misconduct and discrimination.