



# Introduction to Archaeology

ANTH 2302-0048 – CRN 13651

HCC – Distance Education

January 17 – May 14: Spring 2017

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**Learning Web for Faculty:** <https://learning.hccs.edu/faculty/molly.morgan>

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## **Course Learning Platform**

We are fortunate to be able to use HCC's new online learning management system, Instructure Canvas! Please find all of our course content through Eagle Online – Canvas.

## **Course Description:**

Overview of human origins and biocultural adaptations. Also introduces methods and theory in the excavation and interpretation of material remains of past cultures.

## **Course Materials**

**Required textbook:** *Down to Earth: Archaeology*, 5<sup>th</sup> edition, by Robert L. Kelly and David Hurst Thomas. Wadsworth/Cengage Learning.

Textbooks may be purchased at any HCC bookstore including Spring Branch/ Katy / Stafford / West Loop / Central campuses. Call ahead to ensure that your text is in stock. Textbook rental is an additional option.

Students can order books online at the HCC bookstore: [Bkshoustoncc@bncollege.com](mailto:Bkshoustoncc@bncollege.com) or other retailers.

NOTE: Students are not under any obligation to purchase a textbook from a college -affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Additional supplemental reading materials will be posted within the course through Eagle Online. You are expected to download and read these materials, as well as the textbook chapters before beginning the learning topic to which they are assigned.

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## **Student Learning Outcomes (SLO)**

*Through a study of Archaeology, the student will be able to:*

- Define, compare, and discuss the methods used to explore the past
- Explain the purpose, functions, and processes of modern archaeology
- Discuss the foundations of American archaeology
- Examine the critical issues in today's world that relate to issues in the ancient world
- Collect and evaluate archaeological data
- Examine the historical development of American archaeology.
- Review the general methods used by archaeologists today.
- Consider the principles, practices and benefits of scientific archaeology to examine events in the human past.
- Understand the importance of a professional code of ethics and the legal responsibilities of archaeologists
- Examine examples of ancient cultures and evaluate how information is obtained
- Watch and critique several popular media presentations on archaeology and anthropology.
- Examine the interactions between archaeologists and modern native communities.

## **Core Competencies**

Assessments in this course evaluate the student's competency in the following skills:

- 1) **Critical Thinking** – Students will complete discussion assignments on the nature of culture and cultural relativism and how they affect every component of their lives. They will also read and evaluate case studies in cultural anthropology. Lastly, students will create, analyze, and present their own ethnographic research.
  - 2) **Communication** – Students will analyze information, synthesize opinions, and respond to their peers' ideas through discussion assignments. Students will write ethnographic research reports in which they communicate their own research results and relate them to wider themes in anthropology.
  - 3) **Empirical and Quantitative Skills** – Students will create, analyze, and report on datasets related to themes of classification in archaeology. These projects will require the application of quantitative skills appropriate to the college level. In addition, there will be exercises in class in which students demonstrate their understanding of the scientific method, render observations into data, and understand basic computations.
  - 4) **Teamwork** – Students will be required to read articles, watch films, and complete in-class projects in which they discuss their results with the wider learning community in our class. Students will reflect on one another's opinions and reach wider conclusions based on shared knowledge.
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## **Course Policies:**

The nature of anthropological subjects is such that sensitive and controversial topics will occasionally surface during online discussions. It is the responsibility of each class member to ensure that the discussion forum is a "safe" environment where everyone feels comfortable expressing their thoughts, and in which everyone can feel that their opinions are respected, even when not shared by all members of the class.

**Attendance/Participation:** Regular and prompt participation is required in this course. You should expect to login to the course frequently throughout the week and turn in assignments on time. Eagle Online tracks your participation so that your instructor will be able to monitor your attendance throughout the term.

**Technical Expectations:** Throughout this internet course, we will move through material quickly and you will be required to follow learning topics, access resources on the internet, interact with other students through online discussions, and post assignments often. You must have access to a computer with internet several times per week. If you encounter technical issues or find that you do not have access to a computer with internet, these issues will not serve as excuses for late or missing work. Have a backup plan in case something happens to the computer that you use for this course. If you do encounter a technical issue, please contact the help desk right away.

**Course Requirements and Grading Procedures:** The material for this course is divided into units, or what are called topics in our on-line class. Each week we will have two to five topics due. The topics include readings, PowerPoint notes, linked media (readings, films, audio interviews), as well as discussions and quizzes. Completed topics are due on **Thursdays before midnight**. You should follow the calendar and pay attention to due dates so that you complete all work on time. It is important that you follow the sequence of topics as they are presented to you - skipping around might lead to confusion as the material in this class builds on previous concepts presented throughout the term. You are free to work ahead, but late work is not accepted in this class.

**Grades are based on the following assessments:**

Discussions	25%
Quizzes	25%
Writing Assignment	20%
On-Site Essays	30%

**Discussions** provide a venue for students to interact with one another regarding a particular theme related to our course material. In discussions, students are asked to *create a post* that answers specific questions, often by drawing on their own experiences or offering their own opinions. In addition, each student will be required to *comment* on a posting made by another student. These responses should be detailed and engage with the particular post in a meaningful way that adds to our discussion. You should not expect your professor to post in discussions - this is a place for students to discuss course topics. Each discussion will have clear and specific requirements and the expectations. Complete and correct **answer posts will be worth up to 70%** of the grade on that discussion assignment. The remaining **30% is earned through the response post**. Participation in the discussion after the due date is not allowed. Your lowest discussion grade will be dropped.

**Quizzes** will be based on readings, PowerPoint notes, discussion topics, assignments, and other media used in the learning topics. Quizzes may be multiple choice, fill-in-the-blank, essays, and questions using images from the readings and other media. Make-up quizzes will not be offered. Your lowest quiz grade will be dropped.

**The Writing Assignment** will provide the opportunity for students to engage in library research in a special topic of your choosing. Our learning topic will address how library research in anthropology is conducted and correct ways for citing research in this field. The writing assignment requires students to find a scholarly article discussing archaeological research, and to write a 2-3 page reflection paper on that article. Additional guidelines will be provided for the writing assignment.

**The On-Site Essays** - The anthropology program requires that all anthropology courses include 30% on-site assessment. For our course, this takes the form of two written essays. In each essay you are asked to choose one of our discussion topics and reflect upon how the dialogue with your classmates furthered your knowledge or understanding of a particular topic. To complete this on-site requirement, you must go to the testing center and complete your essay in person. More information about testing availability will be given in our canvas course.

The calculation of letter grades in this course will follow this system:

A	90-100%	C	70-79%	F	below 60%
B	80-89%	D	60-69%		

**Drop Policy:** HCC policy provides that students may be dropped after missing more than six hours of class time. In this course, it is the student's responsibility to drop a course for nonattendance. Students who stop completing class work for any reason should contact the instructor and the college registrar to officially withdraw from the class. Student must drop him/herself prior to last date to drop in order to receive a "W" in the class. If student has not completed or dropped the course an "F" will be assigned. **The last day to withdraw from a course is April 3rd.** Failure to officially withdraw may result in a failing grade for the course.

Students who take a course for the third time or more must now pay significant tuition/fee increases at HCC and other Texas public colleges and universities. At HCC it is an additional \$50 per credit hour. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/advisor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available. Also, the state of Texas has passed a new law limiting new students (as of Fall 2007) to no more than six withdrawals throughout their academic career in obtaining a baccalaureate degree.

**Instructor Feedback:** The best way to contact the professor with comments, questions, or concerns, is through email. You can email directly through the Eagle Online course, or by sending an email to the address above through your HCC WebMail account. **It is college policy that all correspondences on HCC classes be through our email system – do not expect your professor to send emails to your personal account, and be sure to check your HCC account daily.** You should expect to receive a response to your inquiry within 24 hours during the workweek, and within 48 hours over the weekend or holidays. When you turn in work for a grade in this class, you should expect to receive your grade within one week of the assignment deadline.

**Netiquette:** In our online correspondences, I expect clear communication. In all interactions, you are to use correct grammar appropriate for the classroom. Write in complete sentences. Do not use ALL CAPS or abbreviations. If you want to emphasize something in your writing, you are allowed to use special formatting. The occasional use of color is also permitted, as long as it is not difficult to see on the page. Emoticons are only permitted in very limited uses. For more information on netiquette, please consult this link: <http://www.albion.com/netiquette/corerules.html>.

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## Houston Community College Policies and Services:

**HCC Mission Statement:** The Houston Community College is an open-admission institution of higher education offering associate degrees, certificates, and academic preparations, workforce training, and lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technological society. HCC will provide affordable and accessible education, university transfer and general education, workforce development, and customized training, continuing education, adult literacy and developmental programs, and personal enrichment opportunities, comprehensive student support services and an environment conducive to learning.

**Statement of Academic Honesty:** All members of the class are responsible for maintaining a high level of personal intellectual integrity. Plagiarism, cheating or other forms of “scholastic dishonesty” undermine the very purpose of the College and diminish the value of education. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”

Academic dishonesty will not be tolerated. Using text that you did not write, from any source including the internet, without appropriate citation is considered a form of plagiarism, and will result in a failing grade. College personnel with administrative authority may initiate disciplinary proceedings against a student accused of scholastic dishonesty. See the *HCC Student Handbook* for more details. In our course, I will be especially concerned about maintaining academic honesty in the online environment - **if you are found to allow another person to complete any type of work in your place in this course, or if you use work created by anyone other than yourself (including online content that you find through web searches), you will earn a grade of F.**

**Student Conduct:** Respectful adult behavior is expected at all times, as a college policy at HCC. Disruptive behavior or activities that interfere with teaching and/or learning will not be tolerated and may result in an administrative withdrawal without refund.

**Six-Drop Rule:** Students who enrolled in Texas public institutions of higher education as **first-time college students during the Fall 2007 term or later** are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance.

**Services to Students with Disabilities:** Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

**Ability Service Contact Information:**

**Central College** - 713-718-6164

**Coleman College** - 713-718-7376

**Northeast College** - 713-718-8322

**Northwest College** - 713-718-5422, 713-718-5408

**Southeast College** - 713-718-7144

**Southwest College** - 713-718-5910

**Adaptive Equipment/Assistive Technology** - 713-718-6629 , 713-718-5604

**Interpreting and CART services** - 713-718-6333

**HCC Policy Statements**

Access Student Services Policies on their Web site:

<http://central.hccs.edu/students/student-handbook/>

**Access DE Policies on their Web site:**

*All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.*

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/DE-Student-Handbook.pdf>

**Access CE Policies on their Web site:**

<http://www.hccs.edu/continuing-education/>

**EGLS<sub>3</sub> -- Evaluation for Greater Learning Student Survey System:** At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.:** Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to: [www.edurisksolutions.org](http://www.edurisksolutions.org) . Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

## COURSE OUTLINE AND SCHEDULED REQUIREMENTS

### Week One

#### **Start Here**

**Due January 19**

Introduction to the Course: Course Overview and Tips for Student Success

Course Membership: Setting Your User Profile

Discussion: Course Introductions

Quiz: Participation Requirement (Not for a Grade)

#### **Popular Depictions of Archaeology**

**Due January 19**

Discussion: *Indiana Jones and the Ultimate Quest*

### Week Two

#### **Archaeologists and their Approaches**

**Due January 26**

Reading - Chapter One

Quiz

### Week Three

#### **The Structure of Archaeological Inquiry**

**Due February 2**

Reading - Chapter Two

Discussion: Adaptive and Ideational Approaches

Discussion: Interview with David Hurst Thomas

Quiz

### Week Four

#### **Archaeological Survey**

**Due February 9**

Reading - Chapter Three – first part

Discussion: Archaeological Survey Report

Quiz

#### **Remote Sensing and GIS**

**Due February 9**

Reading - Chapter Three – second part

Discussion: Paper by John Kantner about the Chaco Canyon Road System

Quiz

### Week Five

#### **Excavation**

**Due February 16**

Reading - Chapter Four – first part

Discussion: *An Adventure in Time: The Gault Project*

Quiz

#### **Geoarchaeology and Site Formation Processes**

**Due February 16**

Reading - Chapter Four – second part

Discussion: John Shea's Lecture from the HHMI series

Quiz

### Week Six

#### **Chronology Building and Dating**

**Due February 23**

Reading – Chapter Five

Quiz

#### **People, Plants, and Animals**

**Due February 23**

Reading – Chapter Eight

Discussion – Texas Beyond History

Quiz

## Week Seven

### **Bioarchaeology**

**Due March 2**

Reading – Chapter Nine

Discussion – “The Eloquent Bones of Abu Hureyra”

Quiz

## Week Eight

### **The Dimensions of Archaeology: Artifact Classification and Analysis**

**Due March 9**

Reading – Chapter Six

Discussion – Classify Your Closet

Quiz

### **Library Research in Archaeology**

**Due March 9**

Discussion – Finding a Scholarly Journal Article

Quiz

*No Classes March 13-17 – Happy Spring Break!*

## Week Nine

### **Writing Assignment**

**Due March 23**

2-3 Page Paper: Complete and Submit Online

## Week Ten

### **Middle Level Research**

**Due March 30**

Reading – Chapter Seven

Discussion – Flintknapping

Quiz

## Week Eleven

### **Reconstructing Past Social and Political Systems**

**Due April 6**

Reading – Chapter Ten

Discussion – “Mystery of the Tattooed Mummy”

Quiz

### **The Archaeology of the Mind**

**Due April 6**

Reading – Chapter Eleven

Discussion – The Meaning of the Artwork in Lascaux Cave

Quiz

## Week Twelve

### **Interpreting Key Transitions: Agriculture**

**Due April 13**

Reading – Past Culture Change - pdf

Reading – “The Natufian Culture in the Levant”

Discussion – Theories for the Origins of Agriculture

Quiz

## Week Thirteen

### **Interpreting Key Transitions: Civilization**

**Due April 20**

Reading – Past Culture Change - pdf

Discussion – Theories for the Rise of Civilization

Quiz

**Week Fourteen**

**Historical Archaeology**

**Due April 27**

Reading – Chapter Twelve

Discussion – *The African Burial Ground*

Quiz

**Cultural Heritage**

**Due April 27**

Reading – Chapter Thirteen

Discussion – The Garbology Project

Discussion – Cultural Heritage in Texas

Quiz

*No work of any kind will be accepted after May 11th for this class. End-of-the-semester deadlines are set by the college and are not negotiable.*