

Anthropology 3 Introduction to Archaeology - Spring 2010 Dr. Blair Gibson
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Course Description: This course is a survey of the history, ideas, methodologies, and accomplishments of the field of archaeology. Two-thirds of the course is devoted to lecture and discussion, one-third to in-class laboratory exercises.

Textbook: *Archaeology*, 5th ed., Renfrew and Bahn

Course resources: Syllabi, study guides and other handouts, and Powerpoint lectures can be viewed on the class web page, accessed through my faculty index page. A copy of the textbook is on reserve in the library in the reserve reading area.

COURSE OBJECTIVES /STUDENT OUTOMES

The following are what you should be able to do after completing this class.

1. Describe the history of the field of archaeology starting from its origins in 16th century antiquarianism in Europe.
2. Distinguish between the humanistic and scientific paradigms of research within archaeology and between the archaeological traditions of Europe and the United States.
3. Identify and critically assess the major theoretical schools of the past and present which have had an impact upon archaeological research.
4. Recognize the role played by the analysis of formal attributes in artifact seriation and the principles of frequency seriation. Evaluate the applications and accuracy of dendrochronology and radiocarbon dating.
5. Enumerate the stages of a typical program of archaeological research.
6. Contrast the kinds of data produced by field survey and excavation, and identify the kinds of studies for which these data may be appropriate.
7. Explain remote sensing techniques currently used for site reconnaissance and feature detection.
8. Describe the common techniques of manufacture, decoration, and patterns of use of prehistoric pottery. Describe the processes which lead to the production of terra cotta, earthenware, glazed pottery, and porcelain.
9. Assess the means by which archaeologists reconstruct the components of past environments such as temperature, precipitation, floral and faunal communities.

10. Discuss the relationship between social complexity and other aspects of past societies.
11. Recognize the limitations and potential of the archaeological record for reconstructing prehistoric religious systems.
12. Delineate the problems associated with using ethnohistorical and historical sources of information and recognize the potential of ethnographic analogy.
13. Evaluate the factors leading to the domestication of plants and animals in the Old World. Describe the effects that domestication had on the biology of plants and animals.
14. Identify the common classes of lithic material from which prehistoric peoples fashioned tools. Differentiate between ground stone and chipped stone tools. Contrast Lower Paleolithic with Upper Paleolithic lithic manufacturing technologies.

Student Learning Outcome for Anthropology 3

In a multiple choice exam, students will demonstrate a familiarity with different aspects of the radiocarbon dating technique by answering correctly questions concerned with 1) the nature of unstable isotopes, 2) what a half-life measures, 3) an awareness of the difference between conventional dating and dating by use of a linear accelerator, and 4) an understanding of the calibration of radiocarbon dates.

COURSE REQUIREMENTS

Course requirements: 2 labs, 2 quizzes, 2 midterms and a final

Grade weighting: Exams and quizzes 69% , Labs 31%

Points breakdown: Exam 1: 65 pts., exam 2: 65 pts., final exam 65 pts., Quiz 1 10 pts., Quiz 2 20 pts, Labs 50 pts. ea.,

The tests and quizzes: These are multiple choice and are non-cumulative. You will have to bring a Scantron form (882-ES) to the exams and the quizzes. The tests cover the information from the lectures, text, labs, and films that will be shown. Under no conditions will I ever administer an exam prior to the published date to a student.

When a test or quiz is handed back, you may evaluate your performance against a scale provided by the instructor. This scale will originate with the highest score that was achieved by the class, and descend from that in 10% increments. Periodic cumulative scales will also be provided, called "progress reports."

Extra Credit There will be many opportunities to earn extra credit in this class. See guidelines for details. No extra credit presentations or written work will be allowed during the last week of class. A student will be barred from doing any extra credit work if the total of unexcused absences exceeds 2 weeks.

Make-ups: Exams may only be made up under the following conditions: 1) The reason for missing the exam is serious crisis or a school-sanctioned activity, and in either case documentable. A family vacation is not a serious crisis. 2) The instructor has been contacted on the day of the crisis or before, and 3) documentation of the problem is furnished to me prior to taking the make-up. Make-ups may only be taken in my office during my office hours. I will not hand back exams until make-ups have been completed, and I will delay handing back an exam only one class meeting to accommodate make-ups. No make-ups will be permitted on the final exam. The syllabus quiz cannot be made up. You will not be allowed to make up the second quiz if you have missed it due to being late to class.

Labs: Students carry out the lab procedures with partners, but are individually responsible for the write-ups and graphs. Thirty points of the lab grade are for participation. Participation is very important in order for the lab to be carried out on schedule, and for the resulting data to be equally shared. 10 points will be deducted for every day a student is absent from a lab. It is the student's responsibility to sign in on a sign-up sheet a lab day. Students will still earn participation points even if no lab is turned in. The labs are due the Tuesday following the completion of the in-class work. They cannot be submitted electronically. Grammar, spelling, and organization will figure into the grading of the labs.

*******Please acquaint me with any special problems you might have at the beginning, rather than at the end of the semester*******

STANDARDS OF STUDENT BEHAVIOR

Student responsibilities: *Full participation* is expected from the participants in this course. This responsibility entails attending class meetings, attending lab sessions, turning in work punctually, and reading the assigned materials. There are consequences for not living up to these responsibilities:

Late assignments - I drop a lab by the point equivalent of a single grade (10%) for every class meeting it is late. Mechanical problems with text production and unexcused absences will not defer penalties. I will not accept late work during finals week.

“**Lost**” assignments - My operative assumption is that I don't lose assignments. If it is claimed that I have lost a student's work the following procedure is followed: 1) I will request that the student immediately produce a back-up photocopy of the assignment in question within 24 hours of the request. 2) A search is made of my office, car, and home for the student's original work. If the original is not found, 3) I retain the backup until the very end of the semester. At the end of the semester I look over the student's record of attendance and assignment completion. If the student's class attendance and work submission record is irregular, or the student's backup looks fishy, then I conclude that I have been lied to, and that my time has been wasted in a futile search. Not only do I throw the “backup” into the trash can, but I will also erase all of the student's extra credit points from my records. The student assumes responsibility for the fate of any assignments purportedly shoved under my door, placed in my box, or shoved in my hand in any other venue other than the classroom.

Attendance – I take attendance at the beginning of class. It is the responsibility of the student who arrives after role has been taken to make their presence known to the instructor at the end of class. This has to be done on the day of the tardy, as I will not make adjustments to my attendance log retroactively. Being late or leaving class early on a lecture day is never OK. Students who leave a lecture before the end of the period will have 20 pts. deducted from their score. Students who cannot attend the entire class period should not come to class.

Absences – Even though ten points (per day) will be deducted for an absence from a lab, students will receive participation points for a lab even if no lab report is handed in. Excessive absences from class meetings will figure into my grading at the end of term if the grade is borderline. I consider cumulative unexcused absences exceeding a week to be excessive, in line with college policy.

Unrighteous behavior - if you wish for me to waiting for you at grade time with vengeance in my heart, then do any of the following 1) leave the classroom while lecture is in progress, and for added effect, cross directly in front of me to make sure I lose my train of thought. If you do this I will deduct 20 points from your score and give you an unexcused absence for the day 2) read a newspaper, talk to your neighbor, show off your laptop computer, or sleep while lecture is in progress. 3) take a cell phone call in class during lecture. These are all effective ways of communicating to me your interest level in the class, and your respect for me as a teacher. These are also behaviors that are highly correlated with failure.

Cheating: I don't fool around with those who cheat. Cheating includes copying off another's test, copying another student's assignment, or lifting material from a source, including the text or the internet, without proper acknowledgement (plagerism). Learn the consequences at your peril!

Drops - Generally speaking, I will automatically drop anyone with two consecutive week's worth of absences. I may also drop anyone whose point total falls to more than 30 points below passing (after notifying the affected student). However, oversights occur, so ultimately it is the responsibility of the student to withdraw from the class if the student wishes to do so.

Incompletes - an incomplete will only be given to a student caught in the throes of a crisis not related to class performance.

Grade Reporting - I don't post final grades. If you wish to know your grade ahead of official reporting, bring me a grade card at the final exam or send me an email.

Week Lecture Sequence and Readings

- 1 What do archaeologists do?
Areas of archaeological research and careers in the field. Introduction
Chpt. 14, pp. 548-554
- 2 A brief history of the field and a survey of theoretical schools
within modern archaeology. Chpt. 1
(See also Chpt. 12 for details)
- Thursday February 25th – syllabus quiz.
- 3 History of archaeology II.
Quiz on the history of archaeology Thursday September 17th (at end of class)
- 4 Dating techniques Chpt. 4
- 5 The methodologies of archaeology: research design, survey and sampling. Chpt. 3
- 6 The methodologies of archaeology: the archaeological record,
remote sensing, and excavation Chpts. 2 & 3
- 7 Tuesday March 30th, Midterm 1
- 7 Environmental Archaeology Chpts. 6 & 13
- 8 You are what you eat: the recovery and interpretation of food remains Chpt. 7
See also Chpt.13 pp. 506-511
- 9 Lab #1 The dirt lab Bring in a dirt sample!
- 10 Prehistoric technologies: lithics Chpt. 8
- 11 Thursday May 6th, Midterm 2
- 12 & 13 Lab # 2 Prehistoric technologies: ceramics Chpt. 8
- 14 & 15 History, ethnohistory, ethnoarchaeology, and social archaeology Chpt. 5
Chpt. 13, pp. 509-514
- 16 The recovery of religion Chpt. 10
- 16 Final exam on Thursday June 10th