

## **Anthropology 3**

### ***Introduction to Archaeology***

*3 units; 3 hours lecture*

*Recommended Preparation: English 1 or eligibility for English I A or qualification by appropriate assessment  
Degree applicable Transfer CSU, UC*

This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology and reviews the concepts, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

#### **Course Objectives:**

1. Describe the history of the field of archaeology from its origins in 16th century antiquarianism in Europe until present.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes
2. Distinguish between humanistic and scientific paradigms of research within archaeology and between the archaeological traditions of Europe and the United States.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
3. Identify and critically assess the major theoretical schools.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
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.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes
5. Enumerate the stages of a typical program of archaeological research.
  - Other (specify)
  - Embedded questions, matching items, multiple choice.
6. Contrast the kinds of data produced by field survey and excavation and identify the kinds of studies for which this data may be appropriate.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
7. Provide a brief explanation of the remote sensing techniques that are currently in use for site reconnaissance and sub-surface feature detection.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
8. Describe the techniques of manufacture and decoration of the common classes of prehistoric and historic ceramic objects. Establish how the varied uses of prehistoric pottery can be inferred from vessel form and other attributes.
  - Other (specify)

- Embedded questions, laboratory reports
9. Contrast the challenges of mining and smelting copper, iron and tin in prehistoric times. Outline the evolutionary history of the techniques of metal tool manufacture. Relate the production of different classes of metal tools to increasingly stratified political systems.
    - Embedded questions
  10. Assess the means by which archaeologists reconstruct the dimensions of past environments and ecosystems including such as temperature, precipitation, floral and faunal communities.
    - Other (specify)
    - Embedded questions, matching items, multiple choice
  11. Outline the basic approaches to the analysis of soils. Identify techniques by which macro botanical remains, faunal remains, and small artifacts are separated from midden soil. Describe how the constitution of soils may be revealed through the use of screen sieves, Munsell color books, and binocular microscopes.
    - Other (specify)
    - Embedded questions, laboratory reports
  12. Discuss the relationship between social complexity and cultural aspects of past societies. Show how a societies' degree of social complexity may be assessed from material culture remains.
    - Other (specify)
    - Embedded questions, matching items, multiple choice
  13. Recognize the limitations and potential of the archaeological record for reconstructing prehistoric religious systems.
    - Other (specify)
    - Embedded questions, matching items, multiple choice
  14. Delineate the problems associated with using ethnohistorical and historical sources of information for social and cultural reconstruction, and recognize the potential of ethnographic analogy.
    - Other (specify)
    - Embedded questions, matching items, multiple choice, quizzes
  15. Evaluate the environmental and demographic factors leading to the domestication of plants and animals. Describe the effects that domestication had on the physiology of plants and animals. Discuss the techniques archaeologists employ to distinguish between the remains of wild and domesticated plants and animals in the archaeological record.
    - Other (specify)
    - Embedded questions, matching items, multiple choice
  16. Identify the common classes of lithic material from which prehistoric peoples fashioned tools, and relate the differing physical properties of these lithic materials to the tools that were fashioned from them. Differentiate between ground stone and chipped stone tools. Compare the techniques by which the stone tools of the Lower, Middle, and Upper Paleolithic were made.
    - Other (specify)
    - Embedded questions, matching items, multiple choice, quizzes

**Student Learning Outcomes (SLO):**

1. Radiocarbon Dating

After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years.

2. Remote Sensing

In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.

3. Sample Sherds

In a two-page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, identify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels.

**ADA Statement:**

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

**Student Code of Conduct**

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

**Student Rights and Grievances Procedure 5530**

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>