Course Information

Semester & Year: Fall 2021
Course ID & Section #: ANTH 2 E1790
Instructor's name: Justine M. Shaw, Ph.D.
Location: HU127 (labs on W 11:40am-3:15pm) and Distance Education (lecture)
Number of units: 3.0

Instructor Contact Information

Office hours: by appointment (Canvas message or email to arrange)
Email address: justine-shaw@redwoods.edu
Canvas message: use the "Inbox" function

Catalog Description

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. This course includes a lab component.

Course Student Learning Outcomes *(from course outline of record)*

1. Analyze primary and secondary sources in order to extract information relevant to an issue of concern in archaeology.

2. Apply anthropological concepts to real-world situations by processing factual information using scientific methods and anthropological concepts.

3. Logically address and interpret the scientific principles that define the issues of archaeology.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Evaluation & Grading Policy

Course Requirements:

Quizzes	15% (lowest 2 are dropped)
Midterm	10% (2 chances to take)
Final Exam	15% (2 chances to take)
Discussion Postings	15% (lowest 2 are dropped)
Labs	30% (lowest 2 are dropped)
Term Paper	15%

Letter grades for the course will be assigned according to the following:

A=94-100%
A-=90-93%
B+=87-89%
B=84-86%
B-=80-83%
C+=77-79%
C=70-76%
D=60-69%
F=<60%

Late Work

I will accept one discussion posting, one quiz, and one lab late; these must be submitted within one week of the original deadline. You must contact me to take advantage of this option and have a plan to avoid future late work; once we have communicated and you convince me that you'll get back on track, I will reopen the assignment. I strongly suggest that you save this option for a genuine emergency that is beyond your control and that you save this option as long as possible. Unless you can show me written documentation of a larger situation beyond your control, and we can then negotiate a firm plan and date to have the work made up by, I won't accept any additional late work. No late work can be uploaded unless/ until I go into Canvas and reopen the assignment for you.

Be aware that Canvas only permits a certain number of assignments to be submitted at once, so if multiple students are submitting at/ near 11:59pm on a due date, the system will not accept some of the submissions. You may use one of your (above) late work options to submit, but if you're out of these then you may not be able to submit your work. I don't recommend last-minute uploads.

Drop Policy

Log in to the course on Canvas and complete the first discussion posting by the end of the first week (by 11:59pm on Sunday, September 13). If you have not participated in the class and there is a wait list, you will be dropped as a "no show". If there is no wait list, you have an additional week to log in and start participating (by 11:59pm on Sunday, September 20) to avoid being dropped. However, you will be very behind at this point, and will probably struggle to catch up with the rest of the class.

If you have missed five graded assignments in a row, I will drop you from the course. Students who have missed a total of eight assignments will also be dropped. Either situation will mean that you have missed core concepts needed to successfully complete the course.

Admissions deadlines & enrollment policies

Fall 2021 Dates:
Classes Begin... Aug 21
Last Day to Drop w/o a "W" and Receive Refund............ Sep 3
District-wide closure (Labor Day) .... Sep 6
Census Day .... Sep 7
Last Day to Petition to Graduate..................................... Oct 29
Last Day for Withdrawal.. Oct 29
All-College Holiday (Veterans' Day).............................Nov 11
No classes (Fall Break) .... Nov 22 & 23
District-wide closure (Thanksgiving) .... Nov 24, 25 & 26
Final Exams ....Dec 11 – 17
Classes End .... Dec 17

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

- You may not speak to other students about the contents of an exam or quiz, unless you are ABSOLUTELY POSITIVE that all parties involved in the conversation have already TAKEN the exam or quiz! YOU are responsible if you get played, so please be careful.
- Plagiarism is a form of academic dishonesty. Therefore, all written work you submit must be in YOUR OWN WORDS. If you choose to use someone else's exact words, you must credit the source and put the words in quotations. If you choose to plagiarize any work for this class, you will RECEIVE A ZERO for the assignment. Even if you have permission to work on an assignment with other students from the class, the final product you turn in MUST BE YOUR OWN WORK.
- Ignorance about plagiarism is not a defense. To ensure you understand plagiarism, take this tutorial built by Indiana University Bloomington: https://www.indiana.edu/~istd/sitemap.html. The tutorial, if done well, can take up to 2 hours.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update form.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at https://redwoods.instructure.com
Password is your 8 digit birth date
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas Help for students: https://www.redwoods.edu/online/Help-Student
Canvas online orientation workshop: https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.

Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:
- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the Redwoods Public Safety Page It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.

3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:
- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

ANTH 2 Course Logistics

Required Materials

Textbook title: *Archaeology Essentials: Theories/ Methods/ Practice*
Edition: 4th
Author: Colin Renfrew and Paul Bahn
ISBN: 978-0500293720

Other online readings will be assigned in Canvas.

Other requirements: ability to use Canvas to access materials and post to discussions, upload files, use a word processing program, and read college-level texts.

Necessary Computer Skills and Technology Requirements

Computer Skills:

Online courses require adequate computer skills. You must be able to:

- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email and Canvas messages
- download and upload files to Canvas
- use a word processor program (such as Microsoft Word or Google Docs)
- watch lecture videos and other class videos
- open and read pdf documents
- download, install, and run the long-term release repository version (3.10) of qGIS in order to complete some labwork (if you want to do this before we do this in class, be sure you scroll down and download the "long-term" -not "latest"- version)

It is your responsibility to meet the technological demands of the course, which may often include troubleshooting technological adventures.

Technology Requirements (computer, other hardware, and software):

- Computers: You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). Do NOT plan to participate in this class solely from a portable device. You will need 5GB of space to install and run qGIS.
- Portable Devices: You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for some of your class work, use the free Canvas app (called "Canvas by Instructure") available in iTunes (for iOS) and the Google Play Store (for Android).
- Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- Digital camera or phone with a camera: You will need to take photographs during some labs and other assignments. These will be uploaded and/ or embedded in files that you will upload.
- High-speed internet: You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are video lectures as part of this course, and they require this speed. You need to have reliable access to the internet for the duration of the course. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

- Browsers - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Do not use Internet Explorer as it does not work properly with Canvas.
- Word Processing Software - You may need Microsoft Word or a compatible software program in order to create Word or Word compatible documents.
    - o All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu or @redwoods.edu email account. Go to https://office.com/getoffice365 to get started.
    - o There are free options such as Google docs (this requires a gmail account) or OfficeLibre.
- Acrobat Reader – Adobe Acrobat Reader DC is a free program that will allow you to read and download pdf files.

Communication Guidelines

Emails and Canvas Messages:

Email: justine-shaw@redwoods.edu or message me through the messaging tool ("Inbox") in Canvas. If you email me, please include "ANTH2_E1790" in the subject line so that I know which class section you are in. These are generally going to be the fastest way to hear back from me because both show up in my CR email inbox, rather than having to wait until I make my way through each class section's discussion forum or assignment comments.

Emails and Canvas messages will generally hear back from me in less than 48 hours (often much more quickly), but any questions posted in a discussion forum or assignment comment area will wait until I find them in these areas. Under normal circumstances (barring illness, power outage, Canvas technical issue, or internet outage), I will look through current discussion forums at least once a day M-F and 1-2 times over the weekend. Comments posted within assignments aren't seen by me until I am grading the assignment, so this is not a good place to put questions for which you want a rapid reply.

Communication in Discussion Forums:

I read every discussion post and will also reply to some posts in each forum. You should also regularly participate in various discussion forums as stand-alone discussion assignments and as part of some of the written projects.

Electronic Devices:

 I recognize that many students use laptops and tablets to take notes, and may use these devices or cell phones to access assigned readings or enter reminders on e-calendars; all of these uses are permitted. However, using electronic devices for other purposes (texting, social media, coursework for another class, etc.) in class is not allowed. If you are expecting an important call or text, please leave your device on silent or vibrate and exit the classroom to reply. Any students using electronic devices for other purposes will have their devices confiscated by the professor for the rest of the class period or be asked to leave for the remainder of the class period; students repeatedly using devices for non-permitted purposes will be removed from class for the remainder of that class period and the next class period(s).

Netiquette:

Finally, please be polite. In an online environment, this is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Just be respectful to your classmates and be kind, considerate, and forgiving in all of your posts in the discussion forums. Adhere to the same standards of behavior online that you follow in real life, because you don't want to forget: Real humans read your posts. After all, our Canvas space is our classroom, and we want to create a positive, collaborative, interesting community. To learn more about netiquette, read 10 Netiquette Guidelines Online Students Need to Know (Links to an external site.).

Class calendar:

At the start of each Monday, you will receive an email and see a Canvas announcement that will contain all of the class activities and assignments for that week. You may also look ahead in the "Calendar" function of Canvas, in the Class Calendar later in the syllabus, or in the "Assignments" area of Canvas in order to see other upcoming due dates. If you know that you're going to be busy in a future week, you can work ahead. I don't recommend waiting for the DUE date to start to DO your work. Following the first few modules with general anthropology and class info, each module in Canvas will represent a week of the semester.

Reading:

Readings will provide the basis for understanding the lectures and should be completed before watching each week's lecture. The "Reading List" page at the end of this syllabus contains the assignments for each week. Readings from the textbook are listed as "Chapter X" and readings on Canvas are listed as abbreviated titles here and in Canvas.

Discussion postings:

Online postings are required each week. At the start of each week, the instructor will open a forum to discuss a question(s) related to that week's online reading. Students must post their own original 300-word (minimum) original responses to one of the questions by 11:59pm on the Thursday of each week and then also respond to another student's original posting with a 150-word (minimum) response by 11:59pm on the Sunday of each week. Note that there are occasional weeks without an online reading to allow time to focus on other major assignments.

Quizzes:

A short ten-question quiz with objective questions (matching, true/false, and/ or multiple choice) will be assigned each week, other than the weeks of the midterm and final exam. Unless you have DSPS documentation that you have shown me giving you additional time, you will have ten minutes to take each quiz. I will allow each student two attempts for each quiz, in case you are unexpectedly interrupted on your first attempt.

Midterm and Final Exam:

The midterm will cover material from the first day of class until the end of the day prior to the midterm; the final exam will cover material from after the midterm until the end of the class day prior to the final exam. Each test will consist of 40 objective questions (multiple choice, matching, and T/F) worth 2 points each and two essay questions worth 10 points each. There is a study guide for these tests on the last pages of this syllabus. You will have two 1:20-minute attempts for each.

ANTH 2 Term Paper

Each student is required to compete a term paper with at least 10 pages of text, double-spaced, typed in a standard 12 point font (such as Arial or Times New Roman) with one-inch margins. Detailed instructions for each of these projects are provided later in the syllabus (see "Reading List" for assignment dates and deadlines). These projects must be submitted via the Canvas system's assignments listed in the course modules. Papers should not be submitted through my email, the Canvas messaging system, or through a hard copy. Canvas only accepts doc, docx, pdf, and jpg files; "pages" files (generated by some Apple applications) or links to Google docs cannot be opened in Canvas.

The term paper will be uploaded to Canvas through the assignment and it must:

- Be a minimum of ten double-spaced pages of text in a standard 12-point font with one-inch margins and no header or footer. Any text besides your written paper itself (such as your name, the class title, page numbers, references cited page, etc.) won't count towards this minimum. If you're aiming to get an A or B, you will very likely need to do more than the minimum on a project.
- Include anthropological terms and examples from class lectures, the textbook, videos, and other course content.

- Display critical thinking and analysis, not just using terms as simple labels. Although you should use as many terms as appropriate and possible, a paper that uses lots of terms merely as labels won't be better than one that uses fewer but displays a thorough, critical analysis of an issue or situation.
- Use correct grammar and spelling and be written in an organized manner with flowing text arranged in sentences and paragraphs. It would be a good idea to use MS Word's grammar and spelling checking functions, as well as to use CR's writing assistance available online through https://www.redwoods.edu/asc/Academic-Support-Center-Home/Tutoring-Services.
  You are also welcome to message me with a draft or questions, but be sure to do this before the due date. I'm not staying up late because you procrastinated!
- You must use at least 4 different sources besides your required class materials (in addition to *Archaeology Essentials* and assigned readings). Since many of these are considered to be partly or fully confidential in California, your instructor has sources available on Canvas in the "term paper" module for you to use as well as hard copies of sources available on the lab cart (if you wrap up a lab early or want to make an appointment to use them). You are also welcome to locate your own outside sources.
- You need to cite these sources within the text itself and provide a references cited page at the end (which doesn't count towards your total text length). Not only quotes need to be cited; ANY information, ideas, definitions, data, or other materials taken from an outside source must be cited. You may use any citation method you are familiar with and can get help with citations through the writing tutoring above or through https://redwoods.libguides.com/citations.

This term paper is designed to be a site report based primarily on your excavation, but also taking into account the excavations of others this semester, previous semesters' excavations, primary source info from other archaeologists working in the region, and the information your instructor provides you on the rest of the site. After the class has completed excavations, copies of all excavation notes and maps, with additional information from the instructor, will be available on Canvas. This paper is not meant to be just a cleaned up version of your excavation notes; it must use primary, professional resources in order to put your findings in a regional context and provide analyses and interpretations of your findings. You will fail this project if you only summarize what your group found during the excavation labs.

A site report should include all of the categories of information you put in your notes (see "Start Excavation" lab), from your "Artifact Analysis" lab, and all of your interpretations based on this and other information. It should:

- Describe the location and setting of the site (in this case, you basically only know that this is a North Coast site dating to about 1300/1400 C.E., but you can assume the setting is the same location in which you excavated and described the "mock" site where you worked).
- Describe the methods used to excavate your test pit at the site (grid system, sampling unit, natural levels, screen size, notes, mapping, tools, crew size and rotation, etc. – everything you did to get information).
- Describe in detail each level/ lot and its contents (matrix, inclusions, artifacts, ecofacts, etc. – do this in a systematic manner, such as the order in which you actually found things); don't organize your text by excavation days – the levels and lots within your operation should be the units in which your text is organized.
- Describe each artifact and/ or ecofact that you believe to be significant for your test pit and others at the site, providing illustrations (you must have at least two maps, photos (with sign, scale, and north arrow), and/ or illustrations of artifacts/ ecofacts and the maps/ drawings must be "cleaned up"/ formalized from their original appearance in field notes, not just printouts of what is available online), measurements, and other data and analyses from the "artifact analysis" lab.
- Discuss the relationship between the finds in your test pit and all the other test pits from the mock site described by others' notes and materials provided; you must also include data from prior years' excavations, which is available on Canvas.
- Provide an educated interpretation about how you think the site was formed (cultural and natural formation processes) in a logical, step-by-step manner. Be sure to include how the site itself changed through time.

- Compare the site and its contents to site reports and other primary sources from the North Coast in order to put your site in its regional context and provide a more detailed interpretation of what took place at the site. Because of California regulations regarding the confidential and sensitive nature of many archaeological findings, you won't be able to find enough detail on web sites or through library databases. You will need to make use of the materials on Canvas and the instructor's hard copy reports that will be made available during labs and other times.

While much of the paper will be descriptive, it should also involve interpretations and analyses, based on class and library materials that allow you to consider your finds in the larger contexts of the rest of the site and region. You may discuss your findings with your group and/ or question other groups/ individuals about their work, but the paper itself should be a fully individual effort. Absolutely NO group reports will be accepted and any text duplicated from one student's paper to another will be treated as academic misconduct (plagiarizing).

The instructor has hard copy examples of prior student term papers that you may look at in her office during office hours or at another time.

The grading rubric for this assignment is available on Canvas; click on the assignment to see it

COURSE CALENDAR/ READING LIST

Week of:	*Lecture Topics* and Other Major Assignments Due	Wednesday (11:40-3:15) Labs:	To Read BEFORE Watching Lectures or Completing Assignments
9/6	Week 1 - Class Procedures; Definition of Anthropology; Goals and Concepts in Archaeology; **Quiz 1**	Mapping Techniques	Chapter 1 (p.1-18)
9/13	Week 2 - History of Archaeological Discovery & Theory; **Quiz 2**	Drawing a Section	Chapter 1 (p.18-37) "The Awful Truth"
9/20	Week 3 - Archaeological Research Process; Measurement and Sampling; **Quiz 3**	Start Excavation	Chapters 2 and 10 "The Role of Archaeology"
9/27	Week 4 - Archaeological Survey and Excavation**; Quiz 4**	Excavation Day 2	Chapter 3 "Tracking the First Americans"
10/4	Week 5 - Archaeological Stratigraphy; Relative Dating Methods; **Quiz 5**	Excavation Day 3	Chapter 4 (p.108-116) "Lasers in the Jungle"
10/11	Week 6 - Radiocarbon Dating and Tree Ring Dating and their Applications **; Quiz 6**	Excavation Day 4	Chapter 4 (p.116-129) "Indonesian 'Hobbits'"
10/18	Week 7 - Other Chronometric Dating Methods and Calibrated Relative Methods **Midterm Due by 10/24 at 11:59pm**	Artifact and Ecofact Processing	Chapter 4 p.129-141) "New Light on Stonehenge"
10/25	Week 8 - Floral and Faunal Remains; **Quiz 7**	Sediment Analysis	Chapter 6 "Food in Chinatowns"
11/1	Week 9 - Stone Artifacts	Dendrochronology	Chapter 7 (p.208-213) "Stone Toolmaking Also"
11/8	Week 10 - Ceramics and Metals ; **Quiz 8**	Faunal Analysis	Chapter 7 (p.213-231) "On the Trail of the Mimbres"
11/15	Week 11 - Spatial Analyses	Lithic Replication; Lithic Use Wear	"Uncovering America's Pyramid Builders"
11/22	**No Class – Fall Break**		
11/29	Week 12 - Social Organization and Economy; **Quiz 9**	Ceramic Types; Ceramic Seriation	Chapter 5 "Archaeology of the Homeless"
12/6	Week 13 - Uses and Abuses of Archaeology; Public Archaeology; **Quiz 10** **Term Paper Due by 12/12 at 11:59pm**	Intro to GIS lab	Chapters 11 and 12 "Kennewick Man Repatriation"
	Week 14 - **Final Exam Due by Friday,12/17 at 11:59pm**		

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class or Canvas.

Note: I intend to promote an environment in this class in which all people are treated with dignity and respect. Over the course of the semester, we may consider subjects with political and/ or ethical implications. Your tests, projects, and other assignments will not be evaluated based upon the opinion that you express about these issues. Instead, your grade will relate to your ability to analytically approach these issues and bring related anthropological materials to support your argument.

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class and posted on Canvas.

ANTH 2: Introduction to Archaeology

Review Sheet for Tests

The midterm and final will consist of 40 objective questions (multiple choice, and true/ false questions) worth 2 points each and two essay questions worth 10 points each.

To study for the tests, I suggest that you do the following:

- Remember that what we have spent lecture, discussion, and lab time on will form the basis for tests in this class; use your notes and the PowerPoint lectures to indicate what is the most important information to learn.
- Go through your assigned readings in *Archaeology Essentials* noting all the terms and names in **bold**. Make a list of these with a short definition for each. (Remember, to keep the exam reasonably short, I'm going to boil most definitions down to one sentence.) Writing these out will help to you memorize them. Be sure to note the differences between superficially similar terms (section and profile). Spend the most time on terms we have used in class.
- Read through the "Summary" at the end of each chapter to help you decide what information from the chapters is most important.
- Read through your labs, noting the terms defined as part of the lab (usually in **bold**). Write down brief definitions of these.
- Review the articles on Canvas that we have read, summarizing the main point of each article in 2-3 sentences. Review the key points brought up in discussions, including what was emphasized by me through the questions that I posted and comments that I made (posted on Canvas).
- Go through your notes, noting the terms that are repeated in class <u>and</u> in your reading (<u>and</u> in the labs). These terms are considered by your instructor to be more important than terms not mentioned in class and are therefore more likely to be on the exam. Terms in the book that are not mentioned in class are less likely to be on the exam, but may still appear in very low frequencies. Some terms may be brought up by your instructor that are not in the book – these are also important to know.
- Like terms, the cases/ specific examples given in class are going to be stressed over examples from the book that are never mentioned in class.

(keep going…)

Answering the following questions as completely as possible will also help you review much (not all) of the textbook/ lecture/ lab materials:

For the midterm:

- What is anthropology? What do each of the four subdisciplines do?
- What is science? How is true science practiced?
- Who are some of the individuals/ cultures that first started to wonder about the past? Who are some of the individuals/ cultures that first started to actively do something to learn about the past?
- How has geology been important in the development of the discipline of archaeology? How/ why was Darwin important?
- What were the goals of early 20th century archaeologists? How were their methods an improvement over earlier digs?
- What is culture history? Processual or "New" Archaeology? Post-processual archaeology? How might an archaeologist's theoretical outlook affect the methods he/ she uses?
- What needs to be considered in selecting a site to work at? What needs to be considered before excavations begin? What steps have to be taken to deal with the materials and data that come from a site?
- Why do archaeologists sample? What are some of the basic sampling strategies? What advantages/ disadvantages do each have?
- What techniques are used to find sites? What techniques are used to locate features within sites prior to excavation? What is remote sensing?
- What do archaeologists document about the matrix? What can be learned from the matrix?
- What is the Law of Archaeological Association? Law of Archaeological Superposition?
- What is the difference between absolute and relative dating?
- How can stratigraphy be used to provide relative dates? What are some other relative dating techniques?
- What basic principles are used in tree ring dating (dendrochronology)? How does this technique produce dates? Why is it important for radiocarbon (^{14}C) dating?
- How does radiocarbon (^{14}C) work? On what materials? What range of dates? Why must it be calibrated?
- What are other absolute dating methods that rely upon radioactive decay? On what materials can each be used? What range of dates?
- What are calibrated relative dates? On what materials can each be used? What range of dates?

For the final exam:

- What conditions encourage the preservation of organic remains?
- What is floatation? What are stable carbon isotopes? Palynology? Phytoliths? What information can be learned from them?
- What can archaeologists learn by studying the faunal remains at a site?
- What are the different approaches to faunal studies?
- What is taphonomy?
- What is a typology? How are typologies created?
- What types of rocks are good for making lithics? Ground stone tools? Why?
- How do archaeologists learn about lithic manufacturing techniques? How do archaeologists learn about how artifacts were used?
- How are ceramics manufactured? How might variations in this process affect the end products?
- What techniques do archaeologists use to learn about ceramic manufacturing?
- What categories of typologies are used to classify ceramics?
- What is faience? How was early glass made?

- What are "native" metals? Why were they used first?
- How are metal items manufactured? Why was iron not manufactured until relatively recently?
- How do archaeologists interpret horizontal patterning? What are settlement pattern studies? What methods are used to study spatial distributions? What is GIS?
- Why is it difficult to estimate past populations? How do archaeologists do this?
- What is Service's system of sociopolitical organization? How do levels differ in the archaeological record?
- What have archaeologists learned about the Maya by deciphering their glyphs?
- How do archaeologists learn about trade? What methods are used to source raw materials?
- How is archaeology used and abused?
- What is NAGPRA? CRM?
- What are the ethical responsibilities of archaeologists according to the SAA?