Course Information

Semester & Year: Spring 2022
Course ID & Section #: ANTH 5 V2563
Instructor's name: Justine M. Shaw, Ph.D.
Location: Distance Education
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

A survey of data from noted archaeological sites from around the world. Sites to be discussed in the course will include a variety of cultures from around the world, from the beginning of human prehistory through recent historical occupations. Additionally, the course will explore relationships between archaeologists, native peoples, the media, and the public.

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

1) Define major concepts in archaeology, including how the ethics of the profession have changed over time.

2) Analyze and defend viewpoints on controversial archaeological concepts using specific archaeological case studies, including how power and privilege have shaped presentations of archaeological data.

3) Discuss the importance of noted archaeologists from varied cultures, genders, races, and ethnicities to the discipline of anthropology.

Accessibility

College of the Redwoods is 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

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Course Requirements:

Quizzes	20% (2 chances to take each)
Midterm	15% (2 chances to take)
Final Exam	15% (2 chances to take)
Discussion Postings	20% (lowest 2 are dropped)
Project 1	15%
Project 2	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 or test, and one written project 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. If 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 may 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, January 23). If you have not participated in the class by submitting an assignment 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 submitting an assignment (by 11:59pm on Sunday, January 30) without 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 prior to the drop date without making a plan with me to get caught up will also be dropped. Either situation will mean that you have missed core concepts needed to successfully complete the course.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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.

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. This 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://webapps.redwoods.edu/tutorial/
Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

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 emergencies 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 services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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 5 Course Logistics

Required Materials

Textbook title: *Images of the Past*
Edition: 8th
Authors: Price and Feinman
ISBN: 978-1-260-39384-2

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, 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

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.
- 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.
- 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 "ANTH5_V2563" 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.

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.

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, in the "Module" for this week or future weeks, 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. In the class calendar within this syllabus, readings labeled "Ch." with a number are from the primary textbook. Primary textbook chapters should be read before watching the lecture video(s) each week, so that you're already familiar with the information before you listen to what I am stressing from each chapter. Additional online readings will

also be assigned. The links for these are in the weekly announcement, in the reading list portion of the syllabus, in each module, and in the discussion forum related to the reading.

Discussion postings:

Online postings are required each week. At the start of each week, the instructor will open a forum to discuss that week's online reading or video. Students must post their own original 300-word (minimum) original responses 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. Ten points will be deducted for any original postings posted after the Thursday night deadline, but before the Sunday night deadline. 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 most weeks, other than the weeks when tests or major assignments are due. 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:

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 5 Written Projects

This semester, you need to complete 2 written projects that involve critical thinking and applying anthropological concepts to real-world situations. Each project has a due date on the class calendar portion of the syllabus and in Canvas. Both projects will be uploaded to Canvas through the assignment and all must:

- Be a minimum of five 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/ archaeological 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://redwoods.libguides.com/Tutoring .
  You are also welcome to message me with a draft or questions, but be sure to do this before the due date
- When the project involves using a source besides your own ideas experiences, you need to cite this source 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 citations; any use of, or referral to, a movie, text, TV show, book, etc. needs a citation. 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.

- Be sure to look at the Canvas rubric for each assignment before starting your work and again before finalizing it, so that you're aware of how the grade for each part of the assignment is weighted. You can access this by clicking on the assignment itself on the submission reminder or in the "Assignments" area of our class Canvas site.
- Your paper must be submitted electronically via the Canvas assignment feature linked through "modules." It should be uploaded as a typed (not handwritten) doc, docx, jpg, or pdf file.
- When you receive your grade, be sure to look at the rubric and, in some cases, separate instructor comments. These are accessed in the Canvas gradebook, by clicking on the clipboard icon (rubric and in-rubric comments) and textbox icon (separate instructor comments) next to your grade. Most, if not all, comments will be within the rubric. I tend to only use the separate comment function if I need to make an overall statement that pertains to your whole submission.

Project 1: Archaeology in Popular Culture

- As you have learned through lectures, readings, online work, and videos, conducting archaeological investigations requires extensive time and patience. Archaeologists may spend years at a site before making a "great discovery." Discoveries may take years to document, recover, and put in context. In fact, some "great discoveries" are the culmination of laboratory data analysis from many sites, rather than the sudden sweep of a dust broom revealing a gleaming gold statue. Many archaeologists feel that this "real life" archaeology is not well understood by the general public or accurately portrayed in U.S. popular culture (worse yet - they think we study dinosaurs).
- Now that you have begun to learn about the work involved in some of the "Great Archaeological Discoveries" that have been/ will be covered in this class and in your readings, you can compare your inside knowledge about archaeological research (focus of the first part of the class and textbook where modern archaeological methods and practice were discussed in general) with a portrayal of archaeology in the news, in a book, in a movie, in an article, or on a TV show. You may select a fictional or non-fictional account – but it must be archaeological (not biological anthropology, not paleontology, etc.). **You may NOT use a web site** (for reasons related to Project 2), but using an article, e-book, or movie that you happened to obtain online is fine. Check with your instructor if you're not sure if a given depiction will work for this assignment.
- Briefly (around a page) summarize this depiction, particularly focusing on the archaeological components of it if the entire example isn't focused on archaeology.
- Then, spend much of the rest of your paper (around 3 pages) comparing and contrasting this example with the modern archaeological research process as covered in the introductory ("flow chart") lecture and in your textbook and other readings. In the process of comparing/ contrasting your example with course materials, you will consider what aspects of archaeological research are well addressed in your example and what are left out of your example.
- You will also attempt to explain <u>why</u> your example portrays archaeology in the manner it does (around a page of this). Bringing in specific examples and terminology from class materials whenever possible will help to strengthen your arguments and demonstrate that you are an insider, informed about "real archaeology."

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

Project 2: Virtual Archaeology: Internet Archaeological Sites

- The Internet is a means through which many archaeologists are presenting their research to colleagues and to the general public. Many "virtual sites" have been constructed as a means to present raw data and synthesized research in an informative, yet potentially entertaining, manner. Some of these websites are designed for individuals with little-to-no archaeological experience. Others are much more technical, serving as a means, more rapid than journals or books, to make information available for other archaeologists. For this assignment, you will select one of these websites:

  Caracol

  Castle Rock Pueblo

  The Cave of Chauvet-Pont-d'Arc

  Jamestown Rediscovery

  Johnson's Island, Ohio

  Petra

  Pompeii

  Zominthos

- As you visit one of these internet sites, sampling the available information (technical, educational, and entertaining portions of the site), you will gather information on the following areas (about 2-3 pages long):

  ➢ WHAT is the name of the site? What culture(s) created the site?
  ➢ WHERE is the site - in the world and within the region?
  ➢ WHEN was the site occupied?
  ➢ WHY did the ancient inhabitants decide to live/ use the site (functions)?
  ➢ WHY did archaeologists decide that this was potentially important enough to excavate (worth the time, money, effort)? What are the goals of the research? WHY was it worthy of a web page?
  ➢ HOW did archaeologists go about getting information from the site (what methods were used to map, excavate, and analyze)?

- The final portion of the project will involve the comparison of all archaeologically-oriented websites in general (not this specific site) to the media genre (TV program, movie, book, popular article, etc.) that you used for Project 1 (not the specific example you used in Project 1). You will evaluate the two media in general, deciding which is more effective as a means of presenting archaeological information to the public. How/ why are websites more/ less effective than the media you examined in Project 1 (TV programs, book, articles, or movies in general)? Is one media potentially better in some respects - and websites better in others? Is it important to provide information in multiple ways to target different audiences? Remember that, although you viewed specific examples of each medium (and you can occasionally refer to these specific examples), your comparison should consider the capabilities and characteristics of these media in general.

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

COURSE CALENDAR/ READING LIST

Week of	Topics and **Major** Items Due	To Read BEFORE Watching Lectures or Completing Assignments
1/15	Intro to Anthropology & Archaeology; Archaeological Methods	Chapter 1
1/24	Olduvai Gorge; **Quiz 1** Leakey Foundation Episode 1 Podcast	Chapter 2
1/31	Zhoukoudian and Neander Valley; **Quiz 2** Smithsonian's Homo erectus info Neandertal DNA	Chapter 2 & 3
2/7	Lake Mungo and Monte Verde; **Quiz 3** The Bones of Australia's Lake Mungo Oldest Stone Tools in the Americas	Chapter 3
2/14	Kennewick Man and Jericho; **Quiz 4** The Ancient One Jericho and Domestication	Chapter 3&4
2/21	Cahokia, Snaketown, and Ozette; **Quiz 5** Cahokia Mounds The Hohokam The Home of My Family	Chapter 5
2/28	**Midterm due by 11:59pm on Sunday, 3/6 (Chapters 1-5)**	
3/7	Teotihuacan and Tikal Interactions Between the Ancient Maya and Teotihuacan **Project 1 due by 11:59pm on Sunday, 3/13**	Chapter 6
3/14	Spring Break – no class	
3/21	Tenochtitlan; **Quiz 6** Under Mexico City	Chapter 6
3/28	Cuzco and Machu Picchu; **Quiz 7** Deciphering Khipus Machu Picchu is Older Than Previously Thought	Chapter 7
4/4	Uruk and Mohenjo-Daro Uruk-Warka, Iraq Mohenjo-daro – Mound of the Dead Men	Ch. 8
4/11	Giza and Great Zimbabwe Excavating the Lost City Mysteries of Great Zimbabwe	Ch. 8
4/18	Angkor and Xianyang; **Quiz 8** Angkor Wat's Archaeological Digs Terra Cotta Soldiers on the March	Ch. 8
4/25	Stonehenge What Lies Beneath Stonehenge? **Project 2 due by 11:59pm on Sunday, 5/1**	Ch. 9
5/2	Knossos and Mycenae; **Quiz 9** Evans, Knossos, and the Minoans – Facts and Forgeries Mycenae: Citadel Excavation	Ch. 9
5/9	**Final Exam (Chapters 6-9) Due by Friday, 5/13 at 11:59pm**	

Note: I intend to promote an environment in this class in which all people are treated with dignity and respect. During 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 and posted on Canvas.

ANTH 5: Great Archaeological Discoveries

Review Sheet for Tests

Midterm and Final:

The midterm will cover material from Chapters 1-5; the final exam will cover material from Chapters 6-9. 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. The objective questions will be drawn from the same textbook test banks as the quizzes, which include key terms and concepts from the textbook, as well as details on particular sites. Essay questions will relate to lecture content, which may be questions on specific sites or larger concepts related to multiple sites.

To study for the tests, I suggest that you do the following:
- ✓ Read each chapter as we cover it in class, rather than waiting until major tests to do all of the reading.
- ✓ Note the key terms and concepts listed in bold and, often, defined in separate boxes.
- ✓ Read through the summary at the end of each chapter that highlights the most important concepts in each chapter.
- ✓ Practice answering the "discussion questions" at the end of each chapter. While these won't be directly on the test, they will help you to pull out the most important content.
- ✓ Review the last slide of each PowerPoint, which highlights what the instructor sees as the most important take-aways from each site.
- ✓ Look for recurring themes in lectures (such as the need to document sites well, the need to include descendant peoples in archaeological studies, racial and gender biases, etc.), as these might compose essay questions.