

Welcome to Archaeology

ANTH 2043: 004

BASIC THINGS ...

University of Texas at San Antonio | Fall 2014 | 16 Weeks Regular | 3 Credits
Time: TR 4:00-5:15 pm | Classroom: BB 3.04.06 | Instructor: _____
Office: MH 4.02.78 | Hours: TR 2:00-4:00 pm | Email: _____

THINGS TO KNOW ...

Beware!! The extravagance of Indiana Jones will be debunked! We will discover how exciting REALISTIC archaeology is. We will explore archaeology hands-on through excavations, artifact analysis, discussion, and research. Gear up for an immersion in archaeology to put the past in a new perspective!

Attendance is paramount in this class. There are no make-ups except in extreme or approved circumstances. Don't just be here ... BE HERE!

All cell phones must be SILENCED during class. Laptop users are only permitted to use the internet when such use is pertinent to class activity. **BE SURE TO HAVE FUN!**

THINGS TO DO ...

Get onto Blackboard & familiarize yourself with its tools. Set NOTIFICATION PREFERENCES to make sure you are always informed about class announcements!

Become familiar with this syllabus! Here, you will find the ways to be successful in this class and to learn the most about archaeology.



(Left, Center, & Right) Tikal Temple IV.
Photo By Leah McCurdy

THINGS TO DO (con't) ...

Figure out whether you want to get the RECOMMENDED textbook! This textbook NOT required but it is recommended for you to do background reading on class topics. You can find good online discounted options. Sharer, Robert and Wendy Ashmore. *Archaeology: Discovering Our Past*. McGraw Hill.

THINGS YOU WILL DO ...

- **Get dirty and learn how to excavate**
- **Collect artifacts and analyze their properties & significance**
- **Conduct your own archaeological research project based on local heritag**
- **Analyze archaeological bone artifacts and remains**
- **Participate in fully academic discussion of archaeological research**
- **Conduct experimental archaeology and ethnoarchaeology**

THINGS TO REMEMBER ...

Upon successful completion of this course, students will have the opportunity to:

1. **Describe key concepts and theories in archaeology**
2. **Explain the key techniques and methods used in archaeology**
3. **Demonstrate an understanding of long-term cultural change from an archaeological perspective**

ANTH 2043 Catalog Description: This course presents archaeological approaches to understanding human cultures of the past. Students receive instruction in general anthropological concepts and specific archaeological methods and theories. Particular case studies are presented to illustrate several aspects of archaeological practice, and to show how archaeologists develop their understandings of cultural variation and change. The course fulfills all required learning objectives for the Social and Behavioral Sciences component of the core curriculum.

PARTICIPATION YOU CANNOT PASS THIS CLASS UNLESS YOU ATTEND & PARTICIPATE.

Your participation will be required for all classes. We will have a variety of presentations, active class discussion, lab sessions, and outdoor activities. Activities are a way for students to apply important concepts. Some classes will involve manual work and/or meeting at the Center for Archaeological Research. There will be interesting alternative assignment options if needed. Participation may involve group work. Groups should always be productive and respectful. Each student will always submit something to demonstrate individual attendance and participation. Daily participation grades will be grades out of 5 points: 5 = full participation; 3 = partial participation; 1 = partial attending / consciousness; 0 = absent. You will receive 25 participation grades.

SEMINARS NO TESTS IN THIS CLASS! You will demonstrate your progress & comprehension through academic discussion.

Seminars are full class discussions based on an academic article about archaeological research. Seminar articles will be related to previously covered class content. These will be recently published articles from important scholarly journals. All students will have the opportunity to **VOTE** between a couple options on which article we will discuss for each seminar. There will be FOUR seminars worth 50 points each.

You must read the article **BEFOREHAND**, take notes, and come to class to discuss its contents and your thoughts about the research. You will prepare FIVE meaningful discussion points as a printed document called **SEMINAR BRIEF** to guide your participation and demonstrate your effort in reading. Based on your Seminar Brief, **you must contribute meaningfully (verbally) to the discussion TWO TIMES to receive full credit for seminar assessment.** In addition, you will be expected to expand and edit your Seminar Brief based on the seminar discussion. You will **CLEARLY INDICATE** which prepared discussion points you contributed during seminar, take notes on what we covered relevant to your prepared discussion points, and note any new ideas you develop based on discussion.

QEP This is a Q-COURSE, part of UTSA's QEP/QLP initiative. This means a portion of the class will be quantitatively-focused.

Over the semester, we will be discussing the quantitative aspects of archaeology. You will use your prior knowledge and experience in class to complete 5 QEP assignments. Scheduled: PrT: Pre-Test; A1: QEP Assignment 1; A2: QEP Assignment 2; App: Application Questions; PoT: Post-Test. You will receive more info in class.

READING QUIZZES You will demonstrate that you prepared for class, **BEFOREHAND!**

Check the class schedule to see when you will be required to prepare for class by reading. If you see a Q on the schedule, this indicates that there is a reading quiz on Blackboard for you to complete **BEFORE THAT CLASS**. The quizzes will be open from the end of the previous class to the start of the next class for you to complete.

Reading quizzes will cover topics directly from the relevant reading to ensure that you are preparing before coming to class. Quizzes will consist of multiple choice, matching, fill-in-the-blank, and image recognition questions. There will be 10 reading quizzes over the course of the semester worth 10 points each. You will receive confirmation that you submitted your responses to the quizzes for a grade.

FIELD PROJECT YOU NEED TO EXPERIENCE ARCHAEOLOGICAL RESEARCH & WHAT ARCHAEOLOGISTS DO.

You will conduct your own archaeological research project based on artifact collections from local archaeological sites housed at the Center for Archaeological Research (CAR). CAR is located in "West Campus" off of Barshop Rd. You will write an academic research report and have the opportunity to contribute to a publication of our class findings entitled *Artifact Collections at CAR: Results of Student Research*. Students who produce reports of excellent quality will be invited to contribute their report to this publication. This publication will be presented to CAR staff and the UTSA Library. Your research contribution will be used by future students to expand our efforts to understand these artifact collections.

You will develop your written report over the semester through Project Workshops. There are five scheduled workshops, each focusing on an important aspect of your report and project. You will submit rough drafts of each element (see schedule) and I will provide detailed feedback and edits to help you improve your report. These rough drafts are part of your project grade. You will submit a final draft of your report. You will make an academic poster about your project and present on it during our designated final period. Our poster session will be a public event at CAR for CAR staff and Department of Anthropology members to view your work.

You will receive detailed PROJECT GUIDELINES with much more information on possible research topics, detailed breakdown of your grade, instructions to locate academic literature sources on your topic, an outline to structure your report, and guidelines to create and present an academic poster.

CLASS POLICIES This syllabus is a contract between you and I about how we are going to work together, how you will work with the other students, and how you will be evaluated. By continuing in this class, you acknowledge your agreement in this contract.

Grade Scale

Your grade will be calculated by an accumulation of points out of a total of 650 points. You can use the scale below as a gauge to understand your progress throughout the semester. This scale is approximate.

A = 100 – 90% Exceptional, superior, exceeds expectations
~ 650 – 585 points

B = 89 – 80% Above average, better than average level of expectations
~ 584 – 520 points

C = 79 – 70 % Fulfills average level of expectations
~ 519 – 455 points

D = 69 – 60 % Does not meet average level of expectations
~ 454 – 390 points

F = < 60 % Fails to meet expectations
~ < 390 points

Grades will be posted Blackboard. I recommend setting preferences to notify you via email, text, or facebook about grades & announcements. Your final grade percentage will be rounded to the nearest whole number, e.g. 89.2 = 89 but 89.6 = 90. You can use the grade functions in Blackboard to project your final grade.

I encourage you to track your progress throughout the semester.

Students may receive an “early alert” after the third week of class. All students will receive Mid-Term Grades and Final Grades according to the university schedule.

Make-ups & Incompletes

No make-ups or late work will be allowed for participation grades, reading quizzes, the poster session, or the project report. Make-ups for seminars will not be allowed except in extreme circumstances.

In the case of hospitalization or an emergency, you must contact me within 24 hours of missing class. Documentation of the emergency must be provided the next class attended. Any make-up will be decided at my discretion. Seminar make-ups must be completed in person. Incompletes will be given only in the event of documented and extreme emergencies. **There are no grade changes.**

Extra-credit

Extra-credit opportunities are for everyone or no one. If applicable, extra-credit will be announced in class and posted on Blackboard. Extra-credit will not be used to replace scheduled student work.

Appropriate Use of Technology

Use of computers and laptops in the classroom will be restricted to note-taking and internet searches relevant to assigned activities. There are computers available in the classroom but are only available for class related use.

ALL MOBILE DEVICES MUST BE SILENCED UPON ENTERING THE CLASSROOM.

Consequences for not adhering to this policy will include an initial warning, receiving a 0 on the day’s participation grade, and subsequently being asked to leave class for the day. If using electronics in class becomes an issue, I will change this policy to not allow any use including the classroom computers.

Learning Resources

I encourage you to utilize the **FREE academic support services available to you.** Check out the **Tomás Rivera Center** (TRC) to assist you with building study skills and tutoring. Visit <http://www.utsa.edu/trcss> or call (210) 458-4694. The **Judith Gardner Center for Writing Excellence** offers workshops, on-line materials, and tutoring to help you develop your writing skills; <http://www.utsa.edu/twc/index.html>.

Special Needs and Respect

Any student with a disability that might influence class performance should register with the **Office of Disabled Student Services** (M.S. 2.03.18). If you need to request support due to a documented disability, you will need to register with this office. After you have met with Disability Services, I encourage you to meet with me so we can find the best way to accommodate your needs in class. Respectfulness is an absolute necessity for our classroom environment. I expect everyone to be treated with respect in all aspects of the class.

Syllabus changes

This syllabus is subject to change. Students will be notified of any such changes.

Academic Integrity

Scholastic dishonesty is not tolerated by the academic community of UTSA. Any act designated in the student code of conduct as scholastic dishonesty will be treated seriously. **Please review the UTSA student code of conduct** and make yourself familiar with the definitions, circumstances, and consequences surrounding scholastic dishonesty. Refer to the page 5 to view the Honor Code, Roadrunner Creed, and information on Learning Resources at UTSA.

The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

UTSA Academic Honor Code

Preamble: The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

Honor Pledge: In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: "As a UTSA Roadrunner I live with honor and integrity."

Shared responsibility: The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.



Course Description and Objectives:

The overall goal of this course is to **introduce students to the basic principles of archaeology, its methods, and the ways archaeologists interpret data to understand past societies**. The course will present historical information about the development of archaeology as a discipline and will examine current theories used to explain cultural diversity and change. Students will gain an understanding of how archaeologists apply scientific methods to **explore questions related to the temporal depth and rich diversity of humanity's cultural achievements**. Students will have the opportunity to develop empirical and quantitative skills as they examine the role of data in **solving archaeological problems and in making archaeological interpretations**. They will be able to hone critical thinking and communication skills through exams, group work, and writing assignments that require syntheses of archaeological evidence with concepts of cultural diversity and change. Last, but not least, students will examine issues of ethics and social responsibility that confront today's practicing archaeologists.

Course Learning Outcomes:

Introduction to Archaeology offers instruction in concepts and skills that are central to archaeological method and theory. Students will be presented with knowledge about 1) the nature of archaeological evidence; 2) how archaeologists use material culture in constructing arguments about the past; 3) historical developments in the discipline of archaeology; and 4) critical junctures in the history of human cultures. Specifically, students will have the opportunity to:

- know basic **archaeological terminology** (Critical Thinking)
- evaluate (summarize, compare, and contrast) **archaeological theories addressing cultural development, change, and diversity** (Critical Thinking)
- interpret **archaeological data** (Critical Thinking)
- identify the appropriate uses for, and limitations of, various **archaeological dating techniques** (Empirical and Quantitative Skills)
- tabulate, organize, and graph **quantitative archaeological data** (Empirical and Quantitative Skills)
- communicate the results of **analyses and interpretations** visually, in writing, and verbally (Communication Skills)
- critique and debate diverse perspectives on the **contested role of archaeological resources in contemporary society** (Social Responsibility)
- accumulate **collaboration** skills and experience

CLASS SCHEDULE

			Readings?	Quiz?	Participa?	Draft?	QEP?
Aug 28	Cards Against the Syllabus						
Sept 2	Why Archaeology Matters		Social Relevance	Q1	P1	—	—
Sept 4	Archaeological Research & Writing		The Awful Truth	—	P2	—	—
Sept 9	Archaeological Record & Transforms	Outdoors!	Record	Q2	P3	—	—
Sept 11	Topics Workshop	@ CAR! Outdoors!	SA Archaeology	—	P4	—	PrT
Sept 16	Survey		Survey	Q3	P5	—	—
Sept 18	Surface Collection & Artifacts	@ CAR! Topic Upload!		—	P6	DT	—
Sept 23	Excavation Strategies		Excavation	Q4	P7	—	—
Sept 25	Field School	Outdoors @ CAR!	Field Manual	—	P8	—	—
Sept 30	Field School	Outdoors @ CAR!		—	P9	—	—
Oct 2	Literature Review Workshop	Draft Upload!		—	P10	D1	—
Oct 7	Artifact Analysis	@ CAR! Messy!	Lab Manual	—	P11	—	—
Oct 9	Environment & Subsistence	ARTICLE VOTE!	Enviro	Q5	P12	—	—
Oct 14				—	—	—	—
Oct 16	Societies		Society	Q6	P13	—	—
Oct 21	Households		Ceren	Q7	P14	—	—
Oct 23	Data Collection Workshop	Draft Upload! VOTE!			P15	D2	
Oct 28	SEMINAR 2	Bring your SEMINAR BRIEF!	SemArticle #2				
Oct 30	Data Collection Day	@ CAR! Outdoors!			P16	A1	
Nov 4	People & their remains		Bioarch	Q8	P17	—	—
Nov 6	Bioarchaeology Lab	@ CAR! Messy!	Bioarch Manual	—	P18	—	—
Nov 11	Interpretations Workshop	Draft Upload! VOTE!		—	P19	D3	—
Nov 13	Production & Technology		Technology	Q9	P20	—	—
Nov 18				—	—	—	—
Nov 20	Experimental Archaeology	Outdoors @ CAR!		—	P21	—	A2
Nov 25	Ideology & Ritual		Thinking	Q10	P22	—	—
Nov 27				—	—	—	—
Dec 2	Ethnoarchaeology	@ CAR! ARTICLE VOTE!		—	P23	—	App
Dec 4	SEMINAR 4	@ JPL LIBRARY 2.01.08E	SemArticle #4				
Dec 9	Editing & Citations Workshop	@ JPL LIBRARY 3.02.32			P24	D4	
Dec 11	STUDY DAY	NO CLASS					
Dec 15	POSTER SESSION @ CAR	Report Due on Blackboard			P25	PoT	

NEED INFO ABOUT ...

Readings?

Go to [Readings](#) on left hand bar

Quizzes?

Go to Content > [Quizzes](#)

QEP?

Go to Content > [QEP](#)

Seminars?

Go to [Seminars](#) on left hand bar

Project?

Research, Drafts, or Poster?

Go to [Field Project](#) on left hand bar

Grade?

Go to [Grades](#) section

Other? Email

me!!

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