

# ANTH 0005 - INTRODUCTION TO ARCHAEOLOGY

## Catalog Description

Hours: 54 lecture

Description: Survey of the history and theory of archaeology. Emphasis placed on techniques of archaeological data collection and analysis, cultural innovations and variations, reconstruction and interpretation of the past, and Cultural Resource Management work. Field trips may be required. (C-ID ANTH 150) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Compare and contrast cultural, archaeology, linguistic and biological anthropology.
- CSLO #2: Identify the appropriate archaeological theories and methods used to investigate archaeological sites.
- CSLO #3: Interpret archaeological data to form conclusions about how sites were utilized by people in the past.

## Effective Term

Fall 2020

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Explain the development of archaeology as a multi-disciplinary field.
2. Explain the major goals of archaeology: conserving the material record, constructing culture history, and explaining cultural change.
3. Gather information through fieldwork: formulate ways to seek, find, record and excavate sites and classify and analyze finds.
4. Analyze the material record to reconstruct prehistoric human behavior; substantiate assumptions made about technology, gender roles, social status, trade and subsistence.
5. Recommend the most appropriate dating techniques for various situations such as stratigraphy, seriation, dendrochronology, radiocarbon, and obsidian hydration.
6. Investigate the general demographics, health and nutrition of humans based on the condition and characteristics of their skeletal remains and the application of molecular analyses.
7. Evaluate the development of subsistence methods from foraging to cultivation to agriculture; explain how subsistence methods affect other social and biological aspects of the group such as settlement patterns, population movements, political organization, social stratification, gender roles, religious practices, cultural symbols, art, nutrition and health.

8. Trace the arc of human prehistory from its origins in Africa, throughout Asia, Australia and Europe, and into the New World; weigh the archaeological evidence for the diversity of cultures.
9. Investigate historic and prehistoric site preservation and management; gauge the public perception of artifacts and archaeology; postulate ways to educate future generations on the importance of archaeological resources.
10. Reconstruct human behavior using material remains to learn of ritual and religion, symbolism and iconography, and the development of human consciousness.
11. Explore in depth such important modern day issues in archaeology such as: Who Owns the Past, African American Archaeology, Gender-based Inquiry and Native American legislation.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - D1 Anthro/Archaeology
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 4A Anthro Archaeology

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: After being introduced to methods of finding and excavating archaeological sites students will collectively apply what they have learned to a hypothetical but familiar situation. Getting into small groups they will be given the prompt "Imagine that you have learned of a possible site." How would you (A) find it (B) proceed to eventually excavate it? (C) What potential ethical issues do you need to consider and how would you address them? Make reference to specific techniques described in Kamp or Thomas." After answering in small groups we will come back together as a class and take turns sharing our conversations. Differences in survey options to locate the site will bring up those most suitable for the nature area while various ethical issues will provide a chance to talk about interactions of a legal and ethical nature. Rubric grading.
- Essay Examinations
  - Example: (A) Please apply the scientific method/cycle Thomas describes to the following problem. Imagine that you are a practicing archaeologist/bioarchaeologist: during your excavation you come across a significant amount of corn remnants, very little animal bone, and a series of indications that the site you are excavating endured a severe drought. You also notice that many of the human skeletons you are excavating have tiny holes all over their eye orbits and tops of their skulls. How could you scientifically explore this occurrence? (B) Consider Thomas' discussion (and our in-class discussion) of the "Man the Hunter" myth. Describe three specific ways you could estimate gender roles from the archeological record?
- Objective Examinations
  - Example: (A) When archaeologists tried to determine the role of maize cultivation among Peruvian groups they looked to the

Chavin bones to find the isotopic stamp indicating reliance upon maize. Which of the following were they looking for? A. CAM B. C14 C. C3 D. C4 E. None of the Above (B) In the determination of how archeofauna were used (if at all) by prior populations one has to look closely to be sure that natural processes acting upon the bones haven't created false signs of human butchering. Processes that operate on bones after death are also known as \_\_\_\_\_.

- Problem Solving Examinations
  - Example: Students will be given short answer questions which will be graded based on completeness and validity of generated answer. For example: Use the scientific method/cycle to answer the following. Imagine that you are a practicing archaeologist. During your excavation you come across loads of corn remnants, very little animal bone, and a series of indications that the site you are excavating endured a severe drought... You also notice that many of the human skeletons you are excavating have holes all over their eye orbits and tops of their skulls. How could you scientifically explore this occurrence?
- Projects
  - Example: After covering the transition from foraging to agriculture, students will formulate a list of costs and benefits and compare and contrast them. Ultimately they will determine which subsistence strategy was most beneficial for those practicing. Students will be assessed on the strength of the evidence used to support their answers.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. While discussing the important issue of "ownership of the past," the following teaching methodology will be used. The teacher will: A. Administer a pre-test to gauge students' awareness of current law, its limitations, and the thriving antiquities trade. B. Provide students with several short articles that provide alternate perspectives of the antiquities market and protection of the archaeological C. Ask students to research eBay and other online auction sites for archaeological items. Based on information provided by sellers (on eBay, etc.) ask students to form conclusions about sellers' knowledge of antiquities laws, as well as why sellers are interested in artifacts and antiquities. D. Write a half-page to a page paper summarizing their conclusions based on the above. E. Discuss students' findings in class, and enlarge the discussion to the effects of pot hunting and the online sale of antiquities: - Do students distinguish between the two behaviors? - Do they consider one "wrong" and the other "ok?" - What are their opinions of law and private property? - What solutions do they offer? F. Re-administer the pre-test and determine if knowledge and/or opinions have changed since the beginning of the exercise.
2. Activity (Course Objective 3): Analyzing and classifying artifacts. After reading about the topic of typology and classification, students are given a box of ceramic sherds. They are asked to apply three classification methods to the artifacts: • Intuitive • Type-variety • Treatment of decoration and surface Using each system they will attempt to create typologies and determine the strengths and

limitations of each. They will compare typologies between groups to see whether they can be consistently created, applied and utilized.

Distance Learning

1. During a week when establishing the diet of past populations is the focus, several learning avenues are provided. (1) Assigned textbook pages and a contemporary article will be assigned to read. (2) A written lecture or images/slides with voice/audio (PowerPoint or Explain Everything). (3) A set of focused but exciting discussion topics. After reading and choosing their mode of instruction the students will engage in the conversation aspect with fellow students and the instructor. For example, a discussion topic asking them to draw on information from both the article and their own experiences/knowledge base: Consider your experiences with reading about reconstructing diets from deposits left by past populations. (A) What kinds of evidence are commonly used to reconstruct paleodiets? [You can stick to your three favorites.] (B) Think about your own daily diet. If an archaeologist was to see the place where you eat right now, today, what kinds of evidence for YOUR diet would s/he find? Consider what would ultimately influence the amount of debris you leave behind? Would s/he be able to gather a good look at YOUR diet? Other than food debris, what else might s/he look for? (C) Given applying your behavior today, to behavior in the past, how accurate is the reconstruction of foraging sites or activity areas? What is a good takeaway message here or a proposal to address any potential problems?

## Typical Out of Class Assignments

### Reading Assignments

1. Read the assigned pages from the textbook on absolute and relative dating techniques and be prepared to discuss the differences (with references to specific methods). 2. Read "The Awful Truth About Archaeology," Dr. Lynne Sebastian, The SAA Archaeological Record, March 2003. Be prepared to compare the common perception of the field of archaeology (from television, movies and novels) to the reality of the life of an archaeologist.

## Writing, Problem Solving or Performance

1. Students will evaluate case studies archaeologically and scientifically to identify pseudoarchaeology versus legitimate cases. Kenneth Feder's "Frauds, Myths and Mysteries" is an example of a typical case students would read. Sample questions for evaluation: A. Using what you know about scientific evaluation, what kinds of assumptions would one have to make in order to determine that the Giant was a legitimate find? What kinds of assumptions would one have to make in order to assume that it was a fraud? B. Based on your two lists, using what you know about the methods of scientific evaluation, which seems to be more reasonable and why? C. Based on what you know about establishing chronology and testing burials and bones and/or artifacts found therein, what could be done to assert its legitimacy or fraudulence? 2. "A Day in the Life" Cultural Ecology and Ancient Lifeways This activity is a "thought experiment" in cognitive archaeology. Students will -combine research and interpretation of reading materials to construct a typical day in the life of an individual member of an ancient group -once back in class, engage in group discussion and arrive at consensus -exercise critical thinking in using research information to reconstruct a slice of culture history, and synthesize ideas and theory (cultural ecology).

## Other (Term projects, research papers, portfolios, etc.)

Students may be given a research assignment to conduct during the semester. An example would be assigning a relevant text such as Kathryn Kamp's "Life in the Pueblo," an archaeological case study. Students will be asked to write a research essay on a THEME from the work. Using the research indices, students will locate articles published in a scholarly archaeology journal that extends their knowledge of the topic. A clear rubric will be provided to students.

## Required Materials

- Archaeology: The Science of the Human Past
  - Author: Sutton and Yohe
  - Publisher: Allyn and Bacon
  - Publication Date: 2013
  - Text Edition: 4th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Archaeology: Down to Earth
  - Author: Thomas
  - Publisher: Harcourt
  - Publication Date: 2014
  - Text Edition: 5th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Linking to the Past: A Brief Introduction to Archaeology
  - Author: Feder
  - Publisher: Oxford
  - Publication Date: 2007
  - Text Edition: 2nd
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Archaeology: A Brief Introduction
  - Author: Fagan and Durrani
  - Publisher: Prentice Hall
  - Publication Date: 2011
  - Text Edition: 11th
  - Classic Textbook?: No
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**