

I. CATALOG DESCRIPTION:

Department Information:

Division: Social Sciences
Department: Anthropology
Course ID: ANTHRO 100
Course Title: Introduction to Archaeology
Units: 3
Lecture: 3
Prerequisite: None

Catalog and Schedule Description: This course is an introduction to the study of concepts, theories, and methods of anthropological archaeology and a review of significant data and models that contribute to knowledge of the human past. The course typically includes a discussion of the history and interdisciplinary nature of archaeological research; dating techniques and methods of survey, excavation, and analysis; cultural resource management; and selected cultural sequences.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students should be able to:

- A. Explain the origins of anthropology, discuss the goals of archaeology, and review the history of archaeology, including a critique of the various theories and goals that have guided archaeology as a discipline;
- B. Describe archaeological research methods, together with formulating a research design when presented with a particular problem;
- C. Discuss the conceptual framework of archaeology in terms of the concept of culture, Darwinian evolution and its correlation to cultural evolution, and the effects of environment on culture;
- D. Evaluate ethnocentrism, appraise its utility in maintaining societal solidarity and evaluate the roles of ethnocentrism and racism in the adoption of cultural tolerance and cultural pluralism;
- E. Explain and assess (evaluate) the theories of the peopling of the New World;
- F. Discuss the pre-Columbian cultures of the New World, differentiating between the cultures of North America, Mesoamerica, and South America;
- G. Describe the formation of Old World states, explain the prehistory of Europe through the Iron Age, and evaluate the theories of applying archaeological evidence to justify historical claims.

IV. COURSE CONTENT:

- A. Introduction to Anthropology and Archaeology
 1. Background and Orientation
 2. Goals of Archaeology
 3. History of Archaeology
- B. Archaeological Methods
 1. Research Design
 2. Fieldwork
 3. Material analysis
 4. Data analysis
 5. Interpretation
- C. Conceptual Framework
 1. Concept of Culture
 2. Biological Evolution

3. Cultural Evolution
4. Modes of Political Integration
5. Environments and Culture

D. Human Habitats

1. Food Procurement Systems and Technologies
2. Technology of Resource Procurement

E. Origins of Humans

1. Bipedalism and other physical changes
2. Australopithecines
3. Homo Habilis
4. Homo erectus
5. Homo sapiens
6. Homo sapiens neanderthalensis
7. Homo sapiens sapiens

F. North American Prehistory

1. Early Farmers in the Southwest
2. Early Farmers in eastern North America

G. Ancient Mesoamerica

1. Preclassic peoples
2. Complex Society in Oaxaca
3. Classic Peoples
4. Postclassic peoples

H. Ancient South America

1. Mesoamerican Civilizations
2. Andean states

I. Old World States

1. The development of civilization
2. Early civilizations in Southwest Asia
3. Egypt, Nubia, and Africa
4. Early states in South and Southeast Asia
5. Early Chinese civilization
6. Hittites, Minoans, and Mycenaeans

J. Europe in Prehistory

1. First European farmers
2. Europe before the Romans

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussions (class and group)
- C. Audio-Visuals
- D. Reading of texts, both secondary and primary
- E. Writing tasks appropriate for the material
- F. Computer Tutorials (if applicable)

VI. TYPICAL ASSIGNMENTS

- A. Reading and Critical Thinking
Read the description of the Kennewick controversy in John P. Staeck's *Back to the Earth: An Introduction to Archaeology*. Summarize the key ideas in that section of the text. Compare and contrast the view that recognizes archaeology's contribution to human knowledge in general with the view that the norms of a particular culture transcend archaeology's contribution to human knowledge in general. Be prepared to discuss your summary, your comparative analysis, and your own personal ideas on the topic with the class.
- B. Writing and Critical Thinking
The Cardiff Giant and Piltdown Man hoaxes were similar in that both related to archaeology and the study of human prehistory. However, they were quite different in terms of motives, the reasons for their success, and their impacts. Write an essay in which you address the following: What were the motives for the two hoaxes? What were the goals of the hoaxsters? Why did people want to believe them? Do you think archaeologists would be fooled by these hoaxes today? Can modern archaeologists be fooled by any hoaxes considering the modern technology we now have available to assess the legitimacy of artifacts and skeletons?

VII. EVALUATION:

- A. Methods of evaluation will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) will be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials. Grading may be comparative within a class or may be based on an absolute standard. **Methods of evaluation will adhere to the parameters set out in the "Expected Outcomes for Students" section above.**
1. Sample objective test question: The disturbance of sediments related to the archaeological record by animals such as moles and gophers is
 - a. bioturbation
 - b. annealing
 - c. filigree
 - d. ideotechnic
 2. Sample subjective test question: Explain the goal of archaeology to reconstruct culture history. How is this related to or different from the goal of culture resource management?
- B. While the frequency of evaluation will depend on the type of evaluation (i.e. "objective" or written), evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. The minimum evaluation will consist of: at least two evaluative instruments (i.e. papers, projects, portfolios, or tests) chosen by the instructor of record for the class.

VIII. TYPICAL TEXTS:

- A. Staeck, John P. 2002. *Back to the Earth: An Introduction to Archaeology*. Fort Mountain View, CA: Mayfield Publishing.
- B. Feder, Kenneth L. 2002. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*. Fourth Edition, McGraw Hill.
- C. Fagan, Brian M. *Archaeology: A Brief Introduction*, 8th ed. Upper Saddle Rivern NJ: Prentice Hall, 2003.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Supplementary material may include handouts, primary sources, maps, study guides, computer disks, and/or software.