

Dear Members of the Core Curriculum Committee,

Although this syllabus represents the specific organization that Cynthia Van Gilder brings to Anth 005, if we find ourselves in a situation where we are able to offer more than one section of this course, there are elements that would be standardized. These include: a single textbook; the same methodological lab exercises; attendance at Archaeological Activities Day; and analysis of an outside event. We have also decided to add a standardized archaeological terms literacy test which will likely not form part of a student's grade in the class, but will help the department in norming content across sections and setting expectations for assumed knowledge in our upper division courses. - *Members of the SMC Anthropology Department*

## ANTH 005: Introduction to Archaeology

Dr. Cynthia Van Gilder Office: 301 Garaventa [cvangild@stmarys-ca.edu](mailto:cvangild@stmarys-ca.edu)

Two Tests = 35%

Final Exam = 20%

Site Research Paper TURNITIN.COM REQUIRED = 10%

Critical Article Review TURNITIN.COM REQUIRED = 10%

Site Research Presentation = 5%

Outside Event Report = 5%

Homework and Quizzes = 10%

Attendance (no more than 4 absences or receive an F), Preparation & Participation = 5%

**PLEASE NOTE: Archaeology Activities Day is mandatory!**

### **Textbook:**

*World Prehistory and Archaeology: Pathways Through Time*, By Michael Chazan

**Student Responsibilities:** Class attendance, completion of reading assignments, and participation in discussions are all mandatory, and will affect your grade (see above). If you are unable to attend class, please email me with the subject line Anth 5: Absence. Passive presence is NOT considered participation (see instructor for clarification, if necessary). I may on occasion give "spot check quizzes" which will affect the homework and quizzes portion of your grade. Late papers will be penalized 1/3<sup>rd</sup> of a letter grade per 24-hour period including weekends and missed tests can not be made up. Grades are based on scholastic achievement and mastery of the material, not just effort. Tests will be a combination of short and long essays, definitions, multiple choice, etc.. If you receive a failing grade on a test or other assignment, it is highly recommended that you come to see me privately immediately: do not wait until the end of the semester! My office hours are intended to give you an opportunity to talk with me about any aspect of the course you find interesting or confusing, so please take advantage of them. Above all, get involved and have fun!

**Academic Integrity:** As you know, Saint Mary's College has a modified honor code. I strongly support this policy and will be asking students to affirm their commitment to the code on each assignment submitted for a grade in this class. If you are unwilling to abide by the code, please do not take this class. If at any time you have questions about the honor code, plagiarism, citations, or inappropriate collaboration, please do not hesitate to ask.

**Student Disability Services:** Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation, policies, guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

### **Learning Outcomes for *Introduction to Archaeology***

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

- list and explain basic archaeological methods and the contexts in which they are used
- explain the major theoretical schools of thought in the history of American archaeology
- relate archaeological schools of thought with larger trends in the history of the social sciences
- give details of the various case studies studied in class and relate them to the larger theoretical issues covered
- master the specific culture history of various world regions and relate these specific findings to general trends in world prehistory
- collect and interpret basic archaeological data as presented in class lab exercises
- research issues independently in professional archaeological journals
- express themselves in a writing genre appropriate for the social sciences
- demonstrate basic study skills appropriate for lower division college-level work

**Students are evaluated through:**

- ability to memorize and recall pertinent information for fact-based tests
- ability to synthesize abstract concepts and concrete examples in essays
- ability to write a critical article review on an independently found peer-review article
- ability to complete requested homework assignments on time
- ability to participate in class activities and discussions
- ability to present the results of data analysis from class lab exercises
- ability to apply class concepts to a new situation in an outside event report

2/8 Introduction to Archaeology & the Four Fields of American Anthropology

2/10 Chapter 1 (Getting Started in Archaeology): pages 7-29

2/12 Chapter 1: pages 29-35

2/15 Chapter 2 (Putting the Picture Together): pages 37-52

2/17 Chapter 2: pages 52-61

2/19 Chapter 3 (Early Hominins): pages 63-80

2/22 Chapter 3: pages 80-101

2/24 Chapter 4 (From *Homo erectus* to the Neanderthals): pages 103-126

2/26 Chapter 4: pages 126-133

3/1 Review

3/3 **Test #1**

3/5 Library Session

3/8 Chapter 5 (The Origin of Modern Humans): pages 136-151

3/10 Chapter 5: pages 151-163

3/12 Chapter 6 (The Peopling of Australia and The New World): pages 166-182

3/15 Chapter 6: pages 183-189

3/17 Chapter 7 (Towers, Villages, and Longhouses: Mesolithic Transitions): pages 191-208

3/19 Chapter 7: pages 209-231

3/22 Chapter 8 (Mounds and Maize: Domestication in the New World): pages 233-245

3/24 Chapter 8: pages 246-257

3/26 LAB #1 – artifact identification

*3/27 - 4/5 Easter Break*

**4/7 Review & Site Report Paper Due**

**4/9 Test #2**

4/12 LAB #2 – faunal analysis

4/14 LAB #3 – site mapping

4/16 LAB #4 – artifact mapping

*Last day to switch to pass/fail or withdraw from a class*

4/19 Chapter 9 (A Feast of Diversity: Domestication in the Old World): pages 259-275

4/21 Chapter 9: pages 276-281

4/23 Chapter 10 (Complexity Without the State: Segmentary Societies and Chiefdoms): pages 283-301

4/26 Chapter 10: pages 301-319

4/28 Chapter 11 (Cities and Pyramids: Early States of Mesopotamia & Egypt): pages 321-343

4/30 Chapter 11: pages 343-355

5/3 Chapter 12 (Enigmas and Diversity: Early States in Europe & Asia): pages 357-375

5/5 Chapter 12: pages 375-385

***MANDATORY: Archaeology Activities Day 12:40-2:00PM***

5/7 Chapter 13 (From City to Empire: Social Complexity & Mesoamerica): pages 387-400

5/10 Chapter 13: pages 400-413

5/12 Chapter 14 (Bringing the Four Parts Together: States and Empires in the Andes): pages 406-416

5/14 Chapter 14: pages 417-428 & **Critical Article Review Due**

*Last day of classes*

***Final Exam to be held on Wednesday, May 19; 9:00 – 11:00AM***

**How to think like a social scientist: When you are studying specifics, ask yourself, “what general principle or larger topic can this be related to?” When you are studying more general theories or concepts, ask yourself, “what specific examples can I give of this?”**

### **Study Skills Advice**

- a. **Do not wait until the night before a test to study.** Treat every homework assignment as studying and learn the material!
- b. **Passing your eyes over every word in the chapter does not count as reading in college! You must engage with the material and be sure you understand it.**
- c. **There is a reason reading is assigned before the class during which it is discussed. You are supposed to be processing the text on your own and coming into class with questions/comments. Every**

**important idea in the reading will not be the subject of a lecture. You need to be learning the material in the readings and then I will be supplementing that learning with the class material.**

- d. **Take responsibility for knowing what you don't understand. You see me three times per week (plus office hours are available), so ask me if you need help!**

### **Outside Event Instructions**

For this class you are required to submit an outside event report. That means you need to attend an events outside of the classroom (on your own time) that is related to the class material. Possibilities include (but are not limited to) a visit to a local museum exhibit, a lecture or movie on campus, and lectures at other universities. Occasionally, during class I will announce an event that will fit this assignment. If you wish to do something that I have not specifically mentioned in class, please clear it with me before you attend. (Please note: not all events sponsored by the Anthropology Department are appropriate for this assignment.)

**Your assignment after having attended your event is to write 1-2 pages double-spaced about how the event gave you insight into ideas from the class and/or how the ideas from the class gave you insight into the event.**

Be specific and use references from class texts and discussion. **This assignment can be turned in at any time (I recommend doing it early in the semester) but is due by the beginning of the final exam.**