ANTH 2339.001
*Introduction to Archaeology*

**COURSE DESCRIPTION:**
Welcome to the exciting field of archaeology! Archaeologists learn about past societies by examining the material residues they leave behind. These residues can include anything affected by human behavior — from small disturbances in the soil to architectural remains, from sacred objects to the mundane refuse of daily life. In some cases, this material adds to what we know from historical accounts, but most often, archaeology gives us a picture of the past that we would never otherwise see. In this class, you will learn the basic concepts, methods, and analytical techniques archaeologists use to uncover past human behavior.

**COURSE PURPOSE:**
This course fulfills the requirements for the Social & Behavioral Sciences Core Curriculum component area. This course focuses on the application of scientific methods in the understanding of what makes us human. It involves the exploration of behavior and interactions among individuals, groups, institutions, and events – examining their impact on the individual, society, and culture.

**STUDENT LEARNING OUTCOMES:**
Upon completion of this course, students will be able to:

- Understand the basic procedures and techniques of archaeology.
- Define the objectives of modern archaeological research.
- Explain the responsibilities and ethical obligations of the archaeologist.
- Appreciate the wide diversity of archaeological projects, and their relevance to the modern world.

**CORE COURSE OBJECTIVES:**

- **Critical Thinking:** Creative thinking, innovation, and analysis, evaluation and synthesis of information
- **Communication:** effective development, interpretations and expression of ideas through written communication
- **Social Responsibility:** Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Empirical & Quantitative Skills:** The manipulation and analysis of observable facts resulting in informed conclusions
*Learning outcomes with respect to core objectives are detailed below, on page 6.

REQUIRED TEXT

REQUIREMENTS AND GRADING:

GRADING SCALE:
Grades for assignments and tests are posted to Canvas as soon as possible. It is your responsibility to track your progress and determine that grades have been entered correctly to Canvas. If you find a discrepancy, contact me immediately.

Your total course grade will be determined based on the following scale.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90% and greater</td>
<td>A</td>
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<td>80% to 89%</td>
<td>B</td>
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<td>70% to 79%</td>
<td>C</td>
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<td>60% to 69%</td>
<td>D</td>
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<tr>
<td>Less than 60%</td>
<td>F</td>
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* A .5% is rounded to next higher grade.

You will be graded on multiple assignments and tests. These can be broken down into the categories detailed in the syllabus provided by your instructor. The value of each grade category is given as a percentage of the total grade. In addition to providing grades for individual assignments, I provide (via Canvas) a summary grade for each of these categories (for example – “Quiz grade”). You can use these summaries to figure out how you are doing.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. See: http://catalog.uta.edu/academicregulations/grades/#undergraduatetext

TEST AND MAJOR ASSIGNMENT DUE DATES:
TO BE DETERMINED BY INSTRUCTOR – SEE THE SYLLABUS FOR YOUR SPECIFIC SECTION.

Signature Assignments:
In addition to tests, quizzes, in-class exercises, and other potential requirements, your instructor will assign two short papers (2 – 4 pages each) that will allow you to apply your creativity to further explore the archaeological experience and interpretation of the past. Each assignment will be assessed using a common rubric and is described in more detail. Note that the assignment provided by your instructor may vary slightly from the examples below.

1. Archaeology in the News
   Learning Outcomes: Critical Thinking, Communication, Social Responsibility

2. Mortuary Analysis
   Learning Outcomes: Critical Thinking, Communication, Empirical & Quantitative Skills
In this class we have been keeping an eye on archaeology in the news. For your first short paper assignment, you will analyze how archaeology is portrayed in the media. For this assignment, you should use the media links posted to our Archaeology in the News Discussion thread on Canvas.

Be sure to address the following points:
1) What types of archaeological stories or projects are most likely to be reported by the news media? What aspects of archaeological stories do media outlets emphasize in order to satisfy and attract readers?

2) Summarize (in your own words) the news stories and video of the Franklin shipwreck and at least one other story that you found interesting.

3) Archaeological discoveries can raise controversies – particularly with respect to ownership of objects, territory, or culturally-specific views of the past. Discuss this issue with respect to the Franklin shipwreck. Explain why the find is controversial, and whether there are any laws and or ethical standards that apply. You may also write about a controversial issue raised in another news story, but this must be in addition to the Franklin.

4) Did these stories give you a better understanding of what archaeology is and what archaeologists do? How specifically – provide examples? Or if they did not give you a better understanding of archaeology/archaeologists, explain what you felt fell short.

5) Do you think it’s a good thing for archaeology to be in the news? Why or why not? Does it help inform the public about “real” archaeology? Is it portrayed accurately? Does it connect archaeology to issues relevant to the modern world?

Writing Parameters:
The main text should be 2 to 4 pages (single or space and a half), 11 pt font. This does not include the Title page or References Cited page. I suggest you make an outline to organize your thoughts.

Include a title page with your name, date, and the course name / number.
Include a References Cited page after your text. I have provided full reference format for several stories on the discussion board (see my replies to stories) as a guide – follow this formatting. If you would like to learn a super easy method for formatting references in any style in just a couple of mouse clicks, set up a Zotero account (free at Zotero.org) and come see me. I'll give you a fast tutorial that will simplify all your future papers. Please remember that all references should have an author and date, and should be listed in alphabetical order by author’s last name.

In addition to the written text, this assignment requires that you submit an original archaeology news story from 2019 to the class discussion board on this topic. This requirement must be completed by September 20th.

Grading Rubric

Organization (Clarity/Grammar/Writing Style)  ___ / 15
Is there a clear beginning, middle, and end to the paper?

Formatting (professional presentation, spelling, proofreading, length)  ___ / 15
Are all of the above format guidelines meet?

Mastery of the Course Materials  ___ / 10
Does this paper demonstrate a clear understanding of the course materials and major themes?

Content (address assignment points 1 – 5 thoughtfully and completely)  ___ / 60
Is there a specific example(s) in the paper? Are they accurate?
Are all the questions in the prompt addressed?

Total Score  ____ / 100
Letter Grade (see grade rubric on page 2 of syllabus)  _______
Introduction to Archaeology
Second Short Paper Assignment

**Topic:** In class we have discussed bioarchaeology, the study of human bones found in archaeological sites, and mortuary analysis, the study of ancient burials and cemeteries. You are an archaeologist and you have excavated four burials from the same cemetery. You have radiocarbon dated these burials and they are all date to the same time (3000 years ago). What can you say about these four people? What can you infer from these material remains? Be sure to answer (1) **What is the difference between status and rank?** Were these high status or low status individuals? Did they live in a ranked society? **How can you tell?** (2) **What type of social organization did these people likely have?** i.e. band, segmentary society, chiefdom, or state? **Why do you think that?** What other archaeological evidence from outside the cemetery would you need to support this claim? (3) What can you determine about their health? (4) How would you study their diet? (5) What else can you say about these people? Finally, (6) how is the analysis of skeletons and burials different from most archaeological research?

Be creative but also scientific! Make sure to discuss all four burials.

**BURIAL 1** Biological Sex: Male. Age 50-60. Head facing North. Turtle shells placed behind head and pelvis. Marine shell (from 200 miles away) near skull. Deer antlers on neck and under arms. Clusters of beads found near neck, left arm, and pelvis. Falcon talon and three badger claws found inside mouth. Burial lies on top of a bird shaped out of thousands of small marine shells.
BURIAL 2 Biological Sex: Unknown. Age 4-5. Heading facing North. Eight carved antler statues placed on chest. Helmet made of copper plates, decorated with rare stones and bronze. Rare stones and bronze also placed on waist. Large, very finely made pot and bronze sword next to child. The child’s bones are very porous and x-rays showed Harris lines.
Writing Parameters:
The main text should be 2 to 4 pages (single or space and a half), 11 pt font. This does not include the Title page. I suggest you make an outline to organize your thoughts. Include a title page with your name, date, and the course name / number.
Grading Rubric

Organization (Clarity/Grammar/Writing Style) ___ / 15
Is there a clear beginning, middle, and end to the paper?

Formatting (professional presentation, spelling, proofreading, length) ___ / 15
Are all of the above format guidelines meet?

Mastery of the Course Materials ___ / 10
Does this paper demonstrate a clear understanding of the course materials and major themes?

Content (address assignment points 1 – 5 thoughtfully and completely) ___ / 60
Is there a specific example(s) in the paper? Are they accurate?
Are all the questions in the prompt addressed?

Total Score ___ / 100
Letter Grade (see grade rubric on page 2 of syllabus) _______
Learning Outcomes in Relation to Learning Objectives

Objective: Critical Thinking
Outcomes:
1. Students will be able to compare foundational theoretical perspectives of archaeology
2. Students will be able to identify different approaches to studying the past
3. Students will be able to apply archaeological analytical techniques
4. Students will be able to understand how the past is analyzed and interpreted
5. Students will be able to critique how archaeological research is presented in popular media

Learning Venue:
- Lectures
- Class Discussions
- Readings
- Written Responses

Assessment Method:
- Exams
- Signature Assignment 1 (see below)
- Signature Assignment 2 (see below)

Objective: Communication
Outcomes:
6. Students will develop written communication skills in relation to archaeology
7. Students will develop oral communication skills in relation to archaeology

Learning Venue:
- Lectures
- Class Discussions
- Readings
- Written Responses

Assessment Method:
- Exams
- Signature Assignment 1 (see below)
- Signature Assignment 2 (see below)

Objective: Social Responsibility
Outcomes:
8. Students will gain an appreciation for the past
9. Students will understand what the past means to others
10. Students will learn the basic national and international laws protecting archaeological sites
11. Students will be able to recognize that archaeology can be involved in international and political debates

Learning Venue:
- Lectures
- Class Discussions
- Readings
- Written Responses

Assessment Method:
- Exams
- Signature Assignment 1 (see below)

Objective: Empirical & Quantitative Skills
Outcomes:
12. Students will acquire skills to analyze archaeological data
13. Students will learn basic field methods to answer archaeological research questions
14. Students will be able to state a hypothesis about archaeological data
15. Students will be able to support or reject a scientific hypothesis about archaeological data

Learning Venue:
• Lectures
• Class Discussions
• Readings
• Written Responses

Assessment Method:
• Exams
• Signature Assignment 2 (see below)

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

COURSE POLICIES
(including the policies of the Vice Provost for Academic Affairs):

1. ACADEMIC INTEGRITY POLICY:

   Make sure all your work is the product of YOUR BRAIN!

As a student of the University of Texas at Arlington, you are expected to maintain the highest standards of academic integrity. Any instance of academic dishonesty will have a significant negative impact on your scholastic record, not to mention your grade in this class.

Discipline may include a failing grade for the class together with either suspension or expulsion from the University of Texas. Also, academic misconduct will be reported to the Office of Student Conduct.

I am not kidding and I have no tolerance for even “small” amounts of cheating or plagiarism. To avoid doing this “accidentally,” never cut and paste from anything you didn’t write.

The Board of Regents has defined academic dishonesty as follows: “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an
examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Series 50101, Section 2.2).

All students enrolled in this course are expected to adhere to the **UT Arlington Honor Code**:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

2. **LATE WORK POLICY:**
Assignments are graded down **10%** of their value per day after the due date.

3. **MAKE-UP TEST POLICY:**
---There are no make-up tests!---
---(or quizzes)---

If a serious illness, emergency situation, jury duty, or military service obligation arises that prevents you from attending one of the two tests (midterm or final), contact me immediately. In this situation, the grade points of the test you miss will be distributed to the other three tests in the following manner:

- Missed Midterm: Final = 40%
- Missed Final Exam: Midterm = 40%

**Warning!!**
If you miss two tests for any reason, you will not receive any credit for either test and the above redistribution will not be applied. If this happens, you should seriously consider withdrawing from the course.

This grade redistribution will only apply in the case of the extraordinary circumstances listed above. Lying about such an emergency will be considered academic dishonesty, and will result in a failing grade.

4. **ATTENDANCE POLICY:**
Be there on time!
Attendance and punctuality are expected. Walking in late is rude and distracting – don’t do it! Although there is no attendance grade, missing in-class assignments will negatively impact your grade (as described above). Some assignments / exercises / pop-quizzes may happen at the beginning of the class. If you miss these by walking in late, you will not be able to make them up.
The Provost’s Office would like me to add: “At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.”

5. ELECTRONIC COMMUNICATION POLICY:
I expect you to check your UTA email daily during the week!

Sometimes I may hint at upcoming pop-quizzes or in-class exercises. If you miss the email, you will definitely be at a disadvantage.

A note from the Provost on communication: “UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.”

To obtain your NetID or for logon assistance, visit: https://webapps.uta.edu/oit/selfservice/.

If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

6. CANVAS POLICY:
I use Canvas A LOT for this course. Check it often for assignments, instructions, announcements, and to monitor your progress.

7. CLASSROOM ELECTRONIC DEVICE POLICY:
No laptops, tablets, or cell phones may be used during class – unless you have a special waiver from the Office for Students with Disabilities. (I suggest you set your cell phone to silent, but I will forgive the occasional accidental ringing.)

8. NON-DISCRIMINATION & TITLE IX POLICY:
As stated by the Provost’s Office:

“The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.”
“The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.”

9. DROP POLICY:

The last day to drop a class is November 1st, 2019, by 4 pm.

The Provost’s Office states:

“Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period (Late Registration Ends August 30th). After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).”

10. AMERICANS WITH DISABILITIES ACT POLICY:

Contact me early in the semester if you need special accommodation.

All tests taken in the ARC need to be scheduled well in advance.

Note: This class format includes timed station quizzes. If you need special accommodation, we will need to work this out at the beginning of the semester as these quizzes must be taken in room 468.

Please inform me if you have a disability requiring special consideration for classes and exams, and provide me with the relevant paperwork during the first two weeks of class. If you need to take any tests or exams in the Office for Students with Disabilities (UH 102), please note that these must be scheduled with both the instructor and that office at least a week in advance. It is possible (and preferable) to set up this schedule near the beginning of the semester.

The University’s policy as stated by the Provost is as follows:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

11. STUDENT FEEDBACK SURVEY

Please fill out the feedback survey!! I value your input.

The Provost adds: “At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.”

12. FINAL REVIEW WEEK POLICY

As stated by the Provost’s Office:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

13. EMERGENCY EXIT PROCEDURES:

Know your exit routes!
The nearest exits are just to the east of our room. To reach these, exit the room, turn left. Visually locate the nearest exit sign. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

COURSE SUPPORT SERVICES
(Get Help – Get a better grade!)

OFFICE HOURS
Come see me if you're having trouble with the class. If you can't come to my office hours, email me to make an appointment.

PRIVATE TUTORING
The University provides a private tutoring service for this course at a rate of $6.50 per hour. To sign up for tutoring first go to the University Tutorial Office (205 Ransom Hall) and request a login ID. After this you may schedule tutoring sessions on-line.

WRITING SUPPORT:
Having trouble with that essay? Get help!

Contact the UTA writing center on-line at: http://www.uta.edu/owl/
Not only will they give you advice on your work, they also have short workshops throughout the semester. Writing well is one of the most valuable skills you can acquire in college!

STUDENT SUPPORT SERVICES AVAILABLE:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.