

Northwest College • Department of Anthropology

ANTH 1300: INTRODUCTION TO ARCHAEOLOGY



Fall 2023
3 Credit Hours

Instructor: J. Gregory Smith, Ph.D.
Office: Yellowstone Building 121
Phone: 754-6131

Course Time: **online**
Course Location: **online**
Office Hours: MWF 11:00-11:50AM

Email: greg.smith@nwc.edu

Anthro Webpage: <http://www.nwc.edu/anthropology/>

Facebook: <http://www.facebook.com/nwcanthro>

Social Science and Education Division Secretary (Val Cross): 754-6127

Important Universal Syllabus Information can be found here:

<https://nwc.edu/academics/syllabi/universal-syllabus-information>

The single best way to reach me is to email me from your NWC email account!!

I. CATALOG DESCRIPTION

Introduces the theory and method of archaeological science, with an overview of cultural evolution in the Old World up to the development of early civilization. Includes a summary of Wyoming archaeology.

To expand on this description from the Northwest catalog, anthropology is a social science concerned with the study and analysis of all aspects of humanity. Archaeology, one of the four subdisciplines of anthropology, focuses its attention on analyzing the material remains of humankind in order to trace its origins and development. Modern archaeology is a discipline whose scope extends from the remains of the earliest humans to the ruins of vanished civilizations to the garbage of modern American industrial society. It is concerned with many of the most important milestones of humankind's past: the very earliest Stone Age cultures, the invention of food production, and the development of complex societies featuring urban life and writing.

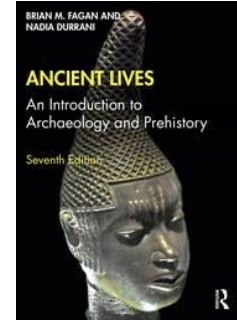
Throughout the semester, we will also be critically analyzing some of the dubious claims commonly seen on the Internet and the *National Enquirer*: the lost continent of Atlantis, ancient aliens, the mummy's curse, apocalyptic prophecies, and the like. The purpose of discussing these topics is twofold. By critically evaluating these topics, we sharpen our critical thinking skills, something that I hope you take with you long after the course is over. The other reason is that they are just fun to talk about!

II. TEXTBOOK

There is one **required** book for this course:

Fagan, Brian M. and Nadia Durrani

2020 *Ancient Lives: An Introduction to Archaeology and Prehistory*.
Seventh Edition. Routledge, New York.



Other **required** readings will be made available on Moodle.

III. INSTRUCTION METHODS

This course will be entirely online! Students will need access to computers with relatively high speed broadband access, not only to use the Moodle system for posted materials and tests, but also to view assigned audio and streaming video resources. It is the student's responsibility to secure reliable access to needed technology if he or she does not already own it. If you don't have your own computer, then you must be able to use the on-campus computer labs at Northwest College and/or should research the availability of technological resources at public libraries, local high schools, or other educational institutions, among other options. Students enrolled in this course must possess basic computer skills.

I hope to use **VIRTUAL REALITY** technology in this class! I will check you out a VR headset to use for the semester and then every week we will visit famous archaeological sites: virtual field trips all over the world!



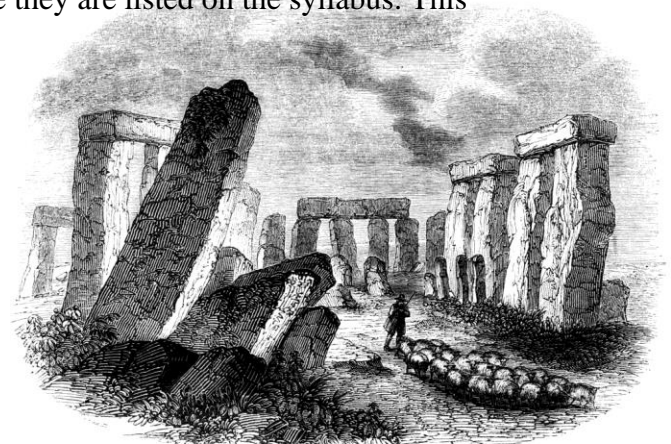
Warning on sensitive material: by definition, anthropology will expose you to people and ideas that you may not agree with. On occasion, you may find the content of this course to be in conflict with your own personal values. If you feel that this will be an issue, please alter your schedule during the drop/add period.

IV. TENTATIVE SCHEDULE OF COURSE CONTENT

You should complete reading assignments *before* the date they are listed on the syllabus. This calendar is subject to revision.

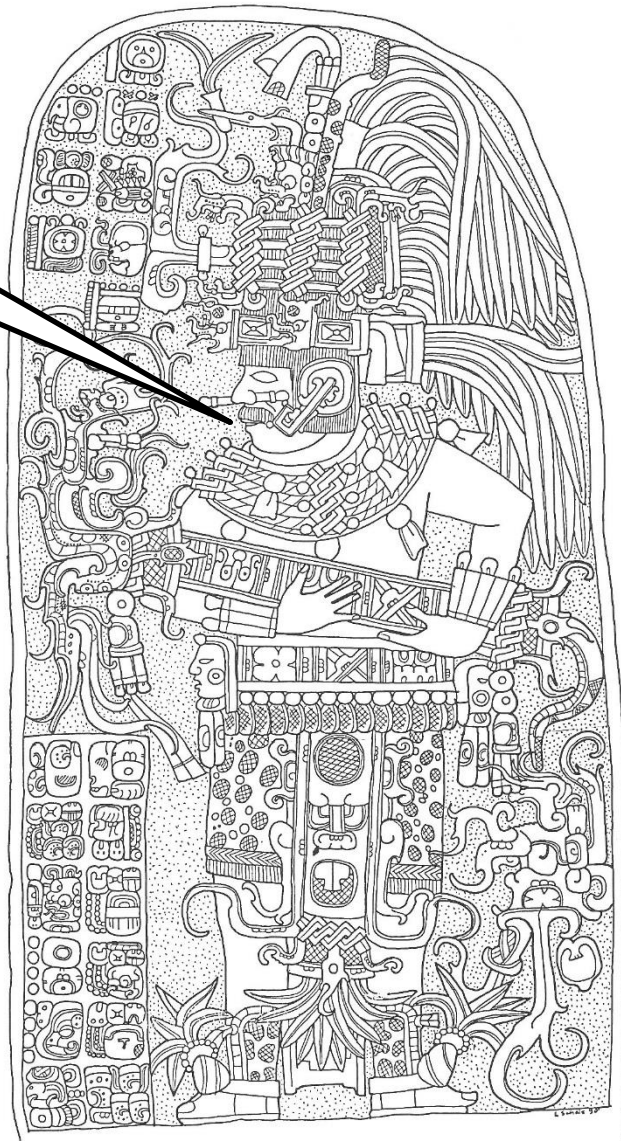
Weeks 1&2 **Introducing Archaeology**
Readings: Fagan Ch. 1

Week 3 **What is Left? The Variety of Evidence**
Readings: Fagan Ch. 2



- Week 4** **Where? Finding Sites**
Readings: Fagan Ch. 3
- Week 5** **How Did People Live?**
Readings: Fagan Ch. 4
- Week 6** **Studying Individuals and Trade**
Readings: Fagan Ch. 5
- Week 7** **Reconstructing the Spirit World**
Readings: Fagan Ch. 6
- Week 8** **Explaining the Past**
Readings: Fagan Ch. 7
- Week 9** **The Origin of Humans**
Readings: Fagan Ch. 8, Olduvai Gorge
- Week 10** **Out of Africa**
Readings: Fagan Ch. 9, Lascaux
- Week 11** **The Mixed Bag of Farming**
Readings: Fagan Ch. 11, Catal Hoyuk
- Week 12** **The First Civilizations**
Readings: Fagan Ch. 12, Egypt
- Week 13** **Asian Civilizations**
Readings: Fagan Ch. 13, Indus
- Week 14** **North American Civilizations**
Readings: Fagan Ch. 14, Chaco
- Week 15** **Mesoamerican Civilizations**
Readings: Fagan Ch. 15, Teotihuacan
- Week 16** **Andean Civilizations**
Readings: Fagan Ch. 15, Machu Picchu
- Week 17** **The Future of the Past**
Readings: Fagan Ch. 17, Easter Island

Wow,
that's a lot
of reading!



V. LEARNING OUTCOMES

Anthropology Program-Specific Learning Outcomes:

Upon the successful completion of an Associate of Arts Degree with a major in Anthropology, each student will:

1. Interpret their own behaviors and worldviews, as well as the behaviors and worldviews of others, through the lens of culture.
2. Demonstrate an understanding of cultural and biological adaptation by:
 - a. Providing examples of how culture operates as an adaptive mechanism in human groups.
 - b. Identifying key research findings that help to explain the biological and ethnohistorical roots of diversity.
3. Design a viable social science research project that makes appropriate use of anthropological data collection techniques and sufficiently addresses the relevant ethical concerns.
4. Write in a way that incorporates and correctly references scholarly literature; is audience-appropriate; and adheres to generally accepted conventions within the social sciences.
5. Deliver a multimedia presentation to an audience of their peers in a manner that conveys confidence and competence.

Course-Specific Learning Outcomes for ANTH 1300:

Upon completing this course, students will:

1. Describe how archaeologists find sites in the first place, and their methods for retrieving physical, geographic, and biochemical evidence from those sites.
2. Explain how archaeologists reconstruct the lifeways of past and present societies, including subsistence practices, political organization, ideological systems, and resource use.
3. Describe key archaeological research findings about the timing, location, and societal consequences of humankind’s major historical milestones - including the first evidence of abstract thought, the origins of agriculture, and the rise of archaic states.
4. Critically appraise dubious claims about archaeological “evidence” (e.g., the lost continent of Atlantis, ancient aliens, the mummy’s curse, apocalyptic prophecies, etc.), and discuss how such claims take hold in the popular imagination.
5. Describe how archaeologists’ work intersects with matters of public concern – including the various professional tracks in archaeology, and the ethics, laws, and politics of archaeological practice.



VI. COURSE REQUIREMENTS AND GRADE COMPUTATION

Grades will be calculated as follows:

<u>Item</u>	<u>Percentage of Final Grade</u>
Weekly Quizzes	33%
Assignments	33%
<u>Discussion Forums</u>	<u>33%</u>
	100%

Late Work: Late work is accepted but will be penalized a full letter grade for every day that it is late.

Quizzes:

Weekly quizzes generally consist of 10 multiple choice questions. You have 30 minutes to take the quiz and can only take it once. They will be made available on Mondays and will close on Sundays at 11:55PM. **Please be aware that if you start taking the quiz at, say, 11:50PM Sunday night, you may only have 5 minutes to take the quiz!**

Assignments:

There will be several assignments throughout the semester and instructions for these will be available when the time comes.

Discussion Forums:

Your posting on the discussion board takes the place of attendance and classroom conversation. Your postings will be based on both *quality* and *quantity*. Postings such as “*Really nice job :-)*”, “*I agree*” or “*Good point*” and the like are very weak postings and will not be accepted as a response. Your responses should be thoughtful. It may share another point of view. It uses examples and details to make its point. Discussion postings **MUST** take place throughout the week of the discussion. Posting all of your discussions on the day the discussion closes (Sunday) will not be accepted. You must give your classmates time to respond to your comments and waiting until the last day of the discussion will not allow this to happen.

Some things I consider when grading discussion forums:

1. Participant uses appropriate academic writing style (correct capitalization, punctuation, spelling, and grammar) in all messages so that others clearly understand and do not misconstrue comments that are being posted.
2. Participant expresses ideas in ways that are sensitive to the perspective of others. Disagreements are inevitable but if you do not treat others respectfully, your discussion forum will be given a zero.
3. Participant refrains from being overly proselytizing with regards to politics and/or religion.
4. Participant keeps the dialogue focused and contributes comments/questions that move the discussion forward or into deeper reflection.
5. Participant clearly bases comments on assigned readings and refers to them in the discussion.
6. Participant responds to comments of others and actively engages and encourages the response of others.
7. Participant refrains from using an authoritarian or judgmental style of writing that discourages open group discussion. **In anthropology, these kinds of posts usually look like this: “The Wodaabe practice polygamy, which is fine, but I could never share my husband with another woman!” This kind of post tells us a lot about the student but nothing about the Wodaabe!**
8. Participant provides comments in a timely manner so that others have an opportunity to read and respond to submitted comments. In other words, participants should not submit their first discussion comments late in the week. You will also be expected to read all of the discussion posts from everyone.

Please note that grammar includes things like capitalization, punctuation, verb tense agreement, and so on. Use proper English and not texting language for this course.

VII. ACCOMODATIONS

Northwest College ADA Statement:

Northwest College is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. It is the student’s responsibility to make an appointment with the Disability Support Services (DSS) Coordinator to provide documentation of a disability (whether it is psychiatric, learning,

mobility, health related, or sensory) and to inquire about accommodations for courses each semester. To contact the DSS Coordinator, call 754-6135 or stop by the Student Success Center located in the lower level of Colter Hall.

VIII. STUDENT BEHAVIOR STANDARDS

For additional information, refer to the “General Code of Student Conduct” and “Academic Code of Conduct” in the current Northwest College Catalog.

Classroom Etiquette: Not relevant for this course.

Electronic Gadgetry: Not relevant for this course.

Northwest College Statement on Academic Dishonesty: (*NOTE – This language is adapted from the NWC Student Handbook Academic Code of Conduct –please refer to that document for more information.)

Northwest College is committed to creating and maintaining an environment of academic honesty. It is the faculty’s responsibility to affirm the importance of academic integrity and to try to educate students as to standards of academic behavior. Students, too, bear the responsibility for academic integrity. Northwest College expects each student to learn and comply with academic expectations, display appropriate conduct in classroom situations, accept Northwest College’s “Student Academic Rights” and “Student Academic Responsibilities,” and preserve academic integrity by upholding the spirit and letter of the Academic Code of Conduct. Violations of academic integrity include but are not limited to the following: plagiarism, cheating, trafficking, copyright infringement, and interfering with the learning of other students.

Respect for Diversity Statement: The Northwest College community includes a rich mix of individuals who, through their distinctive viewpoints, personalities, and life experiences, contribute to an intellectually stimulating and supportive culture. Northwest College’s commitment to diversity is central to understanding and learning through the promotion of free and open inquiry and discussion. We recognize that our success as an institution depends on an environment where all individuals are included in Northwest College’s community regardless of, but not limited to race, age, gender identity, ethnicity, sexual orientation, gender, nationality, citizenship, religious affiliation, or disability.

IX. NORTHEAST COLLEGE STUDENT RESOURCES

Northwest College offers a multitude of resources to increase student success including:

1. Northwest College Student Success Program
 - a. Contact Person – Ty Barrus (Ty.Barrus@nwc.edu)
 - b. Location – Lower level of Coulter Hall
 - c. Phone – (307) 754-6135
 - d. Website - <http://nwc.edu/services/success.html>
2. Northwest College Tutoring Center
 - a. Contact Person – Jen Schneider (jen.schneider@nwc.edu)
 - b. Location – 2nd Floor of Hinkley Library
 - c. Phone – (307) 754-6137
 - d. Website - <https://nwc.edu/tutoring/>
4. Hinkley Library

- a. Website - <http://nwc.edu/library/>
5. Project Succeed/Trio
 - a. Contact Person – Terri Meyer (terri.meyer@nwc.edu)
 - b. Location – Frisby Building 101
 - c. Phone – (307) 754-6224
 - d. Website - <https://nwc.edu/trio/>
6. Net-Tutor (on-line tutoring services)
 - a. Website - <http://nwc.edu/tutoring/online.html>

X. NORTHWEST COLLEGE EMERGENCY PROCEDURES GUIDE

<https://nwc.edu/emergency-preparedness/>

XI. HOW TO DROP OR WITHDRAW FROM CLASS

If you find that you no longer wish to remain in this class, you should officially *drop* or *withdraw* from it. **Only you, the student can initiate this process, and you are strongly encouraged to consult first with your academic advisor with regard to the effect on your program of study, financial aid status, etc.** In order to drop or withdraw from class, you must meet certain deadlines and follow specific procedures:

- To **drop**: you can do this during the first two weeks of class and no record will appear on your transcript. You can drop a class by logging onto **Webadvisor** through your student portal, or your academic advisor can do it for you as well. You can also go to the **Registration and Records Office** and complete the appropriate form. Consult the current academic calendar (found at <http://www.nwc.edu/academics>) for the deadline to drop a full-term class.
- To **withdraw**: after the “drop” deadline, your remaining option is to “withdraw” from this course. A mark of “W” will appear on your transcript, but it will not affect your GPA. Follow the same procedure as above. The withdrawal deadline typically occurs about four weeks after mid-terms. Consult the current academic calendar (found at <http://www.nwc.edu/academics>) for the deadline to withdraw from a full-term class.
- Deadlines for half-semester courses differ for both the “drop” and “withdrawal” options and can be obtained by contacting the Admissions Office at 307-754-6101.

If you merely stop attending or do not log onto a class, but do not officially remove yourself from class, then you will almost certainly receive a grade of “F.”

