Crafton Hills College
Course Outline

1. Discipline: Anthropology

2. Department: Social Science

3. Course Title: Introduction to Archaeology

4. Course I.D.: ANTHRO 100

5. Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s):
Eligibility for ENGL 101

6. Semester Units: 3

7. Minimum Semester Hours:

Method	In-Class Min	Out-of-Class Min
Lecture	48.00	96.00
Lab		
Activity		
Clinical		
Field		
Work Experience		
Independent		
Total	48.00	0

8. Need for the Course:

An introductory course in archaelogy is typically offered at community colleges and four-year institutions and is part of a comprehensive community college anthropology curriculum. ANTHRO 100 is associate degree applicable, applies to the associate degree requirements for an A.A. in Anthropology and fulfills the associate degree general education requirement for social and behavioral sciences. This course transfers to CSU and UC, satisifies a CSU GE Breadth general education requirement in Area D, Social Sciences and an IGETC general education requirement in Area 4, Social and Behavioral Sciences.

9. Goals for the Course:

    A. To satisfy part of the educational requirements for an associate degree in anthropology.
    B. To offer an introductory course for students interested in archaelogy.
    C. To provide alternate viewpoints on the human condition leading to flexibility and wisdom in the handling of a wide variety of human problems.

D. To develop the student's ability to observe situations and to write accurate accounts.

10. Catalog Description:
Introduction to the history, objectives, methods, and theory of contemporary archaeology. Topics include the historical development of archaeological science, archaeological methodology and interpretation, dating techniques, the analysis of cultural sequence, and ethical and legal considerations related to archaeological research.

11. Schedule Description:
Introduction to the history, objectives, methods, and theory of contemporary archaeology.

12. Entrance Skills:
    A. Requisite Skills: None
    B. Recommended Skills:
    It is highly recommended that students entering this course be able to:
        1. Write an essay of five or more pages with a clear introduction, body, and conclusion.
        2. Write clear, coherent paragraphs developing and supporting a single subject or idea throughout the entire essay.
        3. Incorporate the ideas and research of others into their own writing, including the proper identification and citation of sources utilized in the development of essays.
        4. Follow the standard rules of spelling, punctuation, grammar, and syntax.

13. Student Learning Outcomes:
    Upon satisfactory completion of the course, students will be able to:
        1. Demonstrate an understanding of the scientific method and its application to archaeological research.
        2. Describe the archaeological methods and theory used to analyze and interpret the human past.

14. Course Objectives:
    Upon satisfactory completion of the course, students will be able to:
        1. Discuss the scientific method, including its steps and utility in conducting archaeological research.
        2. Describe the theoretical and historical relationship between archaeology and anthropology.
        3. Describe the theoretical frameworks, methodologies, and field techniques used to interpret the archaeological record.
        4. Identify the methods of archaeological analysis and classification typology with reference to cultural sequence.
        5. Describe the goals and legal and ethical considerations of cultural resource management and working with descendent communities.

15. Representative Texts and Instructional Materials:
    Ashmore, W. & Sharer, R. (2013). *Discovering Our Past: A Brief Introduction to Archaeology.* (6/e). New York: McGraw-Hill.
    Fagan, B. & Durrani, N. (2013). *In the Beginning: An Introduction to Archaeology* (13/e). Upper Saddle River, NJ: Pearson.
    Feder, K. (2013). *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology* (8/e). New York: McGraw-Hill.
    Feder, K. (2014). *The Past in Perspective: An Introduction to Human Prehistory* (6/e). New York: Oxford University Press.

16. Course Content:
    A. Introduction to Archaeology
        1. What is Archaeology
        2. Archaeology as Science and the Scientific Method

3. Archaeology and History
    a. Historical Archaeology
    b. Prehistoric Archaeology
4. Archaeology and Anthropology
    a. Culture
    b. Ethnoarchaeology
5. Goals of Archaeology
    a. Stewardship
    b. Understanding the Archaeological Record

B. History of Archaeology
1. The Origins of Archaeology
    a. Antiquarians
    b. Uniformitarianism
    c. The Theory of Evolution by Natural Selection
2. The Development of Modern Archaeology
    a. Three-age System
    b. Unilinear Cultural Evolution
    c. Historical Particularism

C. Contemporary Archaeological Theory
1. Culture History
    a. Normative Model of Culture
    b. Time-Space Grids
    c. Tradition/Horizon
    d. Diffusion
2. Processual Archaeology
    a. Cultural Ecology
    b. Multilinear Cultural Evolution
3. Postprocessual Archaeology

D. Archaeological Methodology
1. Archaeological Data
    a. Artifacts
    b. Features
    c. Ecofacts
    d. Sites
    e. Regions
2. Deposition and Transformation
    a. Behavioral Processes
    b. Transformational Processes
    c. Matrix
    d. Provenience
    e. Association
3. Research Design
    a. Data Sampling
    b. Stages of Research Formulation

E. Archaeological Survey
1. Remote Sensing
    a. Aerial Photography
    b. Nonphotographic Methods
2. Subsurface Survey
    a. Nonintrusive Methods
    b. Intrusive Methods
3. Data Processing
    a. Maps
    b. GIS

F. Archaeological Excavation
1. Excavation Methods
    a. Trenches and Testing
    b. Penetrating Excavations
    c. Clearing Excavations
2. Recording Excavation Data

          a. Written Records
          b. Site Plans
          c. Photographs and Digital Images
      3. Special Excavation Issues
          a. Burials
          b. Fragile Objects
   G. Archaeological Analysis and Classification
      1. Artifacts
          a. Lithic Artifacts
          b. Ceramic Artifacts
          c. Metal Artifacts
          d. Organic Artifacts
      2. Ecofacts
          a. Floral Ecofacts
          b. Faunal Ecofacts
          c. Soils and Sediments
      3. Features
          a. Constructed Features
          b. Cumulative Features
  H. Dating Techniques
      1. Relative Dating Techniques
          a. Seriation
          b. Sequence Comparison
          c. Stratigraphy
          d. Geochronology
      2. Absolute Dating Techniques
          a. Obsidian Hydration
          b. Dendrochronology
          c. Radiocarbon Dating
          d. Potassium-Argon Dating
  I. Archaeological Interpretatation and Cultural Sequence
      1. Cultural Historical Interpretations
          a. Cultural Invention
          b. Cultural Drift
          c. Cultural Revival
          d. Diffusion
      2. Processual Interpretations
          a. Negative Feedback
          b. Positive Feedback
          c. Cultural Ecology
          d. Multivariate Strategy
  J. Legal and Ethical Considerations
      1. Cultural Resource Management
          a. Legislation
          b. Goals of CRM
          c. Challenges
      2. Working with Descendant Communities
          a. NAGPRA
          b. Indigenous Archaeology

17. Methods of Instruction:
  A. Lecture
  B. Observation
  C. Audio Visual Presentations
  D. Collaborative Group Work
  E. Class Activities
  F. Class Discussions

18. Assignments and Methods of Evaluation:
1. Objective and essay quizzes, tests and examinations (40-60%)
2. Written assignments including analyses, reports, in class activities and homework assignments (20-30%)
3. Comprehensive research paper(s) on a prehistoric culture and/or scientific approaches to the study of the culture (20-30%)
4. Oral presentations (0-10%)
5. Participation (0-10%)

19. Course Enrollment: 35

Crafton Hills Distributed Education Addendum

1. Distance Ed Format: The following format(s) are appropriate for this course:

    A. Hybrid

    Recommended Online Enrollment: 35
    B. 100% Online

    Recommended Online Enrollment: 35
    A. Hybrid - This course has online components and regularly scheduled face-to-face meetings

        i. Please describe how this hybrid course will meet face-to-face below:

            If the course is taught as a hybrid, lectures and class discussions could be conducted on campus to supplement the online portion of the class. On campus meetings may also include oral presentations, exams, and collaborative group work.

        B. 100% Online - This course has no required face-to-face meetings

        i. <u>Full Online Delivery Requirements:</u>
        ii. Students must be notified via the college schedule of classes and the syllabus for the class, if proctored texts are required for this course.
        iii. Any planned face-to-face meetings, such as an orientation or study session, must be optional.
        iv. The CHC Curriculum Committee requires the use of discussion board as a component of every fully online course.

    C. Estimated time a student would spend on course related tasks per week (note: for each course unit the student should spend a minimum of 1 hour online and 3 hours of additional work):

        Online: 3
        Offline: 6
        Face-to-Face (if hybrid): 1.5

2. Course Outline: The three methods that significantly change when teaching a distributed course are: **A. Methods of instruction B. Methods of communication C. Methods of evaluation.** Please describe how these methods will be adapted for the distributed education method(s) selected above.

    A. Methods of Instruction - Copy the Methods of Instruction from the course outline into the space below. Specify any adaptations in instructional methodology resulting from offering this course in the distance learning mode(s) you selected above as opposed to the face-to-face mode assumed by the current course outline.

        Methods of Instruction
          A. Lecture
          B. Distributed Education
          C. Observation
          D. Audio Visual Presentations
          E. Collaborative Group Work
          F. Class Activities
          G. Class Discussions

        DE Adaptation

        1. Slideshow lectures, written lectures, audio recordings, instructor-created video and video sharing sites can be used to deliver lecture content.

2. Use of the online or campus library resources to complete research projects.

3. Written feedback for individual and group assignments and class work provided on the LMS using rubrics.

4. Hyperlinks to external websites, social media, images, video, and interactive multimedia activities will be presented online on the LMS.

5.Collaborative group work can be arranged online, or also in class meeting times (if course is offered as a hybrid).

6. Online quizzes and exams, collaborative group work and group discussions will take place on the LMS.

7. Online discussion boards focused on course material and readings.

B. Methods of Communication - In traditional face-to-face courses interactions such as teacher to student and student to student occur throughout the face-to-face class time or during scheduled office hours. How will this course meet the communication/interactions necessary for effective learning and instruction

    Current Methods of Communication
     A. E-mail
     B. Web Casts
     C. Discussion Boards (asynchronous Dialogue)
     D. Chat (Synchronous Dialogue)
     E. On Campus Meeting Announcements
     F. Office Hours
     G. Other (please describe below)

DE Adaptation for Effectiveness

Regular and effective communication will be provided in the form of asynchronous and synchronous contact.

A. This will include the use of email, phone, LMS announcements (reminders, updates, etc.)

B. Tutorial videos and webcasts

C. A frequently checked question and answer discussion forum

D. Instant messaging and/or video chat during online office hours

E. The instructor may also offer face to face meeting times and office hours if needed/applicable.

C. Methods of Evaluation - Copy your methods of evaluation from the course outline into the space below and describe how the evaluation methods in the course outline will be adapted for use in the online environment.

    Current Methods of Evaluation
     A. Objective and essay quizzes, tests and examinations (40-60%)
     B. Written assignments including analyses, reports, in class activities and homework assignments (20-30%)
     C. Comprehensive research paper(s) on a prehistoric culture and/or scientific approaches to the study of the culture (20-30%)
     D. Oral presentations (0-10%)
     E. Participation (0-10%)

Online Adaptation:

A. Students will complete practice quizzes, for credit objective quizzes, and exams

online using the LMS.

> B. Students will submit written assignments, homework, and essays on the LMS .

> C. Students will complete research papers using online resources through the college library, or other academic sources, databases, or websites and submit completed work through the LMS.

> D. Students will compete group and individual assignments online through the LMS, including participating in online discussion boards.

> E. Instructor will track attendance and participation through the discussion boards and other weekly assignments.

3. **Sample Assignment:** Please give an example of an assignment that students will do in the distributed class format described in this document:

Discussion Board Assignment: "Who owns the past?"

Read the assigned chapter concerning issues in caring for our global heritage and the corresponding academic journal articles: "How the Parthenon Lost its Marbles, "and "Arguments for and against the Return of the Elgin Marbles," accessible through the hyperlinks provided in the discussion prompt.

Create your initial response to the discussion question by critically analyzing the pros and cons of the return of the ancient artifacts to their original location. Summarize the main points of each side of the argument, and present your own conclusions in a well-constructed discussion board post, supporting your argument, and citing your sources. You may use additional academic sources to support your points. Your initial post should be 300 to 600 words, submitted by the first due date.

By the second due date for this discussion board, respond to at least two initial prompts written by your fellow classmates. Comments should be at least 150 words, and include thoughtful responses that demonstrate critical thinking skills. Your responses to peers should be respectful and should encourage the conversation to continue in meaningful ways.

Your three posts will be graded with a grading rubric such as this one:

Discussion Rubric:

Initial Post (0 to 10 points) Posts well-developed assignment that fully addresses and develops all aspects of the task.

Follow-up Posts (0 to 10 points) Elaborates on an existing posting with further comment or observation. Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.

Content Contribution (0 to 10 points) Posts factually correct, reflective and substantive contribution; advances discussion.

Reference and Support (0 to 10 points) Uses references to literature, readings and personal experience to support comments.

Mechanics (0 to 10 points) Consistently uses grammatically correct posts with rare misspellings, format is easy to read/ professional delivery.

4. **Accessibility:** Accommodations regarding disabled student accessibility to distributed education

content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office. Please describe, in the box below how this course will meet the Section 508 requirements:

All documents, video, text, hyperlinks, multimedia and external resources will comply with ADA accessibility standards including closed captioning, screen reading order, alternative text for images, high contrast use of color, and use of headings. All assignments will be created so that students with disabilities will have the same level of interaction with the content as those who do not have disabilities.

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