



ANTH 130 - Introduction to Archaeology Course Outline

Approval Date: 05/03/2013

Effective Date: 08/11/2013

SECTION A

Unique ID Number CCC000160684

Discipline(s) Anthropology

Division Arts and Humanities

Subject Area Anthropology

Subject Code ANTH

Course Number 130

Course Title Introduction to Archaeology

TOP Code/SAM Code 2202.00 - Anthropology / D - Possible Occupational

Rationale for adding this course to the curriculum Textbook updates.

Units 3

Cross List N/A

Typical Course Weeks

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Introduces the basic theories and principles of contemporary scientific archaeology and the methods through which archaeologists recover and interpret the past. Students will explore basic excavation and analysis methods, as well as the relevance of archaeological studies to contemporary social issues. Fieldwork and museum exhibits outside of class are required.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- ENGL 90 with a minimum grade of C or better

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Apply archaeological theory and methods to the investigation of prehistoric and contemporary cultures
- Understand the social, political, and cultural dimensions of artifact recovery, interpretation, provenance, and ownership

2. Course Objectives: Upon completion of this course, the student will be able to:

- Demonstrate a comprehensive understanding of the field of archaeology
- Apply archaeological theory and methods to the investigation of prehistoric cultures
- Apply archaeological theory and methods to the investigation of historic/contemporary cultures
- Analyze current cultural practices in light of archaeological theories regarding pre-historic societies
- Analyze museum preparation and display through fieldwork and field trips
- Interpret political issues of artifact interpretation, provenance and ownership
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3. Course Content

1. Archaeology, Anthropology, Science, and the Humanities
- The structure of archaeological inquiry and exploring the "frauds, myths, and mysteries" of pop archaeology
- Doing fieldwork (surveying, remote sensing, excavation methods)
- Geoarchaeology and site formation processes
- Chronology building
- The dimensions of archaeology (time, space, and form)
- Taphonomy, Experimental Archaeology, and Ethnoarchaeology
- People, plants, and animals in the past
- Reconstructing social and political systems of the past
- Understanding key transitions in world prehistory
- Historical archaeology: Insights on American history
- Caring for America's cultural heritage; California archaeology
- Archaeology's future
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4. Methods of Instruction:

Activity:

Critique:

Discussion:

Distance Education:

Experiments:

Field Experience:

Field Trips:

Lecture:

Mediated Learning:

Observation and Demonstration:

Projects:

Service Learning:

Visiting Lecturers:

Other: 1. Students will be expected to read from the textbooks, from library sources, from Internet sites and from class handouts and maps. 2. Students will be expected to listen and view class lectures by both the instructor and guest speakers, in-class films and field trips, and outside of class fieldwork. 3. Students are expected to ask questions, participate in dialogue with the instructor and other students, engage in group discussion and projects and present the results of research during in-class presentations. 4. Students will review quizzes and tests in class, discuss incorrect answers and help determine and revise incorrect questions.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Research Projects --

Portfolios --

Papers --

Oral Presentation --

Projects --

Field Trips --

Simulation --

Class Participation --

Class Work --

Home Work --

Class Performance --

Additional assessment information:

Students may be evaluated based upon written and oral examinations, class discussion participation, written research papers, class presentations, and field reports.

For example:

1. A class discussion and/or presentation on key structural differences between Clovis and Folsom projectile points.
2. A multiple-choice final exam based on the textbook and lecture slides.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will read textbooks and other supplemental reading assignments.

For example:

1. Read Chapter 5 in the textbook and discuss in a one-page response whether you agree with the author's claims of fraud.
2. Read the handout on Paleoindian migration theories and discuss if Late Pleistocene climate could have affected stone tool development in the New World.

B. Writing Assignments

Students will practice the analysis of primary source materials and write analytical essays based on readings.

For example:

1. Seriation Exercise - arrange the pictures of pottery designs in a logical classificatory sequence and explain the rationale you used to do so.
2. Choose one site excavation from either the Old or New World and write a "news article" about it which includes the basic facts and a site map in addition to explaining what you find most interesting about it.

C. Other Assignments

Fieldwork and out-of-class museum exhibits are a crucial component of this course.

For example:

1. Visit a museum exhibit near you that is relevant to this course. In a three-page field report, discuss the larger issues of interpretation and provenance in the context of exhibition.
2. Take an in-class tour of the Napa Valley College campus. During your tour, provide a field sketch and initial findings report of campus artifacts. How do the artifacts you "found" help you interpret life on a college campus? What can you infer about the activities that take place there?

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Sutton, M.
Title: Archaeology: The Science of the Human Past
Publisher: Pearson
Date of Publication: 2012
Edition: 4

Book #2:

Author: Renfrew, C., P. Bahn
Title: Archaeology: Theories, Methods, and Practice
Publisher: Thames and Hudson
Date of Publication: 2012
Edition: 6

B. Other required materials/supplies.