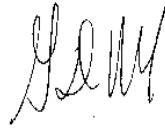


Recommendation 2013-4-06: UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
 The University Senate recommends approval of ANTH 130, as per the report from the
 Colonnade Implementation Committee dated April 2013.



Approved 4/24/2013

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

Course: **ANTH 130 Introduction to Archaeology**

Explorations Subcategory: **Social and Behavioral Sciences**

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

ANTH 130 INTRODUCTION TO ARCHAEOLOGY OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> • identify relationships among archaeology, anthropology, and other social and behavioral sciences 	1. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> • evaluate and apply major conceptual, theoretical, and methodological contributions of archaeology, including ethical conduct and applied research 	2. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> • identify and apply evidence and interpretive models for reconstructing variation in past human behavior 	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> • apply archaeological concepts to contemporary issues such as threats to the archaeological record, site preservation, cultural heritage, and policy making 	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance

<ul style="list-style-type: none"> recall and explain fundamental concepts of anthropology and archaeology, such as context and research design 	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences
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3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Introduction to Archaeology provides an overview of current methods and theories in American archaeology. We focus on the *process* of archaeological research via lectures, readings, labs, case studies from around the world, and other assignments. More specifically, we study how archaeologists locate, recover, date, classify, and analyze artifacts and how archaeologists develop explanations of past human behavior. This course fulfills a requirement for the Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences.

Upon successful completion of the course, students will:

ANTH 130 INTRODUCTION TO ARCHAEOLOGY OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> identify relationships among archaeology, anthropology, and other social and behavioral sciences 	1. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> evaluate and apply major conceptual, theoretical, and methodological contributions of archaeology, including ethical conduct and applied research 	2. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> identify and apply evidence and interpretive models for reconstructing variation in past human behavior 	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> apply archaeological concepts to contemporary issues such as threats to the archaeological record, site preservation, cultural heritage, and policy making 	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> recall and explain fundamental concepts of anthropology and archaeology, such as context and research design 	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

4. Brief description of how the department will assess the course for these learning objectives.

Anthropology faculty will develop a pool of multiple choice questions that address the five Colonnade Plan learning objectives outlined for subcategory B of Explorations. All students enrolled in Anth 130 will take an assessment based on the questions. Results of the assessment will be used to determine faculty success in addressing and student success in learning the Colonnade Plan objectives.

5. How many sections of this course will your department offer each semester?

We anticipate offering at least 4-6 sections of Anth 130 each semester.

6. Please attach sample syllabus for the course.

Approved by Colonnade Committee: 4/4/2013

ANTH 130: Introduction to Archaeology

Much of what archaeologists study is – literally – ancient garbage...

So how do archaeologists go from such stuff to reconstructing ancient life, including social patterns, political organization, cultural change, and even religious beliefs? This course will explore the goals, methods, and challenges of current anthropological archaeology, by studying how (and why) archaeologists investigate and interpret the material culture left by past populations. Topics we will cover include:

The nature of the archaeological record • investigation techniques (excavation, survey, remote sensing, and analytical science) • fieldwork design • why archaeologists sometimes study living peoples • investigating prehistoric diet, health, and daily life • adaptation and settlement • the origins of social inequality, etc.

Course Objectives:

Introduction to Archaeology provides an overview of current methods and theories in American archaeology. We focus on the *process* of archaeological research via lectures, readings, labs, case studies from around the world, and other assignments. More specifically, we study how archaeologists locate, recover, date, classify, and analyze artifacts and how archaeologists develop explanations of past human behavior. This course fulfills a requirement for the Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences.

Upon successful completion of the course, students will:

- identify relationships among archaeology, anthropology, and other social and behavioral sciences
- evaluate and apply major conceptual, theoretical, and methodological contributions of archaeology, including ethical conduct and applied research

- identify and apply evidence and interpretive models for reconstructing variation in past human behavior
- apply archaeological concepts to contemporary issues such as threats to the archaeological record, site preservation, cultural heritage, and policy making
- recall and explain fundamental concepts of anthropology and archaeology, such as context and research design

Required Course Materials:

Reading assignments are designed to complement and augment lecture material. Most of the reading for this class is drawn from one main textbook. However, there are a few supplemental articles that will be assigned throughout the course as well. These will be made available to you through *Blackboard* (see below). Lectures will make reference to material from the text, so it is expected that students complete the reading assignments before class. In addition to making the lecture material more understandable, at-home readings will enable students to come to class prepared to ask questions. There will be four (4) brief unannounced quizzes given periodically at the beginning of lecture, which will assess your understanding of basic concepts from the reading assignments. Therefore, keeping current on your readings will have a direct impact on your final grade.

1) **Price, T.D.**, 2007. *Principles of Archaeology*. McGraw-Hill Higher Education

2) Supplemental Readings: Copies of required supplemental readings will be available through *Blackboard*. See weekly schedule below.

Grading Procedures: I assign numerical grades (not letter grades) for each assignment. I will then calculate the final course grade by dividing the points earned by the total points possible (i.e. 280 points). I then convert this percentage into a letter grade using a 10% scale: A (90-100%); B (80-89%); C (70-79%); D (60-69%); and F (less than 60% – we don't want any of these!). I do not curve final grades. In *some* cases, I may assign students with borderline percentages the higher grade based on class attendance, class participation, improvement, and/or attitude.

Grading: (Total 280 pts.)

1) *Midterm Exam (Multiple choice – 50 pts.)*

2) *Final Exam (Multiple choice – 50 pts.)*

3) Three (3) Take-Home Exercises (10 pts. each, for a total of 30 pts.)

4) Four (4) Quizzes – (Multiple choice and short answers – 5 pts. each, for a total of 20 pts.).

5) *Course Assignments (30 pts. for the first and 50 pts. for the second: for a total of 80 pts.):*

1) *Garbology Project (30 pts.)*

2) *Cemetery Project (50 pts.) – Group Project (paper and presentation)*

6) *Lab Projects:* There will be 3 in-class small-group lab projects. The projects provide opportunities for students to apply concepts learned in class. Each lab is worth 10 pts, for a total of 30 pts.

7) Attendance and Participation: Attendance and participation at every class is essential. This is especially important because lecture notes (and PowerPoint presentations) will not be made available to students, either in hard copy or in electronic form (you are expected to take your own). Class attendance and active participation are important and count in the grading process. Attendance will be taken every week using sign-in sheets. Students are responsible for making sure they sign the attendance sheet each day. Students who are present but forget to sign the attendance sheet are recorded as absent. If you have less than three (3) unexcused absences and have provided good participation during the term, you will be awarded 20 points toward your final grade. If you have more than three (3) unexcused absences you will not get these 20 points. **Failure to attend seven (7) or more classes will result in an automatic 'F' for this course.**

In order for an absence to be excused, students must meet the following two requirements:

1. The excuse must be a **legitimate reason** for missing class. Legitimate excuses include serious illness, death in the family, University-sanctioned activities, out-of-town job interview, jury duty, and religious holidays. Non-legitimate reasons for missing class include but are not limited to chauffeuring friends, airplane reservations, family celebrations, meetings with other professors or advisors, work, and unsanctioned University activities.
2. Students must provide the instructor with an original or a photocopy of **written documentation** for the absence, which the instructor will retain and file with the attendance sheets.

Exams and Assignments

Exams will be objective in nature and will have true/false, multiple-choice and fill-in questions. The Final Exam is not comprehensive and will only cover material discussed since the Midterm Exam. However, I assume that students will build and draw upon a foundation of material from previous tests. In addition, expect quiz questions to be found in both exams. I post a review sheet on the *Blackboard* course site about one week before each exam.

If you have a valid excuse for missing an exam you must contact me **before** the exam. You must also present me with a letter of explanation along with photocopied proof of this. There are no make-up quizzes. It is important for you to understand that late exercises will be marked down 2 pts. for each day they are late and late assignments will be marked down 5 pts. for each day they are late. The Final Paper **MUST** be turned in by 5/2 at the latest. **NO** papers will be accepted after this date.

Note: All students are expected to arrive to class on time and leave the classroom only at the end of class. The use of any electronic devices in class is prohibited; including but not limited to: computers, tablets, cell phones, recording devices, audio devices, etc. Exceptions must receive prior authorization from the instructor.

Plagiarism: Plagiarism will not be tolerated. Ideas that are not your own must be accompanied by a citation with the source and page number. Direct quotations must be in quotation marks and

must also be accompanied by a citation. Paraphrasing is plagiarism. Copying another student or another author's work is cheating and is in violation of Western Kentucky University policy.

Blackboard

A *Blackboard* page for this class has been prepared on WKU's Blackboard. To access this class' page, students should visit and login using their WKU user ID and password. It is recommended that students check the Blackboard page frequently as class announcements will be posted on this page. Students can also download all of the class documents (syllabus, assignments, articles, etc.) through the Blackboard page. Blackboard may also be used by your instructor to e-mail students important announcements such as corrections, class cancellations, or scheduling changes. It is the student's responsibility to ensure that their WKU e-mail account is set to forward these announcements to the e-mail account that they use most frequently.

Note: This document is a course syllabus, not a legal contract. As such, it is a good faith outline of course requirements and expectations. Note, however, that specific assignments, dates, deadlines, readings, and lecture topics are subject to alteration during the course of the semester. While such changes will be announced in lectures, each student is responsible, in the event of absences, to find out whether such changes have been made. Finally, if you have questions, talk to me. I am always willing to meet with you and discuss ideas or problems you might have.

Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Student Disability Services, located on the ground floor of the Student Success Center, DUC A200, as early as possible in the term. For more information call (270) 745-5004 or visit their website at <http://www.wku.edu/sds/>. SDS will verify your disability and determine reasonable accommodations for this course.

The Writing Center: The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Hours of Operation:

TLC @ DUC

Sunday 4:00pm – 9:00pm
Monday – Thursday 8:00am – 9:00pm
Friday 8:00am – 4:00pm

TLC @ Keen

Sunday – Thursday 6:00pm – 11:00pm

TLC @ McCormack

Sunday – Thursday 6:00pm – 11:00pm

TLC @ PFT

Sunday – Thursday 6:00pm – 11:00pm
(PFT residents and their guests only)

Course Information

There are no prerequisites for *Introduction to Archaeology*. Anthropology majors must complete this required core course. Anthropology minors may complete the course as one of the three required introductory anthropology courses. Anthropology students must earn grades of at least C in order to count this course in the anthropology major or minor.

COURSE SCHEDULE

WEEK	CLASSROOM TOPICS	READINGS	ASSIGNMENTS / NOTES
1	Introduction/Class Logistics What is Archaeology? The Relevance of Archaeology for Today's World Video: Digging Out	Price: Ch. 1 & 2 ARTICLE: <i>Motel of the Mysteries</i>	
2	History of Archaeology Explanation in Archaeology: Archaeological Theory and Anthropological Archaeology	Price: Ch. 3 Price: Ch. 16 ARTICLE: <i>Rubbish: The Archaeology of Garbage</i>	
3	Archaeological Questions &	Price: Ch. 4 & Ch. 5 (101-	First Assignment

	Research Design The Archaeological Record	117 & 129-139)	(Garbology Project) Handed Out
4	Recovery Techniques: Survey & Excavation Lab 1 (Thursday, 2/14)	Price: Ch.6, & Ch. 9 (252-256)	Exercise 1: Price (pp. 171-174)
5	Dating & Chronology Lab 2 (Thursday, 2/21)	Price: Ch. 7 & Ch. 8	Exercise 1 Due (Tuesday 2/19)
6	Archaeological Analysis Lab 3 (Thursday, 2/28)	Price: Ch. 10 & Ch. 11	Exercise 2: Price (pp. 293-294)
7	<i>Review for Midterm Exam</i> <u>MIDTERM EXAM</u>		Exercise 2 Due (Tuesday, 3/5) Garbology Project Due
8	NO CLASS – SPRING BREAK!		
9	Environmental Archaeology Origins of Agriculture Video: Stories from the Stone Age	Price: Ch. 12, Ch. 13 & Ch. 15 (427-434) 2 ARTICLES: <i>The Slow Birth of Agriculture</i> <i>The Worst Mistake in the History of the Human Race</i>	Exercise 3: Price (pp. 373-374) Final Assignment (Cemetery Project) Handed Out
10	Bioarchaeology	Price: Ch. 14	Exercise 3 Due (Tuesday, 3/26)
11	Social Organization & Political Systems	Price: Ch. 4 (84-87) & Ch. 5 (pp. 126-129) ARTICLE: <i>Origins of Social Inequality</i> (Thomas 2006)	Watch video online: ' <u>Moundville</u> ' (17 min.) http://www.archaeologychannel.org/player/player.php?v=moundville.mp4 Final Assignment (Cemetery Project) Topic Due

12	<p><u>Video</u>: Out of the Past 5: Power, Prestige & Wealth</p> <p>Social Organization on a Smaller Scale: Household Archaeology</p>	<p>Price: Ch 5 (pp.118-126)</p> <p>ARTICLE: <i>New Women of the Ice Age</i></p>	
13	<p>Ideology and Religion</p> <p><i>Final Assignment (Cemetery Project) Workshop</i></p>	<p>Price: Ch.4 (87-91)</p> <p>2 ARTICLES: Introduction and Contextual analysis of ritual paraphernalia from Formative Oaxaca (Flannery 1976) The Archaeology of Cult and Religion (Key Concepts, Renfrew and Bahn 2005)</p>	
14	<p>Archeopolitics & CRM</p> <p>Who Owns the Past? Debate</p>	<p>Price: Ch. 17</p> <p>ARTICLE: <i>In Front of the Mirror: Native Americans and Academic Archaeology</i></p>	
15	<p>Final Assignment (Cemetery Project) Presentations</p> <p><i>Review for Final Exam</i></p>		<p>Final Assignment (Cemetery Project) Due (Thursday, 5/2)</p>
16	<p><u>FINAL EXAMINATION: TUESDAY, MAY 7, 1PM</u></p>		

Assignments

The two assignments will be discussed at greater length in class. The due dates of these assignments are noted on the schedule above.

Form & Style Requirements

1. The assignments should have the student's name, course number and date on a cover page.
2. All papers must be stapled together! No need to submit papers in special binders or folders.
3. Hard copies of the assignments must be turned in. **E-mailed papers will not be accepted!!**

Additional Courses in Archaeology:

The Anthropology Program faculty offer additional courses in archaeology. If you enjoy one or more of the topics covered in this class, you might consider enrolling in a follow-up course that examines in detail specific topics of archaeology. See the undergraduate catalog for prerequisites, full descriptions, and credit hours.

- ANTH 335 Old World Prehistory (General Education Category E) examines the Stone Ages and the prehistoric and early historic archaeological records of the Middle East, Upper Nile, Subtropical Africa, Temperate Europe, Indian Subcontinent, Southeast Asia, and China.
- ANTH 336 New World Prehistory (General Education Category E) examines the peopling of the New World and the prehistoric and early historic archaeological records of North, Central, and Andean South America.
- ANTH 395 Lab Practicum in Archaeology involves working with archaeological collections management at the WKU Anthropology Lab.
- ANTH 432 Field Course in Archaeology covers field methods in archaeology, especially hand excavation, dry screening, note-taking, and mapping at prehistoric and historic sites in the local area.
- ANTH 434 Graveyard Archaeology is a field course that teaches graveyard documentation and the investigation of local historic graveyards using non-invasive archaeological methods.
- ANTH 436 Applied Archaeology examines methods of public archaeology education and the methods of contract archaeology.
- ANTH 438 Archaeological Lab Methods is a lecture-laboratory course that teaches methods of analyzing lithic, clay, plant, animal, human, and historic artifacts, as well as data interpretation and archaeological report preparation.
- ANTH 493 Archaeology Stewardship is a field course that involves assessing and monitoring archaeological sites threatened by natural and cultural formation processes.