COURSE INFORMATION

COURSE TITLE:
ANT107: Introduction to Archaeology: GT-SS3

COURSE DESCRIPTION:
Introduces the science of recovering the human prehistoric and historic past through excavation, analysis, and interpretation of material remains. The course provides a survey of the archaeology of different areas of the Old and New Worlds and the works of selected archaeologists, and discusses major archaeological theories. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

GT PATHWAYS COURSE STATEMENT
The Colorado Commission on Higher Education has approved ANT107 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- ANT107 Required Syllabus

CREDIT HOURS:
3.0

CCCOnline Course Policies
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

There is no required text for this course. The majority of materials for this course are linked within the Module Activities lists and come from various Colorado Community Colleges Online Library databases and resources such as:

- EBSCO
- Gale
- Films on Demand
COURSE COMPETENCIES AND OBJECTIVES

COURSES LEARNING OUTCOMES:

The competencies you will demonstrate in this course are as follows:

A. Explain the historical development of professional archaeology and its relationship to general anthropology.
B. Demonstrate scientific processes and how they are applied in archaeology.
C. Evaluate theories of change using archaeological data.
D. Examine how social organization might be reconstructed from archaeological evidence.
E. Explore economic organization through the archaeological evidence of production, distribution, and consumption of goods and services.
F. Analyze the recognition and interpretation of symbols and their role in communication, religion, and ideology.
G. Examine archaeological understandings of political authority, including the rise and fall of civilization in both the Old and New Worlds.

REQUIRED TOPICAL OUTLINE

I. Historical development of archaeology and its relationship to general anthropology
   a. Archaeology as a sub-discipline of anthropology
   b. Historical Developments in archaeology
   c. Goals of archaeology
      i. Recovering and preserving material remains
      ii. Reconstructing lifeways
      iii. Establishing cultural chronologies
      iv. Interpreting and explaining cultural change

II. Scientific processes and how they are applied in archaeology
   a. The scientific method
   b. Application of science to archaeological problems

III. Theories of cultural adaptation and change
   a. Processual approaches to culture change
   b. Post-processual approaches to cultural change
   c. Current thinking on cultural change
d. Approaches for measuring change (dating techniques

IV. Reconstructing social systems
   a. Kinship and family
   b. Gender roles and dynamics
   c. Mobile and non-mobile societies
   d. Social complexity

V. Reconstructing economic systems
   a. Production systems and the material correlates
   b. Distribution systems and their material correlates
   c. Consumption and its material correlates
   d. Domestication and its impacts

VI. The development of political authority and power as revealed by archaeological evidence
   a. Models of social power
   b. Recognizing social power in the archaeological record
   c. Social complexity in the archaeological record
      i. Archaeological hypotheses about origins of complexity
      ii. Rise of civilizations in the Old World
      iii. Rise of civilization in the New World
      iv. Differences between Old and New World ancient civilizations
   d. Archaeological understanding of why civilizations fall

VII. Archaeological recognition and interpretation of symbolic systems
   a. Interpreting images as signs and symbols
   b. Religious/spiritual beliefs
   c. Origins of writing and decoding writing systems
   d. Limitations on interpreting meaning in symbols

The module objectives that will permit students to demonstrate course competencies are:

**MODULE 1**

**Objectives**
1. Differentiate academic archaeology and pseudoarchaeology.
2. Apply the scientific method to archaeology.
3. Summarize the reasoning behind the development of archaeological societies.
4. Summarize how societies organize themselves along division of labor.

**Competencies**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>A</th>
<th>B</th>
<th>C, D, E, F, G</th>
<th>E, G</th>
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MODULE 2

Module Outcomes | Course Outcomes
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1. Examine archaeology's development and role within anthropology. | A
2. Discuss the goals of archaeology and federal/state agencies involved in meeting them. | A
3. Explain how archaeologists employ the scientific method. | B
4. Explain archaeological laws. | B

MODULE 3

Module Outcomes | Course Outcomes
--- | ---
1. Summarize how societies organize themselves based on time periods, artifacts, and technology. | C, D
2. Explain the stages of cultural evolution and how that relates to social, economic, and political organization. | C, D, E, F, G
3. Summarize how societies organize themselves along division of labor. | E
4. Evaluate an archaeological theory using examples from the archaeological record. | C

MODULE 4

Module Outcomes | Course Outcomes
--- | ---
1. Summarize how archaeologists understand the evolution of communication systems and language | C, F
2. Summarize how archaeoastronomy helps archaeologists understand prehistoric communication and its relationship to cosmolgy and symbolism. | F
3. Explain what symbolic archaeology reveals about language and what it means to be human. | F
4. Evaluate how a phase II survey is conducted. | B
5. Evaluate resources for archaeological research. | B

MODULE 5

Module Outcomes | Course Outcomes
--- | ---
1. Explain prehistoric belief systems. | C, F
2. Explain how archaeologists interpret religion, belief systems, and prehistoric ideology. | C, F
3. Explain the importance of public archaeology. | A
4. Outline research for an archaeological site interpretation. | B

MODULE 6

Module Outcomes | Course Outcomes
--- | ---
1. Discuss how civilizations rise and fall from archaeological evidence. | B, C, G
2. Discuss a phase III mitigation and cultural resource management (CRM). | B
3. Write up a site interpretation. | B

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions. Please refer to them before beginning any assignment. Instructions for how to access them are provided in the Syllabus.

GRADING POLICIES

Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule.
**Note**: You will receive a confirmation email after each assignment is submitted successfully. Feedback is given with each assignment along with a letter grade. Please read all comments associated with assignments.

**Late Policy**

Late assignments are not accepted without some form of documentation (i.e. a doctor's note). If you have nothing, you may expect to lose 20% off each day for a maximum of 3 days.

**Note**: **Discussions and the final paper will not be accepted late under any circumstances.**

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### Summary of Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Discussions (1 @ 10 points, 10 @ 25 points each)</td>
<td>260</td>
<td>26%</td>
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<tr>
<td>Quizzes (6 @ 20 points each)</td>
<td>120</td>
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<tr>
<td>Research Paper Component Assignments (3 @ 45 points each)</td>
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<tr>
<td>Individual Module Assignments (1 @ 75, 2 @ 115 points)</td>
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<tr>
<td>Research Paper Final Project (1 @ 180 points)</td>
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<td><strong>TOTAL</strong></td>
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### Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
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<tr>
<td>B</td>
<td>80 to 89%</td>
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<td>C</td>
<td>70 to 79%</td>
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<td>D</td>
<td>60 to 69%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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### Discussions

- Remember, this is an online conversation. First, post your discussion answer. Second, respond to others’ answers (i.e. “replying to 2 or more peers”). If somebody poses a question to you, be sure to answer it (i.e. “follow-up”).
- A discussion does not truly occur if the initial post and all responses come on the same day. Therefore, your initial post is required multiple days ahead of the responses that are spread across the rest of the particular week. Pay attention to these dates in the *Course Schedule*.
- You are expected to make your answer post a concise demonstration of your understanding of the topic and your replies can be a more casual interaction with peers and the instructor thinking further about the topic.
• Use critical thinking, i.e., provide support/evidence for your posts and use the higher order thinking skills of analysis, synthesis (putting information together creatively), and evaluation in your discussion board responses. Think explanations, examples, speculations, questions, alternative viewpoints, and connections to personal experience.

• When responding to others, **writing simply that you agree or asking a brief question is not sufficient.** Your post should reference the topic(s) and attempt to extend the poster's thoughts, as well as your own.

• As noted in the rubric, **citation is expected in discussions.** However, the level of formality for those citations is less than the expectations with paper submissions. In other words, including SOME effort to attribute your sources is expected in discussions. However, accuracy in formatting those citations is not as important as your strong analysis and synthesis and critical thought about the topic and engagement with peers.

• The course discussion forum is the place for course members to discuss course content, to network, and to learn from one another. Please respect one another and help us maintain this space as a place for learning, sharing, and collaboration.

**Assignments**

Three of your assignments allow you the option of writing a paper or submitting a video, infographic, or some other multimedia item. Regardless of the delivery method, the content MUST meet the rubric requirements. **Review the rubrics before starting your assignment so you know how you will be graded.**

The writing in any paper assignment submission, and for the final paper, should be your best demonstration of scholarly ability in terms of writing structure, organization, and analysis to meet the rubric requirements. The assignment submitted through the assignment folder (do NOT send as an email!) should be in MS Word (.doc, .docx).

The final paper assignment includes four components: research topic, references, outline, and the final paper.

**Qualities of Good Essay Writing**

• **Introduction** - tell your audience what you will discuss,

• **Body** - tell your audience via paragraphs organized around clear topic sentences that follow the organization set forth in the introduction, and
• **Conclusion** - review what you've said in brief and offer closing analysis.

**QUIZZES**

Each Module has a quiz as part of the Assignments. Every quiz has 20 questions and students are given 45 minutes and 2 attempts to complete them.
**COURSE SCHEDULE**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, papers, quizzes, discussions, etc., are to be completed by no later than midnight of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the [CCCOnline calendar](#) (link opens in a new window).

### MODULE 1

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<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Required Listed Readings and Explorations</td>
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<tr>
<td>Discussion: Introductions</td>
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<tr>
<td>Assignment: Introductory Paper</td>
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<td>Quiz</td>
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<tr>
<td>Discussion 1</td>
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<td>Quiz</td>
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MODULE 5

Reading/Assignments/Exams
Required Listed Readings and Explorations
Discussion 1
Discussion 2
Quiz

Due Dates

Last modified 12/10/19

MODULE 6

Reading/Assignments/Exams
Required Listed Readings and Explorations
Discussion 1
Discussion 2
Assignment
Quiz

Due Dates

Last modified 12/10/19