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**Course Outline for ANTR 2**  
**INTRODUCTION TO ARCHAEOLOGY**  
**Effective: Fall 2013**

**I. CATALOG DESCRIPTION:**

ANTR 2 — INTRODUCTION TO ARCHAEOLOGY — 3.00 units

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

3.00 Units Lecture

**Strongly Recommended**

- Eligibility for ENG 1A -

**Grading Methods:**

Letter or P/NP

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course, it is strongly recommended that the student should be able to:**

A. -Eligibility for ENG 1A

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
- B. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
- C. Articulate the goals, and the legal, operational, and ethical framework of cultural resource management and heritage preservation.
- D. Illustrate the use of archaeological methods with reference to cultural sequences.
- E. Discuss the relationship between anthropology and archaeology.

**V. CONTENT:**

- A. Types of archaeological data
- B. Archaeological theory and models and their relationship to data
- C. History and nature of archaeological research
- D. Dating techniques
- E. Methods of survey
- F. Excavation methods
- G. Archaeological analysis and interpretation
- H. Cultural resource/heritage management
  - I. Cultural sequences
- J. Archaeological ethics and community relations

**VI. METHODS OF INSTRUCTION:**

- A. **Field Trips** - Occasional visits to field sites.
- B. **Lecture** - Delivered via text or podcast online.
- C. **Projects** - Group and/or individual.
- D. **Written exercises and case studies** - Case study and journal reviews.
- E. **Research** - Library, internet, and field research.
- F. **Discussion** - Class and group discussions
- G. **Audio-visual Activity** - Presentation of audio-visual materials
- H. **Simulations** - When possible and appropriate.
- I. **Student Presentations** - Through the class discussion board.

## VII. TYPICAL ASSIGNMENTS:

- A. Lectures
  - 1. The ethical and academic responsibilities of archaeologists
  - 2. Flinders Petrie; using seriation to provide chronologies of archaeological sites
  - 3. The rise and fall of the Ancestral Pueblo culture
- B. Reading assignments
  - 1. Read the textbook chapter on acquiring the archaeological record.
  - 2. Read an excerpt from the National Parks Service's dispositional report on Kennewick Man.
  - 3. Write a review of a journal article addressing a paleolithic site.
- C. Homework
  - 1. Read the textbook chapter on Mesoamerican civilizations and answer the following questions:
    - a. When and where did Classic Maya civilization flourish? Describe the factors that led to its collapse.
    - b. Describe the city of Teotihuacán. Where was it located? When did it flourish? When and why did it collapse?
    - c. What circumstances led to the rise of the Aztec empire? How did they ensure their prominence in history? What happened to the Aztec empire?
- D. Class and group discussions
  - 1. Class discussion topic: A debate on the pros and cons of repatriation.
  - 2. Group discussion topic: Describe the differences between Oldowan, Acheulian and Aurignacian tool technologies.
- E. Audio-visual materials
  - 1. Danielle Peck's "Bones of Contention," for example. This is a Films for the Humanities videorecording which discusses the controversy over repatriating Native American remains.
- F. Research project
  - 1. Choose any professionally excavated or resource-managed archaeological site and fully describe the archaeological process, from research plan to excavation and publishing.

## VIII. EVALUATION:

### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Papers
- 4. Projects
- 5. Field Trips
- 6. Simulation
- 7. Group Projects
- 8. Class Participation
- 9. Home Work

### B. **Frequency**

- 1. Midterm and Final Examinations
- 2. Periodic quizzes
- 3. Homework evaluation
- 4. End-of-term evaluation of research project

## IX. TYPICAL TEXTS:

- 1. Price, T. Douglas and Feinman, G. *Images of the Past*. 6th ed., McGraw Hill, 2010.
- 2. Fagan, Brian *Ancient Lives: An Introduction to Archaeology and Prehistory*. 4th ed., Prentice Hall, 2010.
- 3. Chazan, M. *World Prehistory and Archaeology*. 2nd ed., Prentice Hall, 2011.
- 4. Pritchard Parker, Mari and Angeloni, Elvio *Annual editions in Archaeology*. 9th ed., McGraw Hill/Dushkin, 2010.
- 5. Kelly, Robert and David Hurst Thomas *Down to Earth*. 5 ed., Wadsworth/Cengage, 2013.
- 6. Renfrew, Colin and Paul Bahn *Archaeology: Theories, Methods, and Practice*. 6 ed., Thames and Hudson, 2012.

## X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None