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Course Outline for ANTH 2
INTRODUCTION TO ARCHAEOLOGY
Effective: Fall 2011

I. CATALOG DESCRIPTION:

ANTH 2 — INTRODUCTION TO ARCHAEOLOGY — 3.00 units

Prehistoric development of human culture through studies of stone tools and other remains of the earliest human lifeways up to the growth of technologically advanced civilizations. Emphasis on modern archaeological theories and techniques for understanding cultural adaptation to different ecological conditions in the past. Review of important archaeological case studies. 3 hours

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Anthropology

| | <u>MIN</u> |
|-----------------------|------------|
| Lecture Hours: | 54.00 |
| Total Hours: | 54.00 |

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. describe and understand the methodology of archaeology
- B. explain the basic subject matter of archaeology including cultural change, growth and diffusion
- C. describe the archaeological evidence for the evolution of humans by reference to prehistory, theories of culture growth, and material remains
- D. expand important insights from the past to contemporary human behavior

V. CONTENT:

- A. Introduction to prehistory and archaeology
- B. Methods in prehistory and archaeology
 1. Ethical concerns
 2. Site survey
 3. Excavation techniques
 4. Cultural resource management
 5. Analysis of material remains; ancient technologies
- C. Methods of dating organic and inorganic materials; establishment of chronologies both relative and absolute
- D. Culture change
 1. Discovery
 2. Invention
 3. Diffusion
- E. Overview of hominid evolution
 1. The late Pliocene and early Pleistocene
 2. The Lower Paleolithic (Middle Pleistocene)
 - a. The beginnings of tool technology
 - b. Fossil evidence
 - c. Africa, Asia, Europe
- F. The Middle Paleolithic (Late Pleistocene)
 1. Changes in tool technology
 2. Fossil evidence
 3. Africa, Asia, Europe
- G. The Upper Paleolithic (Late Pleistocene)
 1. Changes in tool technology
 2. Fossil evidence
 3. Possible migrations to the New World, Australia, Indonesia, Japan and others during the late Pleistocene
- H. The Mesolithic
 1. Same as above
- I. The Neolithic

1. The shift from hunting and gathering (foraging) to food production (horticulture, animal domestication, and agriculture)
 2. The urban revolution
 3. The rise of Old World civilizations
 4. The development, growth and diffusion of New World civilizations
 5. Ceramic technology
 6. Metallurgy
 7. The introduction of writing
- J. Comparative analysis of Old World and New World patterns of culture growth

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. Textbook reading assignments; additional Internet and/or print assignments
- C. **Lecture** -
- D. **Audio-visual Activity** - Presentation of audio-visual materials
- E. **Discussion** - Class and group discussions

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.
- 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. Other:
 - a. Objective examinations and quizzes (for lecture and reading assignments)
 1. Typical questions:
 - a. Dramatic confirmation of hominid bipedalism by 3.6 million years ago comes from Laetoli in Tanzania. At Laetoli, Mary Leakey discovered
 1. evidence of elephant hunting by early hominids.
 2. a complete Australopithecus skeleton.
 3. two almost intact Australopithecus feet.
 4. the footprints of two hominids.
 - b. What is dendrochronology? How is it used? How has it been used in the Southwestern United States?
 - b. Analysis and evaluation of homework assignments
 - c. Research project
 1. Written proposal
 2. Research component, both print and internet
 3. Evaluation of final, footnoted submission
- 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. Fagan, Brian (2010). *Ancient Lives: An Introduction to Archaeology and Prehistory* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Chazan, M. (2011). *World Prehistory and Archaeology* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
3. Price, T. Douglas and Feinman, G. (2010). *Images of the Past* (6th ed.). New York, NY: McGraw Hill.
4. Pritchard Parker, Mari and Angeloni, Elvio (2010). *Annual editions in Archaeology* (9th ed.). New York, NY: McGraw Hill/Dushkin.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None