Archaeology: From Map to Museum

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Meeting Location:	Campus Building 46, Room 102; 10:00-11:50 am, Tuesday & Thursday.
Required Lab:	SBS 224L: Archaeology Lab (CRN: 41527, 1 Credit; Tuesdays 2:00-3:50 pm, Room 17 168)
Office Hours:	Thursdays, 1:00-3:00 (17-117) and By Appointment.

Course Description

Introduces the methods, principles, and practices of field archaeology by using exercises that stress strategy, interpretation, description, information management, archaeological technologies, and the role of scientific inquiry in the human sciences. Introduces the hands-on manufacture and use of stone tools and the interpretation of ancient and modern material cultures. A field option includes on-site excavations and or analysis of Hispanic colonial artifacts from Old Mission of San Juan Bautista and or San Carlos Borromeo del Rio Carmelo (aka: Carmel). *SBS 224s/324s: CRN* **41528/41547***, 01, 4.0, TR, 10:00A - 11:50A, 46 102, 08-27-03 to 12-23-03. SBS 224L/324L: CRN* **41527/41546***,01, 1.0, T, 2:00P – 3:50P, 17 168, 08-27-03 to 12-23-03.*

Note: During the spring 2003 term the Institute for Archaeology received a grant from a congressional appropriation through the US Department of Education so as to conduct a Wireless Technologies in Archaeology demonstration project. This offering of SBS 224s/324s will serve as one of the ongoing demonstration project sites. As such, students will be trained in the use of wireless Pocket PC's and related wireless technologies, and will use such technologies during the course of lab and field outings in order to prepare online journal entries. For further information on this unique and significant project, please see http://archaeology.csumb.edu/wireless/index.html.

Required Texts

Peregrine, Peter N. 2001. Archaeological Research: A Brief Introduction, 1/e. Upper Saddle River, New Jersey: Prentice Hall. ISBN 0-13-081127-0.

Hasten, Linda L. 2000. Annual Editions: Archaeology 00/01, Fifth Edition. Mountain View, California: Mayfield Publishing Company. ISBN: 0-07-236517-X.

Required Project Text

Note: Choose one of the following two texts for the purposes of your semester's lab project. You will be responsible for text content relevant to your final project.

Rathje, William L., and Cullen Murphy. 2001. <u>Rubbish!: The Archaeology of Garbage</u>. Tucson: University of Arizona Press. ISBN: 0816521433.

Or,

Whittaker, John C. 1994. <u>Flintknapping: Making and Understanding Stone Tools</u>. Austin: University of Texas Press. ISBN: 029279083X.

Book Review Options

Note: So that each of you can more fully consider the potential universe of books about archaeology and its methods, I am open to accepting your preliminary selection of books about any aspect or dimension of archaeology and its practitioners, so long as you submit a preliminary selection of five possible titles for approval prior to beginning your book review. For topic ideas, see the Peregrine (2001) text for a bibliography of possible works. You may also wish to review the Thames & Hudson online list of books in archaeology (see http://www.thameshudson.co.uk/) or that of any other publisher of works in archaeology.

Option: Preparation and submission of the Project Proposal, discussed below, serves as one of the options to completing a formal book review.

Optional Multimedia

Mendoza, Ruben G. 2003. <u>Mission Ceramics: A Virtual Type Collection</u>. Salinas: Ancient Editions/University of Arizona Press. [Available November 2003]

Supplementary Readings

Required Internet sites and materials may be found posted or linked within the sections of the Institute of Archaeology web site at: http://archaeology.csumb.edu/

Recommended Links

ArchNet
http://archnet.asu.edu/

ASTV Archaeology Resources
http://archaeology.csumb.edu/resources.html

Learning Outcomes

Note: This course was designed to provide a forum within which to explore archaeological methods and theories by way of critical discussion and consideration of readings and lab projects. In an effort to make

good the promise of archaeology for public education and service, this course also addresses the CSU Monterey Bay University Learning Requirement (ULR) for Community Participation at the upper division (300) level. To that end, those projects that you complete, and that knowledge that you acquire, will be put into practice in the context of an end of term Open House or Archaeology Day. In addition, because this course incorporates a lab component, and at the same time, makes use of the scientific method in analysis and practice, this course also meets the lab requirement for the Science ULR. Said ULRs are described as follows:

ULR: Community Participation

Outcome 1: Question and analyze own beliefs, values and assumptions while developing knowledge of the beliefs and values of others.

Outcome 2: Comprehend own social and cultural group identities and the relative privilege or marginalization of each.

Outcome 3: Analyze the demographics and political, socio-cultural and historical dynamics of a specific community.

Outcome 4: Examine and analyze a community issue in the context of systemic inequities.

Outcome 5: Enter, participate in, and exit a community in ways that do not reinforce systemic inequities.

Outcome 6: Contribute to a community through competent, responsive service.

Outcome 7: Demonstrate skills in reciprocal community participation and collaboration.

Criteria: Complexity and depth, Cultural awareness, Critical personal reflection, Analysis of power relations, Sensitivity and respect, Responsive accountability.

Evidence: Reflective journals, Summative paper addressing progress toward outcomes, Evaluation by community supervisor, Presentation in class, Participation in class discussion, Poetry, collage, media presentation, audio.

ULR: Science (Part 1)

Requirements:

Demonstrate an understanding of how the scientific community operates, as well as how scientific information is produced, and be able to integrate physical and life science concepts as they pertain to local and global phenomena.

What does this mean?

The Science ULR provides students with the scientific literacy they will need to make effective and ethical decisions in their personal, professional, and community service lives as global citizens in the 21st century. It consists of two parts - the first focuses on how science is done, and the second provides important integrative science content.

Part1: "Science as a Way of Knowing" ("Science Methods")

Outcome 1A: Compare and contrast the scientific and popular meanings of hypotheses, and theories.

Outcome 1B: Use the scientific method of inquiry and standard scientific techniques to answer questions about physical, biological, or social processes.

Outcome 1C: Demonstrate how experimentation (or other forms of data collection), and peer review, are used in the production of scientific knowledge and how this differs from other kinds of knowledge.

Criteria for Outcomes 1A, 1B, and 1C: Accurate (1A, 1B, 1C), Appropriate (1B), Complete (1B), Critical (1B, 1C), Analytical (1C).

Examples of Evidence for Outcome 1: Quiz, Worksheet, Popular Press Review, Exam, Debate, Role Play, Interview, Paper, Write a story that explains the differences.

Examples of Evidence for Outcome 2: Research Project, Diagram, Term Paper, Community Problem, Solving Plan, Poster, Video, Web page, Demonstration, Critical Review.

Examination Examples of Evidence for Outcome 3: Essay Examination, Interview, Author a story about the peer review process, Debate the pros and cons of peer review, A lesson plan incorporating peer review, A poster presenting a model of the peer review process.

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SBS Major Learning Outcomes

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This course variously addresses the **MLO 2** (Theory), and **MLO 3** (Disciplinary) areas of the SBS Major Learning Outcomes. **Note:** If you are taking this course in order to satisfy the second semester requirement for the SBS core course, your reading list will be supplemented for that purpose, and you will be required to submit an annotated bibliography of those readings completed in this section for the purposes of preparing for the development of the final annotated bibliography due for your capstone project.

MLO 2: Methods

2.1 Research methodology, information management, retrieval, and analysis Defines Scientific Method. Formulates a researchable problem. Distinguishes between the causal and interpretive methods in the social and behavioral sciences.

2.2 Ability to use appropriate quantitative and qualitative data collection and analysis methods. Defines and describes the difference between qualitative and quantitative data. Defines and describes how can qualitative and quantitative data be utilized in a complementary fashion.

2.2 Ability to effectively use modern electronic technologies to collect, manage, and retrieve social, cultural, economic, historical, geographical, political, and psychological data. Defines strategies, methods and tools for data collection. Defines strategies, methods and tools for data management. Defines strategies, methods and tools for data analysis. Identifies and explains different methods of data collection, management and analysis in the different traditional social sciences.

2.3 Ability to effectively use at least one of the following: cultural resources assessment, evaluation of public policies and programs, geospatial data management, social needs assessment, and geographical information systems (GIS) and in statistical analysis.

It accomplishes one of the following:

- Identifies and uses strategies, methods and tools pertaining to cultural resources assessment, or

- Identifies and uses strategies, methods and tools pertaining to the evaluation of public policies and programs; or
- Identifies and uses strategies, methods and tools pertaining to geospatial data management; or
- Identifies and uses strategies, methods and tools pertaining to social needs assessment; or
- Identifies and uses strategies, methods and tools pertaining to geographical information systems; or
- Identifies and uses strategies, methods and tools pertaining to statistical analysis.

MLO 3: Discipline/Area Studies

3.1 Specialized disciplinary and area studies. Identifies and provides an overview of discipline and / or area of study.

3.2 Preparedness for a smooth transition into postgraduate training in schools that may not have an interdisciplinary focus. Identifies requirements specific to a given discipline or area of study for jobs in that area and / or in graduate programs. Identifies the advantages and / or disadvantages of an interdisciplinary training as opposed to a non-interdisciplinary training.

3.3 Possession of a solid foundation in at least one traditional discipline such as anthropology, archaeology, cultural geography, social history, political economy, social and cross-cultural psychology, or sociology. Formulates a research problem or topic pertaining to a specific area of study. Describes and utilizes methods pertaining to a specific area of study. Elaborates a research or investigation report within the convention prevailing in a specific discipline or area of study.

3.4 Understand diverse cultures within and outside of the United States. Identifies and provides a general description of the cultures of the United States. Identifies and provides a general description of cultures of the world. Identifies and provides a general description of trans-national cultures.

Assessment/Grades

It should be noted that the basis for grading and assessment of this section might be subject to slight variation from what is noted below in the event that the class shifts its emphasis for the purposes of study options and those projects undertaken. Any changes will be subject to class discussion and consensus where appropriate.

Participation: Because this course will require your in-class participation in discussion, lab exercises (such as that of the Traditional Technologies Lab Challenge), and in your use of the Online Journal, *25 points* of your final grade will be assessed by way of your attendance and participation. Participation will in part be assessed by way of the timely and thorough completion of (a) *Online or Wireless Journal entries* completed on a weekly basis, and (b) the documentation of in-class *Lab Deliverables* (see below) via the *Online Journal* and through the submission of supporting class materials related to the Lab Deliverables (**25 points**).

Note: Because many of the online and wireless journal entries will be completed during class time, and will address class participation and lab exercises, it is critical that your participation be reflected in the Online and or Wireless Journal. In fact, your professor uses online and wireless journal entries to assess credit for participation. See online journals at: http://archaeology.csumb.edu/Journal/Journals.html and Wireless Journals at http://archaeology.csumb.edu/wireless/index.html

Finally, please note that much of what we cover in *weekly labs will require you to bring to each class both of the required texts* as each of these works contain much of the reference material that we will require for said labs.

Lab and Field Notes Journal: The science journal in question will require you to obtain a small science or lab notebook, available through the campus bookstore. This will be supplemented by any notes produced with the Pocket PC's first used in the Spring 2003 version of this course. It is here that you should record your observations and findings from hands on experiments, such as those pertaining to the stone tools or garbology experiments and studies. Your notes should be detailed, carefully thought through, and coherent to the extent that someone other than yourself should be able to decipher what it is that you observed during the course of your study. You should include simple charts, tables, or diagrams of your ideas or observations as one other way of presenting your information. The Lab & Field Note Journals will be submitted along with your Final Portfolios as one other measure of your participation in class labs and field studies (see Participation for credit).

Reader Response Papers: Approximately *five two-page reader response papers* will be completed by you and submitted in hardcopy as double-spaced narratives that provide sufficient detail so that the instructor can assess your thorough completion and understanding of the readings assigned. The reader response papers will account for approximately *25 points* of your total grade. The reader response papers will be graded at *5 points* each per minimum two-page essay if they demonstrate your thorough understanding and reflection of the readings. Three points will be given if a partial understanding of the readings are reflected, and two points will be offered if the essay was completed but did not reflect a clear understanding of the readings assigned (**25 points**).

Note: You may forego the Midterm Book Review through the submission of an additional five two-page reader response papers, for a total of ten Reader Response papers for the term. The articles that you review will be selected in consultation with your professor beforehand, or may be of your own choosing from existing class resources; however, for those articles that you select from beyond existing resources, you must obtain approval from your professor prior to preparing reviews of articles not assigned in class.

Midterm Book Review or Project Proposal: A brief midterm book review will be required as one other point of departure for your instructor's assessment of your performance at midterm. In this instance, the primary text reading for midterm consideration will be drawn from a list of at least five books provided by way of a preliminary bibliography prepared by you that will be submitted in advance for approval by your professor. In order to receive credit for the midterm book review, you will need to show that your professor approved the bibliography submitted by you prior to submission of the midterm book review itself (**15 points**).

Project Proposal: The project proposal option is required of all students who intend to see through a lab or field project. If, for instance, you determine to do a stone tools study as the basis for your final project, the project proposal should propose the focus of your study and reflect readings from the assigned Required Project Text. You should provide a three to five page summary of the goals and methods of your study and your anticipated results or findings. Archaeology majors are strongly encouraged to more fully develop the project proposal and final report as one means of walking through the process of preparing for original research, such as that that might be expected in preparing for the SBS Capstone in archaeology.

Note: You may use the midterm book review as the basis for your End Term Oral Presentation. In other words, if you read a book on modern material culture studies or "garbology," you may use that topic and what you learned by way of your review as a basis for your oral presentation.

Midterm and Endterm Self Assessments: At midterm and end term each class participant will submit a self-assessment statement in which you respond to a series of questions about your overall performance to that respective point in the semester. The questionnaire for this exercise may be found at: http://archaeology.csumb.edu/Guidelines/Questionnaires/SelfAssessment.pdf (*10 points*).

Final Project and Oral Narrative: Your end term scholarly objective or requirement is to submit a final project paper (of no less than 8 typewritten double-spaced pages not including bibliography and illustrations) with content based on your own research from reliable sources drawn from at least *eight separate and distinct books and or articles* (see Format Guidelines at **Projects**). *I strongly encourage the use of the Ancient Technologies and or Modern Material Culture Lab outcomes and data as the basis for developing your descriptive lab report in lieu of the standard scholarly or academic term paper project.* The presentation formats for these final projects or presentations may be negotiated with your professor. The Oral Presentation in this instance should provide no more than a 5-minute overview of your learning experience specific to at those materials or concepts examined in the course of your study (see **Presentations** guidelines). The Final Project and Oral Presentation or equivalent is worth *25 points* towards your final grade (*25 points*).

- **Participation (Online Journals and Lab & Field Notes):**   25
- **Reader Response Papers (5 @ 5 pts. each):**   25
- **Midterm Book Review or Project Proposal (Approved Bibliography):**   15
- **Midterm and Endterm Self Assessments (2 @ 5 pts. each):**   10
- **Final Project and Oral Presentation:**   25
- **Final Portfolio with Table of Contents:**   15

- **Optional & Tentative Museum Tours or Excavations (Total possible):**   10

    Total Possible Points: <u>**125 pts.**</u>

<p style="text-align:center; color:red">**Lab & Major Deliverables**</p>

Instructions: Lab Deliverables are those deliverables or in-class labs and activities that provide a group context for exploring the many facets of methods and theory, or culture, society, and history pertinent to the cultures or concepts and procedures under study. On lab days, you will be directed to the appropriate online lab materials or provided hard copy handouts in order to complete the exercise. Such labs serve to document your participation in class-related activities and documentation for said labs is posted to the Online Journal located at:

<p style="text-align:center">http://archaeology.csumb.edu/Journal/Journals.html</p>

Major Deliverables are those major project reports, midterm and end term reviews, and class presentations completed through the course of the semester. Major Deliverables in this context include Reading Reviews and related written works. There will be a total of ten potential Lab Deliverables requiring postings to the *Online Journal* and six Major Deliverables for the semester and they are as follows (topics are subject to change):

<p style="color:red">**Lab Deliverables**</p>

LD 1: Archaeology on the Internet

LD 2: Archaeology and the Scientific Method

LD 3: Wireless Record Keeping

LD 4: Map Sampling, Surveys and Settlement Patterns

LD5: Archaeological Context and Stratigraphy

LD6: Modern Material Cultures

LD7: Cultural Resources Assessment

LD8: Flintknapping and Stone Tools

LD9: Stone Tools and Lithics Analysis

LD10: Visualizing Data and Reporting Results

Major Deliverables

MD1: Midterm Reading Review or Project Proposal (See Approved Bibliography example)

MD2: Midterm Self Assessment (See Questionnaire)

MD3: Five Reader Response Essays (See Guidelines example)

MD4: Final Project and Oral Presentation (See Guidelines: Projects or Presentations)

MD5: End term Self Assessment (See Questionnaire)

MD6: Final Project Portfolio (See Guidelines)

Note: In addition to scheduled Lab Deliverables on those topics noted, we will also review a variety of videos during class time as one other means of documenting your participation and Online Journals contributions. In some instances, depending on student interest, we may substitute some Lab Deliverables for Video Reviews. In a word, we shall attempt to remain flexible as per course content on those days specific to labs. Typically, labs will take place during the second (or Thursday) meeting of each week's class.

Lab and Discussion Notes

In order for class discussions to proceed smoothly, it will be necessary for you to recall that information that you have had the opportunity to review by way of required readings, lectures, and class discussions. As such, I will require that each student prepare readings, and lab and discussion notes that serve to document each reading assignment and lab experience. Where note taking in labs is concerned, such notes may center on discussion or Reader or Video Response papers and discussion or other topics and themes. These will serve as the basis for assessing partial credit for both Participation and the Final Portfolio (or Major Deliverable 6) requirements.

Note: See the following links for examples of note taking formats and strategies: http://www.ucc.vt.edu/stdysk/stdyhlp.html, http://www.csbsju.edu/academicadvising/help/clasroom.html.

See "The Study Guides and Strategies Website" at http://www.iss.stthomas.edu/studyguides/ for an excellent overview of virtually everything you need in order to produce high quality academic content.

Classroom Expectations

Please note that I will not accommodate any Incomplete grades, except by written medical excuse, and you are expected to submit your work on time. *I reserve the right to deny credit for work not submitted in a timely manner. Furthermore, it should be noted that completion of an Incomplete grade rarely affords anything more than a "B" grade for those students requiring additional time via an Incomplete.* Because I will take attendance from time to time, and your participation in labs is required, please note that your attendance will not be counted if you are more than *10 minutes late to class*. Where your professor's attendance is concerned, I will notify the class in advance of any days that might require my absence; except in the case of an unforeseen illness. In those instances where I may be late to class, I will attempt to notify a designated student by telephone on the morning in which the late showing might be necessitated. Otherwise, please do not hesitate to contact me by email at ruben_mendoza@csumb.edu or by phone at 831-582-3760.

Office Hours: My office hours for the Fall 2003 term will extend from 1:00 pm to 3:00 pm and will take place at my office in Building 17, Room 117. I will also hold office hours at other times by prior arrangement or appointment. When my office door is closed, it generally means that I am not available for appointments as I may be under pressure to complete a project or meet a pending deadline. Otherwise, my office door is generally open and I am often available to respond to class or project-related questions.

Internet Communications

Internet Contact: You may e-mail your questions and requests for advising via the FirstClass Intranet student e-mail accounts available to you (ruben_mendoza@csumb.edu), or you may stop by my office during posted office hours (see Office Hours, above). When submitting typewritten assignments, *please e-mail one copy, and submit a second copy in print form* so that I can provide comments and assessment suggestions. Please note that the SBS Peer Counselors are available in Building 17 for your assistance. In addition, depending on project grants, I may have other Archaeology Assistant's who may assist you. During the Fall 2003 term, Professor Mendoza's Archaeology Assistant is James "Rob" Lecel.

Online Journal Contributions: Your Online and Wireless Journal contributions should be posted on a weekly basis so that I can assess your progress in labs and readings on a weekly basis. For those who are not particularly comfortable with in-class discussions, you should consider the Online and or Wireless Journal to represent but one more means by which to demonstrate your prowess with the readings under consideration. An Online Journal has been posted at http://archaeology.csumb.edu/Journal/Journals.html, and a Wireless Journal has been posted at http://archaeology.csumb.edu/wireless/index.html for your convenience.

Important Notice: When submitting electronic course materials and deliverables, your assignment -- and or the e-mail bearing the assignment as an attachment -- should be clearly titled in the following manner. If your name is John or Jane Doe and you are submitting Major Deliverable 2 for SBS 224s in the Spring of 2003, your e-mail and deliverables title should read as follows: **224sSp03doeMd2.doc**. Any

assignment submitted electronically without the noted format will not be graded. When using email to submit your written work, use archaeology_institute@csumb.edu only. I can not guarantee that mail sent to my regular business account will not get lost in the onslaught of email that I receive at that location on a regular basis. Also, please note that you will likely receive an auto response from the Archaeology Institute email account to acknowledge receipt of your material. If I have further questions, I will contact you post haste.

Please note that when using your Firstclass email account, or working from an Internet browser while on the campus network, you need only type the key word "archaeology" in order to send an email to my address or link to the Institute for Archaeology web site. When contacting me on class-related issues that require a timely response, please contact me via ruben_mendoza@csumb.edu only.

Portfolio Format & Content Requirements

Final Portfolio: All project-related materials produced this semester, including all relevant inserts, typewritten deliverables, lab and field forms and typewritten journal entries where appropriate and relevant, should be included in a final portfolio submitted at end of term. In addition, your final portfolio should include an electronic copy of all labs and field notes and related written materials. All electronic and hard copy will be used to document project efforts for class use. Your final Self Assessment of this learning experience should provide an overview of your overall learning experience and contributions in this section, and should be included within the final portfolio.

Portfolio Format: All term deliverables are to be assembled in a portfolio binder consisting of (a) black or white 1.0" or 1.5" vinyl-covered three-ring binder (preferably with a transparent overlay for a cover page insert), and should include (b) a clearly formatted cover page including course title and section number, the student's name, semester and date, telephone number and e-mail address, and actual date at which the portfolio was submitted (to be included as a page insert within the top cover of the portfolio binder and in addition inserted into the first page of the bound portfolio); (c) a table of contents listing all inserts and deliverables, (d) all self-assessment and instructor-based assessments, term deliverables (i.e. field and lab journal and typewritten essays and related materials), and all completed lab and field log forms and notes, and final project-related materials should be organized in the portfolio with transparent page protectors or sleeves for each deliverable or assignment included in the portfolio, (d) tabbed section dividers (color-coded or labeled), and (e) appropriate transparent sleeves for any cassette, diskette, or video recordings or electronic documents that you may plan to include in your portfolio.

Note: No other attachments (e.g. printed web pages used as supplementary materials) should be included or inserted into the final portfolio submitted for end term evaluation. In addition, all documents entered into the final portfolio are required to include your name, course section number (i.e. SBS 224s or 324s), and a date of submission (e.g. 5-14-03 for May 14, 2003) placed in the upper right hand corner of each and every page submitted. In the lower right-hand corner of each and every page (excluding the title page), page numbers should be clearly and accurately listed. I assess additional credit to students who keep these considerations in mind when submitting the final portfolio.

Field Project Conditions and Requirements

Lab versus Field Requirements: Because some class-related projects may take you off campus, as in the case of a museum field trip, it should be understood that such trips are for extra credit consideration only. Because there may be some students who are unable to participate directly in the study of off-campus collections or sites, you have the option of submitting additional work – by prior arrangement -- in order

to be eligible for similar extra credit. For those unable to attend planned off-campus field trips to area museums, class and project arrangements should be made with your professor from the outset.

Multimedia Release and Waiver: Because some aspects of lab project efforts may be filmed and or photographed, you may be asked to sign a multimedia or photo release provided prior to the beginnings of lab work undertaken on campus or in off-campus settings. If you choose not to be included in any filming or photography, please indicate this fact on your signed multimedia release. If you choose not to be photographed, it will be your responsibility to notify any and all photographers, including other student photographers, of this fact at the time that photographs are being taken. It will also be your responsibility to remove yourself from areas being photographed or filmed at any and all times through the course of the semester.

Liability Release and Waiver: Where appropriate, as a requirement of lab-based efforts or field trips, you may be required to sign a liability release and waiver. This assures us that you fully understand the possible risks and or hazards that may accompany any type of lab or field exercise. The Service Learning Institute has just such a form that will be distributed prior to off-campus service or project-related activities.

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http://archaeology.csumb.edu