

ANTH 204 Archaeology ~Course Syllabus~

Summer Quarter, 2009

ANTH 204

5 Credits

Course Instructor:

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COURSE DESCRIPTION

Anthropology 204 is the study of the material remains of the human past through scientific methods. How fragmentary remains are used to reconstruct the past is addressed by presenting the methods, techniques, and goals of archaeology, as well as explanations for the major cultural changes that our species has gone through. Archaeology covers the evaluation of culture from its origin to state-level societies.

GENERAL EDUCATION REQUIREMENTS

This course fulfills the following General Education Requirements.

Reasoning

- #1 Critical Thinking, Creativity, and Problem Solving
- #2 Quantitative/Logical Reasoning

Cultural Traditions

- #13 Historical & Intellectual Perspectives
- #15 Cultural Diversity

Science and Environment

- #16 Nature of Science
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COURSE MATERIALS

To complete this course, you will need the following resources:

Required Text

- Discovering Our Past: A Brief Introduction to Archaeology, 4th Edition, 2006. Wendy Ashmore, Robert J. Sharer. McGraw-Hill. **ISBN 13-9780072978827.**

You need to order the textbook well before the start of class. If you have not done so, order it immediately from the BCC online bookstore. Let me know if you have any trouble getting the text.

Ring-binder Notebook

It is difficult and it may be expensive for you to work continuously online. You will find the course a great deal easier if you print out the syllabus, calendar, each week's assignment page, and various other supporting documents. To keep them organized, you should three-hole punch the printouts and put them in a ring-binder notebook. Better yet, buy a set of 12-tab section dividers, one divider for each week's assignments.

Software

Word Processor. Microsoft Word is the only word processor supported at BCC. You must use Microsoft Word to prepare any documents to be submitted by attachment. Documents submitted in Microsoft Works or any other formats that cannot be read by Word will not be accepted.

Web Browser. You must use a Web browser supported by WebCT and it must be properly "tuned." Information about supported browsers and how to tune them is posted on the [Distance Education](#).

COURSE ASSUMPTIONS

All humans learn and all humans teach. Additionally, humans learn and teach in communities, and communities embody more knowledge than any one individual possesses. These characteristics have been fundamental first to human biological

evolution, and then to the origin and evolution of cultures. Formal education takes place in a special community -- the learning community. The more cohesive the learning community and the more focused it is on shared goals, the more intense is the learning experience.

In the best of learning communities, both "instructor" and "students" are learners. The instructor takes responsibility for the overall goals and direction of the course, the materials, pacing, lessons, and assessment. But students must take responsibility for their own learning. They must bring questions to the table, and act critically upon the materials of the course. Learning cannot be passive; it's hard work. Certainly it's useful and rewarding, but like long distance running, it hurts a lot while you are doing it and feels great when you stop. After two day's rest, you feel stronger and swifter than you were before.

Online courses are in many ways more focused and intensive learning communities than those encountered in the classroom ("on the ground"). You will be reading a lot and writing a lot, and communicating intensively with your fellow class members. You will need to put in about 15 hours of study a week, and you should log into the classroom at least five times a week to receive the week's schedule, read your e-mail, post commentaries and other assignments, and read and discuss the work of others. It's assumed that we are all there to learn some anthropology, to develop and exercise critical thinking skills, and to stretch ourselves creatively in the exploration of ideas. But above all we are all there to discover ways the tools of anthropology can illuminate our daily lives and current problems of the human condition.

COURSE ASSIGNMENTS AND MEANS OF ASSESSMENT

In order to receive credit for the course, students must complete all of the following.

Discussion [All About Discussions](#)

Learning through discussion consists of three parts: posing of critical questions, student written responses, and subsequent written discussion. A set of critical thinking questions called "Points-to-Ponder" (PtPs) are posed every week on the Weekly Assignment Page. Early in each week, students will post a message in which they pose solutions to the questions. Initial responses to the questions and the ensuing discussion form the backbone of the learning community. Responses must be posted by the deadline specified in the weekly assignments so that everyone has an equal chance to read class responses and contribute to further discussion. Points may be subtracted -- at the instructor's discretion -- from commentaries that are posted late. Students will read the initial responses and subsequent discussion of other members and post replies.

Discussion will be graded each week. To receive **full** credit for a week's discussion, a student must

1. Post a **comprehensive response** to **each** PtP posed in the week's assignment. This response is called a "commentary".
2. Post **at least ten (10)** different subsequent discussion messages ("replies") on the Discussion Board by the stated deadline. Replies are usually responses to other's commentaries, but can also be counter replies to other people's replies to your commentary.

In addition, taken as a whole, a student's discussion for the week must:

3. Clearly contribute information to further understanding of the concepts involved in the PtPs
4. Derive information only from the course text or other assigned and approved sources and properly cite source (author and title) and page, table or figure numbers if available
5. Exhibit a correct and comprehensive understanding of the issues (given that later messages can revise earlier ones)
6. Be courteous and "scientific" in attitude (see [Classroom Courtesy](#))

The purpose of discussion is to develop a deeper and more complete understanding of specific key concepts and problems in anthropology. **It is expected that you will receive full credit for discussion, provided you have adhered to the criteria above.** By fully participating in the week's discussion, you will be prepared for the two essay questions at the end of each week's quiz.

Quizzes ([All About Quizzes and Exams](#))

Quizzes are given at the end of each week. The quiz will be accessible from Friday morning through midnight Sunday of each week. Quizzes are timed and consist of 20 multiple-choice questions drawn from the week's reading and two essay questions that will be very similar to the PtPs for the week.

The purpose of the **multiple-choice part** of the quiz is to assess the degree to which students have achieved a broad acquaintance with all the week's materials and can define key terms.

The purpose of the **essay part** of the quiz is more specific. Grading of the two essays is based on the degree to which students have achieved a deeper and more comprehensive understanding of important concepts and questions in anthropology. It is explicitly understood that, as you post, read and respond to discussion messages, you will be building a prototypical "best answer" to each of the PtPs, a prototype that can be quickly modified to answer any similar question on the quiz or on the midterm exam. Successful students continually revise their

best answers as the week goes on and **save** them in preparation for the essay portion of the week's quiz.

You may and you should simply cut and paste your answer to the essay question on the quiz from your prepared prototype, because you will be graded on the degree to which your answers are conceptually correct and appropriately detailed. You must cite sources -- including fellow students if your answer is derived from others in the class. Essay answers must also be spell-checked. The questions will not always be **exactly** like the discussion questions, but they will be close enough that all you need to do is minor editing or amplification. If you have a written answer already prepared, the essays will be a snap.

Midterm Exam ([All About Quizzes and Exams](#))

Given at mid quarter this exam covers materials from each of the previous weeks. It consists of a number of multiple choice and short-answer essay questions that are very similar to those posed in the PtPs. Timing and other particulars of the midterm exam will be given in the Week 6 Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available. Successful students will use the instructor's weekly review of discussion and the comments on their quiz essay answers to develop **and save** a set of prototype answers for the midterm exam.

Final Exam ([All About Quizzes and Exams](#))

Given during the finals week, this exam consists of a number of short-answer essay questions primarily covering materials from the last five weeks of the course, but also some materials from the first five weeks. Timing and other particulars of the final exam will be given in the Finals Week Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available.

ACCOMODATION FOR DISABILITY

If you require accommodations based on a documented disability, have emergency medical information to share, or need assistance in case of emergency evacuation please let me know by Vista mail as soon as possible. I will require a notification from Disability Support Services in order to provide you with appropriate accommodation.

If you would like to inquire about becoming a DSS ([Disability Resource Center](#)) student, please call 425-564-2498 or go in person to the DRC office in B132.

PARTICIPATION

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "on-the-ground" college classes. Therefore, the basic unit of time in the course is the week. Materials will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due on that date so that you can do it at any time during the week.

After this first week of the quarter, online weeks in this course begin on Tuesday and run through the next Monday.

Day 1	Tuesday (first day of the online week)
Day 2	Wednesday
Day 3	Thursday
Day 4	Friday
Day 5	Saturday
Day 6	Sunday
Day 7	Monday (last day of the online week.)

You will need to spend at least 15 hours a week on the course, in reading, thinking, writing, and discussing your ideas with others in online sessions. You should attend the WebCT Vista classroom at least five (5) times a week, but when you do so and from where is of course up to you. It is best to log in at least once a day, if just to retrieve and print your e-mail. If you procrastinate and fail to log in for more than a few days, you will begin to get lost. Most people who drop out or fail online courses do so because they can't develop the habit of logging in daily to see what is going on and to keep in touch with their discussion group.

Student Rights

You have the right to expect that your instructor will:

- provide a comprehensive syllabus and course calendar
- display all due dates for readings, exercises, and exams
- grade or otherwise respond to all submitted materials within four days
- monitor your participation in weekly discussion and occasionally comment on it
- inform you of your current grade and relative class standing upon request
- respond to any e-mail and answer all appropriate questions in a timely manner
- behave professionally, respecting you as an individual of intelligence and sensitivity

As students, you have the responsibility to:

- behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communications to avoid personal attacks, harsh criticisms, and objectionable language
- keep up with the course work and submit your work in on time
- support your group members to establish a genuine learning community.

Here are plagiarism guidelines for this course:

It is plagiarism if, in any written documents you present as your own, in fulfillment of any course assignment (discussion, quiz, exam, exercise, project, etc.) you:

- copy even a few consecutive words from any source not your own and present it as your own work
- copy even a few consecutive words from any source not your own and "forget" to put quotes around it
- attempt to paraphrase by changing only a few words of a sentence or paragraph not your own
- falsely cite a source
- cite a correct source but do so in such a way as to make it ambiguous which are your own words and which are the words from your source
- copy from another student's work from this or previous quarters

Avoiding Plagiarism

How To Avoid Plagiarism? Simple. If in doubt, cite the source (including page number where you can). View the definition of plagiarism and information on how to avoid it at [Plagiarism](#). Here are a few more links, provided by BCC faculty, to help you understand what plagiarism is and [how to avoid it](#).

I look forward to working with you.

~Mary

Mary Norton, M.A., M.A.E.D.
Instructor, Anthropology

COURSE OUTLINE

Unit One Introduction (Week 1)

General Objective: By the end of the unit, you will be an old hand at WebCT, and have some notion of what anthropology is and what anthropologists do.

Unit Competencies and Concepts

- Use WebCT competently
- Understand the course structure
- Characterize the anthropological perspective
- Define culture and its components

Unit Two Human Biological Evolution (Weeks 2 & 3)

General Objective: We will summarize the fundamental mechanisms of biological evolution, identify the key trends in hominid evolution, and trace the anatomy and phylogeny of hominid species that link ancient to current human populations.

Unit Competencies and Concepts

- Explain microevolutionary changes in biological populations by reference to mutation, drift, flow, and natural selection
- Explore the relation of biology to human culture
- Explain macroevolution (speciation)
- Summarize the biological and behavioral characteristics of some primate species and consider their analogs to human biology and behavior
- Trace the course of early hominid evolution
- Discuss controversies about the origin of anatomically modern humans

Unit Three Origin and Evolution of Human Culture (Weeks 4 & 5)

General Objective: We discuss the theory and methods of archaeologists and paleoanthropologists, explain how they infer past behavior from field data, explore the origin of culture within the radiation of hominid species of the Lower Pleistocene, investigate the growing body of data supporting a recent emergence from Africa of modern humans, and trace the slow development of culture in the Lower Paleolithic to its sudden florescence in the Upper Paleolithic.

Unit Competencies and Concepts

- Explain how archaeologists infer past forms and behavior from the archaeological record
- Discuss the controversies surrounding the emergence of anatomically modern humans
- Interpret the worldview and values of Upper Paleolithic peoples
- Explain the appearance of domestication
- Reflect upon the consequences of agriculture
- Explain the evolution of complex societies

Unit Four Tools of Cultural Anthropology (Ethnology) (Week 6)

General Objective: We discuss how sociocultural anthropologists do fieldwork and what they encounter when doing so. We summarize the principle bodies of theory on which ethnographic interpretation is based, and explore a few ethical conundrums involved in anthropological investigation.

Unit Competencies and Concepts

- Practice participant observation and other field methods
- Experience and discuss culture shock
- Discuss the ethics of anthropological fieldwork
- Trace the history of anthropological theory
- Explain explanation.

Unit Five The Elements of Culture (Weeks 7 & 8)

General Objective: We explore the relation of human language to human cognition and the relation of worldview, art, myth and ritual to concepts about the material world.

Unit Competencies and Concepts

- Describe the components of human language
- Explore the relation of language to culture
- Experiment with modes of perception and the relation of perception and reason
- Define play, art, myth, and ritual
- Explain how ideas determine the key elements of human subsistence strategies and economy

Unit Six Systems of Relationships (Weeks 9 through 11)

General Objective: We confront the vast diversity of social organizations, kinship systems, sodalities, and larger organizations such as casts, classes, nations, and global systems.

Unit Competencies and Concepts

- Deconstruct kinship systems
- Trace patterns of descent
- Explore the diversity of marriage patterns, family structure, and sexual behavior
- Investigate the relation of social systems and individual behavior
- Summarize world systems and the relation of global theory to current events
- Identify anthropological methods and concepts of use in understanding and rectifying world problems

GRADING

Grading of discussion, quizzes, exams, and course participation will rate your success in expressing the core concepts of anthropology.

Assignments	Total Points	% of Grade
Discussion: 6 @ 20 pts each week	120	19%
Quizzes: Best 4 out of 5 @ 40 pts each week	160	27%
Midterm Exam: 1 @ 160 pts	160	27%
Final Exam: 1 @ 160 pts	160	27%
TOTAL	600	100%

Grade Palette

Letter	Decimal	Percentage Scale
A	4.0	96-100%
A -	3.7	90-95%
B+	3.3	87-89%
B	3.0	83-86%
B -	2.7	80-82%
C+	2.3	75-79%
C	2.0	65-74%
C -	1.7	60-64%
D+	1.3	56-59%
D	1.0	50-55%
F	0	< 50%
W	0	Official Withdrawal

HW	0	Hardship Withdrawal
I	0	Incomplete

Course Letter Grades

Official grade policy is given in the BC [Student Handbook](#). Grades **A** through **D** are passing grades in the course. The grade **W** is an official withdrawal from the course and is only given by the college, not by the instructor. If you withdraw from the course by the 10th day of the quarter there will be no indication on your transcript. If you officially withdraw after the 10th day but before the end of the 7th week, you will receive a **W** on your transcript. To officially withdraw, you must contact the Registration Office and withdraw from the course via any approved media (see the BCC course catalog). See the Student Handbook for further explanations of grading.

LEARNING OUTCOMES

By the end of this course, you will have

(I) Developed critical thinking habits to be able to:

- A. infer plausible, alternative explanations by reasoning from data
- B. identify and evaluate cultural biases in political, religious, or social arguments
- C. define "ethnocentrism," "cultural relativism" and "pluralistic metaculture," and use these contrasting concepts to evaluate problems inherent in globalization
- D. employ some of the methods and attitudes of anthropologists to analyze your interpersonal relationships and understand the pressures of multicultural world society

(II) Exercised practical skills to be able to:

- A. communicate and cooperate more effectively in teams
- B. write short analytical responses to questions of fact or opinion
- C. use computer applications and perform Web searches

(III) Achieved competence in the course content to be able to:

- A. characterize the perspective anthropology brings to the study of human biology and culture
- B. define critical aspects of human culture
- C. describe how anthropologists conduct research
- D. summarize the principle mechanisms of biological evolution in general and human evolution in particular
- E. summarize the current scientific understanding of race and human biological diversity
- F. explain how anthropologists infer past forms and events from fossils and artifacts
- G. trace in time and space the main developments of cultural evolution from the Oldowan to the emergence of the state
- H. summarize the major scientific controversies about the origin of anatomically modern humans
- I. describe subsistence and lifeways of hunter-gatherers
- J. explain the processes of domestication and its relevance to the emergence of complex cultures
- K. describe the broad differences in community size and sociocultural structures of bands, tribes, chiefdoms, and agricultural states
- L. compare and contrast cultural beliefs and behaviors associated with birth and death, growing up, sex, marriage, family and household, kinship systems and more inclusive social organizations
- M. explain how all cultures are being affected by the emergence of global cultural systems