

**ANTHROPOLOGY 105**  
**INTRODUCTION TO ARCHAEOLOGY**  
**FALL QUARTER 2007**

ITEM # 5205 A ☉ 5 CREDITS ☉ ROOM D101  
TTH 10:30 A.M. -12:20 P.M. ☉ F 11:30 A.M.-12:20 P.M.

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*(You are required to read this syllabus and the attached Social Science Division Policy Statement.  
Enrollment in the course constitutes an agreement to abide by the policies set forth in these items.)*

## **INSTRUCTOR**

**DR. LEON L. LEEDS, PH.D.**

**E-mail:** lileeds@bcc.ctc.edu (Note the 3 Ls; Also, please begin the subject line with "**ANTH 105**".)

**Office Location:** D200D

**Office Phone:** 425-564-4132

**Office Hours:** Tuesdays and Thursdays 12:30 – 1:50 p.m.

**Mail Address:**

Bellevue Community College  
Social Science Division, D110  
3000 Landerholm Circle SE  
Bellevue, WA 98007-6484

You're welcome to contact me at any time by e-mail or telephone, but please be patient. I'll return messages as soon as possible. E-mail is the fastest way to contact me. My telephone is in a hidey-hole in the Distance Education Office, and I'm seldom there to answer it.

## **COURSE REQUIREMENTS**

### **TEXT:**

- Colin Renfrew and Paul Bahn. 2006 *Archaeology: Theories, Methods and Practice*, Fourth Edition. ISBN-10 0-500-28441-5.

***You must have this text by the end of the day, Tuesday, September 25 as there are readings required by Friday of the first week. Lack of a course text, alas, cannot be an excuse for missing a test or other due date.***

### **MATERIALS:**

- AMPAD Engineer's Computation Pad (Greentint, five squares to the inch)
- Pen, pencil, eraser, and ruler (combined inch and metric scale if possible)
- A tape measure (also combined inch and metric if possible) (for some class sessions)
- A 10 or 20 power hand lens (magnifier) (for some class sessions)
- A clipboard
- A Loose-leaf binder and dividers to keep your course materials organized

### **OTHER REQUIREMENTS:**

- Access to a computer with Microsoft Office software and any browser. If you don't have your own computer, become acquainted with BCC's Open Computer Lab in N-250.
  - A BCC e-mail account
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## **COURSE DESCRIPTION**

Anthropology 105 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. Introduction to Archaeology covers the evaluation of culture from its origins to state-level societies. Same as ANTH 205. Either ANTH 105 or 205 may be taken for credit, not both.

## **LEARNING OUTCOMES**

Upon completion of this course, you will be able to:

- Discuss the scope, applications, history and current practices of the field of archaeology.
- Describe the basic characteristics of the scientific method, as it is understood in archaeology.
- Explain the difference between the so-called “Processual” and “Postprocessual” approaches to archaeological interpretation.
- Describe how archaeological studies reveal characteristics of cultural behavior and explain how those behaviors have changed throughout the prehistory and history of humankind.
- Explain the multidisciplinary nature of archaeology and how specialists from a variety of technical disciplines form teams to conduct archaeological projects.
- Apply theory, methods, field and laboratory techniques in archaeology (including problem development, strategy, data acquisition and processing, laboratory analysis, data manipulation and evaluation) to a project of your own design.

## **GENERAL EDUCATION RATINGS**

This course fulfills the following General Education Requirements with a rating of “2” or “3”.

- Critical Thinking, Creativity, and Problem Solving
- Quantitative/Logical Reasoning
- Historical & Intellectual Perspectives
- Cultural Diversity
- Nature of Science
- Technology of Science

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## **COURSE CALENDAR AND WEEKLY ASSIGNMENT PAGES**

The Course Calendar and Weekly Assignment Pages are provided as separate documents, but they are considered an integral part of this syllabus.

### **CALENDAR**

The Course Calendar displays the general structure of the course and the due dates for readings, quizzes and exams. You must complete the readings and assessments by the due dates given in the course calendar. I reserve the right to modify the course schedule with reasonable warning to all students.

### **ASSIGNMENT PAGES**

I'll hand out an assignment page for each week, at least two weeks in advance. The assignment page for a week expands on the pages to be read and the scheduling of lecture periods, discussion sessions, and labs. It is your responsibility to ensure that you have the assignment page for the week before the week begins as the text pages assigned for the week should be read BEFORE the date on the Calendar.

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## **COURSE ASSIGNMENTS AND ASSESSMENT**

The graded assessments in the course are summarized here. Their point scoring and percentages of the final grade are described in the “Grading” section below.

### **1. CLASS DISCUSSION**

Preparation for discussion is graded. Each assignment page will include a set of "Discussion Questions" (DQs). Before the class session on which "Class Discussion" is scheduled, you'll prepare a written response to each of the assigned DQs. The short answer essay part of the weekly quiz will be based on one of the DQs that week, though it may not be identical.

### **2. WEEKLY QUIZZES**

On Friday of most weeks I'll give a quiz that covers the week's work. The quizzes will include matching, multiple-choice, and short essay questions. In general, the quizzes will emphasize your understanding of definitions of important archaeological terms and processes. The essay questions will be drawn from the week's readings (principally the DQs), from lectures, and possibly from questions submitted by students during class.

### **3. LAB EXERCISES**

Lab exercises cover skills such as mapping, air photo interpretation, ground reconnaissance, artifact analysis, classification, data analysis, etc. You'll receive one automatic point for attending each lab, providing you turn in the results of your work, either at the end of the lab period or at the next class session. The skills will be further graded as they form part of the midterm exams and final exam project.

### **4. MIDTERM EXAMS**

Two in-class, midterm exams will be given. Questions may include matching, multiple-choice, and short essay questions. The questions for the first midterm will cover course materials in the weeks up to the exam, and the second midterm will cover only materials covered since the first exam. The essay questions will be drawn from (but may not be identical to) the weekly discussion questions and may or may not have been previously asked in a quiz..

### **5. FINAL EXAM PROJECT**

The final exam is a take-home project. It will be introduced in the week specified on the Course Calendar and must be turned in by the date also on the Calendar.

### **6. EXTRA CREDIT**

**There IS NO extra credit.** You'll have plenty of credit course work to achieve your academic goal simply by completing all the assigned work for the course.

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## **GRADING**

### **GRADED ASSIGNMENTS**

Assessments	Total Points	% of Grade
Class Discussion: 7 best of 8 @ 10 pts each week	70	14%
Lab Exercises: 10 @ 1 pt each week	10	2%
Quizzes: 7 best of 8 @ 10 pts each week	160	14%
Midterm Exams: 2 @ 100 pts	200	40%
Final Exam: 1 @ 150 pts	150	30%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

## GRADE PALETTE

Letter	Decimal	Percentage Scale	Letter	Decimal	Percentage Scale
A	4.0	93-100%	C -	1.7	59-65%
A -	3.7	89-92%	D+	1.3	56-58%
B+	3.3	86-88%	D	1.0	50-55%
B	3.0	83-85%	F	0	< 50%
B -	2.7	78-82%	W	0	Official Withdrawal
C+	2.3	72-77%	HW	0	Hardship Withdrawal
C	2.0	66-71%	I	0	Incomplete

## GRADING STANDARDS

The following are BCCs standards for course assessments:

### **“A” grades indicate “outstanding” achievement:**

The “A” student

- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirements and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

### **“B” grades indicate “high” achievement:**

The “B” student

- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

### **“C” grades indicate “satisfactory” achievement:**

The “C” student

- demonstrates a satisfactory level of competence in learning outcomes for the course;
- demonstrates competent ability to interpret, integrate and apply learning outcomes within the context of the course;
- completes work assignments that satisfy minimum requirements for the course;
- satisfies minimum requirements for class participation activities.

### **“D” grades indicate “poor” achievement:**

The “D” student

- demonstrates minimum competence in some learning outcomes for the course;
- completes work assignments that usually meet minimum requirements;
- contributes inconsistently or infrequently to class participation activities.

**“F” grade indicates “unsatisfactory achievement.”**

\*See the latest edition of the catalog and class schedule for updates

## **GRADE NORMS**

### ***COURSE LETTER GRADES***

Official grade policy is given in the BCC Course Catalog. 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).

Instructors may assign the grade of **HW** (hardship withdrawal), at their discretion, if a student cannot complete the coursework due to **extreme** and **exceptional** circumstances. The instructor may require a written confirmation from a medical practitioner or other professional.

I will give an Incomplete (**I**) grade to students who have achieved a grade of **C-** or better through the 10th week of the class but cannot complete the final exam due to extenuating circumstances. You must request an Incomplete **before** grades are due, and you must show why the **I** grade is appropriate. To receive a letter grade, you must complete the course before the end of the next quarter. If you do not, BCC will automatically convert the Incomplete to an F, regardless of your prior achievement in the course.

### ***WITHDRAWAL FROM CLASS***

College policy states that students must **formally** withdraw from a class by the end of the seventh week of the quarter. If a student has not withdrawn by that date, an appropriate letter grade will be given for course. Withdrawal from an online course must be done officially through BCC Registration. If you simply stop appearing in class, you will still be officially registered in the class. That usually results in a final grade of F in the course.

### ***ACCOMMODATION FOR DISABILITY***

If you have a documented learning or physical disability, please notify me as soon as possible so that the necessary accommodations or adjustments can be made to provide equal access to the learning environment. For information about the Disability Resource Center (DRC), call 425-564-2498, visit the DRC website ([bellevuecollege.edu/drc/](http://bellevuecollege.edu/drc/)), or go in person to the DRC office in B132.

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## **CLASSROOM PROTOCOL**

1. You may not make up missed quizzes, but you may miss or drop one quiz without penalty.
2. Disagreements over points **must** be resolved within one week after the work was submitted.
3. You are responsible for obtaining, from me or a classmate, assignments, handouts or any other classroom materials that you missed due to an absence.
4. Assignments must be turned in at or before the beginning of class on the assigned due date. If you cannot come to class on that day, consider e-mailing it or having a classmate turn it in for you.
5. You **must** keep backup copies of all submitted work.
6. All submitted work **must** be fully complete and ready to turn in. I will not accept partial work.
7. If you send work by e-mail, you must first save your document in Word 2003 format (NOT Office 2007 for Windows Vista formats). Then send it as an attachment to an e-mail. Do not copy and paste it into the body of the e-mail. The subject line of the message must begin with “ANTH 105 Assignment ” followed by the

assignment name or number. Make sure your name is on your document and also in the filename. **YOU are responsible for making sure that I receive the document by the deadline. Neither BCC nor instructors are responsible for the technological failures of your Internet Service Provider (AOL, MSN, Earthlink, etc.).**

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## **SCIENTIFIC APPROACH and RELIGIOUS CONVICTION**

Archaeology is a subdiscipline of Anthropology and a social science. As such, archaeologists ask questions, conduct research, and pose scientific explanations about human biological and cultural evolution. Frequently in the course, the text (and I) will make reference to the current scientific understanding of biological evolution, human and cultural evolution, human cognition, cultural organization, and the vast diversity of past human cultures and values. The course may challenge many of your deepest beliefs about human nature and the origin and meaning of life. While the broad outlines of human biological and cultural evolution are agreed upon in the field, as in any science there are numerous technical issues, arguments and outstanding questions yet to be resolved. That is the very nature and essence of science. Nevertheless, what is presented in this course represents a general consensus of anthropological (in this case, archaeological) thinking.

Your task, then, is to understand the anthropological concepts of human biological and cultural evolution, whether you endorse them or not. If you hold religious beliefs that run contrary to this scientific consensus, please keep them to yourself and answer questions from a purely scientific point of view. If you believe you may become upset by the subjects of the class or if your beliefs require you to actively repudiate the scientific explanation of human origins, please consider carefully whether you want to continue this course. Your purpose here is to learn and discuss what anthropologists think about humankind and human culture.

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## **HOW TO SUCCEED IN THIS COURSE**

1. **ATTEND class.** Students who come to class get a better comprehension of anthropology, a better education and better grades. There will be material covered in class that is not available elsewhere so attendance at every class is important. If you know you'll be absent for in-class assignments or tests, let me know well in advance. If you suddenly become ill or cannot make it to class for other reasons, call me (425-564-4132) and leave a message with a phone number where you can be reached. Consideration for make-up assignments will be given only if you have informed me ahead of time and if your request is accompanied by the proper documentation.
2. **TAKE NOTES.** Note-taking is an important part of college learning. Taking effective notes from lecture will enhance your understanding of the subject. Notes will highlight what the instructor has emphasized. Take notes that you can understand and use, and that are in your own words. Review your notes right after class and before the next class meeting to reinforce learning.
3. **READ all assigned chapters in the textbook.** Material that is not covered in class, but is found in the reading assignments, is fair game for testing. You are responsible for your own reading and comprehension of material. Most important: read to learn!
4. **DON'T GET BEHIND.** This is a college course and the reading load is fast-paced. Getting behind will impair your ability to fully understand the material, to participate in class, and to do well on tests. A standard ratio of 1 to 2 is usual for college courses, meaning that for every hour in class, you can expect to prepare 2 hours outside of class. Figure in extra study time for tests. It is helpful to make up a schedule for all of your classes so that you know on a weekly basis how heavy your workload will be.
5. **PARTICIPATE.** Offer to answer questions or contribute insights of your own. Be willing to work with others and to listen to their viewpoints. If you need suggestions on how to participate more fully, I'll be glad to give you some advice.

6. **STUDY FOR TESTS.** Students who recognize the structure of texts do significantly better than those who do not. Outline or mind-map as you read and use your notes to study for exams. As you read, notice the bold headings and subheadings, they are key to the structure of the text. Also notice and highlight terms and their definitions; important concepts; and past or current arguments. Organize your notes into tables and bulleted lists. Use the Glossary to check the definition of terms and the chapter summary as a guide for understanding text material. To enhance your comprehension, create a learning environment at home or school where you will not be distracted. Prepare for exams by reading textbook chapters ahead of time and reviewing class notes. Test yourself on key concepts and terminology.
7. **RESPECT OTHERS.** The classroom must be a safe environment for all. Respect for each student's integrity, diversity of thought, and learning style is an important part of the learning environment. If you feel intimidated by someone else's communications, private or public, spoken or written, please let me know. If you have a problem with the pedagogy of this course, contact me privately -- do not attempt to create dissension in the classroom.

Turn off **all** electronic devices before entering the classroom. Arrive on time when class begins. If you must leave early, let me know ahead of time so that you don't disrupt the class. Save private discussions, irritating noises, and indecorous behavior for outside the classroom. Obtain a copy of the BCC Student Handbook to familiarize yourself with policies and behaviors that are appropriate to the college environment. The handbook is available from the Student Union Building or Student Services Building.

Instructors have the right to request Campus Security to expel from the classroom anyone who persistently indulges in interruptive or intimidating behavior.

8. **COMMUNICATE:** If you don't understand course material, come and see me right away. I want you to do well in this course, but I cannot help you if I don't know you need help or want help. Student success is important, but you must be serious and an active participant in your own learning.
9. **USE CAMPUS RESOURCES.** If you're struggling with this class or any other class, there is help available on campus and on-line. You may contact the tutoring service on campus. One Internet source that offers study tips (and from which some of the above information is derived) is <http://www.ablongman.com/textbooktips>. If you are struggling with personal issues and need crisis intervention, please call 206-461-3222 immediately.
10. **FINALLY, AVOID PLAGIARISM.** Whenever you use someone else's words, even if only a single phrase, you must enclose them in quotation marks and cite the source and page number, especially the course text. If you paraphrase a source, using your own words, you still must cite the source and page number directly after the paraphrase. Somewhere in your written work, usually at the bottom, you must document all the citations, giving particulars of the cited source.

You are committing a plagiarism if, in any written documents you present as your own work, you:

- copy even a few consecutive words from a 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 them
- falsely cite a source
- copy from another student's work from this or previous quarters

Plagiarism is a serious ethical lapse. If you plagiarize, you'll receive a score of zero (0.0) for the assignment in which the plagiarism occurred. If you plagiarize a second time, you'll receive a course grade of F. In addition, documentation of the plagiarism will be submitted to and placed on record at the Office of the Dean of Student Services.

If you aren't sure how to cite sources and avoid plagiarism, go to the Writing Lab (D204) and request their handout on documentation. You may also find it helpful to attend one of the Writing Lab's workshops on documentation or on avoiding plagiarism.

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## INSTRUCTOR'S BIO

Dr. Leon L. Leeds, the designer of this course, received a B.A. from Pomona College in Claremont, California, and his M.A. and Ph.D. in Anthropology from the University of Washington in Seattle, Washington. He has designed and taught anthropology and humanities courses at the University of Washington, at York University in Ontario, Canada, and at Bellevue Community College in Bellevue, Washington.

He has conducted archaeological field research and cultural resource management (CRM) projects in the eastern United States, Washington and California, and has toured many historic and prehistoric archaeological sites while living in France and Spain. In addition to teaching this course, he is the Webmaster (Web slave, actually) of BCC's Distance Education Program and has designed and coded several other Websites seen around campus.

As a Board member of *HistoryLink* (<http://www.historylink.org>), former Chair of the King County Landmarks and Heritage Commission, and former Board member and Newsletter Editor of the Association for Washington Archaeologists, he has contributed considerable volunteer time working to preserve archaeological sites and historical properties in King County and the Northwest.

His principle means of survival is to bike a minimum of 40 miles a week, walk at least 13 miles, and get out on the water in a canoe or kayak, for an hour, a day or a week. He also highly rates good (but affordable) wine, excellent cheese, passable pâté, an occasional spirited but inaccurate game of pétanque, and sitting as much time as possible in Paris cafés.

*I look forward to working with you.*

*Leon*

Leon L. Leeds, Ph.D.  
Instructor, Anthropology

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## PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

The procedures and guidelines of the Social Science Division govern the conduct of this class. They are provided as a separate document and form part of this syllabus.

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