

SYLLABUS

DATE OF LAST REVIEW:	FALL 2019
CIP CODE:	24.0101
SEMESTER:	Departmental Syllabus
COURSE TITLE:	Archaeology
COURSE NUMBER:	ANTH-0105
CREDIT HOURS:	3
INSTRUCTOR:	Departmental Syllabus
OFFICE LOCATION:	Departmental Syllabus
OFFICE HOURS:	Departmental Syllabus
TELEPHONE:	Departmental Syllabus
EMAIL:	KCKCC- <i>“issued email accounts are the official means for electronically communicating with our students.”</i>
PREREQUISITES:	None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, <http://www.kckccbookstore.com/>, for the required texts for your particular class.

COURSE DESCRIPTION:

This course is designed to explore human cultural behavior through the anthropological discipline of archaeology. This goal is accomplished by studying the two primary methods of archaeological investigation: the archaeological gathering and analysis of material remains, i.e. artifacts and architecture, and ethnological/experimental archaeology relating social cultural behavior of known cultures to the probable behavior of 'dead' cultures. Elements of the methods, theories, and findings of archaeological and ethnological research are emphasized in the textual materials utilized for the course.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

I. What is archaeology?

- A. Introduction to Anthropology and Archaeology.
- B. How we know about the past.
- C. Goals of Archaeology.
- D. Culture in Its Environmental Setting.

II. The development of Anthropology and Archaeology.

- A. Background and Orientation.
- B. Speculation about the past: 1400's to 1840.
- C. The profession of Archaeology from the 1840's to the Present.
- D. The Descriptive Period: 1840's to Early 1900s.
- E. The Historical Period: 1910 to 1945.
- F. The Explanatory Period: 1945 to today.

III. Doing Archaeology

- A. Learning about the Past.
- B. Environmental Studies.
- C. Excavations.
- D. Replication Studies: Experimental Archaeology.
- E. Culture History: Dating, Epigraphy, and Iconography.

IV. Archaeological Methods.

- A. Research Design
- B. Fieldwork.
- C. Materials Analysis.
- D. Data Analysis.
- E. Interpretation.

V. Conceptual Framework.

- A. The Concept of Culture.
- B. Biological and Cultural Evolution.
- C. Modes of Political Integration.
- D. Cultural Ecology.
- E. Cultures as Systems.
- F. Cultural Materialism.
- G. Interpretive Framework.

VI. Human Habitats

- A. Ecology and Energy.
- B. Food Procurement and Technology.
- C. Habitats of the World.
- D. The Technology of Resource Procurement.

VII. Reconstructing the past.

- A. Family, Household, Community and Society.

- B. Family and Household.
- C. Functions of Dwellings.
- D. Settlement Hierarchy and the Mode of Sociocultural Integration.
- E. House and Household in Egalitarian Societies.
- F. Settlement Patterns in Non-egalitarian Societies.
- G. Perceiving Cultural Organization.

VIII. Artisans and Traders.

- A. Archaeological Approaches to Specialization and Distribution.
- B. Economic Specialization and Distribution.
- C. Specialization and distribution as Evolutionary Processes in Nonindustrial, Complex Societies.
- D. Investigating Specialization, Exchange, and Trade: The Archaeological Record.

IX. Signs and Symbols.

- A. Signs or Symbols?
- B. Functions of Symbols.
- C. Types of Symbolic Systems.
- D. Investigating Symbolic Systems of the Classic Maya.
- E. Researching the Significance of Symbols at Copan.

X. Power, Prestige, and Wealth

- A. Politics, Government, and Political Systems.
- B. Politics in Egalitarian Societies.
- C. Ranked Societies.
- D. Stratification and the State.
- E. Processes of Political Evolution.
- F. Ethnohistoric Examples and Archaeological Correlates of Political Evolution.
- G. Archaeological Reconstruction of Classic Copan Maya Politics.

XI. Realms.

- A. Approaches to Reconstructing Political Structure.
- B. Political Interaction.
- C. Classic Maya Sites and Polities
- D. The Inca Empire

XII. The Spirit World: Religion and Ideology

- A. Cultural Evolutionism and Belief Systems.
- B. Religion and Ideology in Traditional and Industrial Societies.
- C. Adaptive Dimensions of Religion.
- D. Reconstructing Religion: Religion and the Archaeological Record.
- E. Ethnographic Analogs: Religion and Ritual in Egalitarian Farming Societies.
- F. From Agrarian Villages to Capital Cities
- G. Limits of Interpretation.

XIII. The Rise of Civilization in the Old World.

- A. Primary and Secondary Civilizations.
- B. Mesopotamia.
- C. Egypt.
- D. Harappan Civilization in the Indus Valley.
- E. China.
- F. Old World Early Civilizations.

XIV. The Rise of Civilization in the New World.

- A. New World Civilization: General Evolution.
- B. Archaeological Approaches.
- C. Mesoamerica.
- D. Central Andean Civilization.

XV. The Fall of Civilizations.

- A. Collapsing Civilizations.
- B. The Collapse of Classic Maya Society.
- C. Explanations of the Classic Maya Collapse.
- D. Lesson for Scientific Archaeology.

XVI. Explanatory Models for the Evolution of Complex Societies.

- A. Population.
- B. Warfare.
- C. Exchange and Trade.
- D. Technological Explanations.
- E. Information Systems Explanations.
- F. Superstructural Explanations.
- G. Prime Movers versus Multiple Factors.

Core Student Learning Outcomes:

4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

Upon completion of this course, students will be able to: 1. Define and apply key anthropological concepts, including: culture, ethnocentrism, cultural relativism, and holism.

2. Describe key anthropological methods, such as: ethnographic fieldwork, interview techniques, and participant observation.

3. Define the concept of culture and discuss specific examples of how it is learned, shared, and transmitted through symbolic systems including language.

4. Demonstrate knowledge of different cultural traditions through ethnographic analysis.

5. Identify and explain different anthropological perspectives on cultural change and continuity.

6. Identify ways in which different aspects of culture, including environment, economy, kinship, the arts, politics, religions and other belief systems, are interrelated and integrated in a cultural system.

7. Describe and give examples of the effects of colonialism and globalization on world cultures

COURSE COMPETENCIES:

The student will be able to discuss the scientific methods applied to archaeological analysis.

1. The student will be able to explain the nature and aims of archaeology.
2. The student will be able to describe the importance of cave art, petroglyphs, and pictographs in explaining cultures that lack formal writing systems.
3. The student will be able to describe applied archaeology by explaining a contemporary project that literally brings the past to life.

The student will be able to be acquainted with the methods utilized to survey, date, and analyze archaeological sites, and the laboratory techniques used to record data.

4. The student will be able to distinguish between relative and absolute dating techniques.
5. The student will be able to list techniques for the reconstruction of the plant, animal, and human environment.
6. The student will be able to explain how microwear polish is a clue to the function of stone, bone, and wooden tools.
7. The student will be able to explain how the analysis of pottery is important in relative dating of cultures.
8. The student will be able to list the variety of laboratory techniques by which pottery may be dated and analyzed.
9. The student will be able to illustrate how physical anthropologists can produce evidence from archaeologically excavated human skeletal remains.

To expose the student to the method of excavation.

10. The student will be able to distinguish between surface collection and extensive field excavation and the resulting evidence.
11. The student will be able to explain why the concept of archaeological 'context' is the central most important element in field excavation recording.

The student will be able to understand how prehistoric cultures interacted with one another through archaeological evidence.

12. The student will be able to list the various types of stone, wooden, bone tools, and their associated techniques of manufacture.
13. The student will be able to describe the techniques for evidence of trade between two cultures.
14. The student will be able to illustrate what the discovery of 'prestige' goods means for the level of complexity of a culture.
15. The student will be able to explain interaction spheres in the analysis of archaeological cultures.
16. The student will be able to compare archaeological sites utilizing the concept of 'carrying

capacity'.

The student will be able to examine the social, political, economic, and technological elements of prehistoric cultures and describe social change based on archaeological evidence.

17. The student will be able to describe the history of archaeology.
18. The student will be able to contrast speculative, chronological and explanatory periods in archaeology.
19. The student will be able to explain how evidence is produced through archaeological techniques.
20. The student will be able to explain the importance of pollen and plant analysis and the role ethnobotanists play in the study of archaeological gender.
21. The student will be able to describe how the study of plant foods can inform us about ancient diets.
22. The student will be able to describe the value of grave goods in the analysis of social stratification in archaeological cultures.

The student will be able to examine the results of archaeological and anthropological research and applied practice in order to understand human behavior in deep historic perspective.

23. The student will be able to describe what and what is not found in the archaeological record.

The student will be able to promote a critical understanding of archaeological subject matter by modeling a continuous questioning of archaeological practice.

24. The student will be able to describe the evolution of field techniques and the decline of the museum movement'.
25. The student will be able to describe the goals of social archaeology as compared to paleoanthropology.
26. The student will be able to explain how archaeologists can produce evidence for 'thinking' and 'values' in ancient cultures.
27. The student will be able to explain the impact of the Native American Grave Protection and Repatriation act on physical anthropological investigation in archaeology.
28. The student will be able to compare and contrast the types of relationships between Native Peoples and Archaeologists.
29. The student will be able to illustrate Archaeology in action by describing the Copan project and its results.
30. The student will be able to compare the theoretical perspectives utilized to 'explain' the past.

ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means of participation in classroom discussions, out-of-class and in class written assignments, library and Internet research skills progress, out-of-class and in class tests and a cumulative final examination.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended

to provide an outline of the course and rules that the instructor will adhere to in evaluating the student's progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college's policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

**ADA Compliance Statement:
Disability Services**

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the disabilities services office at (913) 288 -7664.

Student Code of Conduct and the Student Handbook:

All enrolled students at Kansas City Kansas Community College are subject to follow all rules, conditions, policies and procedures as described in both the Student Code of Conduct as well as the Student Handbook. All Students are expected to review both of these documents and to understand their responsibilities with regard to academic conduct and policies. The Student Code of Conduct and the Student Handbook can be found on the KCKCC website.

KCKCC Weapons Policy:

The Kansas City, Kansas Community College (KCKCCC) has a Prohibited Weapons Policy, Policy 5.12, applicable to all students, staff and guests of KCKCC. All weapons are generally prohibited on KCKCC property except as permitted under the limited circumstances described in the Weapons Policy and under Kansas law.

Please refer to the KCKCC Weapons Policy at [<http://www.kckcc.edu/explore-kckcc/campus/safety/conceal-carry>] or your Student Handbook for more information. Anyone who witnesses a violation of the KCKCC Weapons Policy should contact Campus Police at: 913-288-7636. Violations of federal, state or local laws or KCKCC policies may result in discipline up to and including expulsion from the college, criminal charges and monetary fines for personal injuries and property damage.

Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES STUDENT SUCCESS STRATEGIES

Know your teacher's name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor's position on use of Wikipedia or other online sources.

Know the instructor's preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor's office hours and make appointments when necessary.

Know the school's scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college's 21st

century learning outcomes for general education.