

ANTHROPOLOGY 202g – ARCHAEOLOGY: OUR HUMAN PAST
THH 114, T/TH 9:30-10:50

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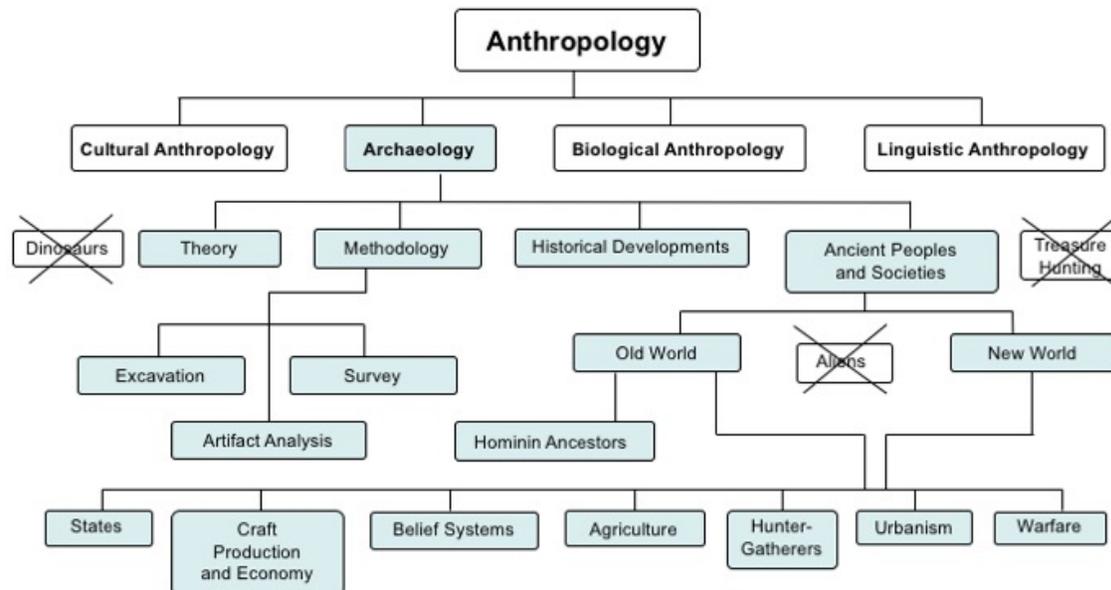
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Course Description

Anthropology 202 is an introduction to the archaeology sub-discipline of anthropology. The course examines the major methods, theories, and aims of archaeology by studying a broad survey of famous sites and discoveries around the world. Students taking this course will achieve a good understanding of how archaeologists interpret the past through the material record and will be prepared for higher level courses in archaeology.

Recommended Preparation

No previous preparation is required for this course.



Course Objectives:

The aims of this course are threefold:

- 1) to introduce you to the basic history, theories, methods, and aims of modern archaeology
- 2) to teach you about anthropological inquiry into archaeological problems
- 3) to teach you to make original archaeologically-based arguments about the past, supported by scholarly evidence.

Introduction

Introduction to Archaeology provides students with basic knowledge of the discipline of anthropological archaeology by surveying spectacular archaeological discoveries and innovative field projects from around the world. The course will cover archaeology's early roots in antiquarianism up to the most cutting edge projects of the 21st century. In the process, students will get a broad exposure to the prevalent theories, methods, and goals that they will need to be familiar with in order to take more advanced courses in the discipline.

This course meets the criteria for one of your core literacy requirements in Social Analysis. As such, you will learn the analytical approaches of archaeology as a social science and see how the quantitative and qualitative analysis of our shared human past helps us to understand the present social world.

Lectures will provide the backbone of the class and will complement, but not substitute for, the assigned reading. The main textbook for the class is a broad introduction written by two leading archaeologists; one who works in the Old World, and the other in the New World. There is also a text on the history of archaeology. Supplementary articles will be distributed as PDFs on specific archaeological topics. Staying on top of the reading will be critical to succeeding in this course, and the information presented in class will be essential to understanding the most current state of the field in archaeology.

By the end of the course you should be able to:

- Use your knowledge of archaeological research methods to make an original argument about past cultures.
- Understand the relationship between archaeological data and interpretation.
- Identify some of the major global cultures, sites, and archaeological discoveries.
- Know some of the major figures in archaeology.
- Distinguish between major theoretical paradigms in archaeological thought.
- Understand the role of anthropological inquiry in archaeology.
- Understand a broad range of methods used in 21st century archaeology.
- Have a better idea of a region or specialty you may want to continue to focus on in archaeological studies.

Statement on Course Requirements, Late Assignments, and Attendance

Attendance in weekly lectures and discussions is mandatory for all students. Repeated absences will negatively affect your grade. The best way to reach me is through email (seligson@usc.edu). I will try to respond to your email within 24 hours. The writing assignments will be turned in online using Blackboard (via the TurnItIn system), and will be due in by 11:59pm PST on the assigned due date. Assignments handed in one day late will lose 1/3 of a letter grade (e.g. B+ becomes B). Each additional day late will result in the loss of a full letter grade.

Your out-of-class workload is about 75-150 pages of reading per week plus the time you need to spend on assignments and exam preparation. Reading for each class is to be done prior to the lecture or discussion. Participation in discussion and attendance will also contribute to your grade. There will also be a short quiz about this syllabus within the first few weeks of class that will be counted as part of your discussion section and account for 1% of your overall grade.

Description of Assignments

There will be three types of assignments in this course: written critiques, exams, and a final research paper. You will write two short critiques (4-5) on museum visits and documentaries that we watch in class. These critiques will be a combination of personal opinion and critical analysis. You will be required to write a 10-12 research paper at the end of the semester. A prospectus for your paper topic will be due at the beginning of November (this will count as 5% of your final paper grade). There will be both a midterm and final examination. The final will be cumulative, but will have a heavier emphasis on the second half of the semester. There will be review sessions for each exam.

Grading Breakdown

Assignment	% of Grade	Due Date
Section Grade (Including syllabus quiz, 1%)	10%	Ongoing
Critiques	30% (15% Each)	Sept. 26, Nov. 28
Midterm Exam	15%	Oct. 5
Research Paper	25%	Dec. 5
Final Exam	20%	Dec. 7

Required Readings

There are two required books for this course:

Fagan, Brian M. 2005 *A Brief History of Archaeology: Classical Times to the Twenty-first Century*. Pearson, Upper Saddle River, New Jersey.

Price, T. Douglas, and Gary Feinman
2012 *Images of the Past*, Seventh edition. McGraw Hill, New York.

Week 1

Tuesday, August 22nd

Lecture: Introduction to Archaeology

Reading: No reading

Thursday, August 24th

Lecture: Principles of Archaeology I

Reading: P&F pp. 1-14; Prufer & Thompson

Week 2

Tuesday, August 29th

Lecture: Principles of Archaeology II

Reading: P&F pp. 14-33

Thursday, August 31st

Lecture: History of Archaeology I

Reading: Fagan pp. xi-81

Week 3

Tuesday, September 5th

Lecture: History of Archaeology II

Reading: Fagan pp. 82-155

Thursday, September 7th

Lecture: History of Archaeology III

Reading: Fagan pp. 156-234

Week 4

Tuesday, September 12th

Lecture: Our Earliest Ancestors

Reading: P&F pp. 34-58; Pontzer 2012

Thursday, September 14th

Lecture: *H. erectus* and the Lower Paleolithic

Reading: P&F pp. 59-98; Van Arsdale 2013

Week 5Tuesday, September 19th*Museum Visit:* Age of Mammals Hall, Los Angeles Natural History MuseumThursday, September 21st*Lecture:* Peopling of the Old World
Reading: P&F pp. 99-133; Monnier 2012**Week 6**Tuesday, September 26th*Lecture:* Peopling of the New World, Oceania
Reading: P&F pp. 134-150; Baab 2012
CRITIQUE 1 DUE IN CLASSThursday, September 28th*Lecture:* Early Hunter-Gatherers
Reading: P&F pp. 151-176; Habu 2009**Week 7**Tuesday, October 3rd

Review for midterm exam

Thursday, October 5th**MIDTERM EXAM****Week 8**Tuesday, October 10th*Lecture:* The Origins of Agriculture, Part I
Reading: P&F pp. 178-224Thursday, October 12th*Lecture:* The Origins of Agriculture, Part II
Reading: P&F pp. 225-247; Diamond 1987**Week 9**Tuesday, October 17th*Lecture:* Initial Complexity in Mesopotamia
Reading: P&F pp. 418-435; Algaze 2001Thursday, October 19th*Lecture:* Ancient Egypt and Africa
Reading: P&F pp. 444-457; Bard 2008; Pringle 2009**Week 10**Tuesday, October 24th*Lecture:* The Indus Valley Civilization
Reading: Kenoyer 2012Thursday, October 26th*Lecture:* East and SE Asia
Reading: P&F pp. 457-483; Stone 2006, 2009**Week 11**Tuesday, October 31st*Lecture:* Archaeology of Mesoamerica, Part I
Reading: P&F pp. 302-330; Garrison et al. 2009Thursday, November 2nd*Lecture:* Archaeology of Mesoamerica, Part II
Reading: P&F pp. 330-370; Houston et al. 2016
RESEARCH PAPER PROSPECTUS DUE**Week 12**Tuesday, November 7th*Documentary:* Quest for the Lost Maya
Reading: Seligson et al. 2017Thursday, November 9th*Lecture:* The Archaeology of South America
Reading: P&F pp. 396-417; Stanish et al. 2010**Week 13**Tuesday, November 14th*Museum Visit:* Pre-Columbian Artifacts at the Natural History Museum
Reading: Kersel 2007Thursday, November 16th*Lecture:* The Archaeology of North America
Reading: P&F pp. 248-300**Week 14**Tuesday, November 21st*Discussion:* Gates of Horus Digital Temple
Reading: Troche 2011; Berggren et al 2015

Thursday, November 23rd

NO CLASS: THANKSGIVING

Week 15

Tuesday, November 28th

Lecture: Prehistoric Europe

Reading: P&F pp. 488-540

CRITIQUE 2 DUE IN CLASS

Thursday, November 30th

Discussion: The Future of Archaeology and Conclusion

Reading: P&F pp. 542-557; Chase et al 2012

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me or your TA as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m. – 4:30 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

The website is: <https://dsp.usc.edu>

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: <http://studentaffairs.usc.edu/scampus/>

Information on intellectual property at USC is available at:

https://policy.usc.edu/files/2014/02/intellectual_property.pdf

Emergency Preparedness/Course Continuity in Crisis

In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed 'at a distance.' For additional information about maintaining your classes in an emergency, please access:

<http://cst.usc.edu/services/emergencyprep.html>

Week 16

December 2nd-5th

STUDY DAYS

We will schedule a final exam review period during these days

Tuesday, December 5th

RESEARCH PAPER DUE

Thursday, December 7th

FINAL EXAM, 11:00 AM-1:00 PM