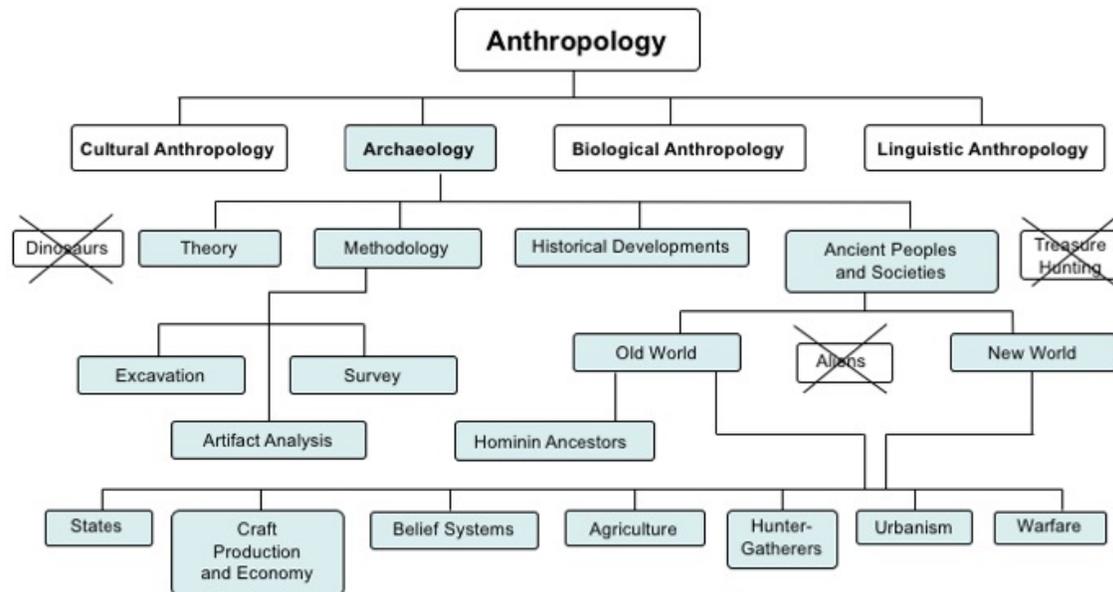


ANTH202g
ARCHAEOLOGY: OUR HUMAN PAST – DISCOVERING THE ANCIENT WORLD
 THH 101, MW 3:30-4:50

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Course Description

This course 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. By covering the broad scope of human cultures that have developed around the world, this course provides an excellent foundation for thinking about change globally and through time.

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 50-150 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.

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 pages) 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 an 8-10-page research paper at the end of the semester. A prospectus for your paper topic will be due by the end of March. There will be two midterms and a final examination. These exams will not be cumulative.

Grading Breakdown

Assignment	% of Grade	Due Date
Section Grade	10%	Ongoing
Exam 1	10%	Feb. 5
Critiques	20% (10% Each)	Feb. 21, April 11
Exam 2	20%	March 14
Research Paper	20%	May 1
Final Exam	20%	May 4

Grading Rubric

94 <	A	80-82.99	B-	67-69.99	D+
90-93.99	A-	77-79.99	C+	65-66.99	D
87-89.99	B+	73-76.99	C	64.99 > F	
83-86.99	B	70-72.99	C-		

Final Grades are non-negotiable.

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.

Wk	Date	Lecture Topics	Readings	Assignment
1	1/8	Introduction to Archaeology		
	1/10	Principles of Archaeology I	P&F pp. 1-14; Prufer and Thompson	
2	1/15	NO CLASS – MLK DAY		
	1/17	Principles of Archaeology II	P&F pp. 14-33; Fagan ch. 1	
3	1/22	History of Archaeology I	Fagan ch. 4, 5, 9	
	1/24	History of Archaeology II	Fagan ch. 10, 12, 13	
4	1/29	Our Earliest Ancestors	P&F pp. 34-58; Pontzer 2012	
	1/31	<i>H. erectus</i> and the Lower Paleolithic	P&F pp. 59-98; Van Arsdale 2013	

Wk	Date	Lecture Topics	Readings	Assignment
5	2/5	EXAM #1		
	2/7	<i>Museum Visit – Hall of Mammals</i>		
6	2/12	Peopling of the Old World	P&F pp. 99-133; Monnier 2012	
	2/14	Peopling of the New World, Oceania	P&F pp. 134-150; Baab 2012	
7	2/19	NO CLASS – PRESIDENT’S DAY		
	2/21	<i>Peopling of New World (documentary)</i>	Habu 2009	Critique 1
8	2/26	The Origins of Agriculture	P&F Chapter 4; Diamond 1987	
	2/28	Initial Complexity in Mesopotamia	P&F pp. 418-435; Algaze 2001	
9	3/5	Ancient Egypt and Africa	P&F pp. 444-457; Pringle 2009	
	3/7	The Indus Valley Civilization	Kenoyer 2012	Prospectus
10		NO CLASS – SPRING BREAK		
11	3/19	<i>Exam #2 Review Session</i>		
	3/21	EXAM #2		
12	3/26	The Archaeology of East Asia	P&F pp. 457-483	
	3/28	Southeast Asia	Stone 2006, 2009	
13	4/2	Archaeology of Mesoamerica I	P&F pp. 302-330; Garrison et al.	
	4/4	<i>Quest for the Lost Maya (documentary)</i>	Seligson et al. 2017	
14	4/9	Archaeology of Mesoamerica II	P&F pp. 330-370; Houston et al.	
	4/11	<i>Museum Visit – Visible Vault</i>		Critique 2
15	4/16	Archaeology of South America	P&F pp. 396-417; Stanish et al.	
	4/18	Archaeology of North America	P&F pp. 248-300	
16	4/23	Prehistoric Europe	P&F pp. 488-540	
	4/25	Future of Archaeology	P&F pp. 542-557; Fagan ch. 14	
	5/1	FINAL PAPER DUE		
	5/4	FINAL EXAM		

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>