

**ANTH 202-Archaeology: Our Human Past**  
**Spring 2021 - University of Southern California**

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**ASYNCHRONOUS LECTURES, FILMS, READINGS, & GENERAL DISCUSSION SECTION PREPARATION (no Tu/Th 12:30pm lectures)**

**\*see the weekly module instructions in the 'CONTENT' section of Blackboard PRIOR to attending ZOOM discussion sections\***

**SYNCHRONOUS LIVE-ZOOM DISCUSSION SECTIONS (Tuesdays):**

**\*use the USC ZOOM PRO MEETING LINK on Blackboard we would have used for Th/Th lectures\*\***

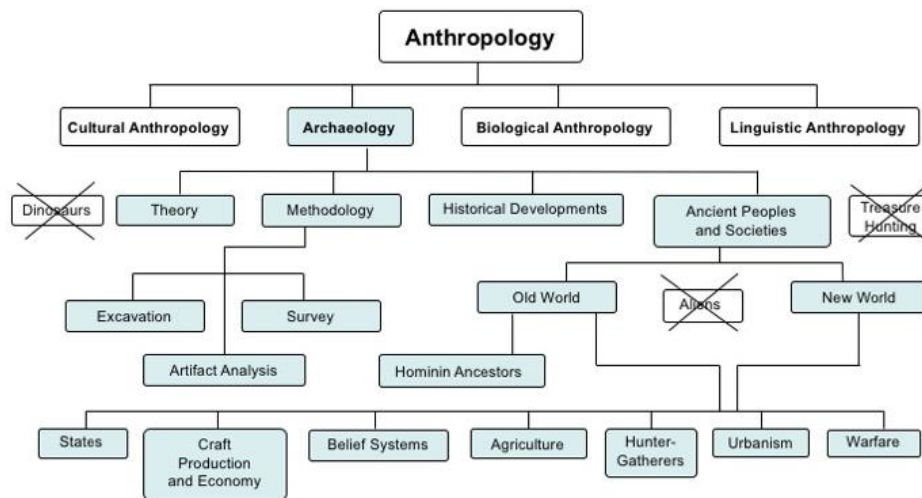
LINK: TBD

Meeting ID: TBD - Passcode: TBD

**ZOOM Office Hours (Mondays & Tuesdays 7:00am to 7:30am & 4:00pm to 4:30pm):**

LINK: <https://usc.zoom.us/j/267643908?pwd=d2E2T2Y2NzJteHFVMMWozU9lS2RRdz09>

Meeting ID: 267 643 908 - Password: 029421



***“The past is a foreign country; they do things differently there” – L.P. Hartley (1953)***

## COURSE DESCRIPTION

Throughout the course we will explore history through various lenses and work with a variety of data types –objects and materials; natural and built environments; social, economic, and cultural positionality; documentary and oral records– and uncover issues related to cultural heritage and public access to historical materials and landscapes. Using both qualitative and quantitative data, students will leverage both inductive and deductive information-gathering techniques and will learn how to use these approaches, in tandem, in order to produce cogent analytical output. Students will be exposed to the theories and methods/methodologies behind archaeological research, learn how archaeologists design their studies and define their research problem orientation, understand how data collection and sampling are intertwined, and, importantly, how anthropological & archaeological methods ultimately effect research outcomes and interpretations. Additionally, students will leave the course with a better understanding of how to critically look at the past in order to better understand our present and make cogent predictions about the future, which are skills useful in any industry or discipline.

## WEEKLY MODULE STRUCTURE/REQUIREMENTS QUICK LOOK

- 1) **ASYNCHRONOUS WORK IN LIEU OF TUESDAY/THURSDAY 12:30pm 'LECTURES'** Will include recorded lectures, readings, films, general discussion section preparation, and extra credit opportunities. All asynchronous work must be completed before your weekly synchronous ZOOM discussion section. (approx. 2 hours of required activities per week). SEE THE WEEKLY MODULE INSTRUCTIONS in the CONTENT section of Blackboard for more information.
- 2) **SYNCHRONOUS LIVE-ZOOM DISCUSSION SECTIONS ON TUESDAYS** with an asynchronous option for 3 of your choosing out of the 10 (of 12 available) required for the course, if needed. You can miss up to 2 classes for any reason without a penalty. There will not be a synchronous live-ZOOM discussion section WEEK 7/midterm exam week, WEEK 10/wellness week, or WEEK 12/film week. See the course schedule below for more info.
- 3) **WEEKLY QUIZ** Due by 7:00pm on Fridays of the current week. Take the quiz as many times as you need to get the grade you want, before the deadline. The three lowest scores (of 12/no quiz week 7-midterm exam, week 10-wellness week, or week 15/last week of classes) quizzes will be dropped from your quiz average, which includes '0s' for skipping the quiz any given week.

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## COURSE OVERVIEW

This course provides students with basic knowledge of the discipline of 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 a broad scope of human cultures that have developed around the world, this course provides an excellent foundation for thinking about material and behavioral contexts –from the local to the global– over time.

Drawing on theory, methodology, and data collection methods from a variety of disciplines (e.g. cultural anthropology, geology, economics/finance, etc.), archaeological data allow for a wide range of questions to be asked about what day-to-day life was like in the past for the groups and individuals who actually lived there. Archaeologists are not only interested in what people ate, the types of houses they lived in, and the objects and the materials they used, but also how their experiences were shaped by their socioeconomic, ethnic, cultural, and gendered positions (intersectionality) within a given society at a particular time and within a particular space. Using the anthropological and archaeological toolkits, this course allows students to uncover clues to what life was like in the recent past for the people who lived there and seek to understand what the past means to living populations who inhabit these spaces today. Also, we will explore how the past is selectively highlighted or obscured, and why.

## REQUIRED READINGS AND OTHER COURSE MATERIALS

See the *COURSE SCHEDULE* (below) for reading due dates.

- *NOTE: Lectures and class discussions will provide the backbone of the course and will complement, but not substitute for, assigned content. Keep up with your coursework so that you can easily access those materials for the open book/open notes, online exams.*
- Price and Feinman "Images of the Past: 8<sup>th</sup> Edition"
- All other readings are posted in 'CONTENT' section of Blackboard and will be noted in the weekly module instructions, along with other supplementary media, links, materials, etc. needed to complete the current week's assignments ASYNCHRONOUSLY and prepare for the SYNCHRONOUS live-ZOOM discussion sections on Tuesdays.

## BLACKBOARD

Our main axis of communications/submissions is Blackboard. Blackboard will be used for all assignment submissions, discussion board posts, and other communication during the course. You must have regular access to Blackboard, and it is strongly suggested that you **check and double check any submissions** to make sure those assignments have been posted by the date/time due.

- *NOTE: Submit your work; and then log out and back in to make sure your submission posted...every time. You are responsible for submissions. If something happens and you submitted your work and it does not show up for some reason, be able to produce proof of timeliness in some fashion (e.g. a screen shot or pic of the last time you worked on the document) and email the instructor asap, when you realize there was an issue.*

## FREQUENTLY ASKED QUESTIONS

- When are your office hours and how do I access you during those times?
  - Seriously?? See the top of this document. ☺
- If I am close to the next letter grade (e.g. 89.1) after the final exam, can you bump my grade to the next letter grade (e.g. B+ to an A-)?
  - Maybe! I will automatically take a look at all grades that meet this criteria and will bump your grade if you have done the following: 1) did you make significant improvement between your midterm and final grade (e.g. a 80% to a 95%)?, 2) did you already max out your 3 available extra credit assignments?, 3) did you participate in class discussions/exercises in the spirit in which they were designed and add value to your fellow students' experience in the course?, 4) did you turn in your assignments on time? If you meet those requirements, then yes, I will bump your grade; if not, then no, I will not bump your grade.
    - *Note that unless there is a problem with your grade (e.g. a grade was not keyed into Blackboard correctly), you should not contact the Instructor about changing your grade. If you are struggling, please get ahold of me sooner, rather than later, so we can work together to help you get the grade you want/need from the course.*
- If I am taking the course Pass/No Pass, do I need to complete all the assignments?
  - No, but you should use the grade calculator (link below) to decide what you need to do to get the lowest grade/do the least amount of work as possible and still reach the minimum grade. This is all up to you and what works with your own schedule needs or constraints. Note that you are personally responsible for making these decisions; make sure you do not go below the P/NP grade or you will not pass the course, no exceptions.
- Can I turn in late assignments and still get credit?
  - Yes! See the Late Submission Policies section below.
    - *NOTE: All course materials must be submitted by the end of study days (by 7:00pm the day before exam week begins) to receive credit. If you are struggling, get ahold of me sooner, rather than later if you need help – and note that in extreme circumstances you have the option to take an incomplete. If you need to consider the incomplete option, first make contact with your advisor and check out the USC registrar's website for more information in order to understand all facets of this option.*
- Are you going to post instructions for the final paper?
  - Yes! That information is already in the CONTENT section of Blackboard. Let me know if you have any specific questions.
- Are you going to post a study guide for the exams?
  - Yes! The weekly module instructions have a study guide and study questions for you to use to prepare for live-ZOOM Tuesday discussion sections; and to study for (and take) the open book/open notes exams. Find the weekly module instructions in the CONTENT section of Blackboard.
- Can I see an example of an A range final paper from a prior semester?
  - Yes! There is an example of an A-range final paper from a prior semester in the CONTENT section of Blackboard.

## LEARNING OBJECTIVES

- (1) to provide students with a practical working knowledge of **archaeological data collection methods** and the types of data used by historical archaeologists, including materials, landscape and spatial analysis, documents and oral histories;
- (2) to **introduce students to the intellectual AND practical challenges presented by archaeological and ethnographic research**, including producing a research design, interpreting multiple lines of evidence/variable data sources, integrating historical and oral records with archaeological information, data problematics, working with local populations, and the need to think creatively and flexibly as new information is recovered during research;
- (3) to **apply theory and methods of social analysis from both history and archaeology** in order to study human behavior and experiences in variable economic, political, cultural, gendered, and social settings;
- (4) to **understand the nature of empirical evidence** and assess the usefulness of qualitative and quantitative evidence in explaining specific social phenomena; and
- (5) to **demonstrate an understanding of the interplay between human action** and social/cultural organization, institutions, use of materials and space, and social & cultural settings.

## LEARNING OUTCOMES

Upon the successful completion of course, students will be able to:

- Articulate basic history, theories, methods, and aims of modern historical archaeology and be able to apply anthropological inquiry to archaeological problems.
- Learn how to make original archaeologically based arguments about the past, supported by scholarly and material evidence in order to understand human behavior and experiences within variable economic, political, cultural, and gendered settings.
- Understand the different elements of archaeological study and the relationships between these elements.
- Gather and utilize multiple lines of evidence, in order to better explain social, spatial, and material phenomena.
- Demonstrate an understanding of the interplay between human behavior, the built and natural environments, materiality, and consumer behavior within variable social, political, and cultural settings.
- Appreciate how archaeologists use archaeological data and historical information in combination to produce holistic analyses and interpretations.
- Gain a better understanding of how to critically look at the past in order to better understand our present and make cogent predictions about the future; a skill useful in any industry or organization.

## PREREQUISITE/S

There are no prerequisites for this course.

## RECOMMENDED PREPARATION

**Before the Course/During the First Week of the Course:** Begin looking (and listening!) critically at the world around you. How do you speak with your friends as opposed to your parents or teachers? ...do you use a different tone or different words? Why might that be? How is the public area of your dorm different than your family room at home? Why might this be?

Begin thinking about the different spaces you move through, throughout your day...what do you wear in certain settings? ...what do you do when you enter different spaces? ...what objects do you use for different activities and with whom do you do those activities? ...what kind of language do you use, and when? ...what did you eat for lunch and with whom(?) or did you eat lunch(?), why did you make those decisions?

Be aware of how, with whom, when, and with what...you move through your daily life and how and why these things are the same or different than other people. These are the types of data we will seek to understand through archaeology.

**During the Course:** Keep up with the course materials and come prepared to synchronous discussion sections.

## GRADING SCALE

<b>A</b> 100-94	<b>C+</b> 79.99-77	<b>D-</b> 63.99-60**
<b>A-</b> 93.99-90	<b>C</b> 76.99-74	<b>F</b> <59.99
<b>B+</b> 89.99-87	<b>C-</b> 73.99-70*	
<b>B</b> 86.99-84	<b>D+</b> 69.99-67	* minimum Pass (P/NP)
<b>B-</b> 83.99-80	<b>D</b> 66.99-64	** minimum for course credit

## GRADE BREAKDOWN BY ASSIGNMENT TYPE – QUICK LOOK

- 1) **10% Individual Instructor Contact** – use the link at the beginning of this document meet with the Instructor at least two times (2x) during office hours, on separate weeks. You cannot complete this requirement during a single week (e.g. the last week of classes), but please stop by any time you need even if it is not for official course credit!
- 2) **20% Synchronous live-ZOOM Discussion Section Attendance and Participation (Tuesdays)** – use the link at the beginning of this document and attend 10 of the 12 available SYNCHRONOUS live-ZOOM discussion sections (*of which 3 can be asynchronous – see below for more information*). You can miss up to 2 classes for any reason and do not need to contact the instructor. There will not be a synchronous live-ZOOM discussion section WEEK 7/midterm exam week, WEEK 10/wellness week, or WEEK 12/film week. See the course schedule below for more info. *You must have completed all ASYNCHRONOUS weekly module assignments before attending your weekly SYNCHRONOUS discussion section.*

- 3) **20% Weekly Quizzes** – find on Blackboard under ASSIGNMENTS and complete by 7:00pm on Fridays of the current week. You can take the quiz as many times as you like before the deadline. The three (3) lowest grades, including a '0' for skipping a quiz any given week (of 12 weekly quizzes/ no quiz week 7-midterm exam, week 10-wellness week, or week 15/last week of classes) will be dropped for the final weekly-quiz grade calculation. *There are no make-up quizzes because the answers are available at 7:01pm on Fridays, each week: see below for more information. If you miss more than 3 quizzes, do extra credit work to make up the points.*
- 4) **30% Midterm & Final Exams** [15% each] (Week 7 & Finals Week) (online, via Blackboard under ASSIGNMENTS) – open book/open notes (non-cumulative other than the major course themes and concepts). More information will be sent out about the exams during the semester. *Discussion sections will not be held midterm week, nor will there be a quiz.*
- 5) **20% Analytical Case-Study (Research Paper)** – also see the 'final paper instructions' on Blackboard under CONTENT & submit all components of your research paper via Blackboard under ASSIGNMENTS. Use the Research Design Worksheet template located in the CONTENT section of Blackboard for part 'a' below.
  - a. 2% = completion of the Research Design Worksheet (DUE: Week 4 by 7:00pm on Friday)
  - b. 3% = completion of the Discussion Board Peer-Review workshop (DUE: Week 5 by 7:00pm on Friday)
    - *NOTE: more peer-review instructions to follow during the semester via Blackboard announcements*
  - c. 15% = final paper submission (DUE: Week 15 by 7:00pm on Friday)

## ASSIGNMENTS - INSTRUCTIONS & REQUIREMENTS

GRADE CALCULATOR LINK: <https://www.rapidtables.com/calc/grade/grade-calculator.html>

### 1) 10% Individual Instructor Contact

- Meet with the Instructor during office hours (*see the top of this document for contact instructions*) at least two (2) times during the semester. Meetings do not need to be more than 5 minutes, but we can meet for as long as you need. Make sure to come prepared with questions about the course generally, specific content, etc...and be ready to discuss your thoughts/progress on your final analytical case study (research paper). Please note that you cannot complete this requirement during a single week (e.g. the last week of classes), but **please stop by any time you need even if it is not for official course credit!**

### 2) 20% Synchronous Live-ZOOM Discussion Section Attendance and Participation (TUESDAYS)

*NOTE: You are responsible for keeping track of your own participation (e.g. absences & alternative assignments). I do not tally up everything until the end of the semester.*

- Use the link at the beginning of this document and attend 10 of the 12 available SYNCHRONOUS LIVE-ZOOM discussion sections (*of which 3 can be asynchronous – see below for more information*). You can miss up to 2 discussions for any reason without a penalty and you should not contact the instructor if you will not be in class any given week. There are no discussion sections week 7/midterm exam week, week 10/wellness week, or week 12/film viewing. *You must have completed all ASYNCHRONOUS weekly module assignments before attending your SYNCHRONOUS live-ZOOM discussion section.*
  - During Live-ZOOM SYNCHRONOUS discussions sections, we will be:
    - Discussing the week's course materials (in breakout groups and then with the whole class).
    - Doing an experiential exercise (in breakout groups and then with the whole class).
    - Answering any questions students have about the course content & assignments or anthropology and archaeology, more generally.
    - Hearing from guest speakers and watching film clips.
  - **ATTENDANCE:** Taken automatically with ZOOM, which will note the time you logged in to your section and logged out. You must attend the entire section in order to receive participation/attendance credit, any given week.
    - Please do your best to be on time, but I will allow for up to 10-minute late-arrivals, up to 3 times, over the course of the semester without any impact on your participation grade/attendance, in case you are having issues with your technology or running late for any reason.
    - After three (free) late arrivals, your participation will only be counted as ½ or .5 of that day's credit for course participation if you arrive late to your 50-minute discussion section. **No students will be admitted after 10 minutes because it is disruptive to the class/our discussions.**
  - **DO NOT CONTACT THE INSTRUCTOR IF YOU NEED TO BE ABSENT.**
    - You are responsible for watching the recorded discussion section (available in the weekly module, the following week) and getting notes from a fellow student.

- Even if you do not attend the current week's discussion section or do the asynchronous option, course assignments (e.g. research design worksheet, peer-review, final paper, etc.) are still due by the dates and times outlined in this syllabus.
- **ASYNCHRONOUS OPTION:** Of the ten (10) required live-ZOOM discussion sections (of 12 available), you can choose do up to three (3) asynchronously by submitting the following two (2) assignments via the Blackboard course discussion board [find under COURSE TOOLS] (use the proper/labeled folder) by 7:00pm on Friday of the current week:
  - i. Experiential exercise (see the current week's weekly module instructions for further information). The exercise will be the same one we do in the synchronous ZOOM discussion section.
  - ii. A 300-400 word overview of the current week's themes & materials (e.g. readings and films) with at least two questions you have about those materials for the class.
    - *NOTE: Do not email the instructor if you cannot attend the current week's synchronous ZOOM discussion section. You have options for participation and can manage your time/course requirements, on your own.*

### 3) 20% Weekly Quizzes – Participation Grade

- You must complete all 12 of the weekly quizzes [find under ASSIGNMENTS on Blackboard] by 7:00pm Friday of the current week. There is no weekly quiz during week 7/midterm exam week, week 10/wellness week, or week 15/last week of classes. **No make-up quizzes will be available** because the answers to the quizzes will post immediately after the due date/time for you to access to prepare for exams; click on your quiz grade to get back into the quiz to see the correct answers after the due date/time.
- You can take the quiz as many times as you would like, before 7:00pm on Friday of the current week; and the lowest three (3) grades will be dropped when calculating your average quiz grade, which includes zeros if you choose not to take the quiz any given week.

### 4) 30% Midterm & Final Exams [15% each] (online, via Blackboard under ASSIGNMENTS)

- **MIDTERM EXAM – 3/2-3/3 – exam open from 12:01am on Tuesday through 7:00pm on Wednesday**
- **FINAL EXAM – 5/11-5/12 – exam open from 12:01am on Tuesday through 7:00pm on Wednesday**
- Exams will be online (open book and open notes) and will be in two parts: 1) a timed [40 minute] multiple choice/matching/true & false [approx. 20 questions], and 2) applied-knowledge essay questions [2 short and 1 long] submitted via Turn-it-In on Blackboard. You will have two days to complete the exam sections. All work must be submitted by 7:00pm on the 2<sup>nd</sup> day of the exam. No late submissions will be accepted. Watch your inbox for more information about exams, during the semester.
  - *NOTE: All rules regarding plagiarism apply to the exam essay questions. See the section on 'Professional and Academic Conduct' below for more information.*
  - *NOTE: DSP students will automatically have their extra time added to the first part of the exam (if your paperwork has been submitted to the instructor at least a week before the exam), but no extra time will be given for the final essay section because it is designed to take about an hour to complete and students have ~30 hours to complete the exam.*

### 5) 20% Analytical Case Study (Research Paper) – submit all documents via Blackboard under ASSIGNMENTS

- *NOTE: Also see the final paper instructions on Blackboard under 'CONTENT', which includes useful links for research.*
- **2%** = completion of the Research Design Worksheet (DUE: Week 4 by 7:00pm on Friday)
- **3%** = completion of the Discussion Board Peer-Review workshop (*More information will be sent out about the workshop during the semester.*) (DUE: Week 5 by 7:00pm on Friday)
- **15%** = final paper grade (DUE: Week 15 by 7:00pm on Friday)
- *NOTE: You can petition for an extension on your final paper, by completing the protocol outlined below before the posted due date.*
- *NOTE: The instructor will not look over whole drafts for commenting, but will look over specific sections, if you have specific questions. Make sure to get your draft sections in for comment early because the queue for comments becomes longer the closer we get to a deadline. To this end, you may or may not get comments back before the deadline if your draft is sent less than a week before the due date/time. Continue working on your assignment and do not wait on a response to complete and submit your work.*

### EXTRA CREDIT

Extra credit opportunities will be available at least every other week [so, at least 7 opportunities for an extra course point, of which you can do 3] (*see the weekly module instructions for more information*), which are due the following week by Friday at 7:00pm (e.g. module/week 5 extra credit is due by Friday at 7:00pm of week 6).

Students may only do up to 3 extra credit assignments for a total of 3% of the overall course grade. If you find something that might be a good extra credit opportunity, please let the Instructor know via email...and it might be added as an option for all the students. If you make a suggestion, also add why you think it would work for this course, in particular, in your email.



- Submit extra credit under ASSIGNMENTS>EXTRA CREDIT SUBMISSION folders (use the correct folder)
- Each submission is worth 1 course point (+1%) and you can do up to 3 extra credit assignments for a total of 3 course points (+3%). NOTE: Three course points will bump you up a letter grade (e.g. A- to A).

### What if memes?: but archaeology?

Create a unique meme related to archaeology! ...and post it for the class on the discussion board (under 'COURSE TOOLS' – use the proper thread). If we get enough memes (what is 'enough', will be determined by the Instructor), the class can vote on a 'best meme of the semester', the author of which, will receive an extra point on their final exam.

## LATE SUBMISSION POLICIES

*NOTE: All course materials must be submitted by the end of study days (by 11:59pm the day before exam week begins) to receive credit. If you are struggling, get ahold of the Instructor sooner, rather than later if you need help – and note that in extreme circumstances you have the option to take an Incomplete. If you need to consider the Incomplete option, first make contact with your advisor and check out the USC registrar's website for more information in order to understand all facets of this option. Make sure to copy your Advisor on the email you send to the Instructor with your incomplete request verbiage and official forms.*

Weekly recurring module assignments cannot be submitted late, which includes the weekly quizzes. Do extra credit if you want to make up for missed assignments if you have already used up your allowed/no-penalty absences or non-submissions.

Course assignments (e.g. the final paper) can be submitted late, but 10 points will be deducted (e.g. 100%-90%) for every day the assignment is late (+1 minute to 24 hours late = a 10-point deduction, and the same for every +1 minute to 24 hours thereafter).

- **No-penalty, late-submission entitlements can be given**, but only in extreme circumstances. You are given plenty of time to work on and submit your assignments. It is your responsibility to manage your time, but sometimes things happen that are out of our control.
  - To this end, you can get approved for a late submission entitlement by:
    1. notifying the Instructor of the reason/s for your request **no less than 24 hours prior to the official deadline**,
    2. providing paperwork or proof for your case in accordance with USC requirements for excused absences or late submission allowances, and
    3. **providing a date and time you will submit your assignment, which should not be more than 3 days.**
      - If approved, late-assignment deductions will not begin to accrue until after your individually approved deadline.

## COURSE SCHEDULE

Please note that the following schedule is a high-level outline of the course, which lists only the readings, assignment & midterm exam due dates, and weekly course themes & foci. **To this end, make sure to read over the weekly module instructions in the CONTENT section of Blackboard prior to attending classes each week for more information, announcements, and upcoming deadline reminders.**

<b>MOD 1</b> Week 1 (1/18-22)	<b>INTRODUCTION</b> Course Information and Instructor Intro	<b>**REMINDER: also see the weekly module instructions in the 'CONTENT' section of Blackboard, <u>each week</u>, for more detailed information on class materials and preparation**</b>
	P&F: Chapter 1: Principles of Archaeology	
<b>MOD 2</b> Week 2 (1/25-29)	<b>Intro to Anthropology, The Principles of Archaeology, &amp; Our Earliest Ancestors</b>	
	P&F: Chapter 2: The First Humans	
<b>MOD 3</b> Week 3 (2/1-5)	<b>Making a Living &amp; The History of Archaeology</b>	
	1) P&F: Chapter 3: The Hunters and 2) P&F: Chapter 4: The Origins of Agriculture	<b>*this is a lot of reading, so just skim these chapters &amp; focus your efforts on the study questions in the weekly module instructions*</b>

<b>MOD 4</b> <b>Week 4</b> <b>(2/8-12)</b>	<b>North America</b>	<b>RESEARCH DESIGN WORKSHEET DUE/Friday by 7:00pm</b>
	P&F: Chapter 5: Native North Americans	
<b>MOD 5</b> <b>Week 5</b> <b>(2/15-19)</b>	<b>Mesoamerica</b>	<b>RESEARCH DESIGN DISCUSSION BOARD PEER-REVIEW WORKSHOP DUE/Friday by 7:00pm</b>
	P&F: Chapter 6: Ancient Mesoamerica	
<b>MOD 6</b> <b>Week 6</b> <b>(2/22-26)</b>	<b>Thinking Critically About Context Building Behaviors</b>	<b>QUIZ BOWL in DISCUSSION SECTIONS! (extra credit on the Midterm Exam to the winning team)</b>
	1) Fogelin: Chapter 4: Things in Space and Time, 2) PDF: "The Vanishing City-The Archaeology of Burning Man" (Keats 2018), and 3) PDF: "We Took a Tour of the Abandoned College Campuses of Second Life" (Hogan 2015)	
<b>MOD 7</b> <b>Week 7</b> <b>(3/1-5)</b>	<b>MIDTERM EXAM (open from Tuesday, March 2<sup>nd</sup> at 12:01am to Wednesday, March 3<sup>rd</sup> at 7:00pm)</b>	<b>Access via the 'ASSIGNMENTS' section of Blackboard</b>
	<b><i>NO DISCUSSION SECTIONS, READINGS, or QUIZ THIS WEEK, use the extra time to get caught up on reading and research.</i></b>	
<b>MOD 8</b> <b>Week 8</b> <b>(3/8-12)</b>	<b>South America &amp; Utilizing Multiple Lines of Evidence</b>	
	P&F: Chapter 7: South America: The Inca and Their Predecessors	
<b>MOD 9</b> <b>Week 9</b> <b>(3/15-19)</b>	<b>Asia and Africa &amp; History and Memory in Archaeology</b>	
	1) P&F: Chapter 8: States and Empires in Asia and Africa and 2) PDF: "The Holocene Archaeology of Southwest Ethiopia: New Insights from the Kafa Archaeological Project" (Hildebrand et al 2010)	
<b>MOD 10</b> <b>Week 10</b> <b>(3/22-26)</b>	<b>WELLNESS WEEK</b> <b>NO CLASSES or QUIZ THIS WEEK</b>	
	Work on your research paper	
<b>MOD 11</b> <b>Week 11</b> <b>(3/29-4/2)</b>	<b>Prehistoric Europe</b>	
	P&F: Chapter 9: Prehistoric Europe	
<b>MOD 12</b> <b>Week 12</b> <b>(4/5-9)</b>	<b>History and Memory in Archaeology</b> <b>NO DISCUSSION SECTIONS THIS WEEK, instead watch two full-length films in addition to the other tasks in this week's module: "Impact of the Frolic" (28 min) and "Research Today, Archaeologists" (52 min) (links →). Be able to answer the films' study questions in discussion section next week.</b>	Research Today: <a href="https://search-alexanderstreet-com.libproxy2.usc.edu/view/work/bibliographic_entity%7Cvideo_work%7C2305358">https://search-alexanderstreet-com.libproxy2.usc.edu/view/work/bibliographic_entity%7Cvideo_work%7C2305358</a> Impact of the Frolic: <a href="https://search-alexanderstreet-com.libproxy2.usc.edu/view/work/bibliographic_entity%7Cvideo_work%7C3233186">https://search-alexanderstreet-com.libproxy2.usc.edu/view/work/bibliographic_entity%7Cvideo_work%7C3233186</a>
	1) PDF: "In Those Times...The Mountains Talked": Indigenous 'Territorial-Narratives' as Tools of Propaganda, Power, and Identity (Zborover 2009) and 2) PDF: "From the Canopy to the Caye: Two of Britain's Colonial Ventures in Nineteenth-Century Belize" (Mayfield and Simmons 2019)	
<b>MOD 13</b> <b>Week 13</b> <b>(4/12-16)</b>	<b>Historical Archaeology &amp; The End of the World?</b>	
	1) PDF: "Why the Present Matters" (Mayfield and Simmons 2018) and 2) PDF: The 2012 Phenomenon Comes of Age" (Sitler 2012)	
<b>MOD 14</b> <b>WEEK 14</b>	<b>The Past as Present and Future</b>	



(4/19-23)		
	1) P&F: Chapter 10: The Past as Present & Future and 2) PDF: "Ethics, New Colonialism, and LiDAR Data" (Chase et al 2020) and	
MOD 15 WEEK 15 (4/26-30)	Review & The Usefulness of the Anthropological and Archaeological Toolkits <b>NO QUIZ THIS WEEK</b>	QUIZ BOWL in DISCUSSION SECTIONS! (extra credit on the Final Exam to the winning team) <b>ANALYTICAL CASE STUDY (RESEARCH PAPER)</b> <b>DUE/Friday by 7:00pm</b>
	1) PDF: "The Rise of Corporate Anthropology" (Davenport 2007) and 4) PDF: "Business is Booming for Business Anthropology" (Morais & Briody 2018)	
FINAL EXAM	FINAL EXAM (open from Tuesday, May 11 <sup>th</sup> at 12:01am to Wednesday, May 12 <sup>th</sup> at 7:00pm)	Access via the 'ASSIGNMENTS' section of Blackboard

## HOW TO GET AN 'A' IN THIS COURSE

- **Turn your work in on time.** There are, of course, ways to get extension accommodations, but make sure to know the protocol (outlined above) in order for your request for late submission to be considered. Timeliness is just as important as citing correctly, writing well, and participation in this course...don't expect to get the same grade as someone who met deadlines, which simply would not be fair.
- **Strive to make your work better than average.** Does your work show academic and creative bravery in response to instructions? Are you asking complex questions and being comparative (e.g. looking at more than one line of data) in order to argue your point? Do you have solid references and citations? Have you done work that is interesting and challenging to a reader that has read, quite literally, 1,000s of (basically) the same paper? (PRO TIP!! Know your audience.)
- **Be present & engaged.** Prepare for and attend SYNCHRONOUS classes & participate in small group and seminar style discussions, keep up with your readings, and do your assignments...in the spirit in which the course was designed. Most of you will not become archaeologists, but for one semester, you can train as one! ...which not everyone can say they have done. You might even be surprised how well the anthropological and archaeological toolkits translate into any discipline and allows for complex problem solving; using both qualitative & quantitative data and deductive & inductive research methods.
- **Explore topics that would interest you outside of the course.** Your work will be better if you explore archaeology through themes that are already on your radar. While archaeology may be new to you, economics, health, sports, art, etc, might not be...and all of these milieus have a past that can be critically explored. PRO TIP!! If you are required to take courses outside of your major, why not research something that relates directly to your future interests? If you want to go into the home healthcare field, why not study the history of your field for your research project? Save time and do work that will benefit you and move your own personal educational goals forward, no matter the course.
- **Embrace being a little confused sometimes.** Unlike most of your university level courses, very few students have ever had any anthropological or archaeological training. You will get foundational training...you do not need to worry that you currently know very little about this subject. Follow the plan and do the exercises and assignments, in the spirit in which they were designed, and you will learn a great deal about archaeology and anthropology in a short period of time.
- **Know that the I will not respond to bullying or unreasonable (or unethical) requests that give you an unfair advantage over other students; this includes 'guilt' bullying at the end of the semester. I give you many options for completing your work, allow plenty of time to work on your final paper throughout the course, and am clear about grading criteria. If you are having issues, getting behind, or need assistance, talk to me as soon as possible because I want to help...**but, don't get into a situation at the end of the semester where you are looking for any way possible to get an extra point here or there, this creates a hostile environment for both the student and the Instructor.

## EMAIL

I will do my best to respond to emails within 24 hours during the week. I may not be able to return emails on weekends or after 6:00pm, although this is generally not the case. Please note that awaiting my response is never an excuse for not completing assignments described in the syllabus.

## ACADEMIC & PROFESSIONAL CONDUCT

**PLAGIARISM** – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct <http://policy.usc.edu/scientific-misconduct>.

***When submitting your written assignments, Turn-it-In will give you a plagiarism score before you officially submit your document,*** which you should look over before you upload your document to double-check your work. Many times this score is overinflated because a student HAS quoted an author, but used quotes/cited and it will be clear that individual was not plagiarizing. I will take a look at each score, individually, in order to do my own assessment. Please note that this applies to all written assignments, including essay questions on exams.

However, note that while I understand that some mistakes can be made (e.g. using quotes, but forgetting the in-text citation/using language that is similar across the themes you are researching/honest mistakes), cutting and pasting whole sections from other authors or Wikipedia (yes, I have had entire Wikipedia articles cut and pasted into a document, links and all, and turned in as a final paper...more than once) will result in 1) failing the course and 2) your case escalated to the USC Registrar’s Office. ***I will not contact you directly if you have purposefully plagiarized your work, instead you will hear directly from Administration.***

- NOTE: If you are struggling, get ahold of the Instructor sooner, rather than later if you need help – and note that in extreme circumstances you have the option to take an Incomplete. If you need to consider the Incomplete option, first make contact with your advisor and check out the USC registrar’s website for more information in order to understand all facets of this option. Make sure to copy your Advisor on the email you send to the Instructor with your incomplete request verbiage and official forms.

## SUPPORT SYSTEMS

***Student Counseling Services (SCS)*** – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

***National Suicide Prevention Lifeline – 1 (800) 273-8255***

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

***Relationship and Sexual Violence Prevention Services (RSVP)*** – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

***Sexual Assault Resource Center***

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

***Office of Equity and Diversity (OED)/Title IX Compliance*** – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

***Bias Assessment Response and Support***

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

***The Office of Disability Services and Programs***

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

***Student Support and Advocacy*** – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssu](http://studentaffairs.usc.edu/ssu)

***Diversity at USC***

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

***USC Emergency Information***

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu). USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)