

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Manfred Knaak
Course Title & #:	Introduction to Archaeology	Email:	manfred.knaak@imperial.edu
CRN #:	10988	Webpage (optional):	none
Classroom:	2735	Office #:	Room 2735
Class Dates:	14 August to 08 December 2017	Office Hours:	Monday 5 Pm to 6 Pm, Tuesday/ Thursday 4 pm to 5 pm; Friday Noon to 1 Pm.
Class Days:	Tuesday and Thursday	Office Phone #:	760-353-6282
Class Times:	2 PM to 3:25 PM	Emergency Contact:	Dept. Secretary; 760-355-6144
Units:	Three		

Course Description

This is a general introductory course to the methods, goals, and data, theories, and models of anthropological archaeology that contributes to our knowledge of the human past. The course includes a discussion of the methods of scientific inquiry, the history and importance of interdisciplinary studies in archaeological research; dating techniques, methods of survey, types of excavation techniques, analysis and interpretation; cultural resource management; professional ethics; and selected topics of cultural sequences of prehistoric societies. (CSU, UC)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the main goals, theories and the scientific methods in anthropological archaeology. (ILO2)
2. Demonstrate an understanding of cultural resource management and archaeological ethics. (ILO2, ILO3)
3. Describe the relevancy of anthropological archaeology in the modern world. (ILO2, ILO5)
4. Demonstrate an understanding of cultural sequences through archaeological data (ILO 2, ILO 5)

Course Objectives

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

1. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
2. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.

3. Articulate the goals, and the legal, operational, and ethnical framework of cultural resource management and heritage preservation and curation of artifacts.
4. Illustrate the use of archaeological methods with reference to cultural sequences and building a chronology.
5. Bio-archaeological approach to the past
6. Discuss the relationship between anthropology and archaeology.

Textbooks & Other Resources or Links

Feder, Kenneth L (2014). *The Past in Perspective: An Introduction to Human Prehistory* (6th /e). Oxford University Press. ISBN: 978-0-19-995073-7

Course Requirements and Instructional Methods

Out-of-class:

1. Compare and contrast horizontal versus vertical excavation methods and describe what kinds of information the archeologist can obtain by using one or the other excavation method or both together.
 2. Short essay questions, examples such as: a. describe Hopewell Interaction Sphere; b. explain the Mesolithic; c. describe the Natural Habitat Theory; summarize the difference between European Archaeology and American Archaeology; d. Explain the interdisciplinary approach of archaeology and its relevancy in modern society
- Reading and Writing: Reading the textbook. Research using various sources, including the Internet, newspapers, and library resources.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Students will be tested on assigned reading material and from the multi-media presentations viewed in classroom sessions. Exams may consist of true-false, multiple choice, fill-ins, and essay questions. Assigned homework by the instructor is also part of the assessment.

The semester grade will be based on an accumulation of points:

Exams: 120 points (3 exams at 40 points each)

Homework: 30 points

Total = 150 points

150 – 135 points	A
134 – 120 points	B
119 – 105 points	C
104 – 90 points	D
89 – 0 points	F

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Reading Assignments
Week 1 15/17 August	Chapter 1, Encountering the Past: What is archaeology; goals of archaeology; archaeology and human diversity; brief history of archaeology—Europe/North America	pp. 2 - 23
Week 2 22/24 August	Chapter 2, Probing the Past: Interpretation of culture history; processual archaeology (ecological/environmental); post-processual archaeology (historical/ materialist); cognitive-processual archaeology	pp. 24 - 61
Week 3 29/31 August	Chapter 2, Probing the Past – Continued: The archeological record; dating the past; ethics of archaeological research	pp. 24 - 61
Week 4 05/07 Sept.	Chapter 2, Probing the Past – Continued: Field work— surveying, excavation; curation of artifacts, research design; cultural landscape	pp. 24 - 61
Week 5 12/14 Sept.	Chapter 3, African Roots: Miocene epoch; early hominids, geography; anatomical considerations, bipedalism, tools. Chapter 4: The Human Lineage: Homo erectus; Pleistocene epoch; geography; migration out of Africa; anatomical considerations	pp. 62 - 95 and 96 - 127
Week 6 19/21 Sept.	Chapter 5, The First Humans: Pre-modern Homo sapiens; geography; DNA and replacement models; climate, subsistence, stone tool technology	pp. 128 - 167
Week 7 26/28 Sept.	Chapter 6, Expanding Intellectual Horizon: Art, religion, diversification of tools; cognitive-processual archaeology; the archaeological record	pp. 168 - 197
Week 8 03/05 Oct.	Chapter 7, Expanding the Geographic Horizon: Settlements of Australia/Pacific Islands; migration into the Americas; extinction of Pleistocene megafauna; the archaeological record	pp. 198 - 237
Week 9 10/12 Oct.	Chapter 7, Expanding the Geographic Horizon: Settlements of Australia/Pacific Islands; migration into the Americas; extinction of Pleistocene megafauna; the archaeological record	pp. 238 - 299
Week 10 17/19 Oct.	Chapter 9, Roots of Complexity: Europe, Southwest Asia; Meso-America, South America; the archaeological record	pp. 300 - 339

Date or Week	Activity, Assignment, and/or Topic	Reading Assignments
Week 11 24/26 Oct.	Chapter 10, An Explosion of Complexity: Mesopotamia, Africa, Europe; Beginnings of civilization	pp. 340 - 383
Week 12 31 Oct. 02 Nov.	Chapter 11, An Explosion of Complexity: Indus Valley and China	pp. 384 - 401
Week 13 07/09 Nov.	Chapter 12, An Explosion of Complexity: Meso-America (Olmecs, Maya, Toltecs, Zapotecs, Aztecs); Teotihuacan, Monte Alban, Tenochtitlan	pp. 402 - 433
Week 14 14/16 Nov.	Chapter 12, An Explosion of Complexity – Continued: Meso-America (Olmecs, Maya, Toltecs, Zapotecs, Aztecs), Tikal, Palenque; Teotihuacan, Monte Alban, Tenochtitlan	pp. 402 - 433
Week 15 20 to 25 Nov.	Thanksgiving [No Classes]	
Week 16 28/30 Nov.	Chapter 13, Chapter 14: An Explosion of Complexity: South America and North America	pp. 434 - 490
Week 18 04 to 08 Dec.	Finals Week	

*****Tentative, subject to change without prior notice*****