

DIGGING THE PAST: INTRODUCTION TO ARCHAEOLOGY

ANTH 1400/CLAS 3210 Tuesdays/Thursdays 2:15-3:30 pm

Information

Prerequisite: None

(Not open to students who are enrolled in or have completed Anthropology 20 or 2400 or Classics 2.2 or 19 or 3210 or 60).

Location: Online

Instructors: Prof. David Milley (he/him)

Email: david.milley@brooklyn.cuny.edu

Office/Class: Synchronous class on Zoom and recorded with consent of class and shared with students enrolled through Dropbox

Student Hours: Tuesdays 1-2pm via Zoom (email for appointment).

Class Format

A class discussion with lectures on weekly topics in reference to specific themes will be the main format of the class. Students are expected to do all required reading and contribute to in-class/online discussions.

Important Dates

Important Brooklyn College Dates:

August 25th:

First day of classes

August 31st:

Last day to add a course

September 2-4th

No classes scheduled

September 5th

College Closed

September 14th

Last day to drop a course with a "WD" grade

September 26-27th

No classes scheduled

October 4th-5th

No classes scheduled

October 10th

College Closed

November 24-27th

No classes scheduled

December 13th

Last Day of Classes

December 14th

Reading Day & last day to withdraw with a W

December 15-21st

Exam Period

* The full Academic Calander can be found [HERE](#)

Class Due Dates:

Weekly: Reading Reflections 1-4

Quiz 1: Sep 8th

Quiz 2: Sep 22nd

Lab Activity Report 1: Oct 7th (by midnight)

Quiz 3: Oct 13

Group Activity Sheet: Oct 21st (by midnight)

Quiz 4: Nov 1st

Lab Activity Report 2: Nov 13th (by midnight)

Quiz 5: Nov 17th

Quiz 6: Dec 1st

Final Exam: Dec 15th 1-3pm (tentative)



Course Description

How do we know what we believe to know about the past? This class will dive into this question by introducing students to archaeology, a sub-discipline of anthropology that explores the human past through materiality. An overview of archaeological method and theory and current approaches to the practice. Topics will include history of the discipline, how societies were organized, subsistence patterns, technology and trade, and analytical approaches. In addition, the course will explore some of the present issues within the field of archaeology. Class will use lectures, class discussions, reading materials, visual media, and guest lectures to explore the topics discussed above.

Student Learning Outcomes:

- Demonstrate the understanding of the relationship between and importance of the four subfields of anthropology for the field.
- Demonstrate the understanding of human diversity and unity of humans.
- Demonstrate the appreciation of individual and social diversity.
- Develop an ethical understanding of the discipline.

Anticipated Outcomes for this Course:

- Students will be able to identify key terminology, theories, theoretical orientations, methods and perspectives in archaeology.
- Students will be able to compare scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of the past.
- Students will be able to discuss the development of archaeology and the fundamentals of human history.
- Students will be able to identify the principles of archaeological investigation and the discuss the theory and method of excavation.
- Students will be able to demonstrate critical thinking in writing and communication about main ideas of archaeological method and theory

Grading

Class Requirements:

Weekly Reading Reflections (14)	14 (1 point each)
Lab Activity Writeup (2)	18 (90 points each)
Group Activity Sheet (1)	3
Quizzes (6)	30 (5 points each)
Final Exam	35

Total points: 100

- Specific requirements for assignments will be discussed in class and posted to Blackboard.
- Options for revisions of written assignments available- requirements will be discussed in class and posted on Blackboard.
- Quizzes and final exam will be open book and taken on BB.
- **Guidelines of Engagement and Classroom Etiquette will be created together democratically during first class and posted to Blackboard**

Grading scale will be as follows:

Letter	Percentage
A+	above 98
A	98-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-0

Required Texts

None.

*All course material will be available through the classes OER site: <https://diqqinathepast.commons.gc.cuny.edu/>

Attendance and Participation Policy: While this is an introductory course, attendance and participation are required. This class will be a synchronous class (meeting live via Zoom during scheduled class time), attendance and participation is mandatory. I will grant an excused absence if notified in advance of class or for medical/religious reasons (i.e., intake form from a medical professional). Participation can include classroom participation or Blackboard/Blog entries. Students must notify via email for their absence to be excused. In case of religious holidays, student must inform professor ahead of time about classes missed, and arrangements will be made for make-up work or alternative assignments. Please see the Brooklyn College *Undergraduate Bulletin* pg. 65 in reference to the state law regarding non-attendance because of religious beliefs: [Brooklyn College Undergraduate Bulletin 2020-21](#) (Addendum)

Academic Accommodations: The Center for Student Disability Services (CSDS) is committed to ensuring students with disabilities enjoy an equal opportunity to participate at Brooklyn College. In order to receive disability-related academic accommodations, students must first be registered with CSDS. Students who have a documented disability or suspect they may have a disability are invited to schedule an interview by calling (718) 951-5538 or emailing Josephine.Patterson@brooklyn.cuny.edu If you have already registered with CSDS, email Josephine.Patterson@brooklyn.cuny.edu or testingcsds@brooklyn.cuny.edu to ensure accommodation emails are sent to your professor.

Academic Honesty and Integrity: Your academic honesty is assumed, which means that I expect all of your submitted work to have come from your brain and your hand. If you've submitted the work of someone else, in whole or in part and without proper citation, I will not accept the assignment. Within academic communities, plagiarism represents a serious breach of trust and can carry severe consequences, including disciplinary action. With that in mind, we'll go over the proper ways of summarizing, paraphrasing, quoting, and citing your materials so you can avoid pilfering information, even accidentally. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students should be aware that faculty may use plagiarism detection software

Student Bereavement Policy: Please see [here](#) for BC Student Bereavement Policy.

State law regarding non-attendance because of religious beliefs, noted in the front matter of the Undergraduate Bulletin and Graduate Bulletin. These may be found on the [Academic Calendars, Course Schedules, and Bulletins](#) page of the Registrar's website.

Trauma Exposure, Self-Care, and Trauma-Informed Pedagogy: Some of the material presented in this course—and some of the ways in which it is presented—may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put people at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and bouncing back from it. Be sure to do periodic self-checks on how the material in the course—and the ways in which the material is delivered and discussed—are affecting you.

Assignment Requirements:

I understand that covid-19 has made times challenging, thus I shall try to be lenient with regards to deadlines, but I shall not provide indefinite time. For each day an assignment is late you will lose 1 point. No assignments will be accepted later than 5 days. Quizzes and exams must be completed at the set time. If you require an extension or are unable to attend a quiz/exam, please get in touch with me at least a day before and we can work something out (religious holidays and doctors appointments included). I will not accept extension requires on the due date (barring extreme circumstances).

Weekly Reading Reflections: Must submit critical readings reflections for each of the 14 weeks. Must submit all 14 or will receive 0 for all reflections. *12pt font, min 2 paragraph, max 1 page, double-spaced, homework.* Examples on Blackboard. Will review requirements during class.

Lab Activity Writeups: Must write a formal lab-style report for both activities explaining what you did, your thoughts, and takeaways. *12pt font, words, double-spaced, homework.* Examples on Blackboard. *Will review requirements during class.*

Quizzes: There will be 6 quizzes (noncumulative) throughout the semester. *Short-Answer, on Blackboard.*

Final Exam: The final exam shall be conducted during exam week and will test all knowledge accrued throughout the semester. *Multiple choice/Short-Answer/Long-Answer/Essay-Questions, on Blackboard, classwork.*

WK	Dates	Theme	Before we meet	During Class
Unit 1: Introductions and What is Archaeology?				
1	Aug 25	Introductions and Overview	Required Readings: NONE	Lecture Takeaways: <ul style="list-style-type: none"> • What is anthropology? • How does archaeology fit in? Activities: 1) Break into Groups. 2) Introduce yourselves and exchange contact information.
2	Aug 30	What is Archaeology?	Required Readings: Chapter 1 <i>Digging into Archaeology</i> Watch: <ul style="list-style-type: none"> • Solving Mysteries with Archaeologists! (4.36 minutes) • What is Archaeology? (31.06 minutes) 	Lecture Takeaways: <ul style="list-style-type: none"> • What is archaeology? • How do YOU define archaeology?
2	Sep 1	Archaeological Record, Context and Preservation	Requires Readings: Chapter 4 <i>Digging into Archaeology</i> Watch: <ul style="list-style-type: none"> • What is archaeology: Understanding the archaeological Record (6.44 minutes) • Context in Archaeology: More than Just a Pretty Face (4.06 minutes) • How are Archaeological Artefacts Preserved in the Ground? (6.35 minutes) 	Lecture Takeaways: <ul style="list-style-type: none"> • What is the archaeological record? And how do we “read” it? • How are artifacts preserved?
3	Sep 6	Roots of Anthropology	Required Readings: <ul style="list-style-type: none"> • Bruce, Trigger 1984 “Alternative Archaeologies: Nationalist, Colonialist, Imperialist” • Lydon, Jane and Rizvi, Uzma, “Introduction: Post-Colonialism and Archaeology” • History of Anthropology, http://individual.utoronto.ca/boyd/anthro7.htm • Boas, Franz 1904 “The History of Anthropology” 	Lecture Takeaways: <ul style="list-style-type: none"> • In what context did anthropology begin? • In what contexts has anthropology and archaeology functioned? • What is decolonization and postcolonialism?
Unit 2: Archaeological Thought				
3	Sep 8	History of Archaeology 1	Required Readings: <ul style="list-style-type: none"> • Chapters 2 and 3 <i>Digging into Archaeology</i> 	Lecture Takeaways: <ul style="list-style-type: none"> • Who were some of the key players in the beginning of archaeology as a discipline? • What do you notice about all of them? Quiz #1: Unit 1

4	Sep 13	History of Archaeology 2	<p>Required Readings:</p> <ul style="list-style-type: none"> Trigger, Bruce G., Chapter 1, pp. 1-39, (Available HERE. <i>Free account needed</i>) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What are some of the challenges that have faced and continue to fact archaeology? The history of archaeological thought has been a series of ebbs, flows, constantly shifting foundations; what has the role of critique and reflection in this process of dynamic development? 	
4	Sep 15	Explanation(s)	<p>Required Readings:</p> <ul style="list-style-type: none"> Chapter 11 Digging into Archaeology 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What are some of the major theoretical perspectives and how do they differ? 	
5	Sep 20	Cognition	<p>Required Readings:</p> <ul style="list-style-type: none"> Renfrew and Bahn, Chapters 9, 4th edition (pp 252-276 3rd edition) <p>Watch:</p> <ul style="list-style-type: none"> Aspects of Archaeology: Cognitive Archaeology (10.18 minutes) Is the Human Mind Unique? (56.14 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What are symbols are how do they relate to cognitive archaeology? What are some of the ways people of the past measured their world? 	
Unit 3: Archaeological Methods					
5	Sep 22	Time and Depth: Fieldwork- Part I	<p>Required Readings:</p> <ul style="list-style-type: none"> Chapters 5 and 6 <i>Digging into Archaeology</i> 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What are the four stages of research design? What is the difference between a survey and an excavation? 	Quiz #2: Unit 2
6	Oct 6	Time and Depth: Fieldwork- Part II	<p>Watch:</p> <ul style="list-style-type: none"> How Do Archaeologists Decide Where to Dig? (4.22 minutes) Doing an Archaeological Field Survey (2.06 minutes) Time Team Test Trench Assessment (6.08 minutes) Time Team Digital-Raksha Explains Trench 3 to Our Club Members (3.29 minutes) A Day in the Life of the Archaeological Dig at James Fort (4.19 minutes) Archaeological Typologies: Typology in Archaeology (3.15 minutes) <p>To Do:</p> <p>1) Write ~500-700 words report on the cookie excavation. (Due Friday by midnight)</p>	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> How do we decide where to dig? What is a typology and why are they so important to archaeology? 	<p>Activities:</p> <p>1) Break into Groups. 2) Complete Cookie Excavation.</p>
7	Oct 11	Time and Depth: Dating Methods-Part I	<p>Required Readings:</p> <ul style="list-style-type: none"> Chapter 7 <i>Digging into Archaeology</i> 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What is the scientific method? How do we experience time? 	

7	Oct 13	Time and Depth: Dating Methods-Part II	<p>Required Readings:</p> <ul style="list-style-type: none"> Chapter 8 <i>Digging into Archaeology</i> <p>Watch (at least 2):</p> <ul style="list-style-type: none"> Earth Science: Crash Course History of Science #20 (13.43 minutes) Principles of Stratigraphy (4.13 minutes) Dating in Archaeology (10.01 minutes) The Scientific Methods: Crash Course History of Science #14 (13.03 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> How do relative and absolute dating techniques differ? What is the Law of Superposition? 	
Unit 4: What Can Artifacts/Ecofacts Tell Us?					
8	Oct 18	Environmental Archaeology	<p>Required Readings:</p> <ul style="list-style-type: none"> Shackly 2012, "Chapter 1 Introduction to Environmental Archaeology" <p>Watch:</p> <ul style="list-style-type: none"> What is Environmental Archaeology? A-Z Archaeology Advent Calendar History of CRM (1.18 minutes) Environmental Archaeology / Paleoclimate - Hiroo Nasu, SOKENDAI: The Graduate University for Advanced Studies (15.51 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What is environmental archaeology? How can we use archaeological techniques to reconstruct past environments? What contributions do you think environmental archaeology can make to modern society? What does sustainability mean to you? 	Quiz #3: Unit 3
8	Oct 20	Subsistence-Part I	<p>Required Readings:</p> <ul style="list-style-type: none"> Chapters 9 and 10 <i>Digging into Archaeology</i> 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What information can we gather from studying subsistence patterns? What is the difference between MEALS and DIET? What information can scientists garner from fecal matter? 	
9	Oct 25	Subsistence-Part II	<p>Watch:</p> <ul style="list-style-type: none"> Human Mammal: Human Hunter (7.09 minutes) Bushman: Once We Were Hunters (9.13 minutes) Archaeobotany Excavations at Durham University (2.48 minutes) Archaeology 101: Zooarchaeology-Reading Bones (17.04 minutes) <p>To Do:</p> <ol style="list-style-type: none"> Complete Toothwear Activity Sheet 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What is zooarchaeology? How do we "read" bones and teeth? 	<p>Activities:</p> <ol style="list-style-type: none"> Tooth Wear Activity Sheet Complete as a Group. Submit at end of week.
9	Oct 27	Technology and Trade-Part I	<p>Required Readings:</p> <ul style="list-style-type: none"> Renfrew and Bahn, Chapter 7, pp. 208-231 4th edition (pp. 210-233 3rd edition) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> What is Characterization? What is Distribution? 	

10	Nov 1	Technology and Trade- Part II	<p>Watch:</p> <ul style="list-style-type: none"> • First Civilizations: Trade by PBS/Daily Motion (53.41 minutes) • Tool Technology and Typology (29.01 minutes) • Stone Tool Technology of Our Human Ancestors (5.41 minutes) • Trade and Exchange: • From Jacksonville to Cahokia (36.55 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • How are tools manufactured? • What is the difference between function and use? 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Complete Tool Activity. 3) Discuss take-aways as a Group and share with class.
Unit 5: Society, Identity, and Ethics					
10	Nov 3	Identity/ Identities	<p>Required Readings:</p> <ul style="list-style-type: none"> • Diaz-Andreu, "Introduction" 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • How do we look at identity? 	Quiz #4: Unit 4
11	Nov 8	Social Archaeolog	<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 11 <i>Digging into Archaeology</i> <p>Watch:</p> <ul style="list-style-type: none"> • Awesome Aztecs! Politics, Economics, and Social Structure (5:44 minutes) • Social Structure; men, women Ancient History (8.39 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • What is social archaeology? • How do we analyze societies? • What is ethnoarchaeology? 	
11	Nov 10	Collecting, Repatriation and Reparations	<p>Required Reading:</p> <ul style="list-style-type: none"> • Atalay, Sonya. 2017. NAGPRA Comic 1. <p>Watch:</p> <ul style="list-style-type: none"> • Fall 2020 Hess Scholar in Residence Winona LaDuke and Nekole Parton Alligood's talk: Where Does Culture Belong? Indigenous Artifacts in Museums and Universities (1 hour 6 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • How do objects shape our understanding of history and culture? • What are some ethical considerations archaeologists should think about when working with objects from any culture? 	
12	Nov 15	Bioarchaeology and Ethics	<p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 12 and 16 <i>Digging into Archaeology</i> • Cultural Heritage Partners Applauds African American Burial round Network Act Introduction in Congress. (Links to bill and summary) <p>Watch:</p> <ul style="list-style-type: none"> • AnthroBiology Podcast: History of Race/The State of Race in Biological Anthropology, February 2020. <p>To Do:</p> <ol style="list-style-type: none"> 1) Write ~750-1000 report on the laundry basket excavation. (Due Sunday by midnight) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • What is bioarchaeology? • What is the difference between sex and gender? • What are the ethical considerations one should consider when working with human remains? 	<p>Activities:</p> <ol style="list-style-type: none"> 4) Break into Groups. 5) Laundry Basket excavation.

Unit 6: Archaeology and Communities					
12	Nov 17	Indigenizing Archaeology	<p>Required Readings:</p> <ul style="list-style-type: none"> • Britt, "Collaborating on the Federal Level: Moving beyond Mandated Consultation in the Section 106 Process" • Ch 7: The Myth of the Moundbuilders from Feder (2019) Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology • Laluk, "Changing how archaeology is done in Native American contexts: An Ndee (Apache) case study" 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • How do we Indigenize archaeology? • How is this different from decolonizing it? 	
13	Nov 22	CRM, Tourism and Heritage Management	<p>Required Readings:</p> <ul style="list-style-type: none"> • Ch 9: Prehistoric E.T. from Feder (2019) Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology <p>Watch:</p> <ul style="list-style-type: none"> • ASM Affiliates, Inc.- A Cultural Resource Management Firm (5.09 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • Who owns the past? • What is pseudoarchaeology and why is it so problematic? • Can we decolonize the practice of archaeology? If so, how? 	Quiz #5: Unit 5
14	Nov 29	Historical Memory	<p>Required Readings:</p> <ul style="list-style-type: none"> • Little, "Violence, Silence and Four Truths in American Historical Memory" 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • What are the 4 Truths? • What role do they play in shaping historical memory? 	
14	Dec 1	Heritage	<p>Watch:</p> <ul style="list-style-type: none"> • <i>Destruction of Memory</i>, Icarus Films, Director Tim Slade (1 hour 22 minutes- located through BC library online) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • Who owns the past? (Part II) • Why are historic sites targeted in times of conflict? • How can sites be protected from acts of violence or climate change? 	
15	Dec 6	Archaeology and Media	<p>Watch:</p> <ul style="list-style-type: none"> • <i>Diggers on National Geographic</i> • <i>UK Time Team</i> • <i>Time Team America</i> <p><i>**After watching, do research on internet for response to the shows. Be prepared to give a brief synopsis of episode and a critical assessment of show and controversy that surrounded it. You will submit this as the reading reflection for this week!</i></p>	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> • What will the archaeology of the future look like? How will social media, fake news and social aspects affect what and how archaeology is done? 	
15	Dec 8	Review For Final	<p>In Class:</p> <p>Review Class Materials and answering questions</p>		Quiz #6: Unit 6
16	Dec 13	Review for Final	<p>In Class:</p> <p>Create a group study time for the Final Exam</p>		

* Note syllabus subject to change.

Final Date: December 15th 1-3pm (tentative)