

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: dmilley@gradcenter.cuny.edu

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

Student Hours: Tuesdays and Thursdays after class. 30 minutes each day.

Class Format

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:

January 25th:

First day of classes

January 31st:

Last day to add a course
Last day to drop for 75% tuition refund

February 7th

Last day to drop with 50% tuition refund

February 13th

College Closed

February 14th

Last day to drop with 25% tuition refund
Last day to drop a course with a "WD" grade
Verification of Enrollment Rosters (VOE) Due from faculty

February 20th

College Closed

February 21st, Tuesday

Classes Follow a Monday Schedule

April 5-13th

Spring Recess

May 12-13th

Reading Days

May 16th

Last day to withdraw from course with a grade of W
Last Day of Classes

May 17-23rd

Final Examinations day/evening/weekend

May 26th

Final Grade Submission Deadline

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

Class Due Dates:

Weekly: Reading Reflections

Unessay: Topic Feb 23rd, Mar 21st, **Final Submission, tbd**

Quiz 1: Feb 9th

Quiz 2: Feb 28th

Lab Activity Report 1: Friday Mar 9th (by midnight)

Quiz 3: Mar 14th

Quiz 4: Mar 30th

Lab Activity Report 2: Friday Apr 28th (by midnight)

Quiz 5: April 27th

Final Exam: May 18th 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)
Participation	6
Lab Activity Writeup (2)	20 (10 points each)
'Unessay'	20
Quizzes (5)	25 (5 points each)
Final Exam	35

Total points: 120

- Specific requirements for assignments will be discussed in class.
- Quizzes and final exam will be closed book and submitted on blackboard. Email submissions will not be accepted.

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://diqqintheqast.commons.qc.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, group activities, etc. Attendance will be taken each class, and students *must* unmute and say “here”, or be marked absent. Chat messages shall not be accepted. 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, such as extra time on tests and assignments, 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 and will give you zero. 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

Communication Policy: All communications must be conducted in a respectable manner, demands or insults are not acceptable. All questions and concerns not brought up during lectures should be communicated via email. Address emails to dmilley@gradcenter.cuny.edu. I will do my best to respond to emails within 2 working days. Do not email about the same issues more than once in this time period. Do not check in to verify that the email was received. Do not sent emails on the weekend. Please review the syllabus before emailing me questions. If the answer to your question is in the syllabus or other course material I will not reply. Do not email asking if I got your attendance. Please make sure that your emails employ correct grammar, and that you include a to and bylines (e.g. Dear Prof. Milley AND Regards, Ann Britton).

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:

All late assignments will result in a loss of 50%. No assignments will be accepted later than 5 days from the due date. You will receive zero. 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 requests on the due date.

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.* All late assignments will result in a loss of 50%. No assignments will be accepted later than 5 days from the due date. You will receive zero.

'Unessay': Instructions will be provided in in class.

Quizzes: There will be 5 quizzes (noncumulative) throughout the semester. *Short-Answer, on Blackboard.* Quizzes must be submitted by the end of the allot time period. No late quizzes will be accepted. You will be given zero.

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	Jan 26	Introductions and Overview	Required Readings: NONE	Lecture Takeaways: • Review Syllabus and Assignments Activities: 1) Introduce yourselves 2) Unessay: Introduce it to students, vote on date of topic
2	Jan 31	What is Archaeology?	Required Readings: Chapter 1 <i>Digging into Archaeology</i> Watch: • Solving Mysteries with Archaeologists! (4.36 minutes) • What is Archaeology? (31.06 minutes)	Lecture Takeaways: • What is archaeology? • How do YOU define archaeology?
2	Feb 2	History of Archaeology 1	Requires Readings: • Bruce, Trigger 1984 "Alternative Archaeologies: Nationalist, Colonialist, Imperialist" • Lydon, Jane and Rizvi, Uzma, "Introduction: Post-Colonialism and Archaeology" • Boas, Franz 1904 "The History of Anthropology"	Lecture Takeaways: • In what context did anthropology begin? • What is decolonization and postcolonialism? • What are of the early and critical developments in archaeology? • Who are some of the key people? • What is stratigraphy?
3	Feb 7	History of Archaeology 2	Required Readings: Chapter 4 <i>Digging into Archaeology</i> Watch: • 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: • What is the archaeological record? And how do we 'read' it? • What is classification? • What is association? • What is provenience? • What is the soil matrix? • How are artifacts preserved?
Unit 2: Archaeological Thought				
3	Feb 9	History of Archaeology 3	Required Readings: • Chapters 2 and 3 <i>Digging into Archaeology</i>	Lecture Takeaways: • Who were some of the key players in the beginning of archaeology as a discipline • What and when was the speculative phase in archaeology? • What marks the beginnings of modern archaeology? When was it? Quiz #1: Unit 1

4	Feb 14	History of Archaeology 4	<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"> Who were some of the key players in the development of archaeology as a discipline? What and when was the Classification and Consolidation Period? What and when was the New Archaeology?
4	Feb 16	History of Archaeology 5	<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"> Who were some of the key players in the development of archaeology as a discipline? What and when was Post Processual Archaeology?
5	Feb 23	Cognition, Symbols, and the Development of Complex Thought	<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? <p>Due Date 1: Topic of Unessay</p>
Unit 3: Archaeological Methods				
6	Feb 28	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? <p>Quiz #2: Unit 2</p>
6	Mar 2	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: Write ~500-700 words report on the cookie excavation. (Due Next 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> <ol style="list-style-type: none"> 1) Break into Groups. 2) Complete Cookie Excavation.
7	Mar 7	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 are the different dating systems? What is relative dating? What is the law of super position? How does the Harris matrix work?
7	Mar 9	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>Lecture Takeaways:</p> <ul style="list-style-type: none"> What is absolute dating?

			<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) 	<ul style="list-style-type: none"> • What is dendrochronology and how does it work? • What is radiocarbon dating and how does it work? • How do relative and absolute dating techniques differ? 	
Unit 4: What Can Artifacts/Ecofacts Tell Us?					
8	Mar 14	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	Mar 16	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 of the past? • Where and how do we get this data? • What can this data tell us? 	
9	Mar 21	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>Lecture Takeaways:</p> <ul style="list-style-type: none"> • What information can we gather from studying subsistence patterns of the past? • Where and how do we get this data? • What can this data tell us? • What is the difference between MEALS and DIET? 	Due Date 2: Progress Update Unessay
9	Mar 23	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	Mar 28	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	Mar 30	Identity/ Identities	<p>Required Readings:</p> <ul style="list-style-type: none"> • Diaz-Andreu, "Introduction" 	<p>Lecture Takeaways:</p>	Quiz #4: Unit 4

				<ul style="list-style-type: none"> How do we look at identity?
11	Apr 4	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?
12	Apr 18	Collecting, Repatriation and Reparations	<p>Required Reading:</p> <ul style="list-style-type: none"> Atalay, Sonya. 2017. NAGPRA Comic 1. <p>Watch (Both are critical. You have break to watch them):</p> <ul style="list-style-type: none"> Kennewick Man The Ancient One and Repatriation (1 hour 2 minutes) Fall 2020 Hess Scholar in Residence Winona LaDuke and Nekole Parton Allgood'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	Apr 20	Bioarchaeology and Ethics <i>Guest Lecture!</i>	<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: Write ~750-1000 report on the laundry basket excavation. (Due Next Friday by midnight)</p>	<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: 4) Break into Groups. 5) Laundry Basket excavation.</p>

Unit 6: Archaeology and Communities				
13	Apr 25	Indigenizing Archaeology <i>Guest Lecture! :D</i>	<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" <p>Watch:</p> <ul style="list-style-type: none"> Contemporary Native Issues: Indigenizing Archaeological Thought and Practice (1 hour 17 minutes) 	<p>Lecture Takeaways:</p> <ul style="list-style-type: none"> How do we Indigenize archaeology? How is this different from decolonizing it?
13	Apr 27	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 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? <p>Quiz #5: Unit 5</p>
14	May 2	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	May 4	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	May 9	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 the 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	May 11	Review For Final	<p>In Class: Review Class Materials and answering questions</p>	
16	May 16	Review for Final	<p>In Class: Create a group study time for the Final Exam</p>	

* Note syllabus subject to change.

Final Date: Thursday May 18th 1-3pm