

DIGGING THE PAST:

INTRODUCTION TO ARCHAEOLOGY

ANTH 1400/CLAS 3210 Tuesdays/Thursdays 11:00-12:15 pm
codes 3873 and 2301 James Hall Room 5503

Information

Prerequisite: None

Location: Online

Instructors: Prof. Kelly M. Britt (she/her)

Email: kellym.britt@brooklyn.cuny.edu

Office/Class: in-person

Student Hours (formerly Office Hours):

Tuesday/Thursdays 10-11 am in Ingersoll Hall Ext. Room 538 or by Zoom and/or appointment. (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).

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 discussions.

Important Dates

Aug 25-start of Fall 2023 semester
Aug 29-first day of class for ANTH 1400/CLAS 3210
Aug 31-last day to add a course for Fall 2023
Sept 4-Labor Day-College Closed
Sept 5-last day to submit a pass/fail elective
Sept 15-17-No Classes
Sept 25-No Classes
Oct 9-College Closed
Oct 10-Conversion Day-Classes follow a Monday Schedule
Nov 22-26-Thanksgiving Break-No Classes
Dec 11-last day to withdraw with a W grade
Dec 12-13-Reading Days
Dec 14-20-Final Exams
Dec 20-Fall term ends

Assignment Due Dates:

Quiz 1:	Sept 12
Topic of Unessay Due	Sept 19
Quiz 2:	Sept 26
Unessay check-in:	Oct 3
Quiz 3:	Oct 12
Museum Repatriation Project:	Oct 17
Quiz 4:	Oct 31
Quiz 5:	Nov 13
Quiz 6:	Nov 30
Unessay Presentations:	Dec 5 and 7



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 in a postcolonial lens will be central to the course. 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 such as site stewardship, professional ethics, relationships between archaeologists and stakeholders of the past, as well as the display of culture to the general public. 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 as a whole.
- 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 and contrast 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 through a postcolonial lens that draws on readings, exhibits, and class discussions.

Class Requirements:

Attendance	10
Leading Discussion	10
Museum Repatriation Project	20
Quizzes (6 5pt/each)	30
Unessay Topic check-in	05
Unessay Paper and Presentation	25

Total points: 100

- Specific requirements for assignments will be discussed in class and posted to Blackboard.
- We will have a **Grading Contract**-for portions of the assignments based on the labor of your work. Complete the work satisfactorily receive credit. This will be discussed more in class and on BB.
- Options for revisions of written assignments available-requirements will be discussed in class and posted on Blackboard.
- **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

Requirements & Expectations

Attendance and participation is mandatory. 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.

Required Texts

This is an Open Educational Resources Course and all required readings are online.

<https://diggingthepast.commons.gc.cuny.edu/>

Attendance and Participation Policy: This is an introductory course and attendance and participation are required and is worth a total of 10 points. I will grant an excused absence only in the case of a documented medical emergency (i.e., intake form from a medical professional). 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 2023-24. Two unexcused absences** will be allowed for the semester with no credit reduction (first class will not count towards grade).

Special Needs: The Center for Student Disability Services (CSDS) will be working remotely for the fall semester. 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 testingcsds@brooklyn.cuny.edu. If you have already registered with CSDS, email Josephine.Patterson@brooklyn.cuny.edu or testingcsds@brooklyn.cuny.edu to ensure the accommodation email is 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 or *something* 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.

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

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.

Anti-Racist Pedagogy: The protests over systemic racism ignited by the murder of George Floyd and so many others are one of the most salient issues of our times and are directly relevant to anthropology and to the topics we cover in this class. I believe that Black Lives Matter and I teach from this perspective. However, as a white middle-class woman I am in a position of privilege and power. If you have any questions or issues with class material or my presentation of that material, please do not hesitate to bring them to my attention. I welcome your input. I hope that we can all be open to frank and honest discussions of racism and privilege.

Immigration status: As an educator, I support the rights of undocumented students to an education. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. For resources and support, please check-out Brooklyn College's Immigrant Student Support Office, website: Immigrant Student Success Office email: isso@brooklyn.cuny.edu Instagram: [@issobc](#) or visit: <https://libguides.brooklyn.cuny.edu/DACA>.

Sexual And Gender-Based Harassment, Discrimination, and Title IX Brooklyn College is committed to fostering a safe, equitable, and productive learning environment. Students experiencing any form of prohibited discrimination or harassment, on or off campus, can find information about the reporting process, their rights, specific details about confidentiality, and reporting obligations of Brooklyn College employees at the Office of Diversity and Equity. Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived gender, including conduct based on gender identity, gender expression, and/or nonconformity with gender stereotypes. Sexual harassment is unwelcome conduct of a sexual nature—such as unwelcome advances and requests for sexual favors. Bullying, intimidation, and harassment based on actual or perceived sexuality is discriminatory. Brooklyn College encourages individuals who have experienced sexual harassment, gender-based harassment, or sexual violence to report the incident(s) to campus authorities, even if they have reported it to outside law enforcement and regardless of whether the incident(s) occurred on campus. Students may seek resolution through the Student Affairs office, Dean of Students, the Diversity and Equity Office, the Title IX Coordinator, or Public Safety. Confidential resources on campus include the Office of Personal Counseling, The Women's Center, and the Health Clinic. Appropriate action can include formal disciplinary action, including termination of employment, and suspension or expulsion of students.

W K	Dates	Theme	Before Class	In Class
Unit 1-Introductions and What is Archaeology?				
1	8/29	Introductions and Overview	<p>Required Readings: NONE</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is anthropology? • How does archaeology fit into anthropology? <p>Activities:</p> <ul style="list-style-type: none"> • Break into Groups. • Introduce yourselves • Review Syllabus
1	8/31	What is Archaeology?	<p>Required Readings: Chapter 1 <i>Digging into Archaeology</i></p> <p>Watch: Solving Mysteries with Archaeologists! (4.36 minutes)</p> <p>What is Archaeology? (31.06 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is archaeology? • How do YOU define archaeology?
2	9/5	The Beginnings	<p>Requires Readings: Bruce, Trigger 1984 "Alternative Archaeologies: Nationalist, Colonialist, Imperialist"</p> <p>Lydon, Jane and Rizvi, Uzma, "Introduction: Post-Colonialism and Archaeology"</p> <p>Boas, Franz 1904 "The History of Anthropology"</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • 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?
2	9/7	Archaeology Basics	<p>Required Readings: Chapter 4 <i>Digging into Archaeology</i></p> <p>Watch: What is archaeology: Understanding the archaeological Record (6.44 minutes)</p> <p>Context in Archaeology: More than Just a Pretty Face (4.06 minutes)</p> <p>How are Archaeological Artefacts Preserved in the Ground? (6.35 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is the archaeological record? And how do we 'read' it? • What is stratigraphy? • What is classification? • What is association? • What is provenience? • What is the soil matrix? • How are artifacts preserved?
Unit 2-Archaeological Thought				
3	9/12	History of Archaeology 1	<p>Required Readings: Chapters 2 and 3 <i>Digging into Archaeology</i></p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • 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

Quiz 1 on Unit 1 (Weeks 1 and 2)

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3	9/14	History of Archaeology 2	<p>Required Readings: Trigger, Bruce G., Chapter 1, pp. 1-39, (Available HERE. <i>Free account needed</i>)</p>	<p>archaeology? When was it?</p> <p>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	9/19	History of Archaeology 3	<p>Required Readings: Chapter 11 <i>Digging into Archaeology</i></p>	<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? 	<p>Unessay Topic Due</p>
Unit 3-Archaeological Methods					
4	9/21	Time and Depth-Part 1	<p>Required Readings: Chapters 5 and 6 <i>Digging into Archaeology</i></p> <p>Watch: How Do Archaeologists Decide Where to Dig? (4.22 minutes)</p> <p>Doing an Archaeological Field Survey (2.06 minutes)</p> <p>Time Team Test Trench Assessment (6.08 minutes)</p> <p>Time Team Digital-Raksha Explains Trench 3 to Our Club Members (3.29 minutes)</p> <p>A Day in the Life of the Archaeological Dig at James Fort (4.19 minutes)</p> <p>Typology in Archaeology (3.15 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is the scientific method? • How do we experience time? • What are the four stages of research design? • What is the difference between a survey and an excavation? • How do we decide where to dig? • What is a typology and why are they so important to archaeology? 	<p>Quiz 2 on Unit 2 (Weeks 3 and 4)</p>
5	9/26	Time and Depth-Part 2	<p>Required Readings: Chapter 7 and 8 <i>Digging into Archaeology</i></p> <p>Watch (at least 2): Earth Science: Crash Course History of Science #20 (13.43 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What are the different dating systems? • What is relative dating? • How do relative and absolute dating techniques differ? 	

W K	Dates	Theme	Before Class	In Class	
5	9/28	Mock Excavation	<p>Principles of Stratigraphy (4.13 minutes)</p> <p>Dating in Archaeology (10.01 minutes)</p> <p>The Scientific Methods: Crash Course History of Science #14 (13.03 minutes) Earth Science: Crash Course History of Science #20 (13.43 minutes)</p> <p>Watch: How to lay out a 1 x 1 M Unit (2:55 minutes)</p> <p>How to take measurements (2:38)</p>	<ul style="list-style-type: none"> • What is the Law of Superposition? • How does the Harris Matrix work? <p>Takeaways:</p> <ul style="list-style-type: none"> • How do you layout a unit? • How do you take field notes? • What information can soil tell you? <p>Activities:</p> <ul style="list-style-type: none"> • Lay out a 1 x 1 m unit • Learn to excavate in natural soil levels • Learn to take field notes and complete field forms 	
6	10/3	Lab Methods	<p>Required Readings: Martin Magical, Mythical, Practical, and the Sublime (19 pages)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • How do you process artifacts? • What information can be gathered from objects? <p>Activities:</p> <ul style="list-style-type: none"> • Artifact Biography 	
6	10/5	Collecting, Repatriation and Reparations	<p>Required Reading: Atalay, Sonya. 2017. NAGPRA Comic 1.</p> <p>Website: https://nagpracomics.weebly.com/?fbclid=IwAR0Y9XwkCtompZl14xVY7oNG70ZfmCgbnW5QFa1atNpD9HTDQ38MGc3Lr-o</p> <p>A 'Digital Heist' Recaptures the Rosetta Stone</p> <p>Watch: The British Museum is Full of Stolen Artifacts (9.42 minutes)</p> <p>Kennewick Man The Ancient One and Repatriation (1 hour 2 minutes)</p>	<p>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? 	<p>Unessay Check-in Due</p> <p>Discuss the Museum Repatriation Project</p>
7	10/10	CONVERSION DAY-Classes follow a Monday Schedule			
Unit 4-Thinking from Things (Part 1)					
7	10/12	Subsistence-Part 1	<p>Required Readings: Chapters 9 and 10 in <i>Digging into Archaeology</i></p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What information can we gather from 	<p>Quiz 3 on Unit 3 (Weeks 5 and 6)</p>

W K	Dates	Theme	Before Class	In Class	
				<p>studying subsistence patterns of the past?</p> <ul style="list-style-type: none"> • Where and how do we get this data? • What can this data tell us? 	
8	10/17	Subsistence-Part 2	<p>Watch (at least 2): Human Mammal: Human Hunter (7.09 minutes)</p> <p>Bushman: Once We Were Hunters (9.13 minutes)</p> <p>Archaeobotany Excavations at Durham University (2.48 minutes)</p> <p>Archaeology 1010: Zooarchaeology-Reading Bones (17.04 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is zooarchaeology? • How do we “read” bones and teeth? • What is the difference between MEALS and DIET? 	<p>Museum Repatriation Project Due</p> <p>Activities:</p> <ul style="list-style-type: none"> • Tooth Wear Lab • Go over zooarchaeology Tooth Wear activity with Group. What was one aspect that was challenging? What did you enjoy? What kind of information can we get from this type of analysis?
8	10/19	Technology and Trade	<p>Watch: First Civilizations: Trade by PBS (53.41 minutes)</p> <p>OR</p> <p>Watch all the following: Tool Technology and Typology (29.01 minutes)</p> <p>Stone Tool Technology of Our Human Ancestors (5.41 minutes)</p> <p>Trade and Exchange: From Jacksonville to Cahokia (36.55 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What are some types of material used by ancient people? • How do we source material? • What can source material tell us about trade and exchange? • How are tools manufactured? • What is the difference between function and use? • What is Characterization? • What is Distribution? 	<p>Activities:</p> <ul style="list-style-type: none"> • Break into Groups. • Complete Tool Activity. • Discuss take-aways as a Group and share with class.
9	10/24	Bioarchaeology and Ethics	<p>Required Readings: Chapters 12 and 16 in <i>Digging into Archaeology</i></p> <p>Watch: AnthroBiology Podcast: History of Race/The State of Race in Biological Anthropology, February 2020.</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is bioarchaeology? • What is the difference between sex and gender? • What are the ethical considerations when working with human remains? • How can policy support/not support ethical interactions? 	

W K	Dates	Theme	Before Class	In Class	
9	10/26	Field Trip to the Flatbush African Burial Ground	<p>Required Readings: Flatbush African Burial Ground Website</p> <p>Zierden Landscape and Social Relations (20 pages). Online in library.</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • Can we see slavery in the archaeological record? If so, How? • What is the difference between slavery in urban versus rural contexts? 	
<p>Saturday 10/28 Extra Credit-Ground Penetrating Radar Event at Van Cortlandt Historic House Museum</p>					
<p>Unit 5 Thinking from Things (Part 2)</p>					
10	10/31	Social Archaeology	<p>Required Readings: Chapter 11 <i>Digging into Archaeology</i></p> <p>Watch: Awesome Aztecs! Politics, Economics, and Social Structure (5:44 minutes)</p> <p>Social Structure: men, women Ancient History (8.39 minutes)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is social archaeology? • How do we analyze societies? • What is ethnoarchaeology? 	<p>Quiz 4 on Unit 4-Part 1 (Weeks 7, 8, and 9)</p>
10	11/2	Identity/ Identities	<p>Required Readings: Diaz-Andreu, "Introduction" (9 pages)</p> <p>Pearson and Mullins Domesticating Barbie (35 pages-with citations). Online in library.</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • How do we look at identity? • What is ethnoarchaeology? 	<p>Activities:</p> <ul style="list-style-type: none"> • Barbie Seriation Activity
11	11/7	Cognition	<p>Required Readings: Renfrew and Bahn, Chapters 9 4th edition (pp 252-276 3rd edition)</p> <p>Watch (at least 1): Aspects of Archaeology: Cognitive Archaeology (10.18 minutes)</p> <p>Is the Human Mind Unique? (56.14 minutes)</p>	<p>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? 	
11	11/9	Environmental Archaeology-	<p>Required Readings: Reitz and Shackly 2012, "Chapter 1 Introduction to Environmental Archaeology"</p> <p>Watch:</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is environmental archaeology? • How can we use archaeological techniques to 	

W K	Dates	Theme	Before Class	In Class	
			<p>What is Environmental Archaeology? A-Z Archaeology Advent Calendar History of CRM (1.18 minutes)</p> <p>Environmental Archaeology / Paleoclimate - Hiroo Nasu, SOKENDAI: The Graduate University for Advanced Studies (15.51 minutes)</p>	<p>reconstruct past environments?</p> <ul style="list-style-type: none"> • What contributions do you think environmental archaeology can make to modern society? • What does sustainability mean to you? 	
Unit 5-Archaeology and Communities					
12	11/14	Community-Based Archaeology	<p>Required Readings: Atalay, Sonya Chapters from <i>Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities</i>. Online in library.</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is community-based research? • What makes it different than other forms of research? 	Quiz 5 on Unit 4-Part 2 (Weeks 10 and 11)
12	11/16	Indigenizing Archaeology	<p>Required Readings: Britt, "Collaborating on the Federal Level: Moving beyond Mandated Consultation in the Section 106 Process" Laluk, "Changing how archaeology is done in Native American contexts: An Ndee (Apache) case study"</p> <p>Optional: Contemporary Native Issues: Indigenizing Archaeological Thought and Practice</p>	<p>Takeways:</p> <ul style="list-style-type: none"> • How do we Indigenize archaeology? • How is this different from decolonizing it? 	
13	11/21	CRM, Tourism, and Heritage Management	<p>Required Readings: Renfrew and Bahn, Chapters 11 and 12, pp. 297-337 4th edition (pp. 298-337 3rd edition)</p> <p>Watch: History of CRM (9.54 minutes)</p> <p>ASM Affiliates, Inc.- A Cultural Resource Management Firm (5.09 minutes)</p> <p>Optional: Destruction of Memory, Icarus Films, Director Tim Slade (1 hour 22 minutes- located through BC library online)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • Who owns the past? • Can we decolonize the practice of archaeology? If so, how? • Why are historic sites targeted in times of conflict? • How can sites be protected from acts of violence or climate change? 	
13	11/23	Eat Pie Day!!			

W K	Dates	Theme	Before Class	In Class
14	11/28	Pseudoarchaeology	<p>Required Readings: Ch 9: Prehistoric E.T. from Feder (2019) Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What is pseudoarchaeology and why is it so problematic? • How will social media, fake news and social aspects affect what and how archaeology is done?
14	11/30	Archaeology Futures	<p>Watch: Compare/Contrast to UK's Time Team or Time Team America (pick one episode of each)</p> <p>UK: http://www.channel4.com/programmes/time-team</p> <p>US: http://www.pbs.org/time-team/home/</p> <p>Or Ancient Apocalypse (Netflix)</p>	<p>Takeaways:</p> <ul style="list-style-type: none"> • What will the archaeology of the future look like? • How do shows like Ancient Apocalypse contribute to systematic racism? And/or other forms of social inequities?
15	12/5	Unessay Presentations		
15	12/7	Unessay Presentations		

Quiz 6 on Unit 5 (Weeks 12-13)

* Note syllabus subject to change.

Tentative Final Date: December 19th 10:30-12:30 pm

Resources and Organizations:

- [Archpodnet](#)
- [Society of American Archaeology](#)
- [Society of Black Archaeologists](#)
- [Archaeological Institute of America](#)
- [Society of Historical Archaeology](#)