

ANTH 3 Global Archaeology Syllabus: Summer Session II, 2023

Luke Stroth (Instructor, lstroth@ucsd.edu), office hours by appointment

Ziqi Chew (Teaching Assistant, zchew@ucsd.edu), office hours during Discussion Section

Lecture: Monday/Wednesday, 11AM to 1:50 PM (Zoom)

Discussion Section: Monday/Wednesday, 2:00 to 2:50 PM (Zoom)

Zoom link (lecture and discussion, requires sign-in):

<https://ucsd.zoom.us/j/92613583659?pwd=cWxnVDNiakxleHdqS0N4NDhveWI1UT09>

Password: anth3ss2

Introduction

Archaeology is a bit of a contradiction. We try to use knowledge about the past to prepare for our future. We work with living people to better understand the lives of their ancestors. Our knowledge about the past comes from material culture that has survived to the present. To try and resolve these contradictions, scholars, communities, and activists from different backgrounds have developed many kinds of archaeologies. In this class we look at archaeology as it is currently practiced; as a career, as a field of academic scholarship, and as a way of knowing about the world. As part of the colonial history of anthropology, archaeology has been critiqued as extractive, reflecting uneven power relationships between the researcher and the communities in which they work. In recent decades a movement within the field has emphasized the importance of community-engaged research, of repatriating artifacts and human remains to their communities or countries of origin, and of listening to the needs and concerns of those most directly affected by our work. This class will explore this community-oriented archaeology from a global perspective, tracing the development of Indigenous archaeology. Emphasizing ethics that guide archaeological practice, we will explore professional opportunities in academia, the private sector, and government agencies.

Course Learning Outcomes

I am teaching this course with two students in mind: a student who is interested in archaeology, perhaps considering pursuing it as a career, and a student who is new to the field. For the first student, I hope to give some insight into contemporary archaeology; for the second student, I hope to introduce exciting findings from the field and demystify what archaeologists do and how we know what we know. If this is your first experience taking an archaeology course, I hope you stick around. At the end of this course, you will be able to describe the ethical principles underlying today's archaeological practice. You will be able to articulate the relevance of archaeology to the present day. You will be aware of career paths in archaeology. You will learn a little bit about local history and global archaeology. Although we will look at case studies from around the world, this course is not meant to provide a grand overview of human history – that would be beyond the scope of a five-week course. Rather we will look at specific projects to learn about contemporary methods, with an emphasis on community-based research and taking cues from Indigenous archaeology.

Course Format

Class consists of a combination of lecture and discussion which meet remotely. Zoom links are on Canvas and in the syllabus above. Attendance to lecture is mandatory. The discussion section consists of open-form office hours during which time students can ask the teaching assistant questions about the reading, assignments, and other course materials. Discussion attendance is not required except when otherwise noted.

Instead of a final exam, the class will work together to build an interactive map of southern California highlighting archaeologically and historically interesting sites. Other assignments will consist of a short quiz on Monday Week 2, a written assignment in Week 3, and an in-class presentation in Week 4. **Please pay attention to Canvas and the Discussion Boards, which I will be using to post announcements.**

Expectations For the Instructor:

- Provide clear outlines regarding course structure and expectations.
- Give consistent and constructive feedback on assignments
- Create and maintain a legitimate safe space (for a history of the term, [see this short article](#)).
- Keep lectures interesting and worth students' time

Expectations For Students:

- Complete readings before lecture
- Attend lectures and sections, participating in discussions and small-group activities.
- Be [kind and respectful](#) to other students, your teaching assistant, and the instructor.
- Communicate early with the instructor and teaching assistant if unforeseen life events interrupt your typical academic performance.

Course Materials

All readings will be posted to Canvas on Day One. You do not need to purchase any textbooks for this class. Course readings are organized weekly, and **the student is expected to have completed that week's readings prior to attending their discussion section.**

Schedule of Readings

Readings are organized by week; **please complete readings prior to attending lecture.** Some weeks have more papers than others but notice that total page count should be consistent.

Lecture	Theme	Readings
W1M	Introduction: What Archaeology is, and isn't; Careers in Archaeology	Atalay 2014 Ch 1; Ethics Statements (one or more), Sanger et al. 2020
W1W	Collaboration: Indigenous and Community Archaeology; Ethics and Method in Archaeological Practice	Larson 2008, Ross Frank Website; Atalay 2014 Chapter 3; Cruzado Carranza 2020
W2M	The Contested Past; Intersectional Approaches to Archaeology	McGuire 2014; Flewellyn et al. 2021

W2W	Archaeological Methods: Digital Heritage	Gupta et al. 2023; Klehm 2023
W3M	Archaeological Methods: Agriculture and Subsistence	Bandy 2005, Bates 2021
W3W	Global Perspective: Climate Change	Rivera-Collazo 2022; Birks et al. 2015
W4M	Global Perspectives: Material Culture	Cane 1992; Arnold et al. 2007
W4W	Ethics Bowl In-Class Debate	
W5M	Labor Day Weekend – No Lecture	
W5W	Putting It Together: San Diego Archaeology	Mallios 2009; Andrade-Sanchez et al. 2021; Erlandson et al. 2015

Teaching Philosophy, Inclusion Statements

As the instructor, I take responsibility for creating and maintaining a safe space in which students can enjoy a productive learning environment. I maintain an [anonymous feedback form](#) that you can use any time. The course material is meant to help you learn, not be a hardship; please let me know if there are any necessary accommodations. These may include granting extensions or designing an alternate assignment. At the end of this syllabus, I have provided a link to the various UCSD resources that offer both academic and emotional support. I encourage you to take advantage of those resources, as I did as an undergraduate and continue to do as a graduate student.

Assignments

Your grade in the course will be based on the following factors: attendance/participation in lecture and discussion (10% of grade); Week 2 Quiz (15%); Week 3 Essay (15%); Ethics Bowl presentation (30%); Final Project (30%). Each assignment is described briefly in the syllabus. Please see full assignment prompt, including rubric and any formatting requirements, on Canvas.

Attendance to lecture is required and is worth 10% of your grade (1 point per lecture for 10 points total). There is no lecture during Monday Week 5 (September 4) due to Memorial Day Holiday, so attendance on Wednesday Week 5 (September 6) is worth 2 points.

The Week 2 Quiz is worth 15% of your grade and is held during the Monday Week 2 discussion section (August 14). The quiz will be a combination of definition matching, multiple choice, and one short answer question. Each section will be valued at five points for fifteen points total.

The Week 3 Persuasive Essay is worth 15% of your grade. This is one of two written assignments for the course and will be due Friday Week 3 (August 25). In this short essay (500 words), the student will argue why a site chosen from the [National Registry of Historic Places](#) or a listed as a [UNESCO World Heritage Site](#) should be preserved.

The Ethics Bowl Presentation is a group project worth 30% of your grade. This consists of an in-class tournament during Lecture and Discussion Section on Wednesday of Week 4 (August 30), during which teams will compete with each other to propose solutions to problems archaeologists may encounter in the field. Grades will be based on participation, including peer evaluations, and will not be affected by the tournament results. You will be

assigned groups on Wednesday Week 3 Discussion Section (August 23) and will also have Monday Week 4 Discussion Section (August 28) to prepare.

The Final Project is worth 30% of your grade. Each student will submit a short (750-word) descriptive essay about a site in San Diego (or southern California region) that is important to them and use it to tell a larger story about San Diego history. These essays will be uploaded to an interactive map to be hosted on ArcGIS Online. Extra credit opportunities will be available to assist in creating the online map. The final project will be due on Monday of Finals Week (September 4).

Late Work Policy: Attendance and the scheduled quiz and group presentation make up 55% of your grade. The short essay and final project will be accepted **up to two days after the due date with a late penalty of -2 points from the final score per day (including weekends)**. An unfortunate aspect of the Summer Session schedule is that late work policies are less flexible. That said I am generally happy to grant extensions **as long as you let me know before the due date passes**.

Scheduling Accommodations: If a student is absent from class during a scheduled test/presentation due to extenuating circumstances, such as a medical or family emergency, they will have an opportunity to make up the assignment; they must communicate with their instructor and TA to schedule a make up quiz/exam/presentation. If a student knows in advance they will not be able to attend a scheduled quiz/exam/presentation **they must contact their instructor and TA as soon as possible** to schedule a make-up opportunity.

Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 00-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

*If course is being taken as pass/no pass at least a grade of 70 must be achieved for a pass.

Grading Policy and Feedback; Statement on Academic Integrity

Your instructor and teaching assistants have two weeks to complete grading for all assignments. Our intention is to provide constructive feedback so the students understand the grade they received. Your written assignments must be submitted through Canvas, where they will go through plagiarism review at TurnItIn.com. **Work that is plagiarized will be penalized.** For the purposes of this class, **plagiarism is defined as using text from a source without attribution, quoting directly without using quotation marks, turning in the same assignment from a previous course** (this is called self-plagiarism), **using an essay-writing service, or using a generative AI such as ChatGPT.** Depending on the severity of plagiarism I may report the assignment to the Academic Integrity Office. Please see [UCSD Plagiarism Policy here](#). **If you are unable to complete an assignment, please ask me for an extension** rather than take a shortcut! I encourage you to take advantage of the [virtual writing support for undergraduates](#) available at the UCSD library.