

## **ANTH 3 Global Archaeology**

Luke Stroth (Instructor, [lstroth@ucsd.edu](mailto:lstroth@ucsd.edu)); Office Hours Mon 11-12, Art of Espresso Coffee Cart

Jordan Griffin (Teaching Assistant, [j3griffin@ucsd.edu](mailto:j3griffin@ucsd.edu)); Office Hours Mon 10-11 (Zoom; [make appointment here](#))

Kelly Moss (Teaching Assistant, [kemoss@ucsd.edu](mailto:kemoss@ucsd.edu)); Office Hours Mon 2:30 to 3:30, SSRB 343a

Lecture: Monday/Wednesday/Friday 1:00 – 1:50 PM, CENTR 113

Section A01: Monday 8:00 – 8:50 AM, Zoom (Griffin)

Section A02: Monday 9:00 – 9:50 AM, Zoom (Griffin)

Section A03: Monday 12:00 – 12:50 PM, CENTR 217B (Moss)

Section A04: Monday 5:00 – 5:50 PM, CENTR 201 (Moss)

### **Introduction**

Archaeology is a bit of a contradiction. We try to use knowledge about the ancient and recent past to better anticipate and 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 across the world, an interdisciplinary endeavor oriented towards decolonizing knowledge and knowledge production.

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 first ethics and methods, we will also explore professional opportunities within and beyond academia.

### **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 studying archaeology for the first time. To the first student I want to provide an introduction to archaeology as a career and an academic study, an overview of ethically-grounded archaeological practice. For the second student I hope to introduce exciting insights from our studies that have important lessons for the future, and how this practice is conducted today. 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 academic and professional opportunities in the field. Although we will look at case studies from around the world, with an emphasis on regions often excluded from

textbooks, this course is not meant to provide a grand overview of human history, which is beyond the scope of a ten-week introductory course; rather it will use these case studies to explore how archaeology is practiced today, with an emphasis on community-based research and taking cues from Indigenous archaeology.

### **Course Format**

This course consists of a combination of lectures and discussion sections. When you enroll in ANTH 3 you also select one of the four discussion sections, depending on what works best for your schedule. Attendance of discussion sections is mandatory, with attendance counting towards 10% of your final grade. Attendance to lecture is highly encouraged, and material covered in exams will pull from a combination of lecture and assigned readings.

### **Please pay attention to Canvas and the Discussion Boards, which I will be using to post announcements.**

Your grade in the course will be based on the following factors: attendance/participation in discussion (10% of grade); Week 3 Quiz (15%); Ethics Bowl presentation (30%); Week 7 Persuasive Essay (15%); Final Exam (30%).

### **Expectations For the Instructor:**

- Provide clear outlines regarding course structure and expectations.
- Give consistent and constructive feedback on assignments and return them within two weeks.
- Create and maintain a legitimate safe space (for more on what that means and the history of the term, [see this short article](#)).
- Keep lectures interesting and worth the students' time.
- Remember to record lectures as podcasts.

### **Expectations For Students:**

- Have readings completed 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.
- Engage with material earnestly.
- Hold the instructor accountable to deadlines.
- Communicate early with the instructor and teaching assistant if unforeseen life events interrupt your typical academic performance.
- Help remind the instructor to record lectures as podcasts.

### **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.**

Lectures will be automatically recorded and uploaded as podcasts for remote viewing; you can access these podcasts here: <https://podcast.ucsd.edu/>

## Schedule of Readings

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

Week	Theme	Readings
One	Introduction	Atalay 2014 Ch 1, Mortice 2021, Feder 1990
Two	Ethics and Method	Ethics Statements (one or more), Larson 2008, Ross Frank Website
Three	Indigenous and Community Archaeology	Sanger et al. 2020; Atalay 2014 Chapter 3; Cruzado Carranza 2020
Four	The Contested Past	Zimmerman 1997; McGuire 2014; Welch and Farris 2014
Five	Intersectional Approaches	Pyburn 2014, Flewellyn et al. 2021, Wylie 2007; d'Alpoim Guedes et al. 2021
Six	Appropriations	Meskell 1995, Flannery et al. 1994, Abbo and Gopher 2022 and Fuller et al. 2022 Counter-Response
Seven	Global Perspectives: Agriculture	Bandy 2005, Bates 2021, Bogaard et al. 2021
Eight	Global Perspective: Climate Change	Rivera-Collazo 2022; Newberry and Trujillo 2019; Birks et al. 2015; Curry 2009
Nine	Global Perspectives: Material Culture	Cane 1992; Maloney and Street 2020; Arnold et al. 2007
Ten	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 impose a hardship; please let me know if there are any necessary accommodations that need to be made. 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 is based on five components: 1) Attendance to Discussion Section; 2) Ethics Bowl; 3) Week 3 Quiz; 4) Week 7 Persuasive Essay; 5) Final Exam

Attendance to discussion sections is required and is worth 10% of your grade. There are no discussion sections during Week 1, so attendance is worth one point per week, with Week 10 worth 2 points for 10 points total.

The Week 3 Quiz is worth 15% of your grade and is held on the Friday of Week 3 (4/21). 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 Ethics Bowl presentation is worth 30% of your grade. These presentations will be held during Discussion Section for Weeks 4 and 5. See full description posted on Canvas.

The Week 7 Persuasive Essay is worth 15% of your grade. This is the only written assignment for the course, due Monday Week 7 (5/15). In this short essay (2 **full** pages, double-spaced, 12-pt font, 1" margins), the student will argue why a site chosen from the [National Registry of Historic Places](#) should be preserved. See full description and on Canvas.

The Final Exam is worth 30% of your grade. It is scheduled for Thursday of Finals Week (6/15), from 11:30 AM to 2:29 PM. The final essay will follow the format of the Week 3 Quiz, with a combination of definition matching, multiple choice, and three short answer sections. Each section counting for 10 points for a total of thirty points. The Final Exam will be cumulative with material from the entire length of the course.

*Late Work Policy:* Most of the grading is based on the scheduled quiz, exam, and presentations, but the instructor will accept late submissions for the Week 7 Persuasive Essay **up to a week after the due date with a late penalty of -1 point per day (including weekends).**

*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

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 persuasive essay must be submitted through Canvas, where it will automatically go through plagiarism review at TurnItIn.com. **Work that is plagiarized will be penalized.** Depending on the severity of plagiarism I may report the assignment to the Academic Integrity Office. Please see [UCSD Plagiarism Policy here](#). The Week 7 Quiz must be written in **12 pt. font, double-spaced, 1" margins, and include page numbers. The header should only consist of your name and the course number. Do not double-space the header.** The bibliography does not count toward the page limit of two full pages. Use academic voice and a formal citation style (I will discuss this in the first week of class, but [here is link to a very valuable resource](#)). I encourage you to take advantage of the [virtual writing support for undergraduates](#) available at the UCSD library.

## Academic Integrity

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), **or using an essay-writing service**. I am a mandatory reporter for potential plagiarism cases ([see the administrative policy here](#)). If I encounter an essay that I suspect has been plagiarized, I must begin the [academic misconduct reporting process](#). **If you are unable to complete an assignment, please ask me for an extension** rather than take a shortcut!

<b>Learning and Academic Support</b>	
<p><b><a href="#">Ask a Librarian: Library Support</a></b> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><b><a href="#">Course Reserves, Connecting from Off-Campus and Research Support</a></b> <i>Find supplemental course materials</i></p> <p><b><a href="#">First Gen Student Success Coaching Program</a></b> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><b><a href="#">Office of Academic Support &amp; Instructional Services (OASIS)</a></b> <i>Intellectual and personal development support</i></p>	<p><b><a href="#">Writing Hub Services in the Teaching + Learning Commons</a></b> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><b><a href="#">Supplemental Instruction</a></b> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><b><a href="#">Tutoring – Content</a></b> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><b><a href="#">Tutoring – Learning Strategies</a></b> <i>Address learning challenges with a metacognitive approach</i></p>
<b>Support for Well-being and Inclusion</b>	

**Basic Needs at UCSD**

*Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632*

**Counseling and Psychological Services**

*Confidential counseling and consultations for psychiatric service and mental health programming*

**Triton Concern Line**

*Report students of concern: (858) 246-1111*

**Office for Students with Disabilities (OSD)**

*Supports students with disabilities and accessibility across campus*

**Community and Resource Centers**

**Office of Equity, Diversity, and Inclusion**

*As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus*

*(858).822-.3542 | diversity@ucsd.edu*

**Get Involved**

*Student organizations, clubs, service opportunities, and many other ways to connect with others on campus*

**Undocumented Student Services**

*Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*