

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2014

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We would like this course to be available to offer 100% online.

**What is the rationale for the proposed change(s)?**

This will allow more students access to this course.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2201  
Course Title Introduction to Archaeology  
Transcript Abbreviation Intro to Arch  
Course Description World prehistory from the origin of human culture through the development of civilization illustrated by selected examples; archaeological field method; concepts of analysis and interpretation.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Not open to students with credit for 2201H.

### [Previous Value](#)

Not open to students with credit for 2201H (201H) or 201.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

45.0204

### Subsidy Level

General Studies Course

### Intended Rank

Freshman, Sophomore

### [Previous Value](#)

*Freshman, Sophomore, Junior, Senior*

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups; Global Studies (International Issues successors)

## Course Details

### Course goals or learning objectives/outcomes

- Goals NA

### Content Topic List

- World prehistory from the origin of human culture through the development of civilization illustrated by selected examples.
- Material Culture
- Cultural Evolution
- Excavation
- Rise of Civilization

### Sought Concurrence

No

## Attachments

- OnlineASC\_Curriculum\_Checksheet\_ANTH 2201.docx: Tech checklist approval

*(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)*

- ANTH2201\_CurrCommApproval\_ONLINE\_Syllabus.docx: Online Syllabus

*(Syllabus. Owner: Healy, Elizabeth Ann)*

- ANTH 2201 Syllabus AUT2019\_JMcC.pdf: In-person Syllabus

*(Syllabus. Owner: Healy, Elizabeth Ann)*

**COURSE CHANGE REQUEST**  
2201 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/11/2021

**Comments**

- 01.26.21: Please attach your most recent in-person syllabus. *(by Haddad, Deborah Moore on 01/26/2021 08:01 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	01/26/2021 11:54 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	01/26/2021 12:19 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	01/26/2021 08:01 PM	College Approval
Submitted	Healy, Elizabeth Ann	01/27/2021 10:05 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	02/11/2021 04:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/11/2021 04:44 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/11/2021 04:44 PM	ASCCAO Approval



# SYLLABUS

# ANTH 2201

## Introduction to Archaeology

Spring 2021 – Online

## COURSE OVERVIEW

### Instructor

**Instructor:** Joy McCorriston (I prefer that you address me “Professor McCorriston”)

**Email address:** [mccorriston.1@osu.edu](mailto:mccorriston.1@osu.edu)

The best way to reach me is by email. *Please use the email “inbox” icon in CARMEN to access email for this class.* I generally respond within 24-48 hours and will try to prioritize your needs. I may not respond to emails on the weekend or after 5 pm.

**Phone number:** 614 292-0230 (2-0230 on Columbus campus, but I am rarely there during pandemic)  
Please contact me by email using the CARMEN inbox

**Office hours:** TUESDAYS 12:00-2:00 pm

You can use the zoom in CARMEN to find the link

During my online office hours, I will also be logged onto the Carmen course chat room ((Modules→Course Q&A Discussion→Discussion(optional)Student Q&A)), and my university email. You can contact me through these means during this time and I will respond almost immediately (assuming I am not with another student). You can also contact me (by email via CARMEN) to schedule an appointment to talk either virtually using Carmen Zoom.

**Faculty Coordinator:** I am the faculty coordinator for this course.

### Course description

Together we will *discover the past* through the material record of human societies and their historical engagements with environments around the world. We will *explore the nature of the archaeological record and methods archaeologists use* through case studies that showcase some of the great archaeological discoveries like Egypt’s Pyramids, Stonehenge, Chaco Canyon, Maya glyphic writing and its decipherment, and “Otzi” the Iceman. Using a unique workbook designed for this class, students will understand *how and why societies and cultural groups have impacted our ecosystem* through long time frames. This course helps *students*

*develop global and national citizenship responsibilities* through understanding our place in the long, archaeologically-framed trajectory of human engagement with our environment, especially as we confront future challenges of climate and ecosystem changes, and stewardship, including cultural heritage resources.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Explain the evolutionary context of human environment histories
- Interpret the archaeological evidence for climatic and environmental impacts on human society
- Examine how human evolution in tandem with the environment impacts current and future societies

*Secondary outcomes that scaffold those above:*

- Define the concept of prehistory and explain the cultural and natural formation of the archaeological record
- Recognize artifacts and describe the behaviors that created them
- Explain the role of sample bias in archaeology
- Reproduce descriptions of the archaeological evidence for hunting and gathering, impacts of agriculture, and surplus production and social differentiation.

## GE Objectives:

*This course helps satisfy the Social Science GE requirement. Courses in social science develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. This course also helps satisfy the Global Studies GE requirement. Global studies courses foster students' understanding of the pluralistic nature of institutions, society, and culture across the world to help you become an educated, productive, and principled citizen.*

## GE Learning Outcomes:

1. **To understand the theories and methods of archaeological inquiry** as applied to the studies of individuals, groups, organizations, and societies. Students will explore the nature of cultural remains in time and space and apply these concepts while surveying major milestones in human prehistory.
2. **To understand the behavior of individuals, human differences and similarities in the contexts of human existence** (e.g., psychological, social, cultural, economic, geographic, and political), and the **processes by which groups, organizations, and societies function**. By understanding the evolutionary trajectory of extinctions, agricultural impacts, feeding cities, conspicuous consumption, island ecosystems, and human choice in the archaeological record, students will understand the theories and methods of social

scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources.

3. To develop the ability to **comprehend and assess individual and social values** and recognize their importance in social problem solving and policymaking. This objective will be met through presentation of the **many ethical issues** that accompany archaeological theory and practice. Further, it will be met through an archaeological understanding with its unique perspective of a long timeframe, which teaches about the sustainability of individual and societal decisions with respect to resource use.

4. To understand **the political, economic, cultural, physical, and social differences among the nations of the world**, including a specific examination of non-Western culture. This course is necessarily global; students will gain an appreciation of the **human condition in time and space** by surveying the tremendous diversity of prehistoric human accomplishment.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Note that there are PARTS 1, 2, 3 of all discussions.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED

- McCorrison, Joy and Julie Field 2019 *World Prehistory and the Anthropocene*. New York: Thames & Hudson.

Faculty in OSU Department of Anthropology wrote this textbook specifically for this course. The e-book is keyed to *InQuizitive*, an online student learning interface, giving you adaptive testing to tailor to your prior experience and individualized learning. We also created workbook assignments, which are available in CARMEN in weekly Module headings.

#### RECOMMENDED/OPTIONAL

Optional readings found at the end of each chapter in the textbook

### Other fees or requirements

- When you are enrolled, you automatically receive the textbook through CARMEN (eTextbooks delivered via Carmenbooks) at a discounted fee for all students. Instructions to access the ebook and *InQuizitive* are in the first module.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Reliable internet access  
(all available in computer labs in all OSU campuses and in OSU Libraries).  
Google Chrome and Firefox will run all programs for this course.
- Navigating CARMEN ([www.carmen.osu.edu](http://www.carmen.osu.edu) )  
If you have not used Carmen extensively, you may wish to take some time to explore it as the course begins. You will find the content for each week posted for that week's module on Carmen. **Make sure you note assignment deadlines and exam dates (detailed in the online calendar).** **If you encounter a problem opening the course materials or submitting an assignment to Carmen, please contact me or [8help@osu.edu](mailto:8help@osu.edu) immediately.**
- Up-to-date version of Adobe Flash Player.  
Lectures posted on YouTube need this to view properly

## TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- Recording a slide presentation with audio narration (Final Poster)
- Recording, editing, and uploading video (optional narration/discussion)
- Use of MS-Word, or conversion to .rtf, .pdf, .docx files for submission

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- (Headphones with microphone are a good option for viewing in shared space)

## REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for pre-paid Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.  
I will accept assignments submitted in .docx, .pdf, and .rtf formats



- Some of the documents and files posted will be in .pdf format. You will need to be able to open these using either Preview (Mac) or Adobe (Mac & PC versions)

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- [Streaming audio and video](#)

## Academic and other support for students

Student academic services are available on the OSU main campus. <http://advising.osu.edu>. Advising for undergraduate students is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum. Website support includes appointments, tutoring services, and running a degree audit.

Other student services are available on the OSU main campus through <https://contactbuckeyelink.osu.edu/>

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	WEIGHT IN %
Quizzes (5)	20
Essays (2)	20
Final Group Poster (1)	10
Workbooks (Completion grade) (7)	15
Discussions (8)	25
0. Submit Discussion Preparation PART 0 (10 points)	

1. Post, (5 points)	
2. Develop & Post Group Summary (1 Reporter) (5 points)	
3. View Video Summary & Do Reflection of Main Topic (5pts)	
Final Exam based mostly on textbook (Multiple Choice)	10
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates.

## Late assignments

**Late submissions will not be accepted. Please refer to Carmen for due dates;** assignments must be uploaded and submitted online by (or before) **11:59pm** of the day that they are due. Assignments will be unlocked and you can upload them all week, starting on the **Sunday** of the week they are due at **8am**. **YOUR PROFESSOR WILL NOT ACCEPT EMAIL SUBMISSIONS; upload completed assignments to the relevant assignment upload area on CARMEN.**

### Policies on Late Assignments—Extenuating Circumstances

Given the reliance of certain assignments (e.g. Discussion Board posts) on learner-to-learner feedback and the cumulative nature of other assignments (e.g. exams), it is important that all assignments be submitted by the time and date indicated on the Course Calendar in Carmen. No late assignments will be accepted **except in specific cases of extenuating circumstances – students must contact the instructor immediately should such circumstances occur, and these circumstances must be verified with the requisite documentation.** The university defines these circumstances as grounds for an excused absence. *An excused absence is defined as one cleared with the instructor in advance or a documented emergency.* Official documentation will be required for all make up exams (e.g., a doctor's note, funeral notice, accident report, etc.). If it becomes necessary to arrange late submission of an assignment, the student **must** contact the instructor with the request, and the instructor and student will establish a date and time at which the assignment will be submitted.

**\* NOTE: There are no make-up exams or quizzes for this class.**

## Grading scale

***No extra credit, make-up work, or extra assignment is offered in this course.*** For a general guide of how you are doing in the class, refer to the grade scale below. Due to university policy no grades will be released over the phone or via email. Grades will be posted via Carmen. Final grades will be based on the OSU standard grading scale:

93–100: A  
 90–92.99: A-  
 87–89.99: B+  
 83–86.99: B  
 80–82.99: B-  
 77–79.99: C+  
 73–76.99: C  
 70 –72.99: C-  
 67 –69.99: D+  
 60 –66.99: D  
 Below 60: E

Here are my criteria for awarding letter grades as explained in the rubrics. These criteria do not supersede Ohio State University College of Arts and Sciences Policies on grades:

<http://artsandsciences.osu.edu/academics/current-students/advising/policies>

- A – demonstrated mastery of *all* important concepts and *all* minor ones.
- B – demonstrated mastery of *all* important concepts and *most* minor ones.
- C – demonstrated mastery of *most* important concepts and *few* minor ones.
- D – *generally failed to demonstrate* mastery of most important concepts.
- E – *failed to demonstrate any mastery* of important concepts.

*If you have questions about an assignment's grade or wish to have it re-graded, you must make that request within **one week of the grade posting**. I will not issue new grades for assignments after this date. Please note that my grading rubric for this course follows the University's criteria. **There is no 'rounding up' of an individual's final grade for this course, no matter how close it is to a higher grade.** Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I may scale (up) entire class assignment or exam grades at my discretion and pending class performance.*

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**. Essays take longer
- **E-mail:** I will reply to e-mails within **24-36 hours on school weekdays**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24-48 hours on school weekdays**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Asynchronous participation:** This course is designed so that you can schedule your participation around other obligations *as long as you meet course deadlines*.
- **Focus your time:** Really, do you get the best possible teaching if I'm stirring dinner or driving down the highway while I record a video for you? I expect you to *give up multi-tasking when participating*. Please do not text me, call or zoom while driving, thanks!
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using complete sentences, good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Please avoid coded language and abbreviations (e.g.: lol, lmao, 182, tl;dr, jfji, ☺, and so on).
- **Own your work:** Include your name in the header of each written assignment and identify yourself in discussion.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I encourage and support academic discussion and different perspectives, always respectfully presented. Remember that sarcasm doesn't always come across online. As instructor I will treat you fairly, without prejudice, and respectfully; I also expect this from you towards me and towards each other.
- **Do not share more than you feel comfortable sharing online:** Treat online discussions and submissions as permanent; that is, recognize that what goes online can pop up unexpectedly later in life, even if that is not the intent of student or instructor.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- **Alert me as early as possible:** Students with National Guard duty and other legitimate reasons for a hiatus will communicate with me as soon as possible so that we can explore options.

## Academic integrity policy

### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the quizzes and exams yourself, without any external help or communication. The quiz tool is used for some assignments (workbooks and practica that track the in-class experience of this course). Some are included as self-checks without points attached (e.g., syllabus quiz, pre- and post-assessments).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In essay assignments, you should follow **Author:Date** style to cite the ideas and words of your sources. External research is NOT required for essay assignments, but as you cite textbook or any outside sources, use this style. [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html) You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While I encourage study groups and peer-review of written projects, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must

recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course are subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course, including using or posting to outside websites.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the [College of Pharmacy Office of Student Services in room 150 Parks Hall \(614-292-5001\)](#) OR [OSU Counseling and Consultation Services \(614-292-5766\)](#) for assistance, support, and advocacy. This service is free and confidential.

## COURSE SCHEDULE

Week	Topic	Readings	Assignments DUE
1	1. Archaeology and the Anthropocene and Discovering Prehistory	McCorriston & Field Chs. 1 & 2 <i>Archaeology and the Anthropocene; Discovering Diversity pp. 8-47</i>	Pre-Course Assessment Quiz Syllabus Quiz Workbook 1 Discussion X (INTRO SELF) Discussion 1 PREP 0 & PT 1 Group Summary PT 2
2	2. Technology Makes the Human	McCorriston & Field Ch. 3 <i>Technology, pp. 48-71</i> FILM: "Flintknapping"	Discussion 1 Instr Video PT 3 Discussion 2 PREP 0 & PT 1 Group Summary PT 2 Workbook 2
3	3. Peopling the World	McCorriston & Field Ch 4 <i>Peopling the World pp. 72-95</i> FILM Clip: "Indiana Jones"	Discussion 2 Instr Video PT 2 Quiz 1 Discussion 3 PREP 0 & PT 1 Group Summary PT 2
4	4. Digging In	McCorriston & Field Ch 5. <i>Digging In pp. 96-121</i>	Discussion 3 Instr Video PT 3 Workbook 3
5	5. Extinctions in the Past	McCorriston & Field Ch. 6 <i>Extinctions pp. 122-141</i>	Quiz 2
6	6. Understanding Human Decisions	McCorriston & Field Ch 7 <i>Understanding Human Decisions pp. 142-167</i> FILM: "Caribou Crossing"	Essay 1 –Forager Adaptations.
7	7. Producing Food	McCorriston & Field Ch 8 <i>Producing Food pp 168-199</i>	Workbook 4 Quiz 3

<b>8</b>	8. Individuals and Identity	McCorrison & Field Ch 9 <i>Individuals pp. 200-219</i> FILM: "...Richard III" Group Poster OVERVIEW	Discussion 4 PREP 0 & PT 1 Group Summary PT 2 Quiz 4
<b>9</b>	9. Feeding Cities	McCorrison & Field Ch 10 <i>Feeding Cities pp 220-243</i>	Discussion 4 Instr Video PT 3 Discussion 5 PREP 0 & PT 1 Group Summary PT 2 Workbook 5 Group Poster STEP 1
<b>10</b>	10. Building Monuments, Building Society	McCorrison & Field Ch. 11 <i>Building Society pp. 244-275</i> FILM: "...Pyramid Builders" FILM: "...Stonehenge"	Discussion 5 Instr Video PT 3 Discussion 6 PREP 0 & PT 1 Group Summary PT 2 Watch Films (2 hrs) Group Poster Step 2 work (research poster)
<b>11</b>	11. Conspicuous Consumption	McCorrison & Field Ch 12 <i>Conspicuous Consumption pp. 276-295</i>	Discussion 6 Instr Video PT 3 Discussion 7 PREP 0 & PT 1 Group Summary PT 2 Workbook 6 Quiz 5 Group Poster STEP 2 <u>due</u> (research poster)
<b>12</b>	12. Writing	McCorrison & Field Ch 13 <i>Writing pp 296-323</i> FILM: "Cracking Maya..."	Discussion 7 Instr Video PT 3 Workbook 7
<b>13</b>	13. Extracting the Modern World	McCorrison & Field Ch 14 <i>Extracting pp. 324-347</i> FILM: "Digging for Slaves"	Discussion 8 PREP 0 & PT 1 Group Summary PT 2 Group Posters STEP 3 (submit draft poster)
<b>14</b>	14. The Future of the Anthropocene: Do we have choice?	McCorrison & Field Ch 15 <i>The Future of the Anthropocene pp. 348-359</i> FILM: "Anthropocene"	Discussion 8 Instr Video PT 3 Group Poster work Essay 2
<b>15</b>	Distance Learning Week	Review	Group Posters STEP 4 (Online Poster Session) Group Poster STEP 5 (revise & submit)
<b>16</b>	EXAM WEEK		Post-hoc Assessment Final Exam



## FURTHER DETAILS ON CLASS ASSIGNMENTS

**Reading:** About 20-40 pages assigned per week, including workbooks. (Week 1 is exceptional). Do these first!

**Instructor Communication Videos:** I will post videos on YouTube, and the links will be included online under the week. View these as weekly introductions and introductions to assignments. I will also post summary videos for you to watch **after** completing assignments (discussions, workbook and practica) for that week.

**Additional Videos & Films:** the video links posted on Carmen in the Modules, are a part of the course and must be watched the weeks they are posted. Assignments and exam questions will include material from these videos.

**Essays:** You will be responsible for two response essays. Each essay **must** be single-spaced, no longer than 5 paragraphs, between 1 and 1.5 pages in length: this length **must** be met, but **cannot** be exceeded (e.g. essays longer than 1.5 pages will **not** be accepted, no matter how well-researched and well-written they are!). Essays should include **references** only if and where appropriate, and documenting references may exceed the 1.5 page limit. The purpose of this exercise is to apply ideas and concepts covered in class to case studies from the course material, and these essays do not require outside research. I will grade your essays based on: (A) Content, including research, synthesis, and original ideas; (B) Connections to the themes and issues of the class; and (C) Form (grammar, spelling, organization, etc.). See grading rubric for details.

**Exam:** There will be a final exam, which will emphasize weeks 7-15. The exam may consist of multiple choice, matching, true/false, fill-in-the-blank, and short answers. The exams will be based on the readings, workbooks, quizzes, discussions, essays, and films (videos). You can prepare for exams by using the *InQuizitive* feature of the ebook, by organizing/joining an online group study session, by reviewing your notes, and by using the exam study guides. I expect you to take the exam on your own and to provide your own answers. The exam is timed to be closed book, meaning that you should not expect to have time to research anything while taking the time-limited exam. If you represent any work, including exam work, as your own when it is not, then you are engaging in academic misconduct.

**Quizzes:** We will have **five quizzes**, spread throughout the semester, to test concepts and your acquired ability to list, locate, label, define, recognize, reproduce chronologies, periods, artifacts, etc. These quizzes draw from lecture, workbook, discussion, readings, and practica from previous weeks. Knowledge and information from the first half of the class will be necessary to discuss the concepts presented during the second half. Quizzes will be posted under each module for the week that they are due and will be delivered via the quiz tool in CARMEN.

**Workbook and Practica assignments delivered in using the Quiz format in CARMEN.** Workbooks will be graded. Practica will be required and assessed through discussion posts and exams. **Workbook Exercises:** Seven workbook assignments, some of which have multiple parts, are spread throughout the semester. These are designed for you to define,

name, describe, and practice important archaeological methods and concepts. These exercises are part of the course and will be reviewed after completion.

### Discussions:

1. **Discussion Preparations:** Prior to engaging in online discussion (see below), you must turn in an individual pre-discussion preparation (PART 0), following the directions for each discussion. Do not attempt a written reply to the Discussion Topic (boldface at the top of the assignment); instead provide your comments on the questions below, which are the preparatory exercises before tackling the Topic. Even if you participate fully in online discussions and posting, you will not receive full credit if your Discussion Preparations have not been individually submitted. **The deadline for Discussion Preparation submission is Friday at 11:59 pm**—this allows time through Saturday to develop and contribute group summary posts online. Get in earlier if you can!
2. **Group Discussion Board Posts (PART 1):** We will form an online community through weekly, graded, group discussions. I will sort you into groups, and you will find yourself assigned to a community of other class participants in Week 1. I may shuffle your group affiliation in the semester, depending on student participation. In CARMEN there will be a separate discussion thread for each group for each week of the semester; you will find questions assigned to your group there. **As a group you will use this monitored space to share your work, review others' posts and confer.** (Note that you need to submit your individual discussion preparations first, before Friday 11:59 pm, see Discussion Preparations, PART 0 above).
3. **Group Summary (PART 2):** Next your group reporter should develop and submit one group *SUMMARY* of the group's discussion thread. I will assign group reporter roles for each group for each discussion; these will appear in announcements. This summary should note what your group emphasized, where you agreed, points of difference, questions you might put for further reflection or information. Your summary will build on ideas from discussion (NOT just the PART 0 preparations!), further inform them, and perhaps provoke more thinking. **Your Group Summary is due at the end of the group discussion thread by 11:59 Sunday end of week/module.** At this time, discussion boards will lock.
4. **All Sections (PART 3):** Finally on Monday of the following week I will post an Instructor Commentary video that addresses the Main Topic and integrates discussion points from different groups. You need to view this video and complete the reflection questions *before Wednesday* for full credit. Quiz and exam questions may be drawn from Instructor Commentary and Reflections.

**Group Poster Assignment:** Each student will collaborate with two in groups of three to design and produce one poster (per group) for the class. Posters give students the opportunity to research a new culture, and to write about and apply an understanding of the evolutionary context of human history and the political, economic, cultural, physical, and social differences among the nations of the world. You must submit a brief paragraph on **the archaeological**

**site you've chosen (including its name!)** and the **citation** for *at least* one peer-reviewed, academic article or book that describes an **archaeological excavation** of that site, including the methods used for the excavation and what was learned about the site, by **11:59pm Saturday** at the end of Week 10 (Module on *Feeding Cities*). Your **completed posters are due at 11:59pm Saturday at the end of Week 14** (Module on *Extracting the Modern World*). Posters will be discussed (not for course grade) by all students and graded by the instructor. Information on the poster assignment including what is required is already posted and available to you to read on Carmen.

## General Student Performance Evaluation Rubric

	<b>Excellent (A)</b>	<b>Very Good (B)</b>	<b>Average (C)</b>	<b>Poor (D)</b>	<b>Unacceptable (E)</b>
<b>Quizzes</b>	90% correct	80% correct	70% correct	60% correct	<60% correct
<b>Exam</b>	90% on facts, labels, definitions; able to take and defend a stand on ethical issues	80% on facts, labels, definitions; able to take and defend a stand on ethical issues but may miss some stakeholders	70% on facts, labels, definitions; able to take a stand on ethical issues but weak on defense	60% on facts, labels, definitions; takes a stand without defending it; reproduces some concepts with evident mis-understanding of fundamental issues, interpretation none or unsupported	<60% on facts, labels, definitions; unable to take a defensible stand; reproduces few concepts, inadequate to demonstrate basic understanding; interpretation none or unsupported
<b>Essays</b>	organizes and integrates all significant evidence and concepts to develop an interpretation; highly relevant to course, may include relevant outside materials; excellent grammar & spelling	integrates concepts and some supporting evidence to develop an interpretation ; relevant to course; good grammar and spelling	reproduces concepts and evidence to illustrate an essay; follows uncritically class/reading without evident analytical insight; relevant to course; spelling & grammar mistakes	weak and incorrect/ incomplete reproduction of concepts and evidence; strays from course context; problematic grammar & spelling	no effort, plagiarism; irrelevant to topic; if any sentence lacks a verb= automatic FAIL
<b>Discussion</b>	Participates >8	Participates >7	Participates >6	Participates >5	Participates

<b>Discussion participation</b>	all discussion preparation questions done, insightfully; posts with insightful contributions	most discussion preparation questions done, diligently; engages in posts, asks relevant questions	many discussion preparations done, with some errors; participates in posts	few discussion preparations done; responds to posts when solicited	insufficient written preparation for posts; unresponsive in post participation
<b>Group Poster</b> (all students in group receive same grade)	Well organized synthesis; attractive & accurate visual display; applies broad & appropriate range of concepts & methods from course; original perspective; interpretive; informed & polished presentation; shared work	Organized & synthetic, refers to significant concepts & methods from class; original perspective: competent presentation; workload somewhat uneven	Addresses major concepts &/or methods; competent presentation; highly uneven workload;	Needs better organization; misses major concepts &/or methods, low effort reflected; presentation fails to demonstrate competence by all members	Low or little effort, poor engagement of major concepts and methods; presentation fails to demonstrate competence by most members

# Introduction to Archaeology Anthropology 2201

The Ohio State University  
AUTUMN 2019

**Professor:** Joy McCorriston  
(I prefer that you call me “Professor” or “Professor McCorriston”)

**Course Meets:** T, Th 9:35 am -10:55 am  
**Location:** Smith Lab 4025

**Office Hours:** Tuesday 12:00-2:00 or by appointment  
**Office Location:** 4024 Smith Laboratory (across from your classroom)  
**Office Phone:** 614-292-0230 during office hours. Please do not telephone me at home  
If you wish to contact me outside of office hours, please use email in CARMEN

**email:** [mccorriston.1@osu.edu](mailto:mccorriston.1@osu.edu)

I usually check daily but may not reply immediately or on weekends. I will try to reply quickly and to prioritize your needs among other inevitable deadlines.

## **COURSE DESCRIPTION AND OBJECTIVES:**

Together we will *discover the past* through the material record of human societies and their historical engagements with environments around the world. We will *explore the nature of the archaeological record and methods archaeologists use* through case studies that showcase some of the great archaeological discoveries like Egypt’s Pyramids, Stonehenge, Chaco Canyon, Maya glyphic writing and its decipherment, and “Otzi” the Iceman. Using a unique workbook designed for this class, students will understand *how and why societies and cultural groups have impacted our ecosystem* through long time frames. This course helps *students develop global and national citizenship responsibilities* through understanding our place in the long, archaeologically-framed trajectory of human engagement with our environment, especially as we confront future challenges of climate and ecosystem changes, and stewardship, including cultural heritage resources.

## **LEARNING OUTCOMES**

**From this course, students should expect to**

- a. Define the concept of prehistory and explain the cultural and natural formation of the archaeological record
- b. Recognize artifacts and describe the behaviors that created them

- c. Explain the role of sample bias in archaeology
- d. Reproduce descriptions of the archaeological evidence for hunting and gathering, impacts of agriculture, and surplus production and social differentiation.
- e. Explain the evolutionary context of human environment histories
- f. Interpret the archaeological evidence for climatic and environmental impacts on human society
- g. Examine how human evolution in tandem with the environment impacts current and future societies

*GE Objectives:*

*This course helps satisfy the Social Science GE requirement. Courses in social science develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. This course also helps satisfy the Global Studies GE requirement. Global studies courses foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.*

*GE Expected Learning Outcomes:*

1. **To understand the theories and methods of archaeological inquiry** as applied to the studies of individuals, groups, organizations, and societies. Students will explore the nature of cultural remains in time and space and apply these concepts while surveying major milestones in human prehistory.
2. **To understand the behavior of individuals, human differences and similarities in the contexts of human existence** (e.g., psychological, social, cultural, economic, geographic, and political), and the **processes by which groups, organizations, and societies function**. By understanding the evolutionary trajectory of extinctions, agricultural impacts, feeding cities, conspicuous consumption, island ecosystems, and human choice in the archaeological record, students will understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources.
3. To develop the ability to **comprehend and assess individual and social values**, and recognize their importance in social problem solving and policy-making. This objective will be met through presentation of the **many ethical issues** that accompany archaeological theory and practice. Further, it will be met through an archaeological understanding with its unique perspective of a long time-frame, which teaches about the sustainability of individual and societal decisions with respect to resource use.
4. To understand **the political, economic, cultural, physical, and social differences among the nations of the world**, including a specific examination of non-Western culture. This course is necessarily global; students will gain an appreciation of the **human condition in time and space** by surveying the tremendous diversity of prehistoric human accomplishment.

**STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.**

## **COURSE REQUIREMENTS (No prerequisites)**

### **REQUIRED TEXTS**

- McCorriston, Joy and Julie Field 2019 *World Prehistory and the Anthropocene*. New York: Thames & Hudson.

Faculty in OSU Department of Anthropology wrote this textbook specifically for this course. The e-book is keyed to *InQuizitive*, an online student learning interface, giving you adaptive testing to tailor to your prior experience and individualized learning. This semester only, the ebook and InQuizitive will be provided to you free through a weblink you will receive from your instructor. The workbook assignments will be available in CARMEN-Canvas using the Quiz tool in weekly Module headings.

The workbook chapters listed in the syllabus will be available in CARMEN-Canvas as Assignments and under weekly Module headings. These workbook exercises have been written specifically for this class by faculty in the OSU Department of Anthropology. They are available under weekly headings in CARMEN. Your participation in this class entitles you to read these online, sparing you the cost of purchase. You are **not permitted to distribute the readings** or other class materials to others in any format, **nor to upload** them to any other online repository, including your own cloud storage. Violation is considered an act of copyright infringement and constitutes academic misconduct.

To access the Carmen website for this class: Log in at <https://carmen.osu.edu>

**Reading:** Average 25-35 pages assigned per week, including workbooks.

**Class Materials, Assignments, Participation, and Assessment:** The course meets at the scheduled times. Class meetings will combine lecture, discussions, visual presentations, review of workbooks, practica (in class practical exercises), and group work. You should arrange your schedule so that you participate in all classes because lectures, discussion, workbook review, and in-class practica complement rather than replicate the readings. Poor attendance furthermore makes it unlikely that you will be able to perform well on quizzes and exams, which are components of student assessment for this class. **Students with National Guard duty and other legitimate reasons for absence should alert me as early as possible.**

**Workbook Exercises:** Seven workbook exercises (to be found in Canvas Assignments and weekly Modules of the CARMEN website) are included as course material. These are designed for you to define, name, describe, and practice important archaeological methods and concepts. These exercises are part of the course, and will be reviewed in lecture. *They are not graded*, but the information and concepts included in them will be incorporated into the quizzes, and final exam. Students must prepare these ahead and bring hard copy to the class discussion.

**In-Class Discussion:** In addition to readings, lectures, practica, and workbooks, I expect each student to spend time preparing for discussions and to participate in class. Questions will be distributed in advance; students must electronically deposit their preparations in the Carmen dropbox before class, and bring an extra copy on paper or digital to the class discussion. I will encourage students to contribute their ideas and questions to discussion, either by calling on students by name or bringing up points from the Dropbox. These Discussions provide an alternative to lecture, which does not equally help all students learn. Attendance is required.

**Final (Group) Poster Presentations:** Following mid-term, the class will be divided into groups of 3-5 students. Each group will design and produce one poster for the final week of class. Posters give students the opportunity to write about and apply an understanding of the evolutionary context of human history and the political, economic, cultural, physical, and social differences among the nations of the world. Posters will be judged by all students and graded by the instructor. These posters will be accompanied by a presentation, giving students practice in public speaking and performance.

**Exams:** A final exam will be given, covering all course material. There will be no midterm, in-class exam (instead students complete two essays, below). The final exam will be in-class, multiple choice questions. The exam will cover lecture, workbook, discussions, and practica. A study guide will be provided for the final exam.

**Quizzes:** Four in-class quizzes (also closed book) test your acquired ability to list, locate, label, define, recognize, reproduce chronologies, periods, artifacts, etc. These quizzes draw from lecture, workbook, discussion, readings, and practica from previous weeks. Knowledge and information from the first half of the class will be necessary to discuss the concepts presented during the second half.

**Essays:** This class requires the completion of two essays of 1-2 pages (400-500 words) each. These should include references if appropriate (references are not included in the page count). These essays allow you to apply ideas and concepts covered in class to a new case and to reflect on material presented in class. I will \*grade your response essays on:

- A. Content, including research, synthesis, and original ideas
- B. Connections to the themes and issues of the class,



C. Form (grammar, spelling, organization, etc.)  
\*see rubric below

The various components of class performance are weighted as follows:

Quizzes	20%
Essays	25%
Final Exam	20%
Poster	10%
Attendance in Discussion	10%
Discussion Preparation	15%

### Grading

Final grades are based on the standardized OSU scale. *No extra credit is offered in this course.* For a general guide of how you are doing in the class, refer to the grade scale below. Due to university policy, grades cannot be given over the phone or through email; scores will be posted via Carmen. Please do *not* call the Anthropology office regarding grades; contact me directly. Final grades will be based on the OSU standard grading scale: 93-100 (A), 90-92.9 (A-), 87-89.9 (B+), 83-86.9 (B), 80-82.9 (B-), 77-79.9 (C+), 73-76.9 (C), 70 - 72.9 (C-), 67 - 69.9 (D+), 60 - 66.9 (D), Below 60 (E).

Here are my criteria for awarding letter grades as explained in the rubric below. These criteria do not supersede Ohio State University College of Arts and Sciences Policies on grades:

<http://artsandsciences.osu.edu/academics/current-students/advising/policies>

*If you have questions about an assignment's grade or wish to have it re-graded, you must make that request within **one week of the grade posting**. I will not issue new grades for assignments after this date. Please note that my grading rubric for this course follows the University's criteria. **There is no 'rounding up' of the final grade for this course, no matter how close it is to a higher grade.***

## STUDENT PERFORMANCE EVALUATION RUBRIC

	<b>Excellent (A)</b>	<b>Very Good (B)</b>	<b>Average (C)</b>	<b>Poor (D)</b>	<b>Unacceptable (E)</b>
<b>Quizzes</b>	90% correct	80% correct	70% correct	60% correct	<60% correct
<b>Exam</b>	90% on facts, labels, definitions; able to take and defend a stand on ethical issues	80% on facts, labels, definitions; able to take and defend a stand on ethical issues but may miss some stakeholders	70% on facts, labels, definitions; able to take a stand on ethical issues but weak on defense	60% on facts, labels, definitions; takes a stand without defending it; reproduces some concepts with evident misunderstanding of fundamental issues, interpretation none or unsupported	<60% on facts, labels, definitions; unable to take a defensible stand; reproduces few concepts, inadequate to demonstrate basic understanding; interpretation none or unsupported
<b>Essays</b>	organizes and integrates all significant evidence and concepts to develop an interpretation; highly relevant to course, may include relevant outside materials; excellent grammar & spelling	integrates concepts and some supporting evidence to develop an interpretation; relevant to course; good grammar and spelling	reproduces concepts and evidence to illustrate an essay; follows uncritically class/reading without evident analytical insight; relevant to course; spelling & grammar mistakes	weak and incorrect/incomplete reproduction of concepts and evidence; strays from course context; problematic grammar & spelling	no effort, plagiarism; irrelevant to topic; if any sentence lacks a verb= automatic FAIL
<b>Discussion</b>	Attends >8	Attends >7	Attends >6	Attends >5	Attends <5
<b>Discussion participation</b>	all discussion preparation questions done, insightfully; speaks up in	most discussion preparation questions done, diligently;	many discussion preparations done, with some errors;	few discussion preparations done; responds in class when solicited	insufficient written preparation for class; unprepared for

	class with insightful contributions	engages in class, asks relevant questions	participates in class		class participation
<b>Group Poster/ Presentation</b> (all students in group receive same grade)	Well organized synthesis; attractive & accurate visual display; applies broad & appropriate range of concepts & methods from course; original perspective; interpretive; informed & polished presentation; shared work	Organized & synthetic, refers to significant concepts & methods from class; original perspective: competent presentation ; workload somewhat uneven	Addresses major concepts &/or methods; competent presentation; highly uneven workload;	Needs better organization; misses major concepts &/or methods, low effort reflected; presentation fails to demonstrate competence by all members	Low or little effort, poor engagement of major concepts and methods; presentation fails to demonstrate competence by most members

**Academic Misconduct:** Please refer to the Office of Academic Affairs website on Academic Misconduct (<https://oaa.osu.edu/academic-integrity-and-misconduct>) for Ohio State University guidelines and policies on Academic Misconduct. Also see <https://trustees.osu.edu/index.php?q=rules/code-of-student-conduct/> (code of student conduct) . look under 3335-23-04 Prohibited conduct A) Academic misconduct I will follow these guidelines in this class—it is your responsibility to know them. Please review these procedures and policies carefully. Ask any questions about citations or exam procedures now, or in the course of the quarter, rather than learn from an “F.”

Code of Student Conduct:

<https://studentlife.osu.edu/resources/>

Ten Suggestions for Preserving Academic Integrity:

<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

Eight Cardinal Rules of Academic Integrity:

<https://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html>

*DEPARTMENT OF ANTHROPOLOGY STATEMENT ON ACADEMIC MISCONDUCT*

*All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.*

A WORD ABOUT ONLINE MATERIALS DISTRIBUTED VIA CARMEN: COURSE MATERIALS ARE AVAILABLE FOR YOUR USE VIA CARMEN and weblink, BUT THEY MAY NOT BE UPLOADED TO OTHER WEBSITES OR OTHERWISE DISTRIBUTED. DISSEMINATION OF COURSE MATERIALS, OR USE OF PLAGIARIZED MATERIALS FROM NON-CARMEN WEBSITES, CONSTITUTES ACADEMIC MISCONDUCT.

A word about working together and working independently--the work you present as written work *MUST* be your own! While I encourage you to work together in discussion and in-class exercises, I expect your scholarship to be independent as you finish and finalize your workbook entries and on exam, quizzes, research assignments and responses. Thus, you may draw ideas from discussions, but it is your responsibility to see that the work you present as your own is indeed yours.

I only offer Incompletes (I) if the course work can be completed independently. I follow Ohio State University policy on incomplete marks (<https://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html>) 3335-8-21 Marks, :G". I prefer not to give incompletes ("I") because students often find it difficult to complete coursework while taking a new set of courses in the following quarter. I prefer also not to disadvantage students who do complete exams and assignments on time by allowing extra time to others for the explicit purpose of producing a late assignment or making up a missed exam. I recognize that contingencies arise: please do contact me if you feel that your circumstances justify extending the deadline for course completion. Please also come to me immediately with any further questions or concerns you have regarding these policies or other aspects of the class.

**I encourage and value *all* student participation in this class without prejudice.**

In case of unexpected instructor absences the information will be posted on the following departmental website. This site should be consulted during inclement weather to check for possible class cancellations or delays. Do not call the department, check the website.

<http://anthropology.ohio-state.edu/news.htm>

Look for other exciting Anthropology classes and events on our Website. Use it as a resource!  
Consider joining the Undergraduate Anthropology Club, signing up with an anthropology graduate student mentor, and attending a Brown Bag presentation

## COURSE AT A GLANCE

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments DUE</b>
1	1. Archaeology & the Anthropocene 2. Discovering Diversity	McCorriston & Field Chs 1 & 2	Workbook 1 Assessment Quiz Discussion 1 PREP
2	3. Technology Makes the Human	McCorriston & Field Ch 3	Discussion 2 PREP Workbook 2
3	4. Peopling the World	McCorriston & Field Ch 4	Quiz 1 Discussion 3 PREP
4	5. Digging In	McCorriston & Field Ch 5	Workbook 3
5	6. Extinctions in the Past	McCorriston & Field Ch 6	Quiz 2
6	7. Understanding Human Decisions	McCorriston & Field Ch 7	Essay –Forager Adaptations.
7	8. Producing Food	McCorriston & Field Ch 8	Workbook 4
8	9. Individuals & Identity	McCorriston & Field Ch 9	Discussion 4 PREP Quiz 3
9	10. Feeding Cities	McCorriston & Field Ch 10	Discussion 5 PREP Workbook 5
10	11. Building Monuments, Building Society	McCorriston & Field Ch 11	Discussion 6 PREP Watch Film
11	12. Conspicuous Consumption	McCorriston & Field Ch 12	Discussion 7 Quiz 4 Workbook 6
12	13. Writing	McCorriston & Field Ch 13	Workbook 7
13	14. Extracting the Modern World	McCorriston & Field Ch 14	Group Poster work Group Posters
14	15. The Anthropocene: Do we have a choice?	McCorriston & Field Ch 15	Discussion 8 PREP Essay—Choice? Post-hoc Assessment
15	EXAM WEEK		Final Exam

## DETAILED CLASS OUTLINE AND READINGS

### Topic 1: Discovering Diversity

*Readings:* McCorriston & Field 2019 Ch 1 “Archaeology and the Anthropocene”  
Ch 2 “Discovering Diversity”

**20 Aug** LECTURE: Course Introduction, Mechanics &  
What is the Past? A Timelines of Human Cultures  
**Assessment Quiz**

**22 Aug** DISCUSSION 1 “How do we know how people lived in prehistory;”  
**Due: Discussion 1 Preparation** (Guided discussion questions on CARMEN  
Workbook 1 Review;  
**Due: Workbook 1 – Human Timeline**

### RESOURCES

<http://www.youtube.com/watch?v=2hiFqqjTxQ> Tour the galleries at Grotte Lascaux II

<http://www.treasurenet.com/forums/spelunking-caves/279769-virtual-tour-lascaux-cave.html>

<http://www.youtube.com/watch?v=xn5ZygWxKmw> “Die Zauberflaute”

### Topic 2: Technology Makes the Human

*Readings:* McCorriston & Field 2019, Ch 3 “Technology Makes the Human”  
WATCH Film “Flintknapping with Bruce Bradley” online|

**27 Aug** LECTURE: Identifying and Analyzing Stone Tools, Part 1 Technology

**29 Aug** LECTURE: Identifying and Analyzing Stone Tools, Part 2 Typology  
PRACTICUM 1: Stone tool technologies & DISCUSSION 2 IN PRACTICUM  
**Due: Discussion 2 Preparation** (Guided discussion questions on CARMEN)  
Workbook 2 Review  
**Due: Workbook 2 –Lithic Analysis**

### Topic 3: Peopling the World

*Readings:* McCorriston & Field 2019, Ch 4 “Peopling the World”

**3 Sept** LECTURE: Voyaging and Dispersals  
VIDEO CLIP: Indiana Jones and the Raiders of the Lost Ark  
**Quiz 1 on Lithics**

**5 Sept** DISCUSSION 3 “Sacred in Nature; Who Owns the Past? (NAGPRA and Human  
Remains)” & LECTURE: Archaeological Surveying  
**Due: Discussion 3 Preparation** (Guided discussion questions on CARMEN)

### RESOURCES

[http://www.youtube.com/watch?feature=player\\_detailpage&v=9ArEcLOQvpg](http://www.youtube.com/watch?feature=player_detailpage&v=9ArEcLOQvpg)

Voyage of the Hokule'a

## **Topic 4: Digging In**

*Readings:* McCorriston & Field 2019, Ch 5 “Digging In”

**10 Sept** LECTURE Chaco Canyon and Broken K Pueblo  
LECTURE: Ceramic Classification and Frequency Seriation,

**12 Sept** Workbook 3 Review  
**Due: Workbook 3—Broken K**  
PRACTICUM 2: Ceramic technology

## **Topic 5: Extinctions in the Past**

*Readings:* McCorriston & Field 2019, Ch 6 “Extinctions in the Past”

**17 Sept** LECTURE: Radiocarbon Dating

**19 Sept** LECTURE: Clovis Hunters (AKA- Extinctions)  
LECTURE: Dating First Americans  
**Quiz 2 on Radiocarbon Dating**

### **RESOURCES**

VIDEO OF MIKE WATERS & TEXAS A&M STUDENTS EXCAVATING FIRST AMERICANS SITE <https://www.youtube.com/watch?v=SH8tYXbcOOQ>

TRAINING DEMONSTRATION OF ATLATL THROWER VIDEO  
[http://www.youtube.com/watch?v=w\\_cB9GXw5As](http://www.youtube.com/watch?v=w_cB9GXw5As)

## **Topic 6: Understanding Human Decisions**

*Readings:* McCorriston & Field, 2019, Ch 7 “Understanding Human Decisions”

**24 Sept** VIDEO “At the Caribou Crossing Part 1” (Netsilik Eskimo filmed in 1960s)  
<http://library.ohio-state.edu/record=e1001356~S7> (OSU Libraries Ethnographic Video)  
LECTURE: Human Ecology and Zooarchaeology (Part 1)

**26 Sept** LECTURE: Zooarchaeology (Part 2)  
PRACTICUM 3 Zooarchaeology

**(28 Sept 11:59 pm ) Due: Response Essay 1 (5 paragraphs) “Forager Adaptation”**

### **RESOURCES**

“Patterns of Subsistence: Hunter-Gatherers and Pastoralists” <https://drm.osu.edu>

“Dances with Wolves” <https://drm.osu.edu> (segment on Lacota buffalo hunt)

## **Topic 7: Producing Food**

*Readings:* McCorriston & Field, 2019 Ch 8 “Producing Food”

**1 Oct** LECTURE: Mutualism and Habitat Change  
LECTURE Detecting the First Food Producers

**3 Oct** Workbook 4 Review  
**Due: Workbook 4—Weeds**

**8 Oct** LECTURE: The Challenges of Settled Life &  
**QUIZ 3 Crops & Weeds ONLINE**

## **Topic 8: Individuals and Identity**

*Readings:* McCorriston & Field, 2019, Ch 9 “Individuals and Identity”  
SAA ETHICS CODE (Ch 4 p. 86)

**10 Oct** AUTUMN BREAK NO CLASS  
VIDEO: “Resurrecting King Richard”

**15 Oct** DISCUSSION 4: King Richard Agent of Past and Present  
**Due: Discussion 4 Preparation** (Guided discussion questions on CARMEN)

## **Topic 9: Feeding Cities**

*Readings:* McCorriston & Field, 2019, Ch 10 “Feeding Cities”

**17 Oct** LECTURE: Feeding Cities & Reconstructing Urban Societies  
DISCUSSION 5 What is a city? (Guided discussion questions in CARMEN)  
**Due: Discussion 5 Preparation**

**22 Oct** LECTURE: Discovering Urban Structures and Remote Sensing &  
Workbook 5 Review  
**Due: Workbook 5—Archaeological Cities**

## **Topic 10: Building Society**

*Readings:* McCorriston & Field, 2019, Ch 11 “Building Society”

**24 Oct** VIDEO: Secrets of Stonehenge & LECTURE: Stonehenge through the Ages



**29 Oct Due: VIDEO Lost City of the Pyramid Builders (watched)**  
DISCUSSION 6: Ceremony, Death and Eternity  
**Due: Discussion 6 Preparation** (Guided questions in CARMEN)  
Search by internet for archaeological monuments and comment on their comparison with the monuments examined in class

**31 Oct** Guest on Hopewell Mounds

## RESOURCES

*Secrets of the Pharaohs: Lost City of the Pyramid Builders* (<https://drm.osu.edu/media/>) (58:00)

*Secrets of Stonehenge* (<http://video.pbs.org/video/1636852466/> or <https://drm.osu.edu/media/>)  
(52:00 total run time: use 1:49-19:38 / 27:00-37:00 / 45:43-52:00 = 37:30 mins)

This video is also available as VHS tape through OhioLink

## Topic 11: Conspicuous Consumption

**Readings:** McCorrison & Field, 2019, Ch 12 “Conspicuous Consumption”

**5 Nov** LECTURE: The Ultimate Sacrifice: Consumption and Power

**7 Nov** LECTURE: Feasting and Residue Detection and Analysis;  
Workbook 6 Review

**Due: Workbook 6—Ninkasi recipe for beer**

DISCUSSION 7: Why did people drink wine and beer in antiquity?

**Due: Discussion 7 Preparation** (Guided questions in CARMEN)

**Quiz 4 on Conspicuous Consumption & Detecting Residues ONLINE**

## RESOURCES

Royal Tombs at Ur: Sir Leonard Woolley’s excavations and short videos of “Dressing Queen Pu’abi” and the expedition, see [http://www.penn.museum/sites/iraq/?page\\_id=28](http://www.penn.museum/sites/iraq/?page_id=28)

[http://en.wikipedia.org/wiki/Sutton\\_Hoo](http://en.wikipedia.org/wiki/Sutton_Hoo)

<http://phys.org/news/2014-01-tomb-ancient-egyptian-beer-brewer.html>

## Topic 12: Writing

**Readings:** McCorrison & Field, 2019, Ch 13 “Writing”

**12 Nov** LECTURE: Writing and Resources; VIDEO “Cracking the Maya Code”  
LECTURE Decipherment

**14 Nov Workbook 7 in Group (in classroom)**

## **RESOURCES**

NOVA: Cracking the Maya Code <http://video.pbs.org/video/980048895/>  
and <https://www.youtube.com/watch?v=H5ppfC6y-5s>

## **Topic 13: Extracting the Modern World**

**Readings:** McCorriston & Field, 2019, Ch 14 “Extracting the Modern World”

(optional reading: Haour, Anne 2013 *Outsiders and Strangers: the Archaeology of Liminality in West Africa*. Oxford: Oxford University Press. pp. 18-24, 83-156)

**19 Nov GROUP PROJECT TIME**

—NO FORMAL CLASS BUT CLASSROOM AVAILABLE AND INSTRUCTOR ON HAND

**21 Nov DIFFERENT OUTCOMES: GROUP POSTER PRESENTATIONS**

**Due: Group Poster**

## **Topic 14: The Anthropocene**

**Readings:** McCorriston & Field, 2019, Ch 15 “The Anthropocene: Do We Have a Choice?”

**26 Nov DISCUSSION 8:** Does the past give us a model for the future human environmental experience?

**Due: Discussion 8 Preparation** (Guided questions in CARMEN)

**3 Dec Post-hoc Assessment**

Exam Review

**(4 Dec 11:59 pm) Due Research Essay 2 (5 paragraphs) “Do we Have A Choice?”**

**FINAL EXAM: Friday 6 December 8:00 am-9:45 am in CLASSROOM**

**Final exam based on facts, labels, definitions, based on readings, films, workbook and quizzes; verdicts on ethical issues, discussions**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Anth 2201**

**Instructor: Joy McCorriston**

**Summary: Introduction to Archaeology**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> <li>• Adobe Spark</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Asynchronous lectures</li> <li>• Carmen discussion boards.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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**Reviewer Information**

- Date reviewed: 1/14/21
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly breakdown, statements b&c, and this is good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>