



INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Office: HH 204C

- **Contact me** via Canvas message or email: Bioarchjones@tamuct.edu
- **Office hours: By webex or phone appointment. Email me to set up a virtual meeting!**

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you have questions or concerns about the class and need to talk about them, please email me to request a webex or phone appointment.

Mode of instruction and course access

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

Course Catalog Description

In this course students will review the historical development of the field of archaeology by exploring the most important archaeological discoveries of the past and present. Students will also take a critical view of hoaxes and archaeological myths and learn how archaeologists have dispelled them to develop the science of their discipline.

Technology Requirements

- This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.
- Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
- Username: Your MyCT email address. Password: Your MyCT password
 - **Canvas Support.** Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a

support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

- **For Other Technology Support.** For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: helpdesk@tamu.edu, Phone: (254) 519-5466 [Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>] *Please let the support technician know you are an A&M-Central Texas student.*

Warrior Shield:

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Objectives

Students will learn:

- How to define archaeology and its relevant role in reconstructing the past
- How archaeology developed into a scientific discipline
- The most important archaeological discoveries of our time in a worldwide overview, focusing on human origins, history-changing finds, and great civilizations.
- How archaeologists have analyzed archaeological material culture to make informed and educated interpretations that have altered our view of human origins and civilizations.
- How to critically evaluate archaeological evidence using the scientific method to avoid hoaxes and pseudoscience.

REQUIRED READING AND TEXTBOOK

Fagan & Durrani, 2021. *Ancient Lives: An Introduction to Archaeology and Prehistory*, 7th ed. Taylor and Francis. *Supplemental readings and films when required will be posted online via Canvas in each weekly module*

COURSE REQUIREMENTS

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule below. Please complete the weekly readings before you attempt to reply to a discussion posting. **Additional readings may be posted online in the weekly course modules. Please treat these as you would textbook chapters!** You may also find website links to news articles or video clip links in the weekly folders.

2. **Discussion postings:** There will be 6 discussion postings due (100 pts each). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to ONE other of your classmates' posts. Points are awarded to students, based on the quality and quantity of their participation in these threaded discussions. Quality participation pertains to a student's responding in relevant, meaningful ways, based upon the assigned readings for that week (see grading criteria below for discussion posts).
 - A. **First post (75 pts each)—due that Sunday at 11:59 PM**
Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). Their *first post* should answer the question as completely as possible. The student should support their response in some way with references to the assigned readings. This response should be at least a half page in length (about 250 words). **Discussion posts should be in your own words.** Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 250 word minimum; only your own words count.
 - B. **Comment to another student (25 pts each)—due the next Sunday at 11:59 PM**
After a student has made his/her own first post, they HAVE A WHOLE WEEK to make *ONE additional response to what some student wrote*. The comment should be at least a couple of sentences long and should be substantive. This means students should add some important information that enriches the original answer is supported by the course readings.
3. **Film reaction papers:** A number of films will be screened over the course of the semester related to our reading materials. You will select just 2 films we have watched this semester for your 2 reactions papers (1 film per paper). In each paper you will discuss what the film was about and your thoughts and reaction to each film. **A worksheet is included at the end of this syllabus that should be used as a guide to compose your paper.** It is recommended that you print the worksheet out or read the questions on the worksheet prior to viewing each film so that you can get an idea of what notes you should take and what sorts of things you should be writing in your paper.
 - a. **Paper format:** No cover page, body of text should be ONE page, single spaced, 12 pt font. Do not submit a paper that are more than ONE page long.
 - b. **Paper guidelines:** These reaction papers should *not* be merely a synopsis of the film, but should reflect some thought about the film(s) and how they might relate to concepts we are covering in class that week. See the film worksheet as a guide to know what questions you should be asking yourself as you view each film. *Film reaction papers which include especially perceptive*

analysis rather than just summarizing the plot will receive up to 5 extra credit points per paper. Papers that do not meet formatting guidelines or that contain excessive grammatical/spelling errors will not earn full points.

c. Film paper 1 Due date: SUN JUN 27 @ 11:59PM

Film paper 2 due date: SUN JUL 25 @ 11:59PM

4. Final assignment: Create an archaeological tour itinerary. For format, length and all instructions **The guidelines for this assignment are listed on a worksheet at the end of the syllabus.** **Final assignment due date: WED JUL 28 @ 11:59PM.** The assignment can be submitted through the final assignment link in the Canvas module. The link will be available prior to the due date.

GRADING AND POSTING OF GRADES

Grading Feedback

I will grade and give feedback for discussions as soon as I can after they are submitted. I will grade these usually by the end of that week after they are due, though sometimes it may take two weeks. Generally, grading feedback is most detailed in the first third of the class and then will diminish as students become more familiar with the course. Students can always email me regarding grading feedback. Regarding discussion posts, it is the student's responsibility to read my responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my replies is to alert the class to such information. Students may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.**

Grading Discussion Boards

The following rubric outlines how discussion boards will be graded. Note that the instructor will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

Grading Criteria for Discussion Posts

**Point Value
(100 pts total)**

Explanation of issues: In their first post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has read and comprehended the sources. The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

50

Analysis of evidence: In their first post, the student takes information from sources with and interprets them to develop a comprehensive analysis. It is clear the student is considering the evidence presented by authors to support their claims. Viewpoints of experts are questioned thoroughly. 15

Message Coherence: All discussion board entries MUST be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points. 10

Comment (response) Post: Responses elaborate, contradict, modify, or explain the original message of another student and stay on topic, drawing on the readings and other course materials as appropriate. 25
 Response posts are due the week after the primary post.

Coursework	Points
Discussion postings (6 @ 100 pts each)	600
Film reaction papers (2 @ 100 pts each)	200
Final Assignment	200
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

COURSE OUTLINE AND CALENDAR

Subject to revision, if necessary, during the semester. All assignments must be completed and/or submitted in Canvas. No other forms of submission will be accepted. All class films are located on our e-reserves page with a link also provided in the weekly Canvas module:

- ERESERVES: https://tamuct.libguides.com/er.php?course_id=74407

Full guidelines for all assignments listed in this schedule are provided in the weekly Canvas course modules.

Note: 8-week courses are accelerated compared to a standard 16-week course. If it seems like there is a lot of information it is because we are covering 2 weeks of material each week.

Week 1. Introducing Archaeology and prehistory (Week of Jun 7)

Readings: Chapters 1-3

Discussion: 1, primary post due DUE 6/13, Comment to student due 6/20

Film: *The Lost Pueblo Village, CO*

Week 2. Individuals and Interactions: Status, Gender & Ethnicity (Week of Jun 14)

Readings: Chapter 4 & 5

Discussion: 2, primary post due DUE 6/20, Comment to student due 6/27

Film: *Secrets of Stonehenge*

Week 3. Studying the Intangible: Religion & Art (Week of Jun 21)

Readings: Chapter 6 & 7

Discussion: 3, primary post due DUE 6/27, Comment to student due 7/4

Film: *Frozen Tomb of Mongolia*

- **Film paper 1 Due date: SUN JUN 27 @ 11:59PM**

Week 4. Great sites: Peopling of the world & the First farmers (Week of Jun 28)

Readings: Chapters 10 & 11

Discussion: 4, primary post due DUE 7/4, Comment to student due 7/11

Film: *Africa's Great Civilizations Episode 4 of 6: Cities*

Week 5. Great sites: Africa, Europe, & the Middle East (Week of July 5)

Readings: Chapter 12

Discussion: 5, primary post due DUE 7/11, Comment to student due 7/18

Film: *Stealing History*

Week 6. Great sites: Asia (Week of Jul 12)

Readings: Chapter 13

Discussion: 6, primary post DUE 7/18, Comment to student due 7/25.

Film: *Cahokia America's Lost Metropolis*

Week 7. Great sites: Americas (Week of Jul 19)

Readings: Chapter 14-16

No film or discussion this week

- **Film paper 2 due date: SUN JUL 25 @ 11:59PM**

Week 8. Submit Final Assignment (Week of Jul 26)

No film or discussion this week

- **Final Assignment due date: WED JUL 28 @ 11:59PM.**

COURSE PROCEDURES AND POLICIES

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Late Work

Late discussion posts are not accepted. I accept late work for the film reaction papers and for the final paper in this class with point deductions as follows: 15 points for 1 day late beyond the posted due date, 30 points for 2 days late beyond the posted due date, 50 points for 3 days late beyond the posted due date. After 3 days beyond the posted due date, the paper will not be accepted.

Academic dishonesty

Academic dishonesty will not be tolerated. Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>] in the modules section.

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Final paper guidelines and film worksheets below!!

FINAL PAPER GUIDELINES

You will create a proposal itinerary for an archaeological/educational tour or study abroad program that is set to last 3 weeks**. The focus of your work **should be primarily on which locations you have selected to visit and how they are important in terms of regional or world history.** You can be as creative as you'd like in how you imagine your tour will be as long as the information for each site is up to date, accurate, and realistic (no pseudoscience please!) Always wanted to visit another part of the world? You can use this assignment to help plan some of the awesome things you might visit while you are there. If you've already been, that works too, you have experience of what the sites were really like. You can focus on anything in particular, how about a trip where every site you visit includes cemeteries? You can make it a bike tour where every site must be traveled to on a bike or on foot. Biblical tours are also very interesting because of the age and preservation of many of the sites. Choose something that interests you! If you need help figuring out if your idea works for this assignment, please email the instructor: bioarchjones@tamuct.edu

“Minimums”: Your tour should include 7 archaeological sites within the same geographic region. You may use your textbook to help you choose up to 4 sites. For the remaining 3 sites you can use any reasonable source you would use if you were actually going to travel to these sites, book or internet, provided the information is up to date and correct. You don't have to choose any sites from the book as long as you cite your sources. Many important sites now have webpages. I prefer you use the original/govt webpage of a site if it is available. If you can't find enough information about the importance of a site from their webpage, **try our library** NOT wikipedia. We have excellent online resources. Please cite where your information came from so I can check. As always, do not copy and paste anything from a website or book verbatim. Always put things into your own words, for this class and beyond.

Format: No cover page. Include 1 paragraph introduction to your tour/study abroad and its main theme. For each site you must write a 1-2 paragraph summary on its importance and why you included it in your tour. This assignment should be a minimum of 5 pages, double spaced, 12 pt font, max 7 pages. No photos or images needed. You must include a page of references (not included in the page minimum). Upload will be via the assignment link in Canvas.

**While a real itinerary would include cost, please don't worry about that. You can mention how long it might take to get to a site, because that shows proximity of sites. You can also indicate if sites are free or not, because that shows whether or not sites are monetized. You can indicate how long you might stay at a location but you don't need to specify food or lodging unless none is available. For example, you want to visit a remote site in South America and it might be worth noting it takes 10 hours to get there by bus and there is no lodging at all (only primitive camping). In contrast, if you are visiting Stonehenge it is understood food and lodging will be available so you don't need to spell that out.

FILM VIEWING WORKSHEET: INFORMATIONAL DOCUMENTARY

Read these questions before you watch the film so that you will know what to look for while you watch. If you make notes while the movie is playing, make sure that your note taking doesn't interfere with carefully watching the film. You will use parts of your answers to the questions below in your film reaction paper (ONE PAGE LONG, SINGLE SPACED). Answers need to be complete and comprehensive, demonstrating that you paid attention to the film and thought about what was shown on the screen. All responses should be in complete sentences using proper spelling, grammar and punctuation.

1. State the title of the film and the year it was released. Then briefly describe what the film is about.
2. Identify the people, places, events, or aspects of people, society or nature that are the focus of this film. Describe and clarify the significance of each.
3. List four facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.
4. Nonfiction can enrich viewers in several important ways. Describe any aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.
5. Was there anything that you saw or heard in the film that was unconvincing or which seemed out of place and why?
6. What particularly appealed to you in the cinematic presentation of the film, such as the way in which particular scenes, images, or sounds were presented?
7. If the filmmakers were to ask you how the film could be improved, what would you tell them? Describe the changes you would suggest in detail and the reasons for your suggestions.
8. If someone asked you whether you would recommend this film, how would you respond? Fully explain your reasons.

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