

ARIZONA WESTERN COLLEGE
SYLLABUS

ANT 120 INTRODUCTION TO ARCHAEOLOGY AND PREHISTORY/GE

Credit Hours: 3 Lec 3

GENERAL EDUCATION COURSE: G (Global Awareness)

PREREQUISITE: None

COURSE DESCRIPTION

Surveys the evolution of humans and cultures from the earliest beginnings to the development of the first civilizations. Many controversial topics are presented and the discussions are often lively. The manner of instruction is informal.

1. COURSE GOALS

- 1.1 Introduce the student to archeology from an anthropological perspective
- 1.2 Understand the fundamentals of archeological theory and methodology
- 1.3 Provide a review of the variety in prehistoric and historic cultures
- 1.4 Prepare the student for participation in an archeological excavation

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 demonstrate a basic knowledge of the fundamentals of archeological methodology and theory.
- 2.2 display an understanding of fieldwork excavation and dating methods, including analyzing archeological materials.
- 2.3 comprehend and analyze fossil hominid evidence through prehistory.
- 2.4 illustrate an understanding of the variety of cultures.
- 2.5 apply this learning experience in real fieldwork excavations.

3. AWC GENERAL EDUCATION (GE) OUTCOMES3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- Create content in a digital environment

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem solving and presentation of ideas, issues, and arguments

- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation
- Part of the written discourse emphasizes critical inquiry which includes the gathering, interpretation, and evaluation of evidence.
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.

3.3 QUANTITATIVE ANALYSIS

- Identify and extract relevant data from given mathematical or contextual situations
- Select known models or develop appropriate models that organize the data into: tables or spreadsheets (with or without technology); graphical representations (with or without technology); symbolic/equation format
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3.4 SCIENTIFIC LITERACY

- Distinguish between a scientific hypothesis and scientific theory
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- Utilize data to communicate and apply an understanding of scientific logic and/or quantitative reasoning
- Analyze an article in popular literature that pertains to science and interpret the findings in terms of public policy, personal experience, or daily life

3.5 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Study of a scientific discipline that includes ecological and environmental interrelationships.
- Engender an awareness of the universal aspects of humanity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the

sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Class discussions
- 4.2 Teacher lectures
- 4.3 Multimedia
- 4.4 Virtual Dig project
- 4.5 Assigned text readings

5. LEARNING ACTIVITIES

- 5.1 Internet exercise
- 5.2 Classroom discussion
- 5.3 The Virtual Dig Project is designed to introduce the student to the methods of archeological excavation using real data from fieldwork completed at the Combe-Capelle site in southern France.
- 5.4 Writing Assignments

6. EVALUATION

- 6.1 Grades will be earned by an assortment of learning activities, exams, assignments, and participation.
- 6.2 Please see the class schedule and assignment sheet for more information.

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.

For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course