



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Anthropology 3  
**Descriptive Title:** Introduction to Archaeology  
**Course Disciplines:** Anthropology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology and reviews the concepts, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment.

<b>Course Length:</b>	<input checked="" type="checkbox"/> Full Term	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	3.00 hours per week	TBA
<b>Hours Laboratory:</b>	0 hours per week	TBA
<b>Course Units:</b>	3.00	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: Prior to July 1992  
**Transfer UC:**  Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
Term: Other:

**CSU GE:**

**D1 - Anthropology and Archeology**  
Term: Other: Approved

**IGETC:**

**4A - Anthropology and Archaeology**  
Term: Fall 1991 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Radiocarbon Dating: In a multiple choice exam, students will demonstrate a familiarity with different aspects of the radiocarbon dating technique by answering correctly questions concerned with 1) the nature of unstable isotopes, 2) what a half-life measures, 3) an awareness of the difference between conventional dating and dating by use of a linear accelerator, and 4) and understanding of the calibration of radiocarbon dates.

2. Remote Sensing: In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.

3. Sample Sherds: In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, identify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the history of the field of archaeology from its origins in 16th century antiquarianism in Europe until present.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes
2. Distinguish between humanistic and scientific paradigms of research within archaeology and between the archaeological traditions of Europe and the United States.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
3. Identify and critically assess the major theoretical schools.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
4. Recognize the role played by the analysis of formal attributes in artifact seriation and the principles of frequency seriation. Evaluate the applications and accuracy of dendrochronology and radiocarbon dating.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes
5. Enumerate the stages of a typical program of archaeological research.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
6. Contrast the kinds of data produced by field survey and excavation and identify the kinds of studies for which this data may be appropriate.
  - Other (specify)
  - Embedded questions, matching items, multiple choice

7. Provide a brief explanation of the remote sensing techniques that are currently in use for site reconnaissance and sub-surface feature detection.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
8. Describe the techniques of manufacture and decoration of the common classes of prehistoric and historic ceramic objects. Establish how the varied uses of prehistoric pottery can be inferred from vessel form and other attributes.
  - Other (specify)
  - Embedded questions, laboratory reports
9. Contrast the challenges of mining and smelting copper, iron and tin in prehistoric times. Outline the evolutionary history of the techniques of metal tool manufacture. Relate the production of different classes of metal tools to increasingly stratified political systems.
  - Embedded questions
10. Assess the means by which archaeologists reconstruct the dimensions of past environments and ecosystems including such as temperature, precipitation, floral and faunal communities.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
11. Outline the basic approaches to the analysis of soils. Identify techniques by which macrobotanical remains, faunal remains, and small artifacts are separated from midden soil. Describe how the constitution of soils may be revealed through the use of screen sieves, Munsell color books, and binocular microscopes.
  - Other (specify)
  - Embedded questions, laboratory reports
12. Discuss the relationship between social complexity and cultural aspects of past societies. Show how a societies' degree of social complexity may be assessed from material culture remains.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
13. Recognize the limitations and potential of the archaeological record for reconstructing prehistoric religious systems.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
14. Delineate the problems associated with using ethnohistorical and historical sources of information for social and cultural reconstruction, and recognize the potential of ethnographic analogy.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes
15. Evaluate the environmental and demographic factors leading to the domestication of plants and animals. Describe the effects that domestication had on the physiology of plants and animals. Discuss the techniques archaeologists employ to distinguish between the remains of wild and domesticated plants and animals in the archaeological record.
  - Other (specify)
  - Embedded questions, matching items, multiple choice
16. Identify the common classes of lithic material from which prehistoric peoples fashioned tools, and relate the differing physical properties of these lithic materials to the tools that were fashioned from them. Differentiate between ground stone and chipped stone tools. Compare the techniques by which the stone tools of the Lower, Middle, and Upper Paleolithic were made.
  - Other (specify)
  - Embedded questions, matching items, multiple choice, quizzes

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	1	I	Careers in Archaeology A. Academia B. Cultural Resource Management C. Federal, State and Local Government D. Museums
Lecture	1	II	Ethics and Community Relations
Lecture	2	III	Disciplines for Archaeologists A. Anthropology B. Archaeology C. History D. Art History E. Area Studies Programs: East Asia and Middle East
Lecture	3	IV	A Brief History of the Field of Archaeology: 16th-19th Centuries A. Pre-Modern Excavations B. Antiquarianism C. The Bureau of American Ethnology and the Origins of American Archaeology
Lecture	3	V	A Brief History of the Field of Archaeology: 20th-21st Centuries A. Vere Gordon Childe and the Origins of Archaeological Theory B. A.V. Kidder and the Chronological/Classificatory Period in American Archaeology C. Lewis Binford and the Birth of the New Archaeology in the United States. Ian Hodder and Post-Processual Archaeology E. The Political Economy School
Lecture	4	VI	Dating Techniques A. Cultural History, Attribute Analysis, and Artifact Seriation B. Dendrochronology C. Radiocarbon Dating D. Pattern Recognition Analysis in Architectural Remains E. Optically Stimulated Luminescence
Lecture	2	VII	Research Planning and Research Design A. Literature Review B. Functions of a Research Design C. The Funding of Research D. Sampling Strategies
Lecture	6	VIII	The Field of Methodologies of Archaeology A. Survey B. Remote Sensing Techniques C. Site Formation Processes D. Conditions of Artifact and Ecofact Preservation E. Excavation

Lecture	5	IX	Environmental Archaeology A. Palynology B. Geomorphology C. Land Molluscs D. Sediment Coring E. Insect Remains F. Zooarchaeology
Lecture	4	X	Paleoethnobotany A. Flotation Techniques for Recovering Macrobotanical Remains B. Food and Protein Residues C. Stable Isotopes Analysis D. The Origins and Spread of Domesticated Species
Lecture	3	XI	Prehistoric Technologies: Lithics A. Lithic Materials and Their Properties B. Classes of Lithic Artifacts 1. Ground Stone Artifacts 2. Chipped Stone Artifacts C. The Evolution of Lithic Technology
Lecture	3	XII	Prehistoric Technologies: Metals A. Gold B. Copper 1. Copper Mining 2. Copper Refining and Smelting 3. Copper Casting C. Bronze D. Iron E. Steel
Lecture	6	XIII	Prehistoric Technologies: Ceramics A. The Physical Properties of Clay 1. Temper 2. Mineral and Chemical Colorants 3. Slip B. Vessel Construction Techniques C. Surface Finishing Techniques 1. Incising and Impressing 2. Painting 3. Glazes D. Firing Techniques, Temperature, and Environments E. Vessel Forms and Uses
Lecture	3	XIV	The Interpretation of Historical, Ethnohistorical, and Ethnoarchaeological: Sources of Information A. Ethnohistorical Sources 1. Elements of Writing Systems 2. Epigraphy 3. Biases in Ethnohistorical Sources B. Ancient and Early Modern Historical Sources 1. Paleography C. Ethnoarchaeology

Lecture	3	XV	Social Archaeology A. Levels of Socio-Cultural Complexity and Their Material Correlates in the Archaeological Record 1. Family-Level Societies 2. Segmentary Societies 3. Chiefdoms 4. Archaic States 5. Empires B. Approaches to the Reconstruction of Complex Polities
Lecture	5	XVI	The Recovery of Religion from the Archaeological Record A. Religious Concepts 1. Animism 2. Totems 3. Ancestor Veneration 4. Ecclesiastical Religions B. The Relationship of Religious Institutions and Practices to Social Complexity
<b>Total Lecture Hours</b>	54		
<b>Total Laboratory Hours</b>	0		
<b>Total Hours</b>	54		

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Divide a five cubic centimeter sample of soil in half. Float one half via the bucket or froth flotation technique, and sieve the other half through a set of graduated screen sieves. Examine the soil fractions that have been sorted by each technique as to the quality of information that they yield on the physical make-up of the soil and for the quantities of organic remains that they produce. Submit your findings in a 1-2 page written report including graphs.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. With a maximum of two partners, examine fifteen ceramic sherds apiece from El Camino College's Anthropology Museum collection. Record the surface and interior colors of the sherds by reference to the Munsell color book, measure the sherd's thickness, and determine the temper type by microscopic examination. Also note from which portion of a vessel the sherd is likely to have been derived, and the treatment of its surfaces.

After pooling the group's data converting the numerical data into frequencies, construct bar graphs representing each of your sample's variables. Write a three-page report that includes the following: 1) a description of the qualities of the ceramic paste and temper, 2) a reconstruction of the techniques used to form the pots and of the firing environment, and 3) offer opinions as to the potential vessel forms that your group encountered in the sample and the uses to which they were likely put.

2. Write a six- to eight-page report comparing the functional, cultural, and social uses of space by the occupants of modern American dwellings and those of a prehistoric culture of your choice. This is to be accomplished by comparing a house you have surveyed to those represented in an archaeological journal or report.

Address the following: 1) the social constitution of the group from the size and layout of the dwelling, 2) the ethnicity and social standing of the occupants inferred from the external appearance and landscaping (if any), 3) the functions and relative importance of the rooms as determined from the features and allocation of space, and 4) the worldview and the dwelling's occupants as inferred from the stylistic elements of the architectural style.

#### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Essay exams
- Embedded questions
- Written homework
- Laboratory reports
- Term or other papers
- Multiple Choice
- Matching Items

#### **V. INSTRUCTIONAL METHODS**

- Demonstration
- Group Activities
- Laboratory
- Lecture
- Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

#### **VI. WORK OUTSIDE OF CLASS**

- Study
- Required reading
- Problem solving activities
- Written work

**Estimated Independent Study Hours per Week: 6**

#### **VII. TEXTS AND MATERIALS**

##### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Colin Renfrew, Paul Bahn. Archaeology: Theories, Methods, and Practice. 7th ed. Thames and Hudson, 2016.

##### **B. ALTERNATIVE TEXTBOOKS**

##### **C. REQUIRED SUPPLEMENTARY READINGS**

##### **D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<p><b>Category:</b> Course  <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay question. A student’s success in this class will be enhanced if they have these skills.</p>
Eligibility for English 1A or qualification by appropriate assessment	<p><b>Category:</b> Non-Course  <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay question. A student’s success in this class will be enhanced if they have these skills.</p>

**D. Recommended Skills**

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Walt Foster on 05/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Blair Gibson

Date: September 12, 2019

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