



WELCOME TO ARCHAEOLOGY

When most people think of archaeology, they think of swashbuckling adventures, mummies, and ancient treasures. While archaeology had its origins in treasure hunting and grave robbing, it has evolved into a highly precise discipline. This course is *not* about Indiana Jones. It *is* about trying to understand something of our common humanity – or human nature – by examining the physical remains that people of the past have left behind. Archaeology has become an integral part of twentieth-century life as a component of popular culture and modern intellectual curiosity. In a sense, all archaeological sites are part of our common heritage, whether our personal ancestors came from Europe, Asia, Africa, or the bluffs rising above the Mississippi River.

Modern archaeology is the scientific study of past cultures and technologies, whether ancient or recent, by scientific methods and theoretical concepts devised for that purpose. It covers all eras of human past, from the earliest to modern times. What you will learn in this class will enable you to better understand how archaeologists can tell us about human history and prehistory. Unlike in history, however, archaeologists must rely (for the most part) upon unwritten sources of information in order to recreate the past. This makes archaeology a unique discipline in many respects, and we will explore the ways in which archaeologists develop their ideas about the past. Archaeology provides the only viable means of discovering the history of many of the world's societies who's documented past began in recent times.

Archaeologists are interested both in broad patterns of cultural change that affect all of humankind as well as the experiences of specific groups of people in particular places. They are interested in broadly similar topics as scholars in other subfields of anthropology – which include linguistics, cultural anthropology, and biological/physical anthropology – but of course archaeologists focus on studying the material remnants of life in the past. Not only do archaeologists study sites and artifacts, they are also involved in the preservation and public interpretation of sites, antiquities, places, and cultural practices that are part of the heritage and history of people around the world, and archaeologists work in universities, museums, parks, government agencies, cultural heritage programs, and private consulting firms.

In this class, will identify and analyze the ways in which archaeologists reconstruct human behavior and try to explain the social relevance of archaeology to today's world. We will cover five key principles in gaining a better understanding of archaeology: stewardship (conserving and managing archaeological sites), studying culture history; reconstructing past lifeways, explaining cultural process, and understanding the archaeological record as it relates to the contemporary world.

This class is set up like an intro-level college class. You will have to do work outside of the classroom to succeed. This course will involve a large quantity of reading and decent amount of writing. We will make use of our textbooks and many supplemental materials, mostly made up of essays from the rich body of archaeological and ethnographic literature describing sites and cultures. Please keep up with the readings. This class is centered around discussions. It is very important that you come to class ready to participate in the discussions. Please ask questions about what you don't understand. If you have any questions about discussions, assignments or readings, I am more than willing to help you. Just visit talk to me after class or at some other time of the day in the band room.

Canvas

We will use Canvas in this class for most assignments and assessments. This is also where you will get handouts and feedback on/from your assignments. You are responsible for logging in on a consistent basis and checking the content. Your grade in Canvas is NOT your course grade - please check Skyward for accurate Course Grades.

CLASSROOM PROCEDURES

The student:

- will arrive to class on time.
- will be prepared for class with all required materials, as well as any other materials deemed appropriate by the teacher.
- will respect the opinions, strengths, and weaknesses of everyone else in the room.
- will have their phones off/silent and well away during class unless specifically instructed otherwise.
- will not be using their laptops for things that don't pertain to this class.
- will follow any other rules deemed necessary by Mr. Petersen.

Classroom Rules

Besides for following the school rules, the guidelines outlined in the Student Handbook, and common sense, please be aware of the following:

- Be On Time and ready to learn when the bell rings.
- Respect yourself, each other, and Mr. Petersen.
- You are here to learn - effort will be required. Be on task.
- You are expected to do your own work.
- No food or drink (besides water) in the classroom.

Other rules will be added if and/or when needed.

Consequences (for breaking any of the above rules):

We will follow the Behavior Responses as outlined in Student Handbook. In general:

- ◆ 1st Demerit: Verbal Warning
- ◆ 2nd Demerit: Detention with Mr. Petersen
- ◆ 3rd Demerit: Parental Contact and/or Meeting with Principal and/or being sent to office

Certain behaviors may result in more than one demerit or removal from the class.

COURSE REQUIREMENTS AND GRADING

ACADEMIC INTEGRITY AND HONESTY

There will be assignments in this class where you have the liberty to solicit feedback from your peers or research other sources. However, there will also be assignments, quizzes, and tests that will be completed without any aid from your peers, the internet and/or the teacher. Additionally, discussing assignment materials with those who have not completed the assignment is strictly forbidden. Cheating will not be tolerated. Additionally, if you use words that are not yours, you must site them and their original source in the appropriate way (APA format). Violation of this is considered plagiarism and will result in a “0” for the assignment.

When you turn in these assignments/quizzes/tests, by writing your name on your, you are also indicating you agree to the following pledge:

I pledge my honor that I have neither given nor received help on this assignment/examination, nor will I pass on information to others.

CREDITS:

Upon the successful completion of this class, students will earn 0.5 social studies credits.

GRADES

Your grade will be based on the following point distribution:

20% Daily Class Participation

- Being on task during class
- Participating in discussions
- Having required materials

35% - Formative Assessments, including but not limited to:

- Classwork collected for accuracy
- Homework graded for accuracy

30% Summative Assessments, including but not limited to:

- Tests and Quizzes
- Presentations

15% Projects

- Completing required tasks on time
- On group projects, working equally within the group

PROJECTS:

This course will involve you conducting your own “archaeological research” by doing projects. These projects will emulate different techniques in collecting and analyzing archaeological data. There will be times where you will work by yourself and others where you will work in groups.

CLASS PARTICIPATION:

In an effort to treat this class like a college-level class, I am planning on the class to be built around discussion rather than lecture. However, to achieve this goal, everyone must do their part to keep up with your readings and actively participate in class discussions. You are expected to take an active roll in this class. Your contributions to our discussions will drive our class. Therefore, it is imperative that you stay up to date with your readings and your classwork, so that you are prepared to actively participate in our class. It is always expected that you have done your work prior to class and our discussion style is based on this assumption. Everyone's thoughts are encouraged no matter what the topic, and everyone's thoughts will be respected. Your "class participation" grade will be based on how well you are actively engaged in the class.

ASSIGNMENTS:

Your assignments are due on their assigned due dates. (Please consult your Student Handbook for information about excused absences and late work. Students do not have the right to make up assignments missed due to unexcused tardies or absences.) Each assignment must be handed in with your name, the name of the assignment, and the date. Late work will be accepted, but under the guidelines outlined in this syllabus and the School's Student Handbook. Assignments will only be accepted in Canvas unless told otherwise.

ACADEMIC IMPERATIVE:

All students are expected to come to class prepared, actively participate and complete all assigned work on time.

1. Students with three missing grades or one failing grade on a major assignment/test in a class will be assigned a classroom detention. The purpose of the detention will be to complete the missing work and/or discuss ways to meet the academic expectations of the class.
2. The detention will be assigned by the teacher and served with the teacher.
3. The detention may take place before school, lunch, or after school and will last a minimum of 20 minutes.
4. Participation in extracurricular activities will not excuse a student from detention.
5. Students who fail to serve the detention will be given a warning and make-up date. Continued failure to serve will result in an office referral, which may lead to an ISS.
6. Parent contact will be made if a second detention is given from the same classroom teacher.
7. A parent conference will be held if a third detention is given from the same classroom teacher.



LATE-WORK POLICY:

Students are expected to turn in work on the date it is due. Any work that is not turned in when it is collected on that due date will be marked as a zero and missing in the grade book. Late work will be accepted until the end of the unit. Students may earn up to full-credit, but may not receive any feedback on their work. Assignments turned in after the end of the unit will be graded only at the teacher's discretion, and potentially not at all. Students are encouraged to contact teachers at least one day in advance with requests for extensions or accommodations. It is at the teacher's discretion of the student need for extension to provide these accommodations.

Other Information**CLASS MATERIALS:**

For this class, you will need the following everyday:

- 3-Ring Binder
- Notebook/Looseleaf paper for taking notes
- Writing utensil(s)

TEXTBOOKS:

For this class we will use *Principles of Archaeology* by UW-Madison professor T. Douglas Price. This is a college-level book. It might be a little “thick” at times, but you will find it interesting. You will also find the web-based activities very useful - for further information or for reviewing for assessments. The books are also very expensive (~\$100). Since these are paperback, they fall apart easily, so please take care of your book. You will be charged for new copies. We will supplement the textbook with readings from the rich ethnographic record describing different cultures and the large collection of archaeological research.

Videos:

In an effort to try to show you other cultures from the rest of the world, you will be watching some videos during this class. Videos are not “sleeping time.” You will find information covered in videos on your quizzes and tests. Some of these videos are contain “tribal nudity” and ritualistic drug use, among other things, that you might find disturbing. If you think you will have issues with any movie, please let Mr. Petersen know.



TENTATIVE SCHEDULE AND CURRICULUM FOR THIS CLASS

- I - Introduction to Archaeology
 - 1 - What is Anthropology? / What is Culture?
 - 2 - Doing Archaeology
 - 3 - History of Archaeology
- II – Archaeological Discovery
 - 1 - The Archaeological Record
 - Context, Evidence, Site Formation, Preservation
 - 2 - Conducting Fieldwork and Excavations
 - Finding and Assessing Archaeological Sites
 - Archaeological Excavations
- III – Analysis - Figuring out “culture” from its remains.
 - 1 - Classification and Data
 - 2 - Determining Time - How Old Is It?
 - 3 - Bioarchaeology - Human Remains
 - 4 - Lithics
 - 5 - Ceramics
 - 6 - Environment and Adaptation
 - 7 - Understanding Past Settlement and Subsistence
- IV - Interpretation
 - 1 - Interpreting Past Cultural Systems
 - 2 - Explanation in Archaeology
 - 3 - Understanding Culture Change
 - 4 - Responsibility
- V - Careers in Archaeology



DEERFIELD MIDDLE/HIGH SCHOOL

Our Mission

WORKING TOGETHER AS A COMMUNITY TO PREPARE ALL STUDENTS FOR SUCCESS

Our Vision

The middle/high school community will create a safe, supportive, respectful environment where all members are expected to engage in a learning process in which they are challenged to achieve their highest potential.



I have read the syllabus for the Archaeology class and understand the expectations set by it and Mr. Petersen.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Please list the best way to contact you if I have any questions/concerns about your student's progress in this class (e-mail, cell phone, etc): _____

This signature form is your first assignment - it is due on the second day of class.