California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Department of History, Politics, Society & Law
UCC Approval date: 3/18/2019

A. Protocol

Course Name: Fundamentals of Archaeological Theory
Course Number: ANT 400
Credits: 3
Prerequisites: ANT 290
Maximum Class Size (face-to-face): 30
Maximum Class Size (online): 30

B. Objectives of the Course:

Upon completion of the course, students should be able to:

1) Evaluate the major goals of archaeology and the objective of each
2) Compare and contrast the goals of archaeology
3) Compare the various types of epistemology (science and theory building) with different goals of archaeology
4) Categorize the historical episodes of archaeological theory
5) Summarize the role of science in archaeological research
6) Assess the relationship between archaeology theory and methodology
7) Explain the relationship of archaeology to anthropology and history
8) Evaluate how archaeology uses theory to study past lifeways and cultural change

C. Catalog Description:

The course is devoted to an examination of how archaeologists know what they know and how validity of archaeological interpretation is assessed. The course reviews major theoretical and methodological approaches and issues in the discipline from the 18th century to modern times. Topics that may be addressed include: examination of settlement patterns, identity and affiliation, sample bias and its impact on interpretation, interdisciplinary approaches in archaeology, research design, and applied archaeology.

D. Outline of the Course:

1. Introduction to science, paradigms, and theory
2. Overview of archaeological theory and epistemology
3. Structure and formation of the archaeological record
4. Role of statistics in archaeological research
5. Historical development of archaeological methods and theory
6. Relationship of archaeology to anthropology and history

E. Teaching Methodology:

1) Traditional Classroom Methodology
The instructor assigned to teach the class can utilize a variety of teaching formats. These can include, but are not limited to: lecture, discussion, small group projects, field trips, videos and audio presentations, guest speakers, demonstrations, individual projects/presentations, and other methods at the faculty member's discretion.

2) Online Methodology
The instructor assigned to teach the class can utilize a variety of teaching formats. These can include, but are not limited to: PowerPoint presentations, threaded discussions, virtual classroom experiences, web site "trips," individual projects/presentations, small group projects using virtual/real collections, reading tutorials, chat rooms, and other methods at the faculty member's discretion.

F. Text

A sample of possible textbooks include:

Harris, O. J. T. and Cipolla, C. (2017). *Archaeology theory in the new millennium: Introducing current perspectives.* New York: Routledge.

Hodder, I. (2012). *Archaeological theory today*. Malden, MA: Polity Press.

Praetzellis, A. (2016). *Archaeological theory in a nutshell.* New York: Routledge.

Willey, G. R. and Sabloff, J. A. (1993). *A history of American archaeology.* New York: W. H. Freeman and Company.

G. Assessment Activities:

1) Traditional Classroom Assessment
   The assessment of student learning will be dictated by the specific objectives and content at the faculty member's discretion. However, activities will typically take the following forms:
   - a. Objective tests
   - b. Essay exams
   - c. Research Papers
   - d. Analytical report writing
   - e. Discussions
   - f. Threaded discussions
   - g. Presentations
   - h. Projects

2) Online Assessment
   The assessment of student learning will be dictated by the specific objectives and content at the faculty member's discretion. However, activities will typically take the following forms:
   - a. Objective tests
   - b. Essay exams
   - c. Research papers
   - d. Analytical report writing
   - e. Discussions
   - f. Threaded discussions
   - g. Presentations
   - h. Projects

H. Accommodations for Students with Disabilities:

OSD
Revised June 2015

STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35

- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: http://www.calu.edu/osd

I. Title IX Syllabus Addendum

Revised January 2018

California University of Pennsylvania
Reporting Obligations of Faculty Members under Title IX
of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.*

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEEO, Office of Social Equity, South Hall 112, Burnett@calu.edu, 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
  - Social Equity Home Page   www.calu.edu/SocialEquity
  - Social Equity Policies   www.calu.edu/SEpolicies
  - Social Equity Complaint Form   www.calu.edu/SEcomplaint
- **Counseling Center**, Carter Hall G53, 724-938-4056
- **End Violence Center**, Natali Student Center 117, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team** (T.R.A.I.T.) & **Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
  - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial *1**. (*Identify the situation as an emergency and an officer will be dispatched immediately.)

J. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Bawden, G. (Ed.). (2003). *Readings in American archaeological theory: Selections from American Antiquity, 1962-2002.* Washington, DC: Society for American Archaeology.

Bentley, R. A., Maschner, H. D. G., and Chippindale, C. (Eds.). (2008). *Handbook of archaeological theories.* Lanham, MD: AltaMira Press. (ebook)

Binford, L. R. (2001). *Constructing frames of reference: An analytical method for archaeological theory building using hunter-gatherer and environmental data sets.* Berkeley: University of California Press.

Cusick, J. G. (Ed.). (2015). *Studies in culture contact: Interaction, culture change and archaeology.* Carbondale, IL: Southern Illinois University Press.

Harrison-Buck, E. (Ed.) (2012). *Power and identity in archaeological theory and practice: Case studies from ancient Mesoamerica.* Salt Lake City: University of Utah Press. (ebook)

Funari, P. P. (1996). *Archaeological theory in Brazil: Ethnicity and politics at stake.* Columbia, SC: South Carolina Institute of Archaeology and Anthropology.

Funari, P. P. and Zarankin, A. (Eds.). (2005). *Global archaeological theory: Contextual voices and contemporary thoughts.* New York: Kluwer Academic/Plenum Publishers.

Hodder, I. (1991). *Archaeological theory in Europe: The last three decades.* New York: Routledge.

Jones, A. (2002). *Archaeological theory and scientific practice.* New York: Cambridge University Press. (ebook)

Krause, R. A. (2016). *A universal theory of pottery production: Irving Rouse, attributes, modes and ethnography.* Tuscaloosa: University of Alabama Press.

Lucas, G. (2012). *Understanding the archaeological record.* New York: Cambridge University Press.

MacKenzie, I. M. (1994). *Archaeological theory: Progress or posture?* Brookfield, VT: Avebury.

Nelson, M. C. and Strawhacker, C. A. (2008). *Movement, connectivity and landscape change in the ancient southwest.* Boulder: University Press of Colorado.

Pearce, M and Bintliff, J. L. (2011). *The death of archaeological theory?* Oxford, UK: Oxbow Books. (ebook)

Pollard, J, Jones, A., and Alberti, B. (2013). *Archaeology after interpretation: Returning materials to archaeological theory*. Walnut Creek: Routledge. (ebook)

Praetzellis, A. (2010). *Death by theory: A tale of mystery and archaeology theory.* Lanham, MD: AltaMira Press. (ebook)

Richards, N. (2008). *Ships' graveyards: Abandoned watercraft and the archaeological site formation process.* Gainesville: University Press of Florida.

Smith, L. (2004). *Archaeological theory and the politics of cultural heritage.* Longon: Routledge. (ebook)

Urban, P. A. and Schortman, E. (Eds.). (2012). *Archaeological theory in practice.* Walnut Creek, CA: Left Coast Press.

Wallace, S. (2011). *Contradictions of archaeological theory: Engaging critical realism and archaeological theory.* New York: Routledge.

Whitley, D. S. (1998). *Reader in archaeological theory: Post-processual and cognitive approaches*. New York: Routledge.

Yoffee, N and Sherratt, A. (1993). *Archaeological theory: Who sets the agenda?* New York: Cambridge University Press.

Journals

American Anthropologist

American Antiquity

American Journal of Archaeology

Antiquity

Current Anthropology

Internet Archaeology

Journal of Anthropological Research

Journal of Archaeological Method & Theory

Journal of Archaeological Sciences

Journal of Egyptian History

Journal of Maritime Archaeology

Journal of Social Archaeology

Journal of World Prehistory

Midcontinential Journal of Archaeology

Online Journal in Public Archaeology

Scottish Archaeological Journal

World Archaeology

Additional Information for Course Proposals

K. Proposed Instructors:

Instructors with relevant experience in archaeology and the approval of the Department of History, Politics, Society and Law may teach the course.

L. Rationale for the Course:

The course is a core requirement for students majoring in Anthropology- Archaeology concentration and will provide these students with additional, focused training in the application of anthropological theories to archaeological analysis, which is critical for their development as future professional archaeologists and scholars of the field.

M. Specialized Equipment or Supplies Needed:

None are needed

N. Answer the following questions using complete sentences:

1) Does the course require additional human resources? (Please explain)

No

If Yes, click here to answer Question N1, above.

2) Does the course require additional physical resources? (Please explain)

No

If Yes, click here to answer Question N2, above.

3) Does the course change the requirements in any particular major? (Please explain)

No

If Yes, click here to answer Question N3, above.

4) Does the course replace an existing course in your program? (If so, list the course)

No

If Yes, click here to answer Question N4, above.

5) How often will the course be taught?

Every other year

Click here to add text to qualify your selection for course timing, if necessary.

6) Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

No

Click here if the answer to Question N6, above is YES. Indicate the other discipline/department and the other course number and name.

O. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

Not applicable

P. Please identify if you are proposing to have this course considered as a menu course for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

No

Q. Approval Form

Provide the Approval Form (Signature Page) with the signatures of your department Chair AND college Dean (electronically).