Welcome!

Welcome to ANTH 145: Principles of Archaeology. My name is Dr. Scott M. Fitzpatrick (he/him/his) and I'll be your instructor for the course. I am here to help answer any questions you have and to guide you through the course content over the next few weeks.

Here are the Basics:

This course is an introduction to archaeological methods and is designed to give you a basic, but comprehensive understanding of how archaeologists conduct their work. You will learn how archaeology developed as a discipline, the kinds of methods used to recover and analyze remnants of the past, and the underlying principles that guide this kind of research. As we progress through the term, we will discuss how archaeology developed as a discipline and ways in which archaeological investigation is conducted and applied in the field. Students will become familiar with the modern methods that archaeologists use to locate, preserve, and manage cultural resources, theories that drive archaeological interpretation, and how these studies have enriched our understanding of humans through space and time.

Canvas Modules:

This is an online course and all class materials, including lectures, assignments, quizzes, exams, and readings can be found on Canvas. This course is organized by week and lesson. Each week there will be two or more 'lessons' that are organized in Canvas 'modules'. Each lesson has an associated lecture, short quiz, and a number of required and recommended readings.

Before diving into the course work, please review all of the information in this syllabus module following pages prior to beginning.

Do you have any questions? Please feel free to email me at:

smfitzpa@uoregon.edu

Office Hours

We are here to help! While you can always reach me by email <smfitzpa@uoregon.edu> as well as your GE, Paul Gerard <pgerard2@uoregon.edu>.

We will also be holding virtual office hours at the following days and times.

Note that you will need to have a uoregon.edu email address to access Zoom calls. These will be done on a first come, first serve basis.

Dr. Scott Fitzpatrick

Time: Tuesdays and Thursdays: 10:00 - 11:00 AM and by appointment

Join ANTH 145 Zoom Meeting Office Hours
https://uoregon.zoom.us/j/91973702154?pwd=ZituU2swZUgzZjZhd0NwWkhsUDdNQT09 (Links to an
**Paul Gerard**

Time: **Wednesdays: 11:00 AM - 1:00 PM**

Join ANTH 145 Zoom Meeting Office Hours

https://uoregon.zoom.us/j/91609458478?pwd=aE1mTXd3K3RtRVI5MHJ1eTc3K3dCZz09 (Links to an external site.)

Meeting ID: 916 0945 8478
Passcode: 608229

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**Course Materials**

In this course, you will use a textbook (see below) and at times other articles, video clips, and websites to help you understand the material. You will see links to this material in the various lesson modules. **Please purchase the textbook as soon as possible!** This book can be purchased in the UO bookstore or online either as an E-Book or hard copy.

**Required Book**


**InQuizative**

To help facilitate learning of the book material, the publisher has an integrated learning system called "InQuizative" to help you study. Take practice quizzes, find relevant material in the book, and improve your scores!

**InQuizitive**

A great esource for this class is "InQuizitive", which is a learning platform that helps you to identify key terms and concepts for class and quiz yourself on them. This is directly linked to your textbook "Archaeology Essentials". Studies show that students on average get a letter grade higher on quizzes and exams when they use InQuizitive.

Here's the icon for it that you'll see when you open up your Ebook. You will automatically get access to InQuizitive when you purchase the hard copy or E-book version. **If you buy a used copy, you also have the option of purchasing InQuizitive later.**
Student Learning Objectives

In this course you will:

- **evaluate** how archaeologists study and interpret the past using material remains humans left behind;
- **examine** the significance of the archaeological record for studying human cultural diversity and evolution;
- **evaluate** the nature and limitations of the archaeological record;
- **differentiate** the range of different archaeological field and laboratory data collection techniques;
- **identify** the techniques used to analyze the impacts of humans on the environment;
- **appraise** how humans interact with plants and animals (e.g., the development of agriculture); and
- **define** the guiding principles of archaeological ethics.

Guidelines for Participating in Our Online Class

General Guidelines for Online Class Participation

1. **Participate and Contribute**: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

2. **Use Proper Netiquette**: Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g., "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Be respectful of each other. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.

3. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g., do I contribute too much? too little?).

4. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

5. **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not
everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Course Structure, Workload, and Expectations

LECTURES:
Each lesson for this class has at least two associated video lectures. Links to the lectures for each lesson can be found on the associated Canvas module. It is expected that students follow along and take detailed notes on these lectures, as much of the quiz and exam material will be derived from them. I have provided PDF versions of the Powerpoint lectures to make things easier.

READINGS:
Each lesson has assigned readings from the textbook. You will typically read one chapter per lesson, though some lessons come from only a portion of a chapter or multiple chapters. Please check the 'readings' page for each module on the assigned readings for that lesson. You are responsible for keeping up with all of the required readings. A significant portion of the quiz and exam content will derive from the Renfrew and Bahn book (so get it early!).

QUIZZES:
There is a short online quiz for each lesson for this course that you will take on Canvas. All quizzes are opened on Friday at 8:00 AM and due by 11:59 PM PST of the assigned week. Please carefully review the Course Schedule page for Quiz due dates.

Each quiz is worth 10 points and consists of multiple choice and true/false questions. The quizzes are worth 16.6% of your total grade (100 pts out of 600 for the class). Quiz questions will derive from the lecture, assigned book chapters, film clips, and web links assigned for that lesson.

The terminology presented in these materials is important, so pay close attention to words that are new to you when working through the course content. As this is an online course – all quizzes are timed! You will have 15 minutes to complete the quiz on Canvas once it has been opened. The quizzes (and exams) are also open-book. Make sure you have a reliable internet connection while you are taking the quiz. If your quiz crashes, document the issue (e.g., screen shot) and contact me immediately.

EXAMS:
There are two exams (Midterm and Final) for this class. Both exams will be taken online on Canvas. The exams will consist of multiple choice, true/false questions, or matching questions. Each exam is worth 8.3% of your final grade (50 pts out of 600 total for the class). The Midterm Exam questions will derive from the lectures and required readings assigned from Weeks 1-2 and the Final Exam is cumulative but will mostly cover material from weeks 6-10. See the course schedule page for due dates for the exam.
LAB EXERCISES:

There are 10 lab exercises for this class that will ask you to synthesize and think critically about different kinds of course material that is covered for the week. These assignments will draw on the different topics you will learn about and ask you to analyze data and answer a series of questions in short written responses. I am looking for engagement with the subject material, critical thinking skills, and proper writing that includes correct grammar and sentence structure.

It is important that you are answering all parts of each question on these assignments, as I cannot give you points if you do not answer the questions. These lab exercises are each worth 30 points and together make up 50% of your total grade (300 pts out of 600 for the class), so it is important that you are prioritizing them and thoroughly answering the questions. Please do not hesitate to email me if you have any questions about the assignments or assignment questions.

All lab exercises will be available at 8 AM on the Sunday before the week starts and are due on Canvas by Friday at 11:59 PM PST of the assigned week. Each lab exercise has its own module on Canvas.

Please check the course schedule for assignment due dates. Note: please cut and paste your written responses for these assignments directly within Canvas. Note also that all submitted materials will be run through a plagiarism assessment tool and any students caught plagiarizing will receive a 0 for the assignment and potential referral to the Office of Student Conduct, depending on the severity of the offense.

Course Schedule

Week 1: Searching for the Past (Introduction to Archaeology)
Readings: Chapter 1
Inquizative module
Lab Assignment
Week 1 Quiz

Week 2: What is Left? (The Archaeological Record)
Readings: Chapter 2
Inquizative module
Lab Assignment
Week 2 Quiz

Week 3: Where? (Survey and Excavation)
Readings: Chapter 3
Inquizative module
Lab Assignment
Week 3 Quiz

*Week 4: When? (Dating Methods)*
Readings: Chapter 4
Inquizative module
Lab Assignment
Week 4 Quiz

*Week 5: What was the Environment and What did they Eat? (Environmental Archaeology)*
Readings: Chapter 6
Inquizative module
Lab Assignment
Week 5 Quiz

**Midterm Exam**

Your midterm exam must be taken on Monday, February 7th between 8 AM - 11:59 PM. This exam is timed. You will have 60 minutes to complete the exam. The exam is worth 50 points for a total of 8.3% of your final grade. There are 50 questions (1 point each) composed of multiple choice and true/false questions. The exam questions will be based on lectures, lab section assignments, and required readings from Weeks 1-5.

*Lesson 6: Dietary Analysis*
Readings: Chapter 6 (cont.)
Inquizative module
Lab Assignment
Week 6 Quiz

*Lesson 7: How Were Artifacts Made, Used, and Distributed? (Technology)*
Readings: Chapter 7
Inquizative module
Lab Assignment
Week 7 Quiz

**Week 7 Assignment: Environmental and Dietary Analysis**

*Lesson 8: What Were They Like? (Bioarchaeology)*
Readings: Chapter 8
Inquizative module
Lab Assignment
Week 8 Quiz

Lesson 9: How were Societies Organized? (Settlement Patterns & Social Interaction)
Readings: Chapters 5 and Chapter 10
Inquizative module
Lab Assignment
Week 9 Quiz

Lesson 10: Whose Past? And, the Future of Our Past (Ethics and Public Archaeology)
Readings: Chapters 11 and 12
Inquizative module
Lab Assignment
Week 10 Quiz

Final Exam

Your final exam must be taken on Wednesday, March 16th between 8 AM and 11:59 PM. This exam is timed. You will have 60 minutes to complete the exam. The exam is worth 50 points for a total of 8.3% of your final grade. There are 50 questions (1 point each) composed of multiple choice and true/false questions. The Final Exam is cumulative, but will mostly cover material from Weeks 6-10.

Grading Policy

The grading breakdown for this class can be found below. For class policies on late work, please see the "Class Policies' page.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Total Points</th>
<th>Proportion of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly InQuizative Modules</td>
<td>10 modules, 10 pts each</td>
<td>100 pts</td>
<td>16.6% of total grade</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>10 quizzes, 10 pts each</td>
<td>100 pts</td>
<td>16.6% of total grade</td>
</tr>
<tr>
<td>Weekly Labs</td>
<td>10 labs, 30 pts each</td>
<td>300 pts</td>
<td>50% of total grade</td>
</tr>
</tbody>
</table>
Exams  
Midterm, Final, 50 pts each  
100 pts  
16.6% of total grade

Total  
600 pts

**Grading Scale:** I do not anticipate a curve for this class. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A−</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B−</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C−</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D−</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

If the class is taken P/NP, a C- or higher is required to pass the course

**Expected levels of performance:**

- **A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few students receive this grade in a given course.
- **A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- **B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

**Course Policies**
**General Policies:** Standard UO policies apply to this course regarding student conduct and ethical use of online materials. For the full policy statement see: [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code).

Also, please scroll down to the bottom of the modules page to see information related to: "Classroom and University Policies and Assistance"

**Open Learning Environment:** The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Student should note that: “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity: [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu).

**Accessible Education:** Students needing special accommodations for this course, including but not limited to testing accommodations, should contact the instructor as soon as possible, preferably within the first few days of the term, so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity. Please notify the instructor if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at [http://aec.uoregon.edu/](http://aec.uoregon.edu/).

**Contact and email:** All correspondence for this class will be through email and Canvas. I prefer to be emailed directly at smfitzpa@uoregon.edu, rather than with Canvas messages. I try to respond to emails very quickly, but please allow 24-48 hours for a response to your emails.

**Misses quizzes and exams:** There will be no makeup of missed exams or quizzes except in the case of a documented and approved excuse. Approved excused include anticipated excuses, which must be cleared with the instructor before missing an exam or quiz, and emergencies and include illness, injury, or emergency family issue. It is important that you contact me as soon as possible if any of these issues arise.

**Missed Assignments:** All written assignments must be submitted by 11:59 PM PST of the assigned due date (check schedule). Except in the case of an approved excuse, late assignments will be accepted with a penalty of 10% off their graded value each day they are late.

**Cheating, plagiarism, and academic dishonesty:** Assignments, quizzes, and exams in this class are intended to assess your individual knowledge and understanding of the subject material. Therefore, cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will receive a zero on the assignment, and, if circumstances warrant, be forwarded to the Office of Student Conduct and fail the course. All assignment submissions will be assessed with Vericite, and plagiarism-tracking tool. If you have any questions or concerns about what constitutes academic integrity, cheating, or plagiarism, please see the Student Conduct Code at: [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code).

**Incompletes:** In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at [http://registrar.uoregon.edu/incomplete_policy](http://registrar.uoregon.edu/incomplete_policy).