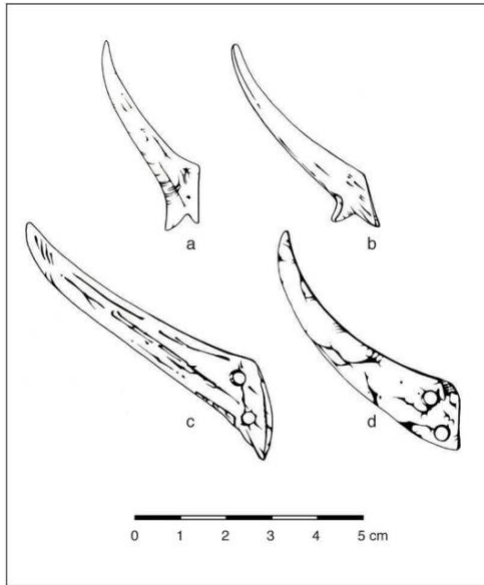


**AN203: INTRODUCTION TO ARCHAEOLOGY**






## AN203-01, INTRODUCTION TO ARCHAEOLOGY

### Course Syllabus

#### Section

Tuesday and Thursday: 2:00pm until 3:20pm  
HSS Room 110

#### Instructor Information

Dr. William (Bill) Jeffery  
[jefferyw@triton.uog.edu](mailto:jefferyw@triton.uog.edu)  
Office: HSS 120A  
Office hours:  
T/T: 1pm-2pm  
Wed: 10am-12noon  
Office #: 671 735 2809  
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#### CATALOG DESCRIPTION

This course introduces students to archaeology, one of the four fields of anthropology and where the cultural material remains are investigated in considering and interpreting past and contemporary human behavior, thought and cultural identity.

#### COURSE CONTENT

In addition to acquiring knowledge about past ways of life including the interaction of humans with their environment and how this has influenced current cultural practices and the cultural landscape. Archaeological investigations are a fundamental requirement in the contemporary assessment of all land (and underwater) prior to changes such as development projects, an activity that is sanctioned by law in the US and Guam, and in many other countries. Archaeology in association with Cultural Resource Management can also assist in revealing the Cultural Identity of a community, a State, and a Nation. This course will enable students to acquire a sound knowledge about what archaeology is, how to plan and implement it, how to analyse and interpret archaeological evidence, and how to report on the investigations. Students completing this course will be well equipped to enroll and succeed in other archaeology and archaeology-related courses.

#### REQUIRED TEXT

The textbook for the course is:

**Archaeology Essentials: Theories, Methods and Practice by Colin Renfrew and Paul Bahn, 2015, Third Edition** but it is not required if you attend the lectures. Previous editions may be used but participants will be responsible for making sure the chapters they read correspond to the correct topics in the syllabus. We do not recommend going back more than one or two editions. Other archaeology textbooks may be used with prior acceptance from the instructor. Second-hand, heavily discounted copies are available for purchase online from Amazon.com, or from [www.abebooks.com](http://www.abebooks.com).

We will use a required READING PACK that you will be able to download from the UOG Moodle System.

**LEARNING OBJECTIVES FOR STUDENTS**

Students completing this course successfully will be able to demonstrate:

- A command of basic knowledge pertaining to the definition of archaeology as a discipline;
- Familiarity with fundamental concepts and principles of archaeological theory, methods, and practice;
- Demonstrate an understanding of how archaeologists reconstruct past human behavior through the study of material remains
- Demonstrate an understanding of the main political and ethical issues involved in the practice of archaeology around the world
- Demonstrate an ability to record, document and interpret archaeological evidence, and a proficiency in the citation of research.

<b>AN203 Student Learning Outcomes</b>	<b>AN Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>	<b>Gen Ed Tier II: 5 Cultural Perspectives</b>	<b>AN203 Course Assignments</b>
<p>A command of basic knowledge pertaining to the definition of archaeology as a discipline;</p> <p>Demonstrate an understanding of how archaeologists reconstruct past human behavior through the study of material remains</p>	<p>Utilize the concept of cultures as a fundamental organizing concept of anthropology</p> <p>Analyze anthropological data in both oral and written forms.</p>	<p>Mastery of critical thinking and problem solving</p> <p>Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>An appreciation of the arts and sciences</p>	<p>Awareness of diverse cultural perspectives</p>	<p>Ass 1,2,4,5,6,</p>
<p>Familiarity with fundamental concepts and principles of archaeological theory, methods, and practice;</p> <p>Demonstrate an understanding of the main political and ethical issues involved in the practice of archaeology around the world;</p>	<p>Understand the current issues and debates in the subfields of anthropology.</p> <p>Articulate knowledge of the history and theories of anthropology</p>	<p>Mastery of critical thinking and problem solving</p> <p>Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>Effective oral and written communication</p> <p>An interest in personal development and lifelong learning</p>	<p>Intercultural diversity: ethical components</p>	<p>Ass 4,</p>
<p>Demonstrate an ability to record, document and interpret archaeological evidence, and a proficiency in the citation</p>	<p>Collect anthropological data according to generally accepted professional</p>	<p>Mastery of critical thinking and problem solving</p> <p>Mastery of quantitative</p>	<p>Significance of tolerance, both regionally and globally</p>	<p>Ass 3,4,6</p>

of research.	anthropological practices; and  Analyze anthropological data in both oral and written forms.	analysis  Effective oral and written communication  Responsible use of knowledge, natural resources, and technology		
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### ATTENDANCE

Regular attendance is necessary to pass this course. If, without any explanation, a student misses classes for three weeks consecutively the lecturer may assume they have withdrawn from the course. Please email your lecturer if you are absent due to illness or any other reason. You will find me sympathetic to communication. If a student leaves the class early without prior notice, the instructor will consider this as a missed class.

### METHODS OF INSTRUCTION

The method of instruction for the Fanuchānan 2024 course will be a combination of face-to-face meetings, utilising lectures, films, group activities, breakout sessions and discussions. **The syllabus is subject to change, and you need to attend classes to keep up with any changes.**

Anthropological films will be shown throughout the semester to introduce the work of leading anthropologists and to expose students to the key concepts and practices of cultural anthropology, linguistics, archaeology and biological anthropology. Each week students should be able to apply the key terms featured in the readings to the class discussions as well as to their written assignments.

Speak up in class, ask questions, and make comments when you seek further information relevant to your coursework. If you miss class, look at the lectures and readings in Moodle, and view the films in your own time. For this course, alongside class attendance, students need to put in at least **8 HOURS READING PER WEEK.**

### ASSIGNMENT SUBMISSIONS

The assignments **MUST** be submitted on time, in class or in Moodle. **LATE SUBMISSIONS** or extensions will only be considered if accompanied by a valid reason, for example, a medical certificate. Students who do not to submit their assignments by the deadlines without explanation may be assumed to have withdrawn from the course. If your assignment is going to be late or you are going to be absent then make sure to contact the instructor.

### ASSIGNMENT CRITERIA

Assignment grades are based upon the student’s ability to demonstrate their knowledge of the AN203 set literature, films and the lecture materials. Each assignment **MUST** directly relate to the AN203 course materials (lectures, readings and films) or it will be considered **IRRELEVANT** and may receive an “F” grade. Do not submit assignments where the primary reference is to other disciplines. **All your writings must include a list of references and identified in the body of the text (see below for style).**

## **PLAGIARISM**

The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism will result in no credit for the assignment and possible failure in the course.

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

### **Example of attribution language:**

*“The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”*

*Avoid statements such as, “chatGPT knows...”, or “ChatGPT thinks...”; instead, use “According to chatGPT...” or “ChatGPT’s output...”.*

## **COMMUNICATION/EMAIL POLICY**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36).

## **ADA ACCOMMODATION SERVICES**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or [uogdss@triton.uog.edu](mailto:uogdss@triton.uog.edu) to coordinate your accommodation request.

## **STATEMENT TO GUARD MEMBERS**

If you are a Guard member and apply to be deployed during the semester, in order to be given any accommodation or an incomplete grade, you *must* discuss your situation with the instructor personally *before* you apply. If you apply for deployment without bringing it to the instructor's attention in advance, no accommodations will be made under any circumstances. If, on the other hand, you see your instructors in advance, they will discuss your situation with you and we will see what can be done. Keep in mind, however, that the final decision about whether or not accommodations will be allowed, or an incomplete grade given, is at the instructor’s discretion, and is therefore not guaranteed.

## **TOBACCO-FREE CAMPUS**

Tobacco-free/Smoke-free campus: UOG is a tobacco-free campus. Thank you for not using tobacco products on campus, and for helping make UOG a healthy learning and living environment.



## WRITING STANDARDS

You must submit your assignments in Moodle. Essays must be TYPED. Use standard A4 format, double-spaced, with half-inch margins. Type in Times New Roman, size 12 font. Footnotes should be used sparingly and appear at the bottom of the page concerning the note (and not be bunched together at the end). Make sure to turn the grammar check and the spell check on. Cite websites in the footnotes only; do not include them in your list of references.

**The referencing style is the Chicago Manual of Style: Author-Date System:**

[https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

Cite the Author and Date in the text and provide a full reference list in alphabetically order at the end of your writing using: Author, Date, Title of Publication, or Article and Journal, Place, Publisher.

## A GUIDE TO STRUCTURING, ORGANIZING AND WRITING EXPOSITORY ESSAYS

*Adapted from Dean James Sellmann, College of Liberal Arts, UOG.*

Read over the essay question carefully; and select examples from the material that you both know the most about and are the most interested in answering. First, review the reading material and lecture notes. Then, begin to structure your ideas by writing an outline, i.e. make a plan of action in order to carry out your intended aim. Reread the question carefully and draw out the point that it is asking you to make. Then, reformulate that part of the question to make your thesis statement. Each essay is governed by a proposal or thesis statement that clearly states the point to be argued and hopefully proved in your essay.

### **A. Thesis: state the aim of your essay. (15% of essay grade)**

In the first paragraph of your essay, you should give your thesis statement, that is, what you intend to prove in writing your essay. For example, say something like the following: “In this essay I show that people need to learn from history’s lessons to better plan for the future,” or “I argue that Turner’s view of liminality is the most reasonable, because of these points x, y, z,” or “I argue that view Z is insupportable given points A, B, C,” or create your own thesis statement.


### **B. Body: execution of your plan. (70% of essay grade)**

Carry out the plan as already stated, which should include:

1. Definition & clarification of key terms;
2. Helpful distinctions for understanding your view;
3. Statement of your view with examples to illustrate it;
4. Give arguments &/or discuss the evidence which supports your view.
5. Most importantly, state any supporting evidence and discuss how well your arguments and evidence support your view. In other words, examine your own view in a critical manner pointing out any possible counter evidence to your view and deal with such counter evidence. Be sure to criticize your thesis and counter that criticism.

### **C. Conclusion. (15% of essay grade)**

With respect to the issue at hand, (1) state, and (2) discuss what your view brings out or points to, and (3) discuss why and how your view seems to follow from your reasoned and supported discussion.

**Moodle Enrolment Key** 

## COURSE CALENDER

### WEEK 1.

**15 AUGUST:** LECTURE: WELCOME TO COURSE, INSTRUCTOR AND STUDENT INTRODUCTIONS

### WEEK 2.

**20 AUGUST:** LECTURE, WHAT IS ARCHAEOLOGY?

**22 AUGUST:** FILM AND DISCUSS READINGS

### READINGS:

Trigger, B., 1984, Alternative Archaeologies: Nationalist, Colonialist, Imperialist. *Man*, New Series, Vol. 19, No. 3 (Sep., 1984), pp. 355-370.

Hodder, I., 1991, Interpretive Archaeology and its Role. *American Antiquity*, Vol. 56, No. 1 (Jan., 1991), pp. 7-18.

**FILM:** Time Team Britain 20-year special <https://www.youtube.com/watch?v=1FP9TAErBFw>

### WEEK 3.

**27 AUGUST:** LECTURE, SITE TYPES AND FORMATION PROCESSES

**29 AUGUST:** FILM AND DISCUSS READINGS

### READINGS:

Sullivan, A., & Dibble, F., 2014, Site Formation Processes. In: Smith, C., (Ed.), *Encyclopedia of Global Archaeology*. Springer, pp. 6687-6700.

Schiffer, M., 1983, Toward the Identification of Formation Processes. *American Antiquity*, Vol. 48, No. 4 (Oct., 1983), pp. 675-706

### FILM:

**Pompeii:** <https://www.youtube.com/watch?v=NOEBVWc8crI> 48 min

**House reconstruction:** <https://www.youtube.com/watch?v=RSd8f5780GM> 6 min

**Reconstruction outside:** <https://www.youtube.com/watch?v=pJmmzD4CG7k> 5 min

### WEEK 4.

**3 SEPTEMBER:** LECTURE, ARCHAEOLOGICAL PROCESSES

**5 SEPTEMBER:** FILM, BREAKOUT AND DISCUSS READINGS

### READINGS:

Fitzpatrick, S., 2001, Archaeological Investigation of Omis Cave: A Yapese Stone Money Quarry in Palau. *Archaeology in Oceania*, Vol. 36, No. 3 (Oct., 2001), (pp. 153-162).

Spenneman, D. & Franke, B., 1995, Archaeological techniques for exhumations: a unique data source for crime scene investigations. *Forensic Science International*, 74 (1995) 5-15

### FILM:

**Time Team, the Largest Roman Mausoleum:** <https://www.youtube.com/watch?v=0HqxcPauOc>

**ASSIGNMENT 1:** Test, Multiple Choice, True/False answers based on Lecture, Readings, Film, and Discussion from Weeks 2, 3 & 4. **Assignment 1 will be conducted in the classroom from 3:00pm to 3:20pm and marked before 3:20pm on the 5 September.** You must attend the class and do the assignment in the classroom on this date, no exceptions, unless a valid reason is made and approved in writing **BEFORE** the test. **Worth 10% of overall grade.**

**WEEK 5.**

**10 SEPTEMBER:** LECTURE, ETHICS, AND IN-SITU MANAGEMENT IN ARCHAEOLOGY

**12 SEPTEMBER:** FILM, BREAKOUT AND DISCUSS READINGS

**READINGS**

Sillitoe, P. 2007 Anthropologists only Need Apply: Challenges of Applied Anthropology. *J Roy Anth Inst* 13.1: pp. 147-165

**FILM: Indigenous Archaeologies:** <https://www.youtube.com/watch?v=2pOUkrAQ66M>

**ASSIGNMENT 2: FORUM**

**REVIEW ELGINS MARBLES DEBATE**

**Film and Discussion: 'Elgin Marbles'**

<https://www.youtube.com/watch?v=J3MXPqYKKRM>

Panel For and Against in sending back the Elgin Marbles

<https://www.youtube.com/watch?v=YE7DpRjDd-U>

Write a 300 -word review about the arguments used in the debate on whether the Elgin Marbles should be returned to Greece, or should stay in the British Museum. Relate this example to the debate about whether artefacts from archaeological sites should remain in situ, and when its justified for them to be removed, and under what conditions.

**Submit to Moodle by 9pm on 18<sup>th</sup> September.** Then write a 100-word substantive response to 2 students' submissions by **9pm on 24<sup>th</sup> September.**

Late submissions not accepted, unless a valid reason is made in writing **BEFORE** the test.

**Worth 15% of overall grade.**

**WEEK 6.**

**17 SEPTEMBER:** DATING IN ARCHAEOLOGY

**19 SEPTEMBER:** FILM AND DISCUSS READINGS

**READINGS:**

Murray-Wallace C. & S. Colley 1997, Amino Acid Racemisation and Radiocarbon Dating of a Contact Period Midden, Greenglade Rockshelter, New South Wales. *Archaeology in Oceania*, Vol. 32, No. 2, Studies in Australian and Pacific Archaeology I ( Jul., 1997), pp. 163-169.



Nash 2002, Archaeological Tree-Ring Dating at the Millennium. *Journal of Archaeological Research*, Vol. 10, No. 3 (September 2002), pp. 243-275

**Digging for Jesus:**

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C2025930](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2025930)

Human foot with nail from crucifixion

[https://www.livescience.com/crucified-roman-era-man-found-uk?utm\\_source=SmartBrief&utm\\_medium=email&utm\\_campaign=368B3745-DDE0-4A69-A2E8-62503D85375D&utm\\_content=45B874B1-CB36-4684-8F59-84AD8B1CBFB8&utm\\_term=ba72740d-b640-42c0-a7c5-3535d161a9cb](https://www.livescience.com/crucified-roman-era-man-found-uk?utm_source=SmartBrief&utm_medium=email&utm_campaign=368B3745-DDE0-4A69-A2E8-62503D85375D&utm_content=45B874B1-CB36-4684-8F59-84AD8B1CBFB8&utm_term=ba72740d-b640-42c0-a7c5-3535d161a9cb)

**WEEK 7.**

**24 SEPTEMBER:** LECTURE, SURVEY METHODS AND BEGIN PRACTICAL SURVEYING

**26 SEPTEMBER:** PRACTICAL SURVEYING AT UOG

**READINGS:**

King, T. 1978. Chapter IV, Basic Survey Methods. In: *The Archaeological Survey: Methods and Uses*, pp 17-26.

**PRACTICAL SURVEY IMPLEMENTED AT UOG**

Using 1. Baseline Offset surveying; 2. 3D Photogrammetry, <https://www.agisoft.com/>

**Assignment 3:** Write 450-500 words about the types of survey methods used in archaeology that were discussed in the class, and used in the survey practical at UOG. We will implement a survey of the latte near the Library entrance on 28 September and you may need to go back as a group to finish it off. The assignment should also include a summary of the process used in the survey practical, and you need to provide a plan view of the UOG Latte from the baseline offset surveying, in what you hand-in. **The assignment must be submitted to Moodle by 9pm on 6<sup>th</sup> October.** Late submissions not accepted, unless a valid reason is made in writing BEFORE the test. **Worth 15% of overall grade.**

**WEEK 8.**

**1 OCTOBER:** EXPLANATIONS IN ARCHAEOLOGY

**3 OCTOBER:** FILM, BREAKOUT AND DISCUSS READINGS

**READINGS:**

Hunter-Anderson, R.L. 2011. The Latte Period in Marians prehistory: Who is interpreting it, why and how? In: J. Liston, G. Clark & D. Alexander (Eds.) *Terra Australis 35, Pacific Island Heritage*, pp.17-29

Shackel, P. & B., Little 1992, Post-Processual Approaches to Meanings and Uses of Material Culture in Historical Archaeology. *Historical Archaeology*, Meanings and Uses of Material Culture, Vol. 26, No. 3: pp. 5-11.

**FILM: Angkot Wat:** <https://www.youtube.com/watch?v=KsDGDzWuQ-I>

**WEEK 9.**

**7-11 OCTOBER:** FALL BREAK

**NO CLASSES**

**WEEK 10.**

**15 OCTOBER:** MARITIME ARCHAEOLOGY

**17 OCTOBER:** FILM, AND DISCUSS READINGS

**READINGS:**

Pulak, C., 1998, The Uluburun shipwreck: an overview. *The International Journal of Nautical Archaeology*, 27.3: 188-224

Jeffery, B. & Kam, J. H.c. 2021, Revealing a maritime cultural landscape of Hong Kong: the Sai Kung case study. *International Journal of Asia Pacific Studies* 17 (2): pp.107-133.

**Films:**

Nanhai No.1 shipwreck China: <https://www.youtube.com/watch?v=TcH6OSkseT0>

Tang Dynasty Shipwreck: <https://www.youtube.com/watch?v=gCyQx2BMmOk>

Yangzte shipwreck recovery: <https://www.youtube.com/watch?v=VHcxgosHtv0>

Sinan shipwreck, Korea: <https://www.youtube.com/watch?v=fUucp78nqQ8>

**WEEK 11.**

**22 OCTOBER:** No Class

**24 OCTOBER:** No Class

**25 OCTOBER** EXCURSION TO RITIDIAN AND ASSIGNMENT

**ASSIGNMENT 4: CAVE DRAWING & ANALYSIS (15% of total grade).**

**We will visit the Ritidian Wildlife Refuge on Friday 25 October at 9:00am**

Your assignment is to sketch an accurate representation of one pictograph in the cave you will see on our excursion. Accompany the drawing with 300 words on what you think the drawing symbolizes in context with the history of the area, to be found in the Carson 2012 reading.

Submit into Moodle by 9pm, 5th November.

Late drawings & interpretations are unacceptable without valid reason BEFORE the due date

**WEEK 12.**

**29 OCTOBER:** EXCAVATION AND ARTEFACT RECORDING Guest Lecture, Brent

**31 OCTOBER:** Visit the Repository

**READINGS:**

Davidson, J. & Leach, F. 2008. A cache of one-piece fishhooks from Pohara, Takaka, New Zealand.

In: G. Clark, F. Leach & S. O'Connor (Eds.) *Terra Australis* 29, *Islands of Inquiry: Colonisation, seafaring and the archaeology of maritime landscapes* (pp.185-202).

Szabo, K., Piper, P., & Barker, G. 2008. Sailing between worlds: The symbolism of death in northwest Borneo. In: G. Clark, F. Leach & S. O'Connor (Eds.) *Terra Australis 29, Islands of Inquiry: Colonisation, seafaring and the archaeology of maritime landscapes* (pp.149-170).

**Films:**

Artefact Photography: <https://www.youtube.com/watch?v=CnqwDxpQXIU>

Artefact drawing: <https://www.youtube.com/watch?v=IH1czGCCxeY>

Artefact figures including artefact drawing: <https://www.youtube.com/watch?v=ZmUHJb-eJjU>

**WEEK 13.**

**5 OCTOBER:** ARCHAEOLOGICAL EXCAVATIONS

**7 OCTOBER:** FILM AND DISCUSS READINGS

**READINGS:**

Liston, J., & Miko, M. 2011. Oral tradition and archaeology. In: J. Liston, G. Clark & D. Alexander (Eds.) *Terra Australis 35, Pacific Island Heritage*, (pp.181-204).

Phear, S. 2008. Subsistence and island landscape transformations: Investigating monumental earthworks in Ngaraard State, Republic of Palau, Micronesia. In: G. Clark, F. Leach & S. O'Connor (Eds.) *Terra Australis 29, Islands of Inquiry: Colonisation, seafaring and the archaeology of maritime landscapes* (pp.301-324).

**FILM: TIME TEAM: A buried warrior:** <https://www.youtube.com/watch?v=5d2J5hkI68Y>

**ASSIGNMENT 5: ARCHAEOLOGICAL PROJECT**

You need to implement this project in accordance with the following conditions, and submit a 1,500 word report, including a database of the artefacts and photographs **to Moodle by 6 pm on 20<sup>th</sup> November**. Late submissions not accepted, unless a valid reason is made in writing **BEFORE** the test. **Worth 25% of the final grade.**

## Archaeology Project

For this project, you will explore the relationship between people's behavior and the material remains they leave behind. Each person needs to find a friend who is willing to let you look through his/her trash. **Taking proper health precautions**, record everything you find in the trash. Then try to make inferences about the behavior that resulted in the particular accumulation of garbage before you. For example, the presence of 78 beer cans might indicate a party.

Next, interview your friends about what actually went on in the house, apartment, or room during the period of garbage accumulation. Does the account of the garbage owners match with what the garbage indicated to you? Think about what you have read about archaeological research and address some of the issues involved when archaeologists attempt to infer behavior from material remains, especially from other cultures.

**Requirements for the garbage selection process**

- The garbage cannot be from your own home or a home where you spend most of your time.

- Tell your garbage donor that you need to have at least a full “kitchen” sized garbage can to work with.
- Do not ask how long the garbage has been accumulating.
- Do not ask any other questions about the garbage before you begin to analyze it.

### **Requirements for the paper**

- Description of the “site.” Where in the house was the garbage located? What kind of container was it in? How long did the garbage seem to have been accumulating? Any other important information about the situation of the garbage itself?
- Provide a detailed list (DATABASE) of what you found in your excavation. Include photographs of some artefacts as examples
- Analyze the garbage
- Who do you think made the garbage? Can you tell anything about the age and sex of the person who threw it away?
  - What does the garbage tell you about the behavior of the person who threw it away?
  - Compare the garbage within your group. What does this comparison reveal?
  - What can you infer about the events that occurred during the period of garbage accumulation at this location?
  - Base this discussion strictly on what you have found, not on what you know about the owners of the garbage. This should be written before talking with the garbage owner(s).
- Present your analysis to the garbage owner(s) and ask them to confirm or refute your findings.
- Report on your conversation with the garbage owner(s). How well did your interpretations match up with their reporting of what happened during the time period that the garbage accumulated?
  - What happened that you were able to document from the garbage?
  - What happened during the time of the garbage deposition that did not leave any evidence in the garbage?
  - What kinds of misinterpretations did you make?
- How does this experience relate to what research archaeologists do? What kind of mistaken assumptions did you make that you think an archaeologist might make?

### **WEEK 14.**

**12 NOVEMBER:** GEOGRAPHICAL INFORMATION SYSTEM, Guest Lecturer, Dr. Jose Edgardo Aban, UOG Geography

**14 NOVEMBER:**

### **READINGS:**

Scianna, A. & Villa, B. 2011. GIS Application in archaeology. (Read to page 345)

[https://www.researchgate.net/publication/279472747\\_GIS\\_Applications\\_in\\_archaeology?enrichId=rgreq-bc911ae682c0b0e9e5ee0cdccd754b64-](https://www.researchgate.net/publication/279472747_GIS_Applications_in_archaeology?enrichId=rgreq-bc911ae682c0b0e9e5ee0cdccd754b64-)

[XXX&enrichSource=Y292ZXJQYWdlOzI3OTQ3Mjc0NztBUzoyOTcwNzIxNTE4NDEyODFAMTQ0Nzg0MDU5NzY5Mw%3D%3D&el=1\\_x\\_2&\\_esc=publicationCoverPdf](XXX&enrichSource=Y292ZXJQYWdlOzI3OTQ3Mjc0NztBUzoyOTcwNzIxNTE4NDEyODFAMTQ0Nzg0MDU5NzY5Mw%3D%3D&el=1_x_2&_esc=publicationCoverPdf)

### **FILM:**

**Lidar in Guatemala:** <https://www.youtube.com/watch?v=7MFKy7DJsCY>

### Assignment 6: Using Artificial Intelligence in Archaeology

Utilizing Artificial Intelligence, generate a 500-word text on an archaeology theme of your choice, such as:

- The value of Archaeology to Guam
- Describe the value of Artificial Intelligence in deciphering prehistoric rock art
- Describe the Cultural Heritage of Guam
- How can Artificial Intelligence be used in Archaeology?

**There are two parts to this Assignment.**

1. Submit the AI generated text onto Moodle, through Turnitin on 18th November, 6:00pm
2. Implement a critique of this AI generated text, through developing and presenting a 10 minute Power Point Presentation of your critique on the 3<sup>rd</sup> of 5<sup>th</sup> December to the class. Post your ppp onto Moodle 26<sup>th</sup>, 6:00pm.

Late submissions not accepted, unless a valid reason is made in writing BEFORE the due date. Worth 20% of the final grade, and you must complete and submit both aspects.

#### WEEK 15.

**19 NOVEMBER:** GUEST LECTURE: ARCHAEOLOGY AND CULTURAL RESOURCE  
**MANAGEMENT LON BULGRIN**

**21 NOVEMBER:** FILM AND DISCUSS READINGS

#### READINGS:

King, T.F. 2016. Cultural Resources in Environmental Impact Assessment. *Environmental Practice* 18 (3): pp.1-5.

Green, W. & Doershuk, J., 1998, Cultural Resource Management and American Archaeology. *Journal of Archaeological Research*, Vol. 6, No. 2, pp. 121-167

#### Film

#### WEEK 16.

**26 NOVEMBER:** GUEST LECTURERS: PANEL OF ARCHAEOLOGISTS FROM  
**GUAM**

**28 NOVEMBER:** NO CLASS

#### TIME TEAM: Experimental Archaeology

[https://www.youtube.com/watch?v=jCuPb830\\_rk&t=1222s](https://www.youtube.com/watch?v=jCuPb830_rk&t=1222s)

**WEEK 17.**

**3 DECEMBER:** Wrap-up And Student PPP

**5 DECEMBER:** Student PPP

Wrap-up discussion

Then:

**Assignment 6: Students to Present critique of Using Artificial Intelligence in Archaeology in the Classroom**

**WEEK 18.**

**10 DECEMBER:** FINALS WEEK MEETING

**12 DECEMBER:** FINALS WEEK MEETING

**NO EXAMS IN THIS COURSE, THE COURSE GRADE IS BASED ON ASSIGNMENTS**

**GRADED ASSIGNMENTS SYNOPSIS**

<i>ASSIGNMENT</i>	<i>TASK</i>	<i>IN CLASS DUE DATE</i>	<i>PERCENTAGE OF TOTAL GRADE</i>	<i>PAGE IN SYLLABUS</i>
<b>1. TEST</b>	Multiple choice test	5 Sep.	10%	7
<b>2. Forum debate ‘Elgin Marbles’</b>	Write 300-words from the debate and write 2 x 100-word replies to 2 other students’ posts	18 & 24 Sep.	15%	7
<b>3. Survey UOG Latte and make report</b>	Write 500-words about survey methods and result of field practical	6 Oct.	15%	9
<b>4. Ritidian Cave Art</b>	Sketch and interpret Cave Art at Ritidian	5 Nov.	15%	9
<b>5. ARCHAEOLOGY PROJECT</b>	Conduct documentation and interpretation of trash and produce 1,500 word report	20 Nov.	25%	10-11
<b>6. AI and PPP critique</b>	Provide presentation in class on 3 or 5 December	18 & 26 Nov,	20%	12

**GRADE ALLOCATION**

The final grade awarded will appear as a letter, representing the following marks:

A+ Outstanding, 98-100

A Excellent, 94-97



FANUCHANAN (FALL) 2024, AN 203-01 INTRODUCTION TO ARCHAEOLOGY

- A- Approaching Excellent, 90-93
- B+ Very Good, 87-89
- B Good, 83-86
- B- Approaching Good, 80-82
- C+ Above Average, 76-79
- C Average, 70-75
- D Marginal, 60-69
- F Fail, Below 60
- UW Unofficial withdrawal assigned by Registrar—stopped attending class and did not submit required documents. It will become an F and has a greater impact on the student's financial aid than an assigned F grade because it shows non-attendance, no attempt to complete the course.
- W Withdrawal assignment by the Registrar—stopped attending class and submitted required documents.