

Modern World Archaeology
ANTH 1321 Freshman Seminar
Spring 2011
Room: Dallas Hall #105
M/W 2:00 – 3:20

Course Instructor: Sunday Eiselt
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Office Location: Room 450 Heroy Hall
Office Hours:
T,Th 2:00–3:00 pm, W 1:00–2:00, by Appt.



Course Description

*Could archaeologists benefit contemporary cultures and be a factor in solving world problems?
Can archaeologists help individuals? Can archaeologists change the world?*

These questions are foundational to activist or critical approaches in archaeology. Activist approaches use archaeology to advocate for and affect change in contemporary communities, while critical approaches also probe the historical roots of human rights and environmental issues. Archaeologists currently change the world through the products of their archaeological research that contribute to our collective historical and cultural knowledge. This work helps to shape and reshape our perceptions of the past and our understanding of written history. Archaeologists affect contemporary communities through the consequences of their work as they become embroiled in controversies over the past. Beyond the obvious economic contributions to local communities caused by heritage tourism, archaeologists have begun to use their work as a means to benefit the public and even advocate for communities. Through seminar discussion and debate, this course considers the social and political dimensions of archaeology, the controversial nature of activism in the discipline, and the role of archaeological research in the service of civic engagement and policy reform.

Course Aims and Learning Outcomes:

You will have succeeded in this course when you are able to:

- Demonstrate good COMMUNICATION SKILLS: written, oral, visual, and interactive, to understand how statements about the past are used in contemporary society.
- Discuss critically PROFESSIONAL ETHICS AND VALUES IN ARCHAEOLOGY: to include responsibilities to science and to the different publics that archaeology serves.
- Understand and compare DIVERSE INTERESTS IN THE PAST: including different people's associations with prehistory and history.
- Discuss critically archaeology's SOCIAL RELEVANCE: make connections between past human systems and modern contexts.

Students explain basic theories and methods related to the study of human behavior, cognition, or socio-cultural organization as part of this class

Course Structure

The content of this course is divided into seven units as follows.

1. Introduction and Background to Archaeology
2. Archaeology and Politics
3. Archaeology and Law Enforcement
4. Archaeology and Human Rights
5. Archaeology and the Environment
6. Archaeology and Economic Development
7. Conclusion

Each unit consists of three classroom sessions, two of which are intended to introduce and discuss the topic, and the third of which will consist of an in-class debate of a key issue associated with the topic.

Attendance and Evaluation

This course follows a seminar format, meaning that students are evaluated primarily on preparedness, high-quality contributions to class discussion, and completion of all assigned readings, and projects. *The expectation is that you should spend 3 to 9 hours outside of class each week to prepare discussions, assignments, and projects related to this class.*

Attendance will be taken at the beginning of each seminar session according to University policy. Excused absences are allowed with prior approval from the instructor and include documented illnesses, family emergencies, and religious observances.

Readings and Seminar Preparation

Up to two (2) readings will be assigned for each class session (Mon and Wed) for a total of up to four readings per week to include articles, book chapters, and on-line references. All required readings must be completed prior to the class period. You must take notes on all readings and come to class prepared to discuss issues in detail and ask relevant questions pertaining to these issues.

There is no text-book for this class. Students will be provided with PDF versions of articles or on-line options for reading materials. PDF articles for will be posted to Blackboard prior to the week they are due on Wednesday of each week following class.

In-Focus Assignments

Each of the substantive topics outlines above (topics 2 through 6) will be accompanied by debate of a key issue during the third session of each topic. The week prior to the debate, students will be given a choice of three questions to research for the debate. The goal of the In-focus assignment is to pick one of the questions and research this question using article and on-line resources (research must include at least one academic article). The deliverable for the assignment will be a 2-3 page paper covering the debate (double-spaced, 12 pt font). Written answers must contain a structure (e.g. introduction, body, conclusion), express a well-informed opinion, and show good command of the English language, issues, and facts. Writing assignments will be graded on grammar, structure of argument, and knowledge of relevant background information. Cite all references using APA or MLA format.

Exams

Mid-terms and finals are not scheduled as part of this course curriculum. Writing assignments and class discussions serve as the primary means for evaluating student success in comprehending and synthesizing course materials.

Course Project: Research Paper and Presentation

The final project for this class consists of a research paper that will include an in-depth, critical review of one of the issues listed below on page 4. Other paper topics are possible but must be developed in consultation with the instructor. The paper must fit the following specifications and format:

Length:	10-15 pages, double-spaced, 1 inch margins
Font:	12-pt Times New Roman font.
Citation Format:	APA or MLA

Papers must be thoroughly researched using a combination of at least 5 article, book, or on-line references. On-line references cannot exceed more than 20% of total selected references. The final list of selected references must be approved by the instructor under the schedule provided below. Papers will be graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. Papers will be developed throughout the semester with opportunity for ample faculty/student collaboration and assistance.

Final papers will be presented on the last day of instruction (Wednesday April 27th). Presentations must not exceed 15 minutes and must be presented using PowerPoint or a related slide-show program.



US Defense Dept. Iraqi Heritage Playing Cards

Grade Distribution

Attendance and Participation: 25%
Writing Assignments = 35%
Final Research Paper = 20%
Final Presentation = 20%

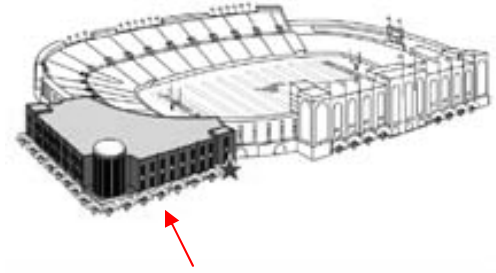
A = 100% to 95% A- = 94% to 90%
B+ = 89% to 88% B = 87% to 84% B- = 83% to 80%
C+ = 79% to 78% C = 77% to 74% C- = 73% to 70%
D+ = 69% to 68% D = 67% to 64% D- = 63% to 60%
F = 59% and lower

Blackboard

This class uses Blackboard. To access Blackboard: Go to www.smu.edu. Click on the "Academics" link. In the drop down menu, click on Blackboard. Enter your user name and password to access your classes. Click on ANTH 1321 to access the archaeology course site.

Help with Research Papers and Assignments

For assistance in preparing for class or developing better study habits, visit the Altshuler Learning Enhancement Center on campus or at: <http://www.smu.edu/alec/home.html>. The center offers academic skills workshops, tutoring, and help with writing. Offices are located in Suite 202, Paul B. Loyd Center (attached to the NW corner of Ford Stadium). Entrance is on the W. side of the building, just across from the Meadows Museum of Fine Arts.



★ 202 LOYD CENTER

University Policies

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Plagiarism: Plagiarism is the misrepresentation of the work of another as your own and is a serious infraction of the University Honor Code. Instances of plagiarism or any other cheating will be reported to the University Honor Council, and will at the very least result in failure of this course. The University policy on plagiarism may be found at: http://www.smu.edu/studentlife/PCL_05_HC.asp and in the Student Handbook at: http://www.smu.edu/studentlife/PDF/SMU_Student_Handbook_06-07.pdf

Potential Research Topics

- Branding Archaeology – A critical look at how archaeology is perceived by the public and archaeological responses to media portrayals.
- Disaster and Relief – How archaeologists detect past disasters and how they engage with law enforcement in times of mass-crisis.
- Military Idioms in Action – The roles and activities of military personnel in heritage management and their involvement in archaeological training.
- Vectors of Disease – The bio-archaeological study of epidemics and death in the service of modern medicine.
- Archaeology Unchained - Uncovering the historical roots of race and inequality in social justice causes.
- Being and Becoming Indigenous Archaeologists – A critical look at Native and internalist perspectives relative to scientific archaeology.
- Archaeology Goes Green - The Garbology Project and its implications for recycling and consumer behavior.
- When the Bubble Bursts – Archaeological practice and heritage preservation in the era of unbridled capitalism and its collapse.
- A Fearsome Heritage - Diverse legacies of industrialized warfare, impoundment, and structural violence.
- Clandestine Archaeology – Illegal immigration and the border fence in preservation and ethnoarchaeology.
- Digital Digging – A critical assessment of teaching archaeology to an iPod nation.
- The Value of Remembering – The tangible and intangible values ascribed to heritage and its relevance in the digital era.
- Unearthing Evil – Genocide and its representation in archaeology and beyond.
- Authenticity and Forgery – The psychological aspects of remembering and authenticating representations of the past.

