

LSC # 30
 Action Approved
12-6-90

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor Dr. Phillip O. Neusius Phone X-2733
 () Writing Workshop? (If not at IUP, where? when? _____)
 () Proposal for one W-course (see instructions below)
 () Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility _____
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Phillip O. Neusius

Department Chairperson Thomas J. Jorvik

College Dean Robert J. Jorvik

Director of Liberal Studies Charles D. Clark

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
 Please number all pages.

PROPOSAL FOR A WRITING INTENSIVE COURSE:
AN 244 BASIC ARCHAEOLOGY

The enrollment of the Basic Archaeology course is primarily composed of majors in Anthropology, although we do get a few students taking it for general interest. One of the problems in teaching this course is that Anthropology is a far reaching discipline and the methods employed by archaeologists are in many ways distinct from our anthropological colleagues. In order to make the course as relevant to all of our majors as possible it focuses upon archaeology's place within the discipline of Anthropology and its place within the scientific community. My personal objective for each and every student is that they be able to critically evaluate the results of archaeological research in whatever form they encounter it. For example, I am not concerned with whether they know how to construct a seriation curve using archaeological data themselves. But they will learn when and where such a technique is appropriate and reliable. They will learn how to critically evaluate archaeological research relying upon the canons of the scientific method.

To accomplish this task the course uses writing as a part of critical thinking. There are three basic types of writing assignments. The first is a series of daily written exercises which are based upon the assigned reading. The second type is a more intensive essay assignment with feedback and opportunity for revision. The third is a comprehensive essay final exam.

WRITING TO ENHANCE READING AND STIMULATE THOUGHT

The daily written assignments are intended to get the students to focus on the topic to be covered in each session. Classroom discussion will revolve around the topic from each assignment, which allows for oral feedback in the classroom. Each exercise is worth 1% of the total grade. The points are assigned based upon the level of effort rather than a predetermined right or wrong answer. I am enclosing examples of the first six exercises assigned.

WRITING TO INTEGRATE LEARNING AND THINK CRITICALLY ABOUT A TOPIC

There are a total of three critical essay assignments during the semester. I am enclosing an example of the first critical essay. This assignment is given to the students ahead of time. On the assigned day the students are required to write their essay in class without notes. This essay is then treated as a first draft. Each essay is evaluated and returned to the student. Students have the option of scheduling a conference for further clarification. Following the conference the student is given one week to write the final essay based upon the conference and written comments. Each of these essays is worth 20% of the total grade. The evaluation standards are based upon the level of organization, the extent to which the thesis presents a logical evaluation of outside reading, and the ability to incorporate concepts from class into the critical evaluation.

WRITING FOR EVALUATION

The final exam will be comprehensive. It will be divided into two parts. One part will require the students to define, compare and contrast key terms and concepts. The second part will require the students to respond to interpretive questions which integrate learning with new data or new contexts.

AN244

BASIC ARCHAEOLOGY

FALL 1990

Dr. P. Neusius
101 Keith Hall
357-2733

Office Hours: TR 11:15-12:00
1:30- 2:30
W 1:30- 3:00

Course Objective: The course will address the primary question, "What is contemporary archaeology?" The goals of archaeology as a discipline will be evaluated. Each student will be required to critically evaluate the work of various archaeologists in terms of whether any or all of these goals are met. The course is designed to get students to think critically in interpreting archaeological literature in a positivistic framework. A primary emphasis of the course is on archaeology's place within the discipline of anthropology.

Readings: Thomas, David H. 1989 ARCHAEOLOGY. (2nd edition)
Price and Gebauer 1989 Adventures in Fugawiland
Supplementary readings as assigned on reserve in the library.

Requirements and Grading:

Three critical essays each worth 20% of your grade (see accompanying guidelines for essays)

Class participation and daily exercises will be worth 20% of your grade. These exercises will be assigned to encourage you to evaluate your text, think about what the author is trying to convey and relate the various sections to the overall goal of the course. (see accompanying guidelines for essays)

Final Exam. This comprehensive in class exam will be worth 20% of your grade. The final exam will focus on key concepts and terms such as "stratigraphy" and "relative dating".

Class Schedule and Assignments:

WEEK 1

Archaeology Fact and Fantasy
Readings: Thomas pp. vii-13

WEEK 2

History of Archaeology.
Reading: Thomas pp. 15-67

- WEEK 3
Magic, Science or Religion: Archaeology's place as a discipline.
Reading: Thomas pp. 68-129.
- WEEK 4
Modern Objectives of Archaeology.
Reading: Thomas pp 130-154
ESSAY #1: October 2
- WEEK 5
Middle Range Theory.
Reading: Thomas pp. 155-202.
- WEEK 6
Excavation At Last
Reading: Thomas pp. 203-250.
Fugawiland pp. 1-18; 81-85.
- WEEK 7
Stratigraphy
Reading: Thomas pp. 251-281.
Fugawiland pp. 18-26; 86-87.
- WEEK 8
The Archaeological Dating Game
Reading: Thomas pp 282-313.
Fugawiland pp. 27-69; 88.
- WEEK 9
Sorting Our Artifacts into meaningful piles
Reading: Thomas pp. 314-354.
Fugawiland pp. 70-79; 89-96.
ESSAY #2: November 6
- WEEK 10
They were what they ate; prehistoric economies.
Reading: Thomas pp. 355-423
- WEEK 11
Home is where the site is; studying settlement patterns.
Reading: Thomas pp. 424-463
- WEEK 12
Reconstructing Social Organization.
Reading: Thomas pp. 464-501
ESSAY #3: November 29
- WEEK 13

Religion and Ideology.
Reading: Thomas pp 502-536

WEEK 14

Is it theory yet?
Reading: Thomas pp. 537-575.

FINAL EXAM

CRITICAL ESSAY GUIDELINES

Each of these essays will be based upon one or more questions to be addressed to a series of outside readings. You will be given the questions and the readings ahead of time. During the specified class period you will be expected to write your essay without notes. This essay will be graded as a rough draft and returned to you. You may request an optional conference for further clarification. You will then revise the draft for a final submission within one week. The final draft must be typed (double-spaced) and fully edited for typos and grammatical errors. If more than two errors of the same type occur on the same page the essay will be returned to you ungraded for revision.

CRITICAL ESSAY #1

As archaeologists in training you have been studying the scientific method as it relates to contemporary archaeology. We have examined the way in which even the early excavations of Troy can be seen as following the scientific method (although perhaps somewhat unintentionally by Schliemann). But much of archaeology reported in the literature is speculative and does not attempt to employ a rigorous methodology subject to verification. Even though an author may use the term theory, his report may be a "just so" story. For your essay read the following two case studies and critique them on the following points:

- A. What is the hypothesis (or hypotheses)? Is it explicit, predictive and/or comprehensive?
- B. What are the bridging arguments (If ... Then statements)? Do they specify the logical consequences of the hypothesis?
- C. How is the hypothesis tested? Is it supported or rejected? Do they suggest further hypotheses based upon their research and/or further avenues for testing their work?

Case Studies on Reserve:

Hill, James N.

1966 "A Prehistoric Community in Eastern Arizona" reprinted in Deetz, James (ed.) Mans Imprint from the Past. pp. 323-343.

Wheeler, Mortimer

1943 "A Prehistoric Battle". reprinted in Fagan, Brian (ed.) Introductory Readings in Archaeology. pp. 124-132.

These two case studies will provide a significant contrast, but they have several common elements. The studies may use technical terms (e.g. specific ceramic types) which will probably be unfamiliar to you. Do not be overly concerned with these descriptions. At this stage in the course we are looking at the way in which the authors have structured their research as scientists, not their specific conclusions. Ask yourself, what type of data are they using to support their statements? Be aware of when they are dealing with the static record or the dynamic past and how they make this distinction. When are they making inferences? Are they generating inferences inductively or deductively? Modern archaeology needs to develop a strong body of inferential techniques, are these studies contributing towards that goal?

DAILY EXERCISES

These exercises will be assigned in conjunction with your regular reading assignments. They are worth 2 points each. These exercises are due at the next class meeting after they are handed out. Since these exercises are designed as part of your class participation effort they will not be accepted late. These assignments are free writing exercises. As such, points are assigned based upon the effort put into them and the extent to which they relate to the reading assignment. Points are assigned based upon the following scale.

2 = Exercise is acceptable.

1 = Exercise displays little or no thought for relevance of assignment.

0 = Exercise not turned in.

AN244 BASIC ARCHAEOLOGY FALL 1990

NAME: _____

Exercise #1: Why did Thomas write such a long textbook?

DUE: Tuesday Sept. 11

Who wrote your textbook, Archaeology?

What do you know about him? What can you guess?

When was the text written? When was it published?

Below, outline all the chapter headings and subheadings for Chapter 1.

On the back of this sheet, write a one paragraph summary of the Prologue

NAME: _____

Exercise #2: The Great Mound Builder Debate

DUE: Thursday Sept. 13

From your reading in the first chapter of the text (or any good reference source) and viewing the video in class write a short narrative on the great mound builder debate. Your narrative should include some reference to each of the following (not necessarily in this order)

Squier and Davis
Cyrus Thomas
Caleb Atwater
ethnocentrism
Manifest Destiny
Lost Races
Hindus
Thomas Jefferson

AN 244 BASIC ARCHAEOLOGY FALL 1990

NAME: _____

EXERCISE #3: What were they angry about?

DUE: Tuesday Sept. 18

Based upon your readings in Chapt. 1 describe what was new in the "New Archaeology". In your discussion consider what it was that Taylor and Binford were "angry" about. Also consider Leslie White's comments. How does Deagan fit into this dichotomy between "old" vs. "new"?

NAME: _____

Exercise #4: Schliemann: Scientist or Scoundrel

Due Thursday Sept. 20

Heinrich Schliemann has traditionally been considered to be a scoundrel and thief, a very unlikely candidate for a scientist. The author of your text tries to portray his work in a new light. Given what you have learned about the scientific method evaluate Schliemann's excavation of Troy as an example of the scientific method. What are his hypotheses? What are his bridging arguments (If...Then statements)? Do they specify the logical consequences of the hypothesis? How is the hypothesis tested? Is it supported or rejected? Does he suggest further hypotheses based upon his research and/or further avenues for testing his work?

NAME: _____

Exercise #5: Adaptational vs. Ideational Approaches to Culture

Due Tuesday Sept. 25

Your text details the distinction between Ideational and Adaptive approaches to culture. He also refers to the struggle between these approaches as just beginning in Americanist archaeology. Some folks have suggested that the increased interest in ideational approaches is part of a larger change in our culture as a whole, tied to an anti-scientific and anti-intellectual backlash to the fast pace of scientific and technological change in the 20th century. Present a logical argument for or against this idea and suggest possible implications for future archaeology.

NAME: _____

Exercise #6: The Aims of Americanist Archaeology

Due Thursday Sept. 27

During this course we will focus on the three main objectives of Americanist archaeology: constructing culture chronologies; reconstructing extinct lifeways; and defining cultural processes. Define each objective by presenting an example for each from the first three chapters of the text. Select an archaeologist/anthropologist who best represents each type of objective. Use a different person for each example.