

# ANTH-130: INTRODUCTION TO ARCHAEOLOGY AND PREHISTORY

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**Effective Term**

Fall 2025

**CC Approval**

01/21/2025

**AS Approval**

02/13/2025

**BOT Approval**

02/20/2025

**COCI Approval**

04/30/2025

## SECTION A - Course Data Elements

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
Anthropology (Master's Degree)	

**Subject Code**

ANTH - Anthropology

**Course Number**

130

**Department**

Anthropology (ANTH)

**Division**

Arts and Humanities (ARAH)

**Full Course Title**

Introduction to Archaeology and Prehistory

**Short Title**

Introduction to Archaeology

**CB03 TOP Code**

2202.00 - Anthropology

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Updating as part of regular review cycle.

## SECTION B - Course Description

### Catalog Course Description

Introduces the basic theories and principles of contemporary scientific archaeology and the methods through which archaeologists recover and interpret the past. Students will explore basic excavation and analysis methods, as well as the relevance of archaeological studies to contemporary social issues. Fieldwork and museum exhibits outside of class are required.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Advisory Prerequisite(s)

Completion of ENGL-C1000 or equivalent with a minimum grade of C.

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00

### Lecture Hours

54.00

### Outside of Class Hours

108

### Total Contact Hours

54

### Total Student Hours

162

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent
Online with Proctored Exams	Permanent

## SECTION E - Course Content

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Apply archaeological theory and methods to the investigation of prehistoric and contemporary cultures.
2.	Understand the social, political, and cultural dimensions of artifact recovery, interpretation, provenance, and ownership.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate a comprehensive understanding of the field of archaeology.
2.	Apply archaeological theory and methods to the investigation of prehistoric cultures.
3.	Apply archaeological theory and methods to the investigation of historic/contemporary cultures.
4.	Analyze current cultural practices in light of archaeological theories regarding pre-historic societies.
5.	Analyze museum preparation and display through fieldwork and field trips.
6.	Interpret political issues of artifact interpretation, provenance and ownership.

### Course Content

1. Archaeology, Anthropology, Science, and the Humanities
2. The structure of archaeological inquiry and exploring the "frauds, myths, and mysteries" of pop archaeology
3. Doing fieldwork (surveying, remote sensing, excavation methods)
4. Geoarchaeology and site formation processes
5. Chronology building
6. The dimensions of archaeology (time, space, and form)
7. Taphonomy, Experimental Archaeology, and Ethnoarchaeology
8. People, plants, and animals in the past
9. Reconstructing social and political systems of the past
10. Understanding key transitions in world prehistory
11. Historical archaeology: Insights on American history
12. Caring for America's cultural heritage; California archaeology
13. Archaeology's future

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	Creating an archaeology "LibGuide" or Wiki for the Napa Public Library.
Critique	A written critique that assesses the current status of women in archaeology careers.
Discussion	An instructor-led discussion about the challenges of archaeology and excavation in dangerous places.
Field Experience	A field exercise on stratigraphy and the power of water erosion in the California Delta.
Field Trips	A trip to the Tulocay cemetery to analyze the symbolism and beliefs expressed through cemetery and mortuary artifacts (gravestones, mausoleums, etc.)
Group Work	A group presentation or project that analyzes the archaeology of COVID-19.
Individualized Instruction	A scheduled "1-on-1" meeting with the instructor as a required piece of a larger excavation project.
Lecture	A Socratic-type lecture about theory in archaeology.
Visiting Lecturers	Taking advantage of our proximity to the Sonoma State University Archaeological Sciences Center and inviting their faculty and students to come and report on their work or participate in a Zoom Q&A.
Workshop	A flint-knapping workshop held on campus.
Other	Other relevant pedagogy as determined by the instructor.

**Instructor-Initiated Online Contact Types**

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

**Student-Initiated Online Contact Types**

Chat Rooms  
 Discussions  
 Group Work

**Course design is accessible**

Yes

**Methods of Evaluation****Methods of Evaluation**

Types	Examples of classroom assessments
Essays/Papers	A short written essay that discusses the functional differences between Oldowan and Acheulian tool technologies.
Exams/Tests	A short essay final exam that addresses major course content and contains embedded questions to improve future testing efforts.
Homework	Watching an online TED video about site preparation before practicing the behavior during class.
Oral Presentations	A team-based debate that argues for or against a particular issue in archaeological research.
Problem Solving	An exercise that requires students to accurately estimate the labor and time requirements of building an Egyptian pyramid using campus buildings as templates.
Projects	A group project that coincides with National Archaeology Day (Fall), Archaeology in the Community (Spring), or Arch in the Park (Summer)
Quizzes	A team-based, multiple choice vocabulary quiz designed in Quizlet.
Other	Other relevant methods of evaluation as determined by the instructor.

**Assignments****Reading Assignments**

Reading assignments may include selections from textbooks, research studies, news articles, materials handed out in class (or online for online/hybrid courses), and other relevant supplemental materials as needed.

*For example:*

1. Read Chapter 5 in the textbook, paying special attention to the author's claims of archaeological pseudoscience.
2. Read the handout on Paleoindian migration theories and assess whether or not the climate changes linked to the Last Glacial Maximum could have affected stone tool development and proliferation in what is today North, Central, and South America.
3. Read the *Code of Ethics* of the Society for American Archaeology (SAA), paying special attention to the responsibilities archaeologists have to the communities they are part of and those they work in.

**Writing Assignments**

Written assignments require critical thinking about course content and activities. Written reports allow students to practice analyzing primary source materials and summarize the importance of a particular site or set of artifacts to better understand the human archaeological record.

*For example:*

1. Seriation Exercise - arrange the pictures of pottery designs in a logical classificatory sequence and explain the rationale you used to do so.
2. Choose one site excavation from an approved list and write an informative summary that includes basic facts, a site map, and an explanation of what you find most interesting about the site.
3. Imagine that you are about to travel across the world to work on an excavation of Roman-era mosaics in what is today the country of Turkey. Write your first fieldwork entry about the steps you will need to take to participate successfully in the excavation. How

would you get permission to excavate? Who would you bring with you? What tools would you bring? What pre-trip knowledge will you need to learn? What does your packing list look like? How might you prepare yourself psychologically and physically?

### Other Assignments

Fieldwork and out-of-class museum exhibits (either live or online/virtual exhibits) are a crucial component of this course.

*For example:*

1. Visit a museum, gallery, library, or archive exhibit near you that is relevant to historical archaeology. In a three-page field report, discuss the larger issues of ownership, interpretation, and provenance in the context of your chosen exhibit.
2. Take an in-class tour of the Napa Valley College campus. During your tour, provide a field sketch and initial findings report of campus artifacts. How do the artifacts you "found" help you interpret daily life on a college campus? What can you infer about the activities that take place there? What generalizations can you make, if any?

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Sutton, M.Q.

### Title

Archaeology: The Science of the Human Past

### Edition/Version

6

### Publisher

Pearson

### Year

2021

### ISBN #

9780367617806

### Material Type

Textbook

### Author

Renfrew, C., Bahn, P., and DeMarrais, E.

### Title

Archaeology: Theories, Methods, and Practice

### Edition/Version

9

### Publisher

Thames & Hudson

### Year

2024

### ISBN #

9780500849989

### Material Type

Open Educational Resource (OER)

**Author**

Wolcott Paskey, A. and Beasley Cisneros, A.

**Title**

Digging into Archaeology: A Brief OER Introduction to Archaeology with Activities

**Edition/Version**

1

**Publisher**

ASCCC Open Educational Resources Initiative (OERI)

**Year**

2020

**ISBN #**

<https://libretexts.org/bookstore/order/?socialsci-74736>

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**Material Type**

Open Educational Resource (OER)

**Author**

Donahue, J.A., Ray, I.S., Scarborough, I.M., and Zovar, J.M., Eds.

**Title**

Traces: An Open Invitation to Archaeology

**Edition/Version**

1

**Publisher**

Consortium of Academic and Research Libraries in Illinois

**Year**

2024

**ISBN #**

<https://textbooks.whatcom.edu/tracesarchaeology>

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**Course Codes (Admin Only)****ASSIST Update**

No

**CB00 State ID**

CCC000160684

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No