

**ANTH 210**  
**Exploring Archaeology**  
**Online 100% (Asynchronous)**  
**Fall 2021**



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## I. Course Description

Welcome to Exploring Archaeology! This course introduces students to the methods and theory of archaeology and its unique perspective to anthropology's comparative and holistic approach to the human experience—that of deep time. The course will include case studies from around the world and from many different time periods to introduce students to the research process and field and lab methods (including survey, excavation, dating methods, and laboratory analyses) that archaeologists use to explore fundamental questions about the human past. We will critically and creatively consider the roles of diverse social theories and stakeholder voices in shaping archaeological research. By the end of this course, students will not only grasp the scientific and humanistic aspects of the discipline of archaeology, but also appreciate how archaeologists' long-range view of the written and unwritten past can profoundly influence understandings of what it means to be human.

This online course will be delivered asynchronously and will consist of self-paced online lectures and recorded video interviews of guest speakers (available for on-demand viewing), discussion boards, quizzes, and critical and creative writing assignments.

## II. Learning Outcomes

The Department of Anthropology strives to provide students with a well-rounded education about the human experience. This course will help you:

- Explain the theories and methods involved in the study of the human past
- Learn to generate, analyze, and synthesize evidence through the process of scientific inquiry
- Improve your ability to think critically and communicate ideas effectively about the past
- Relate archaeology to contemporary human issues and politics

### III. Online Course Access

The course will be delivered asynchronously via Blackboard. All video lectures will be recorded and posted weekly for students to view on demand Blackboard. You will need a computer, tablet, or smartphone with reliable Internet connection to download or stream content for this course. A limited number of laptops are available for [checkout](#) from Founders Library for the entire semester. Email Lib-Admin@niu.edu to confirm laptop availability; you will need a valid OneCard for check out and return.

WiFi is usually recommended over cellular data for anyone using a smartphone or tablet due to the high bandwidth required. Check out the [State of Illinois' drive up WiFi map tool](#), which provides geographic locations for public drive-up WiFi hotspots in Illinois.

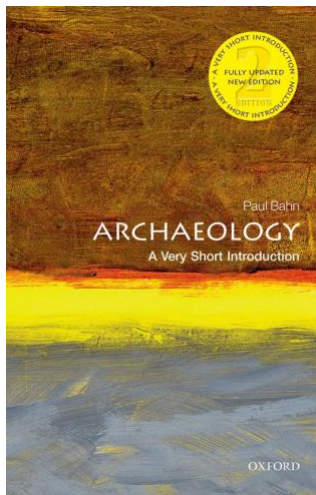
Your profile in Blackboard lets you add a profile photo, adjust your notification settings, and link a cloud storage account. Please add a [profile image](#)! This could be a photo of yourself or an image of something that symbolizes you. Profile images will be visible throughout Blackboard, including on your Discussion Board posts. This will help you and your classmates get to know one another and form a community.

### IV. Online Learning Principles

Both the pandemic and social justice issues over this past year and a half have taken an emotional toll on everyone. I recognize that the future is unpredictable, and my goal is to promote an online classroom environment that offers flexibility and prioritizes individual well-being.

Even in an asynchronous online class, students are expected to foster an inclusive and caring classroom that respects a diversity of opinions and experiences, reflective of our commitment to the [Northern Pact](#). First and foremost, we need to respect each other as individuals and as a group, which includes communication in discussion boards and with the instructor and TA.

### V. Course Textbook



Paul Bahn, *Archaeology: A Very Short Introduction* (2nd edition). 2012, Oxford University Press. ISBN-10: 0199657432, ISBN-13: 978-0199657438

*Textbook affordability:* You have several options to acquire the low-cost textbook for this course:

- rent the e-book for only \$4.00(!) for 180 days on [Redshelf](#)
- purchase the e-book for \$7.99 (available on [Google Play](#), [Apple Books](#), [Kobo](#), and other standard e-book providers)
- purchase a new paperback copy on [Amazon](#) for \$11.95 (used options also available)

NOTE: Please be sure that you acquire the most recent version of this textbook (the 2<sup>nd</sup> edition). The earlier edition differs in content.

We also will be reading news articles about cutting edge research that addresses social justice issues and archaeology's relevance in the modern world from digital magazines including *Sapiens*, *Science*, and *Nature*, among others. Additional readings are listed on the Course Schedule and will be posted as web links or PDFs to the course Blackboard site in weekly content folders.

## VI. Assessment

There are six main components to the overall grade in this course, detailed below. Due dates for assignments are listed on the Course Schedule.

### Grading Components:

1. Syllabus Quiz: 2 pts
2. Learning Contract: 3 pts
3. Scholarly Sources Quiz: 3 pts
4. Discussion Board (15 total worth 1 point each): 15 pts
5. Assignments (4 total worth 5 points each): 20 pts
6. Quizzes (5 total worth 10 points each): 50 pts
7. Ask an Expert (interview questions worth 2 points and writeup worth 5 points): 7 pts

**TOTAL: 100 pts**

### Grading Scale:

Total numerical scores will be converted into a letter grade at the end of the semester using the +/- system.

≥ 94:	A	87-89.9: B+	77-79.9: C+	60-69: D	<59: F
90-93.9:	A-	84-86.9: B	70-76.9: C		
		80-83.9: B-			

Please note that numerical scores that do not meet the minimum threshold for the above categories will **not** be rounded up when converting to letter grades (e.g., a final numerical score of 89.9 will receive a "B+"). Extra credit opportunities will be announced throughout the semester; please take advantage of those to give your grade a boost if needed.

**Syllabus Quiz:** This quiz is designed to help students make sure they understand important policies of the course. Students will be given unlimited attempts to complete the syllabus quiz for full credit on Blackboard during the first week of classes.

**Learning Contract:** Each student is to upload a learning contract onto Blackboard by the end of the second week of classes. Each contract should include the following: learning goals for the class; self-responsibilities in meeting these goals; and expectations of the instructor and the TAs in helping to fulfill these goals. This contract will be used to help students evaluate individual progress towards goals and can be reviewed throughout the semester alongside your exam and assignment grades and final course grade. This contract serves as a baseline for communication and accountability; students will receive full credit if it is turned in with satisfactory effort.

**Scholarly Sources Quiz:** This quiz is designed to help students make sure they understand broader library research and citation strategies and academic policies regarding plagiarism.

**Discussion Board:** The Discussion Board on Blackboard is an opportunity to engage with the course readings and interact asynchronously with everyone in the course. The discussion board is open to everyone in the course and a place to “discuss” what you are learning. Students will follow the model of “Ask a question, answer a question,” i.e., they should read previous posts and respond directly to other students’ questions in addition to posting their own. Each week you should submit **at least two posts** and address the following:

- What question(s) do you have about the material from this week?
- What answer/thoughts/ideas can you provide in response to another student’s question(s)?

Responses should be short (**50-100 words**) but should show evidence that you have viewed the lectures and/or read the readings and demonstrate critical thinking and original thought. Discussion board posts should be written in complete sentences with accurate grammar and spelling. Note: **one missed week** (i.e., two posts) will be **dropped** at the end of the semester. Late posts will not be accepted without prior communication with your instructor or TAs.

**Assignments:** Students will complete four assignments throughout the semester worth 5 points each that are designed to engage students in the material in creative ways. All assignments should be submitted **electronically to Blackboard by 11:59 pm** on the day they are due (dates listed on the Course Schedule). **Late** assignments are accepted with **partial credit** (0.5 pts off for every 24 hours late) up to a week after the due date, unless granted an exception by your instructor or TA (**if you need extra time, please reach out!**).

**Quizzes:** There will be five quizzes throughout the semester worth 10 points each. Quizzes will be based on lectures (including guest lectures) and readings and will consist of multiple choice questions that are designed to test your application of course concepts. The quizzes will not be cumulative and will focus on the content covered in the weeks leading up to each quiz, although some general knowledge should carry throughout the course.

Quizzes will be open from **12:00 am – 11:59 pm Thursday through Sunday of the week they are due**, listed on the schedule below. You will be given a time limit of **one hour** to complete each quiz after you start it. Please plan accordingly and contact your instructor or TA as soon as possible if you have a valid reason for needing a quiz makeup, including if you have internet connectivity issues.

**Ask an Expert:** You will have the opportunity to write interview questions for other archaeologists who are experts in a variety of different archaeological fields. Students will have the chance to rank their topics of interest and the topic groups will be posted to Blackboard. For your designated “Ask an Expert” topic, students should submit **at least two questions** for the guest archaeologist about their research or specialization (due dates listed on the Course Schedule). Some or all your questions will be posed to the guest archaeologist and recorded in a video interview for you to view on demand. You will then conduct further independent research on the topic and complete a 3-4 page writeup.

**Honors Section:** In addition to the regular classwork, you will produce a 5-7 page research paper with nested benchmarks, including a topic abstract and annotated bibliography, along with a 3-5 minute digital presentation of your chosen archaeology topic. Further details and deadlines for these assignments will be made available on Blackboard and discussed outside of the scheduled class time in virtual office hours meetings with the instructor.

Please note that all assignments must originate with you in form and content, and all the work you submit in this course must have been written **for this course and not another**. Please consult the full policy on academic integrity below.

If you experience any **technical difficulties** submitting assignments, writeups, or discussion board posts to Blackboard, please email **one of your TAs** as soon as you encounter the issue and include a copy of your assignment if possible. You can attach a file or screenshot or include a link (e.g., to Google docs, Box, etc.). If you are unable to attach files or include links, please specify that in your email. We recognize that technical issues come up and are happy to accept alternate formats if needed! For persistent issues with Blackboard, see below.

## VII. Blackboard, Email, and Office Hours Policies

**Blackboard:** Students can access all course materials online on Blackboard, including video lectures, the course syllabus, assignments, readings links and PDFs, quizzes, discussion board, and other materials posted throughout the semester. Blackboard will be the primary means of communication about the course. Please check the site and your email daily for announcements, updates, and due dates.

If you have problems accessing Blackboard or submitting assignments, please contact the Division of Information Technology by phone (815-753-8100), or submit a [ticket](#) to the service desk.

**Email:** Feel free to contact me or your TAs via email with questions or concerns about the course. Before sending an email, check the syllabus to see if the answer to your question is there. For procedural or logistical questions, including about assignments or quizzes, please contact your TAs first. While I am always happy to connect with students directly, please note that depending on the nature of the inquiry I may forward some emails to the TAs to respond to you in my place.

Please note that I generally do not respond to student emails after 5 pm or on weekends, although I strive to respond promptly during business hours. You are welcome to send an email at any time, but please plan accordingly (e.g., if you send an email after 5 pm on Friday, you can expect to receive a response on Monday morning). Note that quizzes and assignments are due Sundays. For detailed questions regarding assignments or quizzes, please use office hours.

Whether contacting me or your TA, please practice good email etiquette!

- Put “**ANTH 210**” in the subject line
- Include a salutation (e.g., Hi Prof. Bardolph) and a signature with your full name
- Present your concerns clearly and succinctly
- Avoid text-message abbreviations, slang, emojis, etc.

**Office hours:** Please feel free to drop into our virtual office hours (schedule listed at the top of the syllabus) to discuss anything related to the course, anthropology, NIU, any concerns, etc. Office hours will be held via **MS Teams** (available to all NIU students through Office 365). If you are joining our scheduled office hours, then there is no need to alert us ahead of time; simply sign into MS Teams and send a chat message to start the meeting (Prof. Bardolph or TAs will show up in green when available on Teams). Meetings can then be conducted over video, audio, or chat.

To request a meeting outside of scheduled office hours, please email your me or your TAs to set up a time. **Please specify your availability in blocks of days/times** and try to give **at least 24 hours advance notice** of your request for a virtual meeting. Once we know your availability, we will send a scheduled meeting invitation via MS Teams.

Please note that while I have a lot of availability during the week, I generally am not available for office hours before 9 am or after 5 pm Monday through Friday, or on weekends. If you are unable to schedule meetings during weekday business hours, please let me know and I can make an exception to this policy.

### **VIII. Additional Things to Note**

**Reach Out!** If you are having trouble accessing any course materials (e.g., lecture videos, Blackboard assignments, textbook, etc.), having internet connectivity issues, or if you need flexibility on assignment due dates, let us know! Please email me or your TAs to or schedule an appointment to meet virtually, especially if you need extensions on assignment deadlines. You do not need to provide specific reasons for requesting accommodations. As a professor here at NIU I always strive to be flexible, accessible, approachable, and understanding. I know how important it is to support [health and wellness](#), which are crucial factors to student success—particularly in these challenging times we are all facing! Please reach out, I am happy to help in any way that I can!

**Preferred Names and Pronouns:** Class rosters and university data systems are provided to faculty with the student’s legal name and legal gender marker. As an NIU student, you are able to change how [your preferred/proper name](#) shows up on class rosters. This option is helpful for various student populations, including but not limited to students who abbreviate their first name; students who use their middle name; international students; and transgender students. We will take time during our first Collaborate session to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in way that is safe for you.

**Have a great semester and enjoy exploring archaeology!**



Acoma polychrome jar, ca. 1900–1920. Acoma Pueblo, New Mexico.

## ACADEMIC MISCONDUCT

It is expected that students attending NIU understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Good academic work must be based on honesty. The attempt of any student to present work that they have not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, articles, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. Please familiarize yourself with the full policy on [Academic Misconduct](#) at NIU.

## STUDENTS WITH DISABILITIES

If you have a disability-related need for reasonable academic adjustments in this course, please contact the [Disability Resource Center](#) as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building and can be reached at [drc@niu.edu](mailto:drc@niu.edu) or 815-753-1303. In addition, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

## SAFE SPACE

As a faculty member at NIU and in accordance with the [Northern Pact](#), I adhere to and respect NIU policies and regulations pertaining to the observance of religious holidays; sexual harassment; and racial or ethnic discrimination. My goal is to serve as an ally for students of all identities, and I am available to discuss confidential matters with students individually and offer referrals.

## ADDITIONAL RESOURCES

*Huskie Academic Support Center*: provides students with assistance to aid in being successful in courses through a variety of academic support services, including workshops for time management, effective reading, and test anxiety; as well as walk-in and/or appointment-based [tutoring](#), among other resources. Please refer to the [Huskie Academic Support Center website](#) for more information.

*Counseling & Consultation Services (CCS)*: offers counseling, crisis intervention, advocacy services (for sexual assault, dating or domestic violence, and/or stalking support), specialized services (for substance abuse, eating and body image concerns, and anger), along with other resources to de-stress and ways to cope with academic anxiety. Please refer to the [CCS website](#) for more information.

*Support for Undocumented Students*: If you are undocumented and need assistance or support to successfully complete your classes or degree, the coordinator for [Undocumented Student Support](#), Sandy López, can help you with advising, campus services, and other university resources. Visit Sandy in the Campus Life Building, Room 236 or contact her at [slopez1@niu.edu](mailto:slopez1@niu.edu) or by phone at 815-753-2391.

## ANTH 210 Fall 2021 Course Schedule

The course schedule below lists weekly topics, assigned readings, due dates, and other information. All readings from the textbook are listed by chapter number, and any additional readings or videos will be posted as PDFs or weblinks to Blackboard (Bb).

All quizzes, assignments, discussion board posts, Ask an Expert writeups, etc. should be **submitted electronically to Blackboard by 11:59 pm** on the dates listed below. All assignments are due at the end of each week on Sundays. Quizzes will be open from 12:00 am – 11:59 pm Thursday through Sunday of the week they are due, listed on the schedule below.

Students can expect to follow this schedule but please note that some items are subject to change. Any changes will be announced and posted to Blackboard.

Week	Dates	Topic	Readings / Due Dates	Activities / Assignments Due
1	Aug 23 – 29	What is Archaeology?	None	
		A Brief History of Archaeology	Textbook Intro and Ch. 1	
			<i>Due Sun Aug 29</i>	<i>Discussion Board 1 Syllabus Quiz</i>
2	Aug 30 – Sep 5	Different Sites, Different Archaeologists	How to Become an Archaeologist (Bb)	
		Think Like an Archaeologist	Sapiens (Bb)	
			<i>Due Sun Sep 5</i>	<i>Discussion Board 2 Learning Contract</i>
3	Sep 6 – 12	<b>Labor Day</b>	None	<b>No classes Mon Sep 6</b>
		Research Like an Archaeologist	Transition to College Writing (Bb) Writing in Anthropology (Bb)	
			<i>Due Sun Sep 12</i>	<i>Discussion Board 3 Library Research Quiz</i>
4	Sep 13 – 19	How and Why Things Get Left Behind	Science video (Bb)	
		Fantastic Sites and Where to Find Them	Sapiens (Bb)	
			<i>Due Sun Sep 19</i>	<i>Discussion Board 4 Quiz 1 Ask an Expert interview questions (Survey)</i>



5	Sep 20 – 26	Ask an Expert: Survey	Time Team America (Bb)	Guest interview
		Why Archaeologists Dig Square Holes	Sapiens video (Bb)	
			<i>Due Sun Sep 26</i>	<i>Discussion Board 5 Assignment 1</i>
6	Sep 27 – Oct 3	Getting a Date	Ch. 2 Scientific American video (Bb)	
		Sorting, Categorizing, and Experimenting with Stuff	Ch. 3 Experimental arch video (Bb)	
			<i>Due Sun Oct 3</i>	<i>Discussion Board 6 Honors Topic Abstract*</i>
7	Oct 4 – 10	Studying Relatives	Sapiens (Bb)	Guest presentation
		Studying Animals	Reading Ancient Animal Remains (Bb)	
			<i>Due Sun Oct 10</i>	<i>Discussion Board 7 Quiz 2 Ask an Expert interview questions (<b>Zooarchaeology</b>)</i>
8	Oct 11 – 17	Ask an Expert: Zooarchaeology	Nature (Bb)	Guest interview
		Studying Ancestors	Nat Geo Video (Bb)	
			<i>Due Sun Oct 17</i>	<i>Discussion Board 8 Ask an Expert interview questions (<b>Bioarchaeology</b>)</i>
9	Oct 18 – 24	Ask an Expert: Bioarchaeology	Sapiens (Bb)	Guest interview
		Studying Plants	Ch. 4	
			<i>Due Sun Oct 24</i>	<i>Discussion Board 9 Assignment 2</i>
10	Oct 25 – 31	Uncovering Ancient Art	Ch. 5	
		We Are What We Eat: Agriculture's Origins	Nature (Bb)	
			<i>Due Sun Oct 31</i>	<i>Discussion Board 10 Quiz 3</i>
11	Nov 1 – 7	In Our Backyard: America's First City	Ch. 6	
		Identity Matters: Archaeology of Gender	Ch. 7 Sapiens (Bb)	

			Due Sun Nov 7	Discussion Board 11 Honors Annotated Bibliography*
12	Nov 8 – 14	Writing and Righting History's Wrongs	Sapiens (Bb)	
		Skull Wars: NAGPRA and Kennewick Man	Ch. 8	
			Due Sun Nov 14	Discussion Board 12 Assignment 3 Ask an Expert interview questions ( <b>Museums</b> )
13	Nov 15 – 21	Museum Matters	Ted Talk Video (Bb)	
		Ask an Expert: Museums	Pick Museum Collections Tour video (Bb)	Guest interview
			Due Sun Nov 21	Discussion Board 13 Quiz 4
14	Nov 22 – 28	Caring for our Cultural Heritage	Ch. 9	
		<b>Thanksgiving Break</b>	None	<b>no classes Wed Nov 24</b>
			Due Sun Nov 28	Discussion Board 14 Ask an Expert interview questions ( <b>Cultural Resource Management</b> )
15	Nov 29 – Dec 5	Ask an Expert: Cultural Resource Management	None	Guest interview
		Archaeology's Future	Ch. 10	
			Due Sun Dec 5	Discussion Board 15 Assignment 4 Honors Digital Presentation*
16	Dec 6 – 12	Finals Week	None	
			Due Sun Dec 12	Ask an Expert writeup Quiz 5 Honors Final Paper*

Note: items denoted with an asterisk (\*) pertain to Honors students enrolled in ANTH 210H only.