Rebecca Mendelsohn
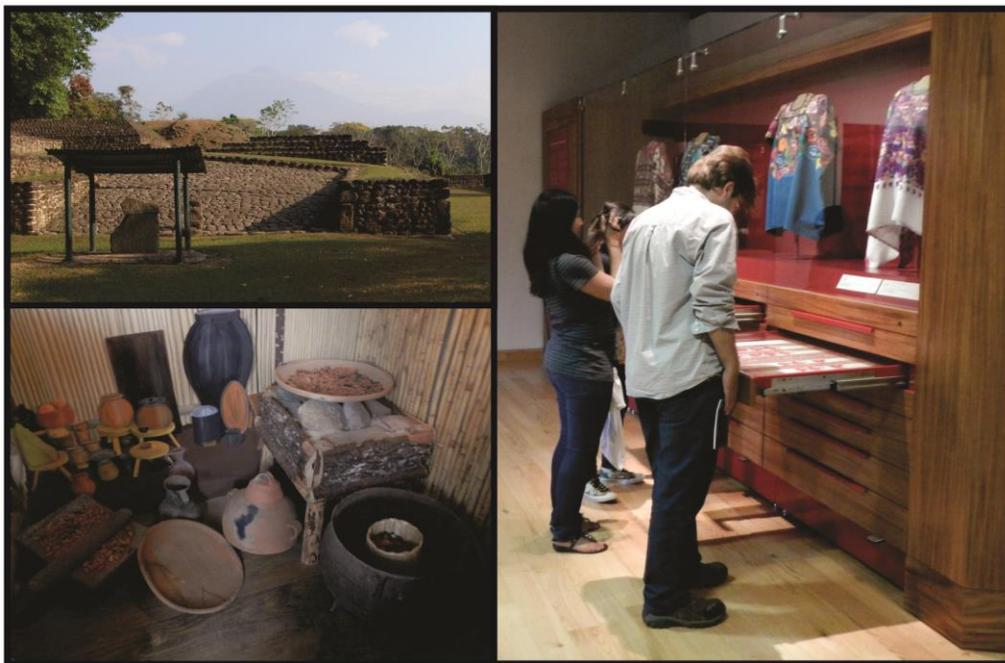
**Research Associate,
Institute for Mesoamerican Studies**

Teaching Portfolio, Fall 2018

Portfolio Contents

Statement of Teaching Philosophy

People tend to be innately interested in human behavior. As an archaeologist, I draw on that interest to engage students with the past. While most students enter the classroom with a fascination with the adventure of recovering antiquities, they quickly learn that the emphasis of contemporary archaeology is on understanding how past peoples engaged with the world around them. My students learn to use artifacts as clues to identify human behavior and observe how this behavior may have changed through time. To achieve this, my students use material culture to construct convincing arguments and explore cultural differences.

Many of my assignments are designed to foster critical thinking through the analysis of archaeological data. Laboratory projects in "Introduction to Archaeology" are intended to teach students how archaeologists get from material analyses to conclusions about social processes. For example, in my paleoethnobotany laboratory assignment, students use the analysis of seeds and accompanying information in lab packets to answer questions that tell stories about ancient peoples. The prompt for a station with pepper, clove, cinnamon, and anise seeds asked: "These materials were discovered in a shipwreck off the west coast of India. Where was the ship headed? What was the profession of the people aboard? How do you know?" By the end of the class students master using archaeological data to create strong arguments.

I also use archaeology to teach students cultural sensitivity. To help students grasp other viewpoints, I incorporate ethics assignments into my courses. For example, when we cover the Native American Grave Protection and Repatriation Act (NAGPRA) in "Introduction to Archaeology," I give students a case study of the "Kennewick Man." In this famous 1996 case, the discovery of the ~8,500-year-old human remains known as the "Kennewick Man" sparked a legal battle between scientists and American Indian tribes over claims to the remains that is still being resolved today. For this assignment I ask students to read position papers and then split into two groups to debate whether the remains should be available for scientific research. After, I give them a timeline showing how this real-life struggle played out. By the end of class, students better understand the complexity of the relationships between scientists and indigenous groups.

To bring the study of archaeology into the 21st century, I also bring new technologies into the classroom. When sites have been mapped three-dimensionally, students watch simulated fly-throughs. When we cover sampling strategies, students complete an online excavation simulation. When we discuss remote sensing, students use aerial views of sites in Google Earth to make inferences about ancient peoples' relationships with their local environment and with peoples of neighboring settlements. These interactive activities are favorite assignments for students throughout the semester. Building on this interest, I have developed a course, "Satellites and Lasers: Cultural Heritage in the 21st Century," which focuses on how new technologies are contributing to research, conservation, and educational outreach in cultural heritage fields.

In sum, my teaching philosophy is to encourage students to become critically engaged and culturally sensitive citizens of the world by training them to develop strong arguments using data, engaging them in debate on ethical issues, and bringing technology into the classroom.

Instructor of Record Positions
Anthropology Department, University at Albany, SUNY

Spring 2019   Aztecs, Incas, and Mayas
- Will teach a lecture hall class of approximately 130 students

Summer 2016   Archaeology
- Taught 13 students during a one-month intensive course
- Classes met for 2 hours and 15 minutes, 5 days a week

Teaching Assistant Positions
Anthropology Department, University at Albany, SUNY

Spring 2012   Field Instructor, Costa Rica Field School: Introduction to Archaeological Field Techniques
- Taught 13 students excavation techniques in rotating groups of 4-5 during a 6-week course
- Supervised field trips to points of interest nearby

Spring 2010   Lab Instructor, Archaeology
- Taught two lab sections with 26-27 students in each
- Designed a new series of lab assignments

Fall 2009   Grader, Aztecs, Incas, and Mayas
- Graded exams and essays for a lecture class of 137 students

Paleoethnobotany Lab, Introduction to Archaeology

Summary
This was a new lab assignment I developed to supplement other material analysis labs for the class. It was designed to teach students how ancient plant remains can be used by archaeologists to answer questions about past environments, subsistence systems, and for trade as commodities. This assignment represents my greater goal during the summer of 2016 to reframe the materials-based lab assignments used in previous semesters of Introduction to Archaeology to improve students' critical thinking skills. In addition to preliminary analysis questions that teach students what they are looking at, it asks how this data can be used to draw conclusions about ancient peoples.

Assignment Structure
1. I purchased seeds and spices in advance and placed them at stations associated with research questions. I also compiled a "seed manual" as well as maps of biomes and trade routes in a lab packet to help students answer the questions.
2. Students visited stations with seeds and microscopes and compared them with images in their lab packets to identify the plant remains.
3. They then used their identifications to answer the questions about human activity.
4. Students who selected this lab to turn in expanded on these answers in a 2-3-page write-up.

Assignment Goals
- Learn to analyze material remains like an archaeologist
- Construct a convincing argument about human behavior using archaeological data

Sample Questions

1. What is this? What part of the plant did it come from? Is it from a New World or an Old World site? How do you know?
2. What is this? From which of the modern-day biomes would you expect it was recovered? Why? If this was found from a site associated with the Last Glacial Maximum (LGM), where must this site have been located?
3. These materials were found at a seasonal camp. During what time of year was this site occupied? In what country was the site? How do you know?
4. These materials were discovered in a shipwreck off the west coast of India. Where was the ship headed? What was the profession of the people aboard? How do you know?
5. These seeds were discovered together in a bowl in Mexico. What type of food did the bowl contain? How do you know?
6. What plant is this? Is it from a high or a low altitude? How do you know?

Ethics and Reburial Assignment, Introduction to Archaeology

Summary
I originally developed this assignment as a teaching assistant/lab instructor for Introduction to Archaeology. Because of my role as a lab instructor, the assignment was originally an in-class assignment. My goal was to use a case study to make course content more relatable for students. The case study I selected is of the "Kennewick man," a set of human remains discovered in 1996, that sparked a high-profile controversy between the archaeologists and indigenous groups. Because the in-class debate was such a great success and because the discussion of ethical issues is an important component to highlight in an introduction course, I developed this lab into a more formal assignment for my own Introduction to Archaeology course.

Assignment Structure
1. In-class introduction to NAGPRA (the North American Graves Protection and Repatriation Act) of 1990, summary of the law and discussion of specific points
2. Watched 20-minute clip of film "Bones of Contention"
3. Introduction to "Kennewick man" and description of events on surrounding its discovery and the beginning of the controversy (Handout: Timeline #1)
4. Students are given position papers from both sides of the issue: one from James C. Chatters, an archaeologist with the Smithsonian Museum of Natural History and another from Armand Minthorn, a representative from the Umatilla Indian Reservation. (Handout: Position Papers)
5. Students complete the in-class assignment: individual notes, followed by discussion in their debate teams
6. Students debate
7. Students selecting this lab assignment for one of their formal write-ups submit their responses during the next lab section
8. Following class- brief discussion of the litigation and final outcome of the actual case (Handout: Timeline #2)

Assignment Goals
- Summarize main points of arguments made by each group of stakeholders
- Challenge biases students might have coming into the assignment
- Apply knowledge of NAGPRA laws to develop a convincing argument

Ethics and Reburial Assignment (Continued)

Case Study: Kennewick Man

The human skeletal remains that have come to be referred to as the "Kennewick Man", or the "Ancient One", were found in July, 1996 below the surface of Lake Wallula, a section of the Columbia River pooled behind McNary Dam in Kennewick, Washington. Almost immediately, controversy developed regarding who was responsible for determining what would be done with the remains. Claims were made by Indian tribes, local officials, and some members of the scientific community. The U. S. Army Corps of Engineers (COE), the agency responsible for the land where the remains were recovered took possession, but its actions, following the Native American Graves Protection and Repatriation Act (NAGPRA), to resolve the situation were challenged in Federal court.

In-Class Assignment:
Step 1: Read the following position papers by James C. Chatters of the Smithsonian Institution and Armand Minthorn of the Umatilla Indian Reservation.
Step 2: Spend five minutes jotting down notes in response to the following questions:
  • What are the two contrasting arguments?
  • What are the relevant points of the NAGPRA law for this case?
Step 3: I will split you into two groups for debate. One group will represent "the scientists" and the other will represent the American Indian groups requesting repatriation of the remains.

Hand-In Lab Assignment:

 Answer the following questions using the examples seen and discussed in class.
  • What is the debate concerning human remains between American Indian groups and scientists?
  • Discuss the history behind the collection of American Indian remains that led us to this point.
  • What is NAGPRA? And how has it influenced archaeological excavation and museum collections today? How are its policies being implemented?
  • Summarize both sides of the debate regarding the "Kennewick man" remains. What would you do with the remains in this situation?

Support your answers with a discussion of examples from today's class discussion and the clip of the video we watched, "Bones of Contention." Your lab should be typed and will be between 2 and 3 double-spaced pages in length (12 point, Times New Roman font with 1-inch margins).

Aerial Reconnaissance Lab, Introduction to Archaeology

Summary
I developed this in-class lab assignment for our lesson on "finding and assessing archaeological sites" when I taught "Introduction to Archaeology" during the Summer of 2016. This is an example of a new series of interactive activities I developed to keep students engaged during the long class periods (2 hours and 15 minutes each day). Many of the students had never used the application Google Earth before. There was a wide knowledge gap between students who were familiar with maps and similar types of technology and students who needed step by step assistance. Between my instruction and help from their group members, most students were able to complete the assignment by the end of the class. Students expressed that they enjoyed the assignment and using technology in the classroom.

Assignment Structure
1. I asked students with laptops to download Google Earth program in advance
2. During class, groups of 2-3 students worked at each laptop to answer questions on the handout

Assignment Goals
- Familiarize students with maps and coordinate systems
- Demonstrate how remote mapping can be used by archaeologists to study ancient cultures

Sample Questions

1. Find Pompeii, the archaeological site near Naples, Italy. Then find Mt. Vesuvius, the volcano that covered the city in ash. What is the distance in Kilometers between the two?
2. Visit the coordinates 19° 41' 32.90" N, 98° 50' 36.30" W. What country is this archaeological site in? Modern day state? What monument are you looking at? What is the name of the site? Where does the satellite imagery come from?
3. Find Angkor Wat. What country is this site located in? What do you observe about the site? Zoom out. Are there other locations of interest nearby? What do these share in common? Are the water features associated with these sites natural or cultural?
4. Find the "Chaco Culture National Monument" in northwestern New Mexico (36°03'38.76" N, 107° 57'41.44" W). Draw the site layout below.
5. Find the site of Machu Picchu in Peru. How is this site different than others you have looked at? What does the access route to this site look like today? Place a person down to look at a street view of the site. What altitude are you at?

Ancient Cities Lesson Plan, Introduction to Archaeology

Summary
"Ancient Cities" was a new subject I introduced to the curriculum for "Introduction to Archaeology" based on my own research interests. I felt the subject matter was a good way to reinforce other lessons on cultural relativity. Students began the class with one idea of what made a "city." By the end of class all students indicated that their idea of what defines a city had changed (see excerpts from student work below).

Assignment Structure
1. As a class, we brainstormed words and concepts associated with cities to create a list on the board
2. During lecture, I then introduced different ways archaeologists define cities for the ancient world
3. For the second half of class, we watched the National Geographic Explorer episode "Lost Cities of the Amazon"
4. Students filled out a worksheet during the video
5. After the video we discussed whether or not their opinions of cities had changed from the beginning of class

Assignment Goals
- Introduce students to different types of cities
- Compare and contrast cultural practices of societies worldwide
- Explore how ancient cities are different that contemporary cities
- Challenge students to think with a culturally relative approach

Results (See Below)

Excerpts from Student Work:
Ancient Cities Worksheet

Summary
The following are quotes from the worksheets students completed after watching the National Geographic Explorer episode "Lost Cities of the Amazon." I selected this film to push the boundaries of what students might consider a city. By the end of the lesson, I hoped they would see complexity even in an area typically associated with "primitive" peoples, the Amazonian jungle. Between the written answers and our follow-up discussion, I was pleased that the students were now thinking more like anthropologists by defining cities in culturally relative terms.

Did this video influence your idea of what defines a city? Why or why not?

1. "Yes. The video showed that the defining characteristics of a city vary not only throughout time, but also between regions."

2. "It did because it showed me that the term city is a relative term. It means different things to different groups. It also depends on the time period. Scientists now might not consider an ancient settlement a city, but to those ancient people, their settlement may have been a city to them."

3. "Yes, because our problem is that we compare (we think) of cities in a western manner, not from an international perspective."

4. "Yes it did, because these ancient civilizations were probably cities, even if they didn't have large buildings."

5. "Yes, because even though the Amazon is a dense jungle, the indigenous [peoples] had a networked system through creation of man-made soil and highways."

6. "Yes, this video changed my perception of the city. A city has not to be [does not need to be] like a metropolis, densely populated. It can be a network of small villages (suburbs) connected to each other over a large territory."
   (This student was a non-native English speaker)

Evidence of Teaching Effectiveness

**Instructor of Record for "Introduction to Archaeology," Summer 2016
Pooled Results from UAlbany's Student Instructional Rating Form (SIRF)**

Response Rate: 11/13 Students, 84.62%

	Almost Never	Seldom	As Often as Not	Very Often	Almost Always	Doesn't Apply	Mean	SD
1. Was well-prepared for class	0	0	0	1	10	0	4.91	0.30
2. Communicated course content in ways you understood	0	0	0	1	10	0	4.91	0.30
3. Stimulated your interest in the course material	0	0	1	3	7	0	4.55	0.69
4. Challenged you intellectually	0	0	0	3	8	0	4.73	0.47
5. Was receptive to students' ideas and viewpoints	0	0	0	2	9	0	4.82	0.40
6. Was available outside class to discuss course matters	0	0	0	0	9	2	5.00	0.00
7. Held you to high standards of performance	0	0	0	2	7	2	4.78	0.60

	Poor	Fair	Average	Good	Excellent		Mean	SD
Instructor, Overall	0	0	1	0	10		4.82	0.60
Course, Overall	0	0	1	4	6		4.45	0.69

**Lab Instructor for "Introduction to Archaeology," Spring 2010
Pooled Results from Two Lab Sections from UAlbany's Student
Instructional Rating Form (SIRF)**

Response Rate: 27/53 Students, 50.94%

	Almost Never	Seldom	As Often as Not	Very Often	Almost Always	Doesn't Apply	Mean	SD
1. Was well-prepared for class	0	0	1	2	24	0	4.85	0.46
2. Communicated course content in ways you understood	0	0	1	9	17	0	4.59	0.57
3. Stimulated your interest in the course material	1	1	4	9	12	0	4.11	1.05
4. Challenged you intellectually	0	2	3	11	11	0	4.15	0.91
5. Was receptive to students' ideas and viewpoints	0	0	0	7	20	0	4.74	0.45
6. Was available outside class to discuss course matters	0	0	1	9	13	4	4.52	0.59
7. Held you to high standards of performance	0	2	2	9	14	0	4.30	0.91

	Poor	Fair	Average	Good	Excellent		Mean	SD
Instructor, Overall	0	0	2	12	13		4.41	0.64
Course, Overall	0	3	6	9	9		3.89	1.01

Comments from Teaching Reviews

Instructor of Record, "Introduction to Archaeology," Summer 2016
(All Comments- Reviews Available upon Request)

"Absolutely loved the class and the professor. No complaints. Some of the best lectures and labs I've ever had."

"She did a great job and she related it to real life stuff. I enjoyed this class even though the topic wasn't exactly of my interest."

"A good teacher, more than a million books. She is an excellent teacher with patience and kindness! She always helps me when I indeed and also I learn many things from her class!" *(Note: Presumably this was written by one of the non-native English speakers in the class)*

"Best prof ever! I learned so much this summer session and when I started out, I was extremely nervous- she made the class so exciting- I looked forward to attending every day! She's really smart and knows her stuff! I wish she would continue teaching at UAlbany. Best!!!"

Lab Instructor, "Introduction to Archaeology," Spring 2010
(Excerpt- Full Reviews Available upon Request)

"Rebecca was a fantastic instructor and I would happily take another class of hers in the future. She did a fantastic job explaining material and answering our questions in class."

"I really enjoyed this course. Rebecca made it a lot of fun and very interesting. I think she is a great TA."

"Wonderful TA, she will do a phenomenal job once she receives her Ph.D."

"Excellent class, very interesting and one that all can enjoy! Good teacher too."

Introduction to Archaeology
AANT 104 – Summer 2016
Syllabus of Classes & Assignments

Session: 4 Week Course, Session 2   Instructor: Rebecca Mendelsohn
Dates: June 20- July 15, 2016   Office: AS 233
Class Time: Mon.-Fri. 12:30-2:50   Office Hours: Mon-Fri. 2:50-3:50pm
Classroom: AS 011   Email: rmendelsohn@albany.edu

Course Description

How do archaeologists reconstruct the activities of ancient civilizations through the study of their material remains? Why is the study of past civilizations important? This course covers the methods used by archaeologists to identify and compare the economic, social, political, and ideological organization of various hunter-gatherers, fishers, farmers, and urban civilizations ranging in time from the Ice Age through Colonial times. We review the history of archaeology, considerations of designing and implementing a research program, how to locate sites through archaeological survey, various approaches to excavating sites, and strategies of laboratory analysis of tools and ecological remains associated with human occupations. The course will also explore current issues in archaeology, and how the study of the past is relevant to the modern world.

Lectures will emphasize what archaeologists study, while lab sessions will emphasize how archaeologists answer these questions through the study of material remains. Students must participate in both aspects of the class to succeed. This class satisfies the General Education Disciplinary Perspectives Requirement for Social Science and for International Perspectives.

By the end of the course, students should be able to:

- Summarize what archaeologists do
- Critique misunderstandings in media representations of archaeology
- Construct a convincing argument based on archaeological data
- Explain to a family member why archaeology is still relevant in today's society
- Compare and contrast the cultural practices of world societies

Texts

Fagan, Brian M.
2012   *Archaeology: A Brief Introduction, 11th edition*. Pearson, Boston.

Grade Breakdown

Reading Assignments 30% (2% each)
In-Class Participation 30%
Lab Assignments 30% (5% each)
Current Event Presentation 10%

Reading Assignments (15 assignments worth 2% each, for a total of 30% of final grade)
For each day of the course, students will have a reading assignment to complete. These are intended to be short answers in either bullet point form or 1-3 sentences. They do not need to be typed. If you hand-write your reading assignments, please make sure your writing is legible.

These assignments are due at the beginning of class on the session the reading are assigned (example: Reading assignments for Chapters 1 and 2 will be due Tues, June 21). Reading assignments turned in after the start of class or the next class session will be accepted for a maximum of half credit. They will not be accepted more than one day late.

In Class Participation (30% of final grade)
Participation is an important part of this class. Students are expected to actively participate during both "lecture" segments of the class and during lab activities. This means active listening during lectures, contribution to in-class discussions and activities, and individual and group work on lab assignments. **Students must therefore be in attendance for all classes to receive full participation points.** In extreme (and well-documented) cases, absences may be excused.

Current Event Presentation (10% of final grade)
On the final class students will present a brief 10-minute presentation, including Powerpoint slides, discussing a current event relating to archaeology. Events must be current to within the last two years.

Ideas for topics may include:

- Recent findings in archaeology; how they have updated our understanding of a particular cultural group?
- A rebuttal to a pseudoscientific study describing why the material is not "good archaeology"
- Issues of cultural heritage preservation or destruction
- Indigenous issues associated with archaeology (US or worldwide)
- Advancements in technological tools used by archaeologists

All students must approve their topics and sources with the instructor by the end of Week 2. Failure to do so will result in decreased points. Grading rubrics will be distributed to students in advance.

Lab Assignments (6 assignments worth 5% each, for a total of 30% of final grade)
Students are expected to attend and participate in all lab sections as part of their lab participation grade. However, students are only required to submit write-ups for six labs. Prompts for the submitted lab assignments will be provided during the lab. Students may choose which labs to submit, but two must be submitted from Group A, two from Group B, and two from Group C. Lab assignments must be typed and will be between 2 and 3 double-spaced pages in length (12 point, Times New Roman font with 1 inch margins) and will be submitted the following Monday (exceptions: Week 2 labs will be submitted on Tuesday, July 5 and Week 4 labs must be submitted on the last day of class, Friday 15th of July). Two points will be deducted for every day a lab assignment is late.

Students may choose which labs they would like to turn in; however, **AT LEAST TWO LABS FROM EACH GROUP** (A, B, AND C) must be included from within the six labs. I encourage you to choose your labs strategically so that you will not be unable to complete the two-lab-per-group requirement if an unforeseeable circumstance arises. If students are unhappy with one of their lab grades, they may replace it by turning in one lab from the same group as the lab grade they would like to drop- please note that this option is only available for one lab grade and is only available for remaining labs (new labs will not be created for students who wish to do this at the very end of the course-so plan ahead!).

Group A	**Group B**	**Group C**
Stratigraphy	Reburial/ Ethics	Ceramics
Settlement Patterns	Nationalist Archaeology	Lithics
Social Stratification	Looting	Osteology
Garbology	Cultural Heritage Destruction	Faunal
		Paleoethnobotany

Pro Tips:
Group A labs:
The best answers will go beyond a summary of the data and tell a story about what happened in the scenario. Data should be used to support your argument. Creativity is always welcome- as long and it can be supported by the data (no pseudoarchaeology!).

Group B labs:
These assignments are designed to address the impact of archaeology on communities and the ways in which archaeology is used to further an agenda. Take notes during discussions, so that you can summarize both sides of an issue. After your summary, pick a side and argue it. Opinions are encouraged for Group B write-ups, but please be sure they are shared respectfully.

Group C labs:
Being an archaeologist is like being a detective. If you get stuck, start by summarizing what is known about the materials you are looking at. Then try to answer the questions. As with Group A labs, the best answers will go beyond a summary of the data and tell a story. Feel free to include photographs (if you would like to take them with your phone) that help support your argument. Any photographs should be included at the end of your assignment and will not count

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toward your page count. The photos are just for fun, so be careful not to let photography distract you from the overall goal of the lab assignment!

Academic Integrity
Students are expected to adhere to the academic integrity policy laid out in the University at Albany's Undergraduate Academic Regulations:
http://www.albany.edu/undergraduate_bulletin/regulations.html
Plagiarized assignments will not be accepted and may result in disciplinary action.

It is understood that for lab activities students will often work in groups. However, lab assignments that are turned in for credit must reflect each individual student's work. If you are unsure how to properly cite a source for any assignment, talk to the instructor.

Electronic Devices
Computers may be used for note-taking and for in-class assignments where specified. Students may use cell phones to take photos of artifacts and ecofacts for Group C lab assignments they intend to submit. Use of computers or cell phones for non-class activities will result in a deduction of participation points.

Schedule of Class & Lab Topics and Readings
"Chapters" are from our textbook *Archaeology: A Brief Introduction*
All other readings will be available online on Blackboard

Week 1 (June 20 - 24): **Introducing Archaeological Data**

Monday, June 20	
Lecture: What is Archaeology?	**Reading:** N/A
Lab: What is culture? (In-class)	
Tuesday, June 21	
Lecture: History of Archaeology	**Reading:** Archaeology, Chapter 1
Lab: Nationalist Archaeology (Group B)	Archaeology, Chapter 2
Wednesday, June 22	
Lecture: Reconstructing the Past	**Reading:** Archaeology, Chapter 3
Lab: Ceramics (Group C)	
Thursday, June 23	
Lecture: Archaeological Classification	**Reading:** Archaeology, Chapter 5
Lab: Stratigraphy (Group A)	Stratigraphy Lab Assignment

Friday, June 24	
Lecture: Finding and Assessing Sites	**Reading:** Archaeology, Chapter 6
Lab: Remote Sensing (In-class)	

Week 2 (June 27 – July 1): **Topics in Archaeology**

Monday, June 27	
Lecture: Archaeological Excavation	**Reading:** Archaeology, Chapter 7
Lab: Looting (Group B)	***Lab Assignments from Week 1 Due****
Tuesday, June 28	
Lecture: Ancient Technology	**Reading:** Archaeology, Chapter 8
Lab: Lithics (Group C)	
Wednesday, June 29	
Lecture: Settlement Archaeology	**Reading:** Archaeology, Chapter 12
Lab: Settlement Patterns (Group A)	Settlement Pattern Lab Assignment
Thursday, June 30	
Lecture: Ancient Environment	**Reading:** Archaeology, Chapter 10
Lab: Paleoethnobotany (Group C)	
Friday, July 1	
Lecture: Origins of Agriculture, Diet, & Feasting	**Reading:** Archaeology, Chapter 11
Lab: Faunal Analysis (Group C)	***Presentation Topics Must be Approved****

Week 3 (July 4 - 8): **More Topics in Archaeology**

Monday, July 4	
No Class- Happy Independence Day!	
Tuesday, July 5	
Lecture: Emergence of Inequality	**Reading:** Archaeology, Chapter 4, p. 69-85
Lab: Social Stratification (Group A)	Social Stratification Lab Assignment
	Lab Assignments from Week 2 Due*
Wednesday, July 6	
Lecture: The Archaeology of Death	**Reading:** Archaeology, Chapter 13: p. 270-278
Lab: Reburial/Ethics (Group B)	
Thursday, July 7	
Lecture: The Study of Ancient Cities	**Reading:** Archaeology, Chapter 9
Lab: Video (In-class)	
Friday, July 8	
Lecture: Trade and Culture Contact	**Reading:** Archaeology, Chapter 13: p. 278-297
Lab: Garbology (Group A)	

<u>**Week 4**</u> (July 11-15): **Archaeology Today**

Monday, July 11	
Lecture: Conflict and Collapse	**Reading:** Archaeology, Chapter 14
Lab: Osteology (Group C)	***Lab Assignments from Week 3 Due***
Tuesday, July 12	
Lecture: Archaeology of Intangibles	**Reading:** Archaeology, Chapter 4: p. 85-90
Lab: Cultural Heritage Destruction (Group B)	
Wednesday, July 13	
Lecture: Archaeology in the 21st Century (Archaeometry, Digital Archaeology)	**Reading:** N/A
Lab: TBD	
Thursday, July 14	
Lecture: Seeing the Future in the Past	***Student Presentations****
Lab: Student Presentations	
Friday, July 15	***Student Presentations****
Lecture: Preserving the Past, Careers in Archaeology	***Lab Assignments from Week 4 Due*** Note: All replacement labs must also be received by this time
Lab: Student Presentations	

Aztecs, Incas, and Mayas
(Introductory-level undergraduate course)

Course Description

This course covers three of the best-known New World civilizations prior to European contact: the Aztecs of central Mexico, the Maya of southeastern Mesoamerica, and the Inca of the Andean region of South America. Taking a comparative anthropological perspective, the course outlines the rise, florescence, and "collapse" of the three cultures. Using evidence from art, archaeology, architecture, original texts, and ethnohistoric documents, this course examines the political, religious, social, and economic organization of the Aztecs, the Maya, and the Inca.

By the end of the course, students should be able to:
- Differentiate between Pre-Columbian cultures
- Explain how archaeological artifacts can be used to understand the politics, religion, social structure, and economic organization of a group
- Identify to which of the cultures an example of art or architecture belongs
- Describe cyclical patterns of the rise and fall of societies

Texts:

Smith, Michael E.
    2012   *The Aztecs.* 3rd edition. Blackwell.

D'Altroy, Terrence.
    2015   *The Incas.* 2nd edition. Blackwell.

Additional readings posted on Blackboard, including:
- Excerpts from original ethnohistoric accounts
- Chapters and articles on topics including: worldview, art style, time and calendrics, ritual and religion, warfare and sacrifice, food and feasting, etc.

Assignments:

I am especially interested in using team-based learning (TBL) for this course. If taught as a TBL course, assignments would include
- Quizzes
- Readiness assessment tests
- Short application assignments
    o Reading responses to ethnohistoric accounts
    o Assigning images of artifacts and architecture to the cultures in which they belong

People and Plants: A History
(Introductory-level undergraduate course)

Course Description
This course is designed to explore a history of human-environmental interaction through our species' relationship with plants, particularly as they are used for food and alcohol. Emphasizing case studies from the Near East, Europe, Asia, Africa, and the Americas, the course will cover major human milestones, including hunting and gathering, the origin of agriculture, the meeting of the Old and New worlds, and subsequent colonialism and globalization. We will also address the methods by which archaeologists identify plants in the archaeological record and reconstruct past environments. With readings on plant foods in prehistory, history, and today, this course is intended to address the past, present, and future of eating and drinking.

By the end of the course, students should be able to:
- Discuss where plant foods originated, biologically and culturally
- Give examples of the cultural importance of plants
- Summarize different trajectories for the development of agriculture
- Explain how the past movement of plant species impacts our society today

Texts:
Readings will be available through Blackboard (reading list available upon request).

Assignments:

Food Journal Assignment: Four times a week, students will pick a plant food item from a meal or snack they eat or drink and write a paragraph on one of the following themes:

1. How did that item come to your table? (historically or through today's globalized market)
2. A cultural tradition or taboo associated with that food in your own or another culture

Students are encouraged to do preliminary research online (include citations) or reference relevant class readings.

Final Exam Feast: Your final exam is tied to our end of term "feast." I will bring in a series of foods for the class and students will have one hour to complete the exam by answering essay questions about the history and cultural significance of the plant foods presented. After the exam, we can eat!

The Collapse and Resilience of Ancient Societies
(Upper-level undergraduate course)

Course Description:
What drives civilizations to collapse or succeed? This course takes a comparative approach to the collapse of societies around the world. Taking an in-depth view of collapses from Europe, the Americas, and Asia, students will critically evaluate the concept of cultural collapse and its representation in the media. We will discuss the different triggers for collapse, including natural disasters, warfare, disease, poor resource management, political unrest, economic decline, and colonialism. Finally, we will explore how processes that contributed to collapse in the past are related to processes occurring today and discover what we can learn from the ways ancient peoples addressed these problems. This is a writing intensive class.

By the end of the course, students should be able to:
- Compare and contrast episodes of collapse in the ancient world
- Critique oversimplified representations of collapse
- Draw parallels between contemporary events and past processes
- Develop effective verbal and written arguments using data

Texts:
Diamond, Jared. 2013. *Collapse: How Societies Choose to Fail or Succeed.* Penguin, New York.
McAnany, Patricia A. and Norman Yoffee. 2010. *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire.* Cambridge University Press, New York.

Assignments:
Current Event Project (Two per semester): Find a current event related to one of the following collapse themes: warfare, disease, collapse of a political regime, economic decline, environmental disaster (e.g. volcanoes, droughts, weather events), man-made environmental degradation (e.g. deforestation, over-farming). I encourage you to discuss your topics with me in advance. Approval is required for topics not explicitly on the list. Responses should be three double-spaced pages include consultation of at least three different news sources (see handout about finding reliable news sources)
- What happened? How did people respond? Do you believe this was a successful response? Why or why not?
- How does this compare to other cases we have learned about?

Film Response: Select a film from the following list. How is collapse portrayed? What causes the collapse? How do the actors respond? Were the actions of the principal characters wise? Unwise? How does the scenario relate to other examples we have discussed in class? Do you believe the film is a good depiction of the concept of collapse? Why or why not? Responses should be three double-spaced pages.

Satellites and Lasers: Cultural Heritage in the 21st Century
(Intermediate or Upper-level undergraduate course)

Course Description
How do archaeologists decide where to dig? What is "space archaeology"? How are lasers being used to discover ancient settlements? How are archaeologists using old photographs to reconstruct monuments that have been destroyed? How can new technologies be used to explain how ancient peoples lived? This course discusses the new technologies that are being used in cultural heritage fields, including archaeological research, historical preservation, museums, and tourism. Among the topics discussed are GPS (global positioning systems), LiDAR (light detection and ranging) mapping, multi-spectral imaging, photogrammetry, laser and structured light scanning, and virtual and augmented reality. Students will discover examples of how these technologies have been used effectively and have a chance to try many out for themselves.

By the end of the course, students should be able to:
- Describe the different technologies used in archaeological research
- Interpret maps and highlight archaeological features
- Determine which technology is the most effective tool for a project goal
- Develop maps and 3D models using the tools provided in class

Texts:
Readings will be available through Blackboard (reading list available upon request).

Assignments:
Geocaching: Geocahing is a scavenger hunt using GPS technology. Part One: Borrow one of the course handheld GPS units and find the coordinates of locations around campus on the provided list. On the worksheet, describe what you found when you arrived at the destination. Hint: the points are listed in different coordinate systems, so you will need to experiment to figure out the correct one to enter. Part Two: Take GPS points at *(list of five landmarks on campus)*, upload the points and then open them in Google Earth. Create a printout of your map and include it with the worksheet.

Creating 3D Models using Profile Modeling: Pick an object you will develop a 3D model from. Borrow one of the course cameras and take the photos of the object, following the guidelines discussed in class. Upload the photos and follow the steps we used in class to create the model using the Agisoft Photoscan program. Answer the questions about your experience. E.g. Did you have any trouble creating the model? What properties of the artifact may have created these problems? Do you have any holes in your model? How could you improve the model next time?