

Archaeology: Detectives of the Past

COURSE DESCRIPTION

Archaeology: Detectives of the Past

George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archaeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student’s active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: The World of Archaeology

The archaeologists of the movies live a life of constant action and imminent danger in their quest to uncover ancient archaeological relics. They must solve riddles, decipher ancient texts, dodge deadly snares, and outwit their rivals who are trying to ambush them and steal their treasure. Do the archaeologists portrayed in the movies really reflect the lives of real-life archaeologists? In this unit, you will be introduced to the world of archaeology. We will discuss the science of archaeology, its history, and its relevance in our world today. You will learn about the many aspects of an archaeologist’s job, from the mundane tasks to the thrilling discoveries.

Learning Objectives

- Discuss archaeology as a field of study.
- Differentiate between science and pseudoscience.
- Describe the relationship between archaeology and anthropology.
- Discuss the history and development of the field of archaeology.
- Understand why archaeology is still relevant today.
- Analyze the many aspects of an archaeologist’s work.
- Discuss the career options of an archaeologist.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Recording the Past

Archaeologists interpret our past and help shape our future, but exactly how do archaeologists gather and record information? In this unit, you will learn how archaeologists record the past and reconstruct ancient lifeways. We will discuss how archaeologists conduct field research, excavate sites, and date artifacts.

Learning Objectives

- List and understand the goals of archaeology.
- Discuss what culture is and how archaeologists reconstruct ancient lifeways.
- Describe how the archaeological record is used to date artifacts.
- Discuss the process of archaeological research.
- Understand how preservation conditions affect the characteristics of a site.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Unearthing Ancient Civilizations

While each excavation site is unique, archaeologists everywhere follow a standard procedure to unearth the artifacts hidden beneath the surface. These artifacts help us better understand the time period they were used in and the people who used them. In this unit, you will learn how archaeologists work as a team to dig up these artifacts and how they classify them. We will also take a look at the most exciting archaeological finds in history and how they have shaped our view of the cultures who left them behind.

Learning Objectives

- Learn the procedures of an excavation.
- Discuss what each member of an archaeological team is responsible for.
- Examine the characteristics of the five major time periods: Paleolithic, Mesolithic, Neolithic, Bronze Age, and Iron Age.
- Investigate the most significant archaeological discoveries of the past five hundred years.
- Explore the different classification of artifacts and their cultural significance.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Cultural Origins

Archaeologists seek to understand where humankind began and how it has evolved and expanded over the ages. Factors such as farming, changes in technology, and written language made the first civilizations possible. In this unit, you will learn where civilization started and explore how humankind has evolved as a result of civilization. You will also learn how human language emerged over time to make civilization possible.

Learning Objectives

- Learn where the first people and culture originated.
- Discuss the societal importance of sustenance.
- Examine how technology has shaped culture.
- Investigate how land and nautical routes encouraged expansion.
- Explore how art, symbols, and writing have emerged over time.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Cultural Origins (Continued)**Midterm Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: The Fossil Record

Archaeologists use the fossil record to date artifacts and sites. The fossil record refers to the preserved remains of plants, animals, and humans which provide us with a history of life. It is not a complete record; rather, there are holes and unexplained oddities found within it. In this unit, you will learn how archaeologists use the fossil record to record and reconstruct human behavior. You will explore its importance as well as investigate its limitations.

Learning Objectives

- Learn what the fossil record is.
- Discuss where the fossil record begins.
- Examine the holes in the fossil record.
- Investigate oddities found within the fossil record.
- Explore how archaeologists use the fossil record to reconstruct human behavior.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Social Organizations

Archaeologists seek to piece together and understand the social organization of the societies they study. While there are commonalities to all societies, each has many unique attributes as well. In this unit you will investigate the structure of ancient societies by taking a look at their political, social, and economic structure.

Learning Objectives

- Learn how a group of people interact based on what they have left behind.
- Discuss the four classifications of societies.
- Examine the scale of ancient societies based on their settlement patterns.
- Investigate how the buildings left behind contain clues to the social, political, and economic organization of a society.
- Explore how burial practices differed based on societal status

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: The Survival of Ancient Text

Scrolls, codices, ostraca, annals, defixiones, and maps are all examples of ancient text. These written records are priceless clues which provide archaeologists with details about ancient life that could never be extracted from material evidence alone. In this unit you will investigate the most important ancient texts to have been discovered. You will learn how they have helped piece together the details missing from material evidence.

Learning Objectives

- Learn how the alphabet has evolved through the centuries and its significance.
- Discuss how maps are used to find trade routes, migratory patterns, and settlements.
- Examine how journals, letters, and diaries illuminate a societies' history.
- Investigate the ancient laws that once governed people.
- Explore which religious text guided the religious beliefs of people long ago

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Public Archaeology & Modern Society

Archaeologists are the public relations agents of the past. Public archaeology includes all the elements of archaeology that are of importance to modern society, including education, archaeo-tourism, and media representation. In this unit you will learn how archaeologists manage the resources of a site and work to protect what they uncover. We will also discuss how they share what they have found with the public.

Learning Objectives

- Explore the role of cultural resource management (CRM).
- Discuss how historic sites are preserved and restored in order to educate the public.
- Examine the legal and ethical issues that guide the field of archeology.
- Investigate the effects of looting and the public measures archeologists employ to discourage it.
- Explore the methods archeologists use to share their findings with the public.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Public Archaeology & Modern Society (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century