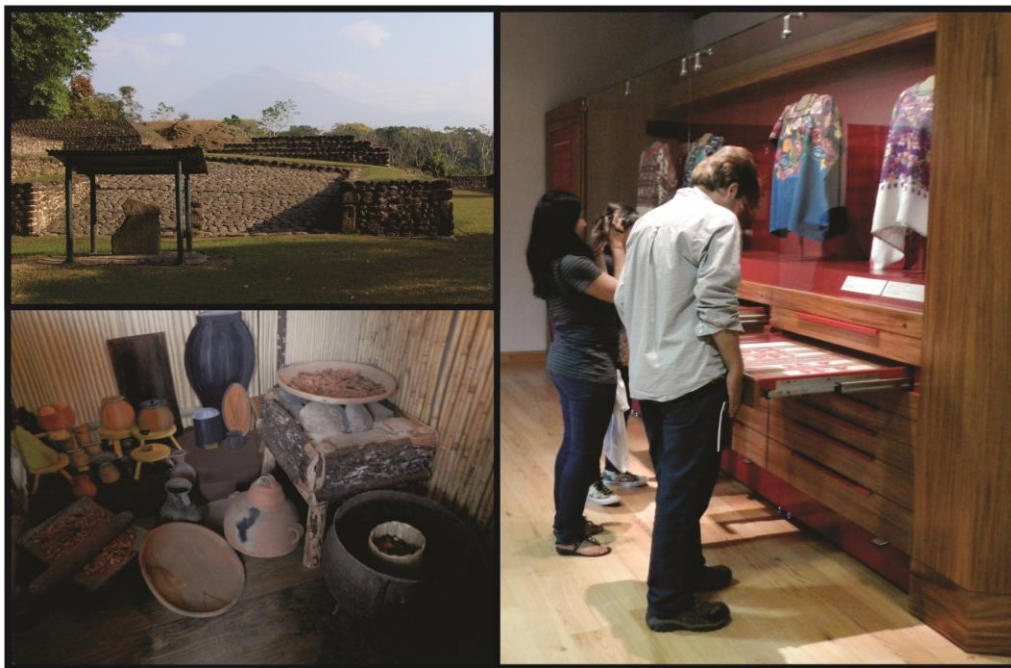


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Teaching Portfolio, Fall 2019

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Statement of Teaching Philosophy

My mantra in archaeology courses is that “archaeologists are anthropologists first.” 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.

Teaching Experience

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

- | | |
|-------------|--|
| Spring 2019 | Aztecs, Incas, and Mayas (AANT/ALCS 233) <ul style="list-style-type: none">• Taught a lecture hall class of 116 students |
| Spring 2019 | Topics in Ethnology: Cultural Heritage, Nationalism, and Tourism (AANT 340) <ul style="list-style-type: none">• Developed a new interdisciplinary topics course• Taught 27 students from a wide variety of majors• Class was discussion-oriented and involved guest speakers and a behind-the-scenes tour of the New York State Museum |
| Summer 2016 | Archaeology (AANT 104) <ul style="list-style-type: none">• Taught 13 students during a one-month intensive course• Classes met for 2 hours and 15 minutes, 5 days a week |

Teaching Assistant Positions Department of Anthropology, University at Albany, SUNY

- | | |
|-------------|---|
| Spring 2012 | Field Instructor, Costa Rica Field School: Introduction to Archaeological Field Techniques (AANT 335) <ul style="list-style-type: none">• 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 (AANT 104) <ul style="list-style-type: none">• Taught two lab sections with 26-27 students in each• Designed a new series of discussion and object-based lab assignments |
| Fall 2009 | Grader, Aztecs, Incas, and Mayas (AANT/ALCS 233) <ul style="list-style-type: none">• 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 AANT 340:
 “Topics in Ethnology: Cultural Heritage, Nationalism, and Tourism,”
 Spring 2019
 Pooled Results from UAlbany’s Student Instructional Rating Form (SIRF)**

Response Rate: 13/27 Students, 48.15%

	Doesn't Apply	Almost Never	Seldom	As Often as Not	Very Often	Almost Always	Mean	SD
1. Was well-prepared for class	0	0	0	0	1	12	4.92	0.28
2. Communicated course content in ways you understood	0	0	0	0	4	9	4.69	0.48
3. Stimulated your interest in the course material	0	0	1	0	3	9	4.54	0.88
4. Challenged you intellectually	0	1	0	2	3	7	4.15	1.21
5. Was receptive to students' ideas and viewpoints	0	0	0	0	2	11	4.85	0.38
6. Was available outside class to discuss course matters	2	0	0	0	0	11	5.00	0.00
7. Held you to high standards of performance	1	0	0	1	4	7	4.50	0.65

	Didn't Respond	Poor	Fair	Average	Good	Excellent	Mean	SD
Instructor, Overall	0	0	0	1	3	9	4.62	0.65
Course, Overall	0	0	0	3	1	9	4.46	0.88

Evidence of Teaching Effectiveness

Instructor of Record for AANT 233/ALCS 233: Aztecs, Incas, and Mayas, Spring 2019 (Fulfills General Education Requirement for “International Perspectives”)

Pooled Results from UAlbany’s Student Instructional Rating Form (SIRF)

Response Rate: 43/116 Students, 37.07%

	Doesn't Apply	Almost Never	Seldom	As Often as Not	Very Often	Almost Always	Mean	SD
1. Was well-prepared for class	0	1	0	1	7	34	4.70	0.74
2. Communicated course content in ways you understood	0	0	3	4	14	22	4.28	0.91
3. Stimulated your interest in the course material	0	1	6	5	12	19	3.98	1.16
4. Challenged you intellectually	0	1	4	3	18	17	4.07	1.03
5. Was receptive to students' ideas and viewpoints	5	0	0	3	9	26	4.61	0.64
6. Was available outside class to discuss course matters	3	0	0	0	10	30	4.75	0.44
7. Held you to high standards of performance	0	1	0	4	13	25	4.42	0.85

	Didn't Respond	Poor	Fair	Average	Good	Excellent	Mean	SD
Instructor, Overall	0	1	3	4	16	19	4.14	1.01
Course, Overall	1	2	3	6	16	15	3.93	1.11

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

Evidence of Teaching Effectiveness

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

Evidence of Teaching Effectiveness

Comments from Teaching Reviews

Instructor of Record, Spring 2019
AANT 340: Topics in Ethnology- Cultural Heritage, Nationalism, and Tourism
(Excerpt- Full Reviews Available upon Request)

"Class encouraged me to drop my second major from English to Anthropology and pursue a career in museums."

"This was an AMAZING class. I have always loved museums and this course helped solidify my future career plans. The guest lectures were incredibly helpful for networking and really helped bring class topics into relevancy within today's world. Prof. Mendelsohn is a great teacher and person overall."

"Great class! Thanks to this anthropology class, it helped me decide what I wanted to do with my career job and grad school. Giving me the importance of museums. Although art is my life passion, this experience has shown me different jobs in museum which relates to Art. One of the best choices I have done in my life."

"Excellent course material, relevant to anthropological work, Professor Mendelsohn consistently worked to incorporate hands on material as well as lecture. Well done"

"Great Course! but even better professor! Keep up the great job professor Mendelsohn!! I never took an anthropology course before this and really enjoyed every day of class as well as the reading assignment structure."

"Professor Mendelsohn created a very interesting that is sure to change the way you view a museum forever. Overall, the class was very good...The assignments and readings were interesting and really made you think outside of the box. The exhibit review and final project were interesting and fun to do. I would love more anthropology classes like this one.... Overall I great course and I would jump at the opportunity to take another class with Professor Mendelsohn as she was very fair, a great lecturer, always available outside of class, and created many opportunities to engage further in the material like the behind the scenes tour. Even offered help to find opportunities for her students in Museum work and applied the course to after University as well. Great course and professor. She's an asset to the University"

Instructor of Record, Spring 2019
AANT 233/ALCS 233: Aztecs, Incas, and Mayas
(Excerpt- Full Reviews Available upon Request)

“Such an interesting class. The instructor is very dedicated and holds the class to a high standard. The work and class is really a good environment to learn. The material is also extremely interesting and you can tell that the instructor is an expert.”

“Wonderful class with a wonderful professor who knows what she is doing. Great at educating the class on a topic that is quite difficult to really engage with a class on, highly recommend.”

“Amazing Professor! I was petrified at first as this course is not a part of my major and history courses do not go well with me. However, the way the course was taught, I understood everything. Being a person who barely passed history in high school I literally scored a 100% on one of the midterms. Thank you so much Professor! You completely changed my viewpoint for your subject and other courses too. Loved the course! The only thing is that you have to come to class everyday to do well”

“Thoroughly enjoyed this course because of how well professor Mendelsohn stimulated my interests in the course material, I always looked forward to this class.”

“I loved this class. I was never bored in it and it sparked my interests. You could tell that she enjoyed teaching that topic and had passion for it. She was always there to answer questions...”

“Instructor for this course is VERY sweet, and clearly knowledgeable about what she is teaching. Though I wasn't excited about taking a history course, this class was quite intriguing and I enjoyed learning about these cultures.”

“Hard material but instructor did well teaching it”

“She's a wonderful professor!”

“Professor is very educated in this subject.”

“Great course”

Instructor of Record, Summer 2016
AANT 104: Introduction to Archaeology
(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, Spring 2010
AANT 104: Introduction to Archaeology
(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.”

Sample Syllabus 1

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

Session: 4 Week Course, Session 2
Dates: June 20- July 15, 2016
Class Time: Mon.-Fri. 12:30-2:50
Classroom: AS 011

Instructor: Rebecca Mendelsohn
Office: AS 233
Office Hours: Mon-Fri. 2:50-3:50pm
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%

Sample Syllabus 1

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.

Sample Syllabus 1

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

Stratigraphy
Settlement Patterns
Social Stratification
Garbology

Group B

Reburial/ Ethics
Nationalist Archaeology
Looting
Cultural Heritage Destruction

Group C

Ceramics
Lithics
Osteology
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 as 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

Sample Syllabus 1

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

Sample Syllabus 1

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)	<i>*Lab Assignments from Week 1 Due*</i>
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)	<i>*Presentation Topics Must be Approved*</i>

Sample Syllabus 1

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
	<i>*Lab Assignments from Week 2 Due*</i>
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)	

Sample Syllabus 1

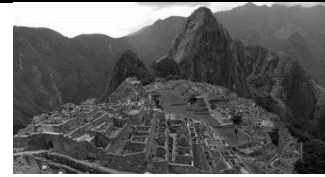
Week 4 (July 11-15): Archaeology Today

Monday, July 11	
Lecture: Conflict and Collapse	Reading: Archaeology, Chapter 14
Lab: Osteology (Group C)	<i>*Lab Assignments from Week 3 Due*</i>
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 21 st Century (Archaeometry, Digital Archaeology)	Reading: N/A
Lab: TBD	
Thursday, July 14	
Lecture: Seeing the Future in the Past	<i>*Student Presentations*</i>
Lab: Student Presentations	
Friday, July 15	
Lecture: Preserving the Past, Careers in Archaeology	<i>*Lab Assignments from Week 4 Due*</i> Note: All replacement labs must also be received by this time
Lab: Student Presentations	

Sample Syllabus 2



Aztecs, Incas, and Mayas (AANT 233/ALCS 233) Spring 2019



Meeting Time/Place: Mon., Weds. 4:15-5:35 PM, LC 6

Professor: Dr. Rebecca Mendelsohn

Email: rmendelsohn@albany.edu

Office: AS 112

Office Hours: Mon. 2:30-4:00pm,

Thurs. 12:30-2:30pm, or by appointment

Teaching Assistant: Holly Cruger

Email: hcruger@albany.edu

Office: AS 118

Office Hours: Weds. 1-3pm or by
appointment

Course Description

This course presents an introductory survey to the archaeology and ethnohistory of three of the best-known civilizations of the New World: the Aztecs, Incas, and Mayas. Each society is presented in terms of human-environmental interaction, social organization, politics and economics, religion, and art. Key questions we will address over the course of the semester include: How did the Aztecs, Incas and Mayas adapt to their environments? What innovations did they make to allow large populations to inhabit terrain in the jungle, on mountaintops, and arid highlands? What were the major belief systems of the Aztecs, Incas, and Mayas? What were the similarities and differences between them? What was the social organization of these societies? How was life different for commoners and elites? How were their economies structured? What is the data that archaeologists, art historians, ethnohistorians, and linguists use to model events of the past? How is our understanding of these civilizations changing with new research? And how have these traditions continued into the present day? This course fulfills the **General Education Requirement** for an “**International Perspectives**” class.

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

- List accomplishments of the Aztec, Inca, and Maya civilizations
- Explain the geographic and environmental differences between the Aztec, Inca, and Maya territories
- Compare and contrast the worldview, art, and social organization of the three civilizations
- Describe how the different economic systems functioned
- Explain how historical reconstructions are developed through scientific research
- Provide examples of how Aztec, Inca, and Maya cultural traditions have persisted into the present day

Sample Syllabus 2

Texts

There are no required textbooks for this class. Readings for each class session will be assigned on Blackboard, organized by class session. Please complete the assigned readings for each class period before arriving in class.

Grade Breakdown

In-Class Participation 10% (Calculated through Top Hat)

Assignments 30% (Three assignments at 10% each)

Exams 60% (Three exams at 20% each)

Final scores will be calculated as follows: A (92-100%), A- (90-91%), B+, (88-89%), B (82-87%), B- (80-81%), C+ (78-79%), C (72-77%), C- (70-71%), D, (60-69%), E (<=59%).

In-Class Participation with Top Hat (10%)

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Your classroom participation grade (10%) will be assigned directly through TopHat based on your answers to questions assigned in class. You must, therefore, come to class in order receive these participation points.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/467176>

Note: our Course Join Code is: **467176**

Top Hat may require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. We will be using TopHat Classroom.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Assignments (30%: 3 assignments at 10 % each)

Assignments will be one-page responses to key concepts for each unit: Mayas, Aztecs, and Incas. Questions will include responses to a reading, a video, or an online resource. Assignment prompts and grading rubrics will be assigned on the date indicated and accepted anytime until the end of the unit. The last time they will be accepted is at the exam for the corresponding unit. Responses should be one-page single-spaced with 12-point, Times New Roman font and 1-inch margins.

Sample Syllabus 2

Exams (60%: 3 exams at 20% each)

Three exams will be given over the course of the semester on the dates indicated on the schedule below. These exams will NOT be cumulative; each exam corresponds to one course section: Maya, Aztec, or Inca. Exams will be focused on key concepts, rather than specific sites and rulers. The “final exam” scheduled during our final exam period will be on the content for Section 3 (The Inca). ***Please note that our final exam is scheduled for a Saturday, on May 11 from 3:30-5:30pm.*** Unfortunately, I cannot control this, so please plan accordingly. It is my policy not to provide makeups for missed exams. In the case of a serious emergency, let me know in advance, and provide documentation (physician’s note or equivalent). Accommodations will also be made for students with disabilities (see below).

Academic Honesty Policy

Students are expected to adhere to the University’s Standards for Academic Integrity (https://www.albany.edu/studentconduct/standards_of_academic_integrity.php) and submit their own work. Plagiarism (copying) of another student’s work, internet sources, or another written source will not be tolerated. Speak to the instructor or teaching assistant if you have questions about how to adequately cite sources.

Accommodations for Disabilities

I am happy to provide accommodations for students with disabilities with advance notice. Please speak to the instructor at the beginning of the class about any additional accommodations that may need to be made, especially for exams. Resources are available at the University’s Disability Resource Center: <https://www.albany.edu/disability/>

Important Dates

Assignment 1 Available: Monday, February 11th

Exam 1, Assignment 1 Due: Monday, March 4th

Assignment 2 Available: Monday, March 27th

Exam 2, Assignment 2 Due: Monday, April 8th

Assignment 3 Available: Monday, April 29th

Exam 3, Assignment 3 Due: Saturday, May 11th: 3:30-5:30pm

Sample Syllabus 2

Class Topics and Assigned Readings

<u>Section 1: Mayas</u>		
Week 1- Introduction		
Weds. 1/23	Introduction to the Class, Americas at 1491	
Week 2		
Mon. 1/28	Intro. to the Maya: Environment, Worldview, and Creation Myth	Coe & Houston 2015- Ch. 1 of The Maya
Weds. 1/30	The First Kings, Maya Calendrics, Writing	Sharer & Traxler 2006- Excerpts from Ch. 3 of The Ancient Maya
Week 3		
Mon. 2/4	The Rise of Maya States	Hansen 2006- Section in Maya: Divine Kings of the Rainforest
Weds. 2/6	The First Maya Collapse	Doyle 2017- Ch. 6 of Architecture and the Origins of Preclassic Politics
Week 4		
Mon. 2/11	**Assignment 1 Available** Classic Maya Political Organization	Evans 2008-Ch. 12 of Ancient Mexico & Central America
Weds. 2/13	Maya Social Life, Ordinary Life	Houston and Inomata 2009- Ch. 8 of The Classic Maya
Week 5		
Mon. 2/18	Courtly Life, Maya Economy	Demarest 2004- Ch. 7 of Ancient Maya
Weds. 2/20	Ballgame, Religion, Warfare	McKillop 2004- Ch. 8 of The Ancient Maya: New Perspectives
Week 6		
Mon. 2/25	Maya Collapse and Transformations	Webster 2012-Ch. 23 of The Oxford Handbook of Mesoamerican Archaeology
Weds. 2/27	European Contact: Resistance and Conquest + Exam Review	Restall 1998- Ch. 1 of Maya Conquistador
Week 7		
Mon. 3/4	**Exam 1**	

Sample Syllabus 2

Section 2: Aztecs		
Week 7 contd.		
Weds. 3/6	Aztec Environment and Population	Carballo 2016- Ch. 2 in Urbanism and Religion in Ancient Central Mexico (pp. 21-40)
Week 8		
Mon. 3/11	Rise and Organization of the Aztec Empire	Smith 2003- Ch. 2 of The Aztecs
Weds. 3/13	Aztec Art, Myths, Religion	Carrasco and Sessions 1998- Ch. 2 of Daily Life of the Aztecs
Mon. 3/18 and Weds. 3/20: Spring Break- No Class		
Week 9		
Mon. 3/25	Aztec Daily Life and Social Organization	de Rojas 2012- Ch. 5 of Tenochtitlan
Weds. 3/27	**Assignment 2 Available** Aztec Economy	Hirth 2016- Ch. 1 of the Aztec Economic World
Week 10		
Mon. 4/1	The Aztec at Spanish Conquest+ Exam review	-Historic excerpts from The Mexico Reader (Joseph and Henderson 2002) - Coe and Koontz 2013- Epilogue of Mexico: from the Olmecs to the Aztecs
Weds. 4/3	No Class	Assigned Film (Watch independently)
Week 11		
Mon. 4/8	**Exam 2**	
Section 3: Incas		
Week 11 Contd.		
Weds. 4/10	The Intermediate Area	Hoopes 2013- Chapter in Revealing Ancestral Central America
Week 12		
Mon. 4/15	Inca Environment, Predecessors	Malpass 1996- Ch. 1 of Daily Life in the Inca Empire
Weds. 4/17	Rise of the Incan Empire	Mann 2006-Ch. 3 of 1491 (pp. 68-82)
Week 13		
Mon. 4/22	Inca Militarism, Politics, and Territory	Urton 2017- Ch. 2 of Inka History in Knots
Weds. 4/24	Inca Sacred Landscape: Religion, Mythology	D'Altroy 2003- Ch. 7 of The Incas

Sample Syllabus 2

Week 14		
Mon. 4/29	**Assignment 3 Available** Inca Economy and Social Organization	McEwan 2006- Ch. 6 of The Incas: New Perspectives
Weds. 5/1	Courtly Life, Arts, and Crafts	Salazar and Burger 1998- Chapter in Palaces of the Ancient New World
Week 15		
Mon. 5/6	Inca Collapse/Conquest	Mann 2006-Ch. 3 of 1491 (pp. 83-106)
Weds. 5/8	Conclusions: Comparing Aztecs, Incas, and Mayas + Exam Review	
Final Exam Period		
Sat. 5/11 3:30-5:30pm	**Exam 3**	

Reading Citations Available upon Request (cut from original syllabus for brevity)

**AANT 340: Cultural Heritage, Nationalism, and Tourism:
The Politics of History in Archaeology and Museums
Spring 2019**

Meeting Time/Place: Tuesday and Thursday, 2:45-4:05pm, BB 205

Professor: Dr. Rebecca Mendelsohn

Email: rmendelsohn@albany.edu

Office: AS 112

Office Hours: Mon. 2:30-4:00pm, Thurs. 12:30-2:30pm, or by appointment

Course Description

How does the stuff that makes it into museums get there? Who gets to decide what stories are represented in museum exhibits? Or which archaeological sites are excavated? How are marginalized peoples represented? As new technologies develop and ethics change, how is this evolving in the 21st century? This course explores how archaeology and museums have been associated with the production of history in countries around the world, from the birth of national museums in the age of colonialism to contemporary museum practices. Students will discover the ways in which cultural heritage institutions are responding to their controversial pasts and taking strides to become more inclusive. With guest speakers and a tour at the New York State Museum, students will get a behind-the-scenes look at how museums operate and learn about career opportunities in cultural heritage fields. This course represents a “Topics in Ethnology” course. More than one version of AANT 340 can be taken for credit, provided that the topics are different.

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

- Compare and contrast different types of museums
- Explain the origins of famous national museums in Europe and the U.S.
- Explain the processes by which art and archaeological artifacts arrive in museums
- Discuss examples of how landmark museums have worked to decolonize their exhibits
- Critique representations of culture in museum contexts
- Summarize current events relating to international repatriation, ongoing exhibit renewal efforts, etc.

Texts

There are no required textbooks for this class. Readings for each class session will be assigned on Blackboard, organized by class session. In addition to the readings listed below, news articles will be assigned for many class sessions, also posted on Blackboard. Please complete the assigned readings for each class period before arriving in class.

Grade Breakdown:

In-Class Participation: 15%

Homework Assignments: 30%

Exhibit Review Assignment: 20%

Final Project (Paper and Presentation): 35%

Sample Syllabus 3

Final scores will be calculated as follows: A (92-100%), A- (90-91%), B+, (88-89%), B (82-87%), B- (80-81%), C+ (78-79%), C (72-77%), C- (70-71%), D, (60-69%), E (<=59%).

In-Class Participation (15%)

Participation is an important part of this class. This means active listening during lectures, contributing to discussions, and active participation during in-class activities. Students must therefore be in attendance for all classes to receive full participation points. Absences may be excused in the case of emergencies and where proper documentation (physician's note or equivalent) is provided.

Homework Assignments (30%)

For each class session, students will have a homework assignment to complete in response to a reading, a news report, a video, or an online exhibit. These will be assigned on a class-by-class basis and due at the beginning of the next class. The content and questions will also be available on Blackboard. These are intended to be short answers in either bullet point form or 1-3 sentences and do not need to be typed. If you do decide to hand-write your reading assignments, please make sure your writing is legible.

Exhibit Review Assignment (20%)

Students will visit the Hall of Native Peoples at the New York State Museum (in downtown Albany). For this assignment, students will record observations of the exhibits and reactions of the museum patrons, following the guidelines provided by the instructor. Students will then summarize their findings and respond to the instructor's questions in a three-page writing assignment (double-spaced, with 12-point Times New Roman font and one-inch margins). The assignment prompts and a grading rubric will be distributed in advance and be available on Blackboard.

Final Project (35%)

The final project involved two components, an in-class presentation worth 10% of their final grade, and a final paper worth 25% of their final grade. Students will select a world museum for study and evaluate how well this museum has done to decolonize their exhibits and other community activities. Evaluation may involve consultation of floor plans, reviewing photos of exhibit halls, gathering information about the individuals involved in developing the exhibits, and reviewing other educational and promotional materials. Students will sign up in advance with their choice of museum and class session to present. Further guidelines and grading rubrics will be distributed in advance and be available on Blackboard.

Presentation (10%): On one of the final three class sessions (4/30, 5/2, and 5/7) each student will present a brief, 10-minute, PowerPoint presentation introducing and evaluating their selected museum.

Final Paper (25%): Students will summarize their findings and evaluations in a five-page writing assignment (double-spaced, with 12-point Times New Roman font and one-inch margins). **Papers will be due electronically by midnight on May 16** (the date our final exam is scheduled).

Sample Syllabus 3

Academic Honesty Policy

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Accommodations for Disabilities

I am happy to provide accommodations for students with disabilities with advance notice. Please speak to me at the beginning of the class about any additional accommodations that may need to be made. Resources are available at the University's Disability Resource Center: <https://www.albany.edu/disability/>

Important Dates:

Tues. 3/12- Final presentations topics and presentation dates must be approved

Tues. 3/26- Exhibit review assignments due in class

Tues. 4/30, Thurs. 5/2, Tues. 5/7- Final presentations

Thurs. 5/16- Final papers due electronically by midnight

Class Topics and Assigned Readings

Section 1: Historical Background		
Week 1- Introduction		
Thurs. 1/24	Introduction	
Week 2- Introduction		
Tues. 1/29	Understanding Types of Museums	Mason et al. 2017- Ch. 1 of Museums and Gallery Studies: The Basics
Thurs. 1/31	Intro. to Famous World Museums	Hudson 1987- Ch. 2 of Museums of Influence
Week 3- Colonialism and Collecting		
Tues. 2/5	Cabinets of Curiosities, Famous Collectors	Carpenter 2005– Ch. 1 of Two Essays: Chief and Greed
Thurs. 2/7	Anthropology and Natural History Museums	Jenkins 1994- Article in Comparative Studies in Society and History
Week 4- Expositions, Anthropology, and the Birth of the Natural History Museum		
Tues. 2/12	Introduction to World Expositions	Benedict 1991- Article in Anthropology Today
Thurs. 2/14	The World Columbian Exposition	Dexter 1969- Historic excerpts in Ethnohistory

Sample Syllabus 3

Week 5- Cultural Heritage and Nation-Building	
Nationalism through Collecting the World	Levitt 2015- Introduction in Artifacts and Allegiances
Archaeology and Nation-building outside the “West”	Trigger 2006- Excerpt from A History of Archaeological Thought
<u>Section 2: The Changing Face of Museums and Cultural Heritage Institutions</u>	
Week 6- Repatriation and Ownership	
International Repatriation	Warren 1989- Introduction of The Ethics of Collecting Cultural Property
Repatriation in the U.S.: the Native American Grave Protection and Repatriation Act (NAGPRA) <i>Guest Speaker: Lisa Anderson, Curator of Bioarchaeology and NAGPRA Coordinator, NYSM</i>	- Historic Excerpt - Excerpt from Krmpotich and Peers 2013- This is Our Life - Colwell 2017- Introduction to Plundered Skulls and Stolen Spirits
Week 7- Living and Tribal Museums	
Living Museums	Handler & Gable 1997- Ch. 3 of The New History of an Old Museum
Tribal Museums	Ackley 2009-Chapter in Contesting Knowledge
Week 8- Community Collaboration	
Early Examples of Community Collaboration	** Presentation Topics & Dates Approved** Phillips 2003- Ch. 8 of Museums and Source Communities
Cultural Heritage Preservation at the International Scale: UNESCO <i>Guest Speaker: Yahaira Núñez-Cortés, formerly worked with UNESCO Costa Rica</i>	Kirshenblatt-Gimblett 2006– Chapter in Museum Frictions
Tues. 3/19 and Thurs. 3/21: Spring Break- No Class	
<u>Section 3: Case Studies and Current Events</u>	
Week 9- Case Studies: U.S.	
The New York State Museum (NYSM) <i>Guest Speaker: Gwendolyn Saul, Curator of Ethnography, NYSM</i>	** Exhibit Review Assignments Due** Chavez Lamar 2008- Ch. 5 of The National Museum of the American Indian: Critical Conversations

Sample Syllabus 3

Thurs. 3/28	Presenting Native America In Focus: The National Museum of the American Indian	Lonetree 2012- Ch. 3 of Decolonizing Museums
Week 10- Case Studies: U.S. (continued)		
Tues. 4/2	Presenting the African American Experience In Focus: the National Museum of African American History and Culture	Pilgrim 2015- Ch. 1 of Understanding Jim Crow OR Burns 2013- Ch. 2 of From Storefront to Monument
Thurs. 4/4	Optional: Behind the Scenes Tour at the NYSM with Gwendolyn Saul	
Week 11- World Case Studies		
Tues. 4/9	Peru	Silverman 2006- Introduction to Archaeological Site Museums in Latin America
Thurs. 4/11	Mexico	Florescano 1993- Chapter in Collecting the Pre- Columbian Past
Week 12- World Case Studies		
Tues. 4/16	Costa Rica, Panama, Brazil	Hernandez Ying 2017- Lecture at the Getty
Thurs. 4/18	Australia and New Zealand	Anderson & Reeves 1994- Ch. 2 in Museums and the Making of “Ourselves”
Week 13- World Case Studies, Disability Access		
Tues. 4/23	Africa and the Middle East	Schutte 2003- Article in Ethnohistory
Thurs. 4/25	Making Museums More Accessible for People with Disabilities	Braden 2016- University of Michigan Working Papers in Museum Studies
Week 14- Final Case Studies		
Tues. 4/30	Final Presentations (Part 1)	
Thurs. 5/2	Final Presentations (Part 2)	
Week 15- Final Presentations		
Tues. 5/7	Final presentations (Part 3)	
Final Exam Period		
Thurs. 5/16	**Final papers due electronically (by midnight)**	

Reading Citations Available upon Request (cut from original syllabus for brevity)

Proposed Courses

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: Geocaching 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?