



Dig this!! Getting Started in Archaeology Phillips Academy Andover Summer Session Syllabus, 2019



Room: Robert S. Peabody Institute of Archaeology
Dates: July 3 – August 3, 2018
Times: 8:45am – 12:00pm

Instructors: Dr. Ryan Collins and Ms. Stephanie Nicolard

TA: Mr. Theodore Wolfe

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Course Overview:

Think about your bedroom. Picture it in your mind's eye. What do you see? Maybe you see some books, toys, clothes, pictures on your walls, a lamp or light, some furniture, and shoes. Maybe you have other things too, like candy wrappers, pizza crusts, or even the family dog or cat! These things are you and your family's material possessions, the things that you own and that you use in your life. But how many of these things do you think you will still have ten years from now? What about twenty years from now? What will happen to the rest of your stuff? What will you parents do with all your stuff?

Most of the things we own and use eventually get thrown away in a trash can, recycled, or reused when we no longer need or want them. How come we throw our things away? Our toys break, and our clothes become too small, our furniture no longer works, and things that we used when we were younger are now just not cool enough to use anymore. So, we throw it all away or sometimes, if we do not want to do that, it just sits in a box in a basement in mom and dad's house even after we grow up and move away.

*You know what, though? This is not new! Human beings have been using, reusing, breaking, and disposing of their things for thousands, even millions of years! We have been losing our stuff, breaking our stuff, giving our stuff away, and throwing our stuff away for as long as we have ever used material things. **Archaeology is the science and art of finding and studying the things that we humans have used and ultimately lost or discarded in the past.** Archaeology is one of the best tools we have for solving some of the great mysteries of how people lived a long time ago. In this class, we will learn how archaeologists work and see what they have discovered about our human ancestors from millions of years ago to about a hundred years ago. We will have a lot of fun with our projects, watch some cool movies and films about archaeology, and, the best part, actually dig in our very own excavation right here at Andover. You won't just learn ABOUT archaeology, you will learn to BE an archeologist!*

Goals & Objectives:

1. *To inspire and ignite the latent curiosity of students*
2. *To demonstrate how learning about life and history doesn't have to be boring and all about books and classrooms*
3. *To have the most fun in a class you have ever had*
4. *Objectives:*
 - a. *To give students the opportunity to get first-hand practice and experience in the practice of scientific archaeology*
 - b. *To learn and appreciate the variety of skills and disciplines necessary to work in a successful dig*
 - c. *To appreciate the value of hard work and manual labor necessary to find, collect, and record archaeological data*
 - d. *To instill in young people an appreciation of how delicate the archaeological record is*
 - e. *To help young archaeologists and students become aware of their roles not only as caretakers of the past, but preservers of their future*

Course Text(s):

- Bahn, Paul. *Legendary Sites of the Ancient World*. London: Southwater/Anness, 2009.
- Macaulay, David. *Motel of the Mysteries*. Boston: Houghton Mifflin Company, 1979.
- Rubalcaba, Jill and Eric H. Cline. *Digging for Troy: From Homer to Hisarlik*. Watertown, Mass: Charlesbridge, 2011.

We will supplement these texts with short readings from other sources.

Policies & Course Expectations:

- **Materials:** Mechanical pencils, sharpies, and Rite in the Rain notebooks are provided. Additionally, a Marshalltown excavation trowel will also be provided to you.
- **Recommended Materials:** Always bring a Water Bottle and have Sunscreen on standby.
- **Attendance & Tardiness:** *LSI Summer Session* Students are expected to be present, on time, and engaged each day of class and for the anticipated field trips. Students who regularly miss classes or are frequently tardy will be referred to their appropriate House Councilors and Dean.
- **Assessments:**
 - *Weekly field notes*
 - *Vocab quizzes (2 quizzes over the summer, 20 terms total)*
 - *Final project (site report and presentation)*
 - *Participation & Engagement in Class and at Excavation*
 - *Homework -- focus questions*
 - *Ethics Bowl + weekly reflections*
- **Academic Expectations:** *In Dig This!, we hope that everyone will take the experience seriously and have a great deal of fun. We expect that you will complete all of the assigned readings during your study hall and complete the journaling and projects before each class. In addition, we also expect to hear from every student in our class discussions at least once every class, and that you will engage with your classmates in a spirit of teamwork during our class activities and field work at the Mansion House site. Most importantly, if you have questions, please raise your hand, or come find us, and ask! We are here to help and we want you to have fun during our work.*

Academic Integrity: We will talk together about the importance of academic integrity, but from the start you should internalize and observe the following:

Honesty is the basic value on which this community rests. Academic honesty is demanded by the very nature of a school community. Honesty in the academic area means claiming as one's own only that work which is one's own. All scholarship and artistic production builds upon the ideas and information of others; the honest person makes clear in written work exactly

what the source of any borrowed information or idea is, whether it be library materials, a museum exhibition, the Internet, classmates, or family members.

You are guilty of plagiarism when you present others' ideas as your own. This includes intentional and unintentional gaps in attribution; omission of footnotes to provide sources for data, concepts or facts that are not very general knowledge or the result of your own original research; and not making crystal-clear the assistance that a friend or relative has provided you. Any form of omission or outright deceit amounts to academic dishonesty.

In Dig This! you will not be in danger of dishonesty as long as you closely follow these guidelines:

- Aspire to the highest standards of rigorous, honorable scholarship. Decide now that that's the sort of student you want to be. Commit yourself. You can do it.
- Do not use any online, print, or other secondary source for any reading or writing assignments unless we have specifically instructed you otherwise. Stay off the internet.
- Do not show your written work to, or even discuss its particulars with, a parent or other family member until after you have submitted the final draft to me—no exceptions.
- A school friend or classmate may read your un-submitted work and comment on its strengths and weaknesses; however, he or she may not make corrections or improvements him- or herself. If a friend or classmate does comment on your work, note his or her name and the nature of the help at the top of the final draft.
- Make good use of the online primer, located on PAnet under "Academic Resources."
- Understand your responsibility not to plagiarize. When in doubt, cite a source.

Work must be current and accomplished specifically for credit in this course. It may not be used to secure credit in another course as it is unacceptable to submit one piece of work (e.g. photograph, video, note, paper, etc.) to more than one course without prior consultation with and written permission from all instructors involved.

--Adapted from The Blue Book written policy and selected Phillips Academy course syllabi, with permission from Therese Zemlin, Jeff Domina, Emma Frey, Chris Jones

Schedule

Each class day, students will engage in a series of learning activities. We will start each class period with an activity introduces an specific principle or technique in archaeology. There will then be a lesson on a couple of important ancient sites of significant archaeological and historical importance. We will then do another group activity before our break, and conclude each day by digging at the site of the Founder's House.

Week 1 (July 3 – 6): Introducing Archaeology: Tombs, Treasures, and the Trojan War

Wednesday: Introduction and Overview. What is archaeology? What do archaeologists do?

Thursday: How Archaeology Works. What do you want to find? Research; Money; Survey; Testing. Start field work! Homework: (1) Rubalcaba and Cline, 5-14.

Friday: Valley of the Kings and The Tomb of China's First Emperor. Method and practice activities; Field work. Homework: (1) Rubalcaba and Cline, 14-24; (2) Bahn, 24-25 and 110-113.

Saturday: The Moche and the Lords of Sipan + Tombs of the Americas. Method and practice activities; Field work. Homework: (1) Bahn, *Legendary Sites*, 138-143; (2) Rubalcaba and Cline, 25-36.

Week 2 (July 8 – 13): Archeoastronomy: Monuments and Megaliths of the Ancient World

Monday: Carnac and Megalithic Northern Europe. Method and practice activities; Field work. Homework: (1) Bahn, 90-93; (2) Rubalcaba and Cline, 37-50

Tuesday: Stonehenge. Method and practice activities; Field work. Homework: (1) Bahn, 86-87; (2) Rubalcaba and Cline, 51-66

Wednesday: [Field trip to Plimoth Plantation](#)

Thursday: Easter Island, Great Serpent Mound, and the Nazca. Homework: (1) Bahn, 128-129, 150-152.

Friday: Egypt and the Great Pyramids. Method and practice activities; Field work. Homework: (1) Bahn, 12-15, 24-25.

Saturday: Chichén Itzá. Method and practice activities. Field work. Homework: (1) Bahn, 144-147.

Week 3 (July 15 – 20): The Missing Links: Archaeology and the Origins of our Species

Monday: The Earliest Hominins and Australopithecus. Method and practice activities; Field work. Homework: (1) Bahn, 8-9.

Tuesday: Origins of the Genus Homo. Method and practice activities; Field work. Homework: (1) Bahn, 100-1

Wednesday: [Field trip to Strawberry Banke.](#)

Thursday: Neanderthals, Denisovans, Homo Sapiens and Hobbits. Method and practice activities; Field work. Homework: (1) Bahn, 10, 38, and 82-83.

Friday: Precursors to Civilization. Method and practice activities; Field work. Homework: (1) Bahn, 11, 54, 82-83.

Saturday: The First Cities: Mesopotamia and Babylon. Method and practice activities; Field work. Homework: (1) Bahn, 39-47

Week 4 (July 22 – 27): Writing Systems and Ancient World Symbols

Monday: Lascaux, early symbolism and painting. Method and practice activities; Field work. Homework: (1) Bahn, 10-11; 84-85.

Tuesday: Egyptian Hieroglyphs. Method and practice activities; Field work. Homework: (1) Bahn, 26-29.

Wednesday: [Field trip to Boston's Freedom Trail and Paul Revere's House.](#)

Thursday: Cuneiform Script. Method and practice activities; Field work. Homework: (1) Bahn, 48-51.

Friday: The Phonetic System. Method and practice activities; Field work. In Class exercise on Deciphering Linear A and B script. Homework: (1) Bahn, 64-66 and 78-9.

Saturday: Maya Hieroglyphs and Inca Quipus. Method and practice activities; Field work. In Class exercise with Maya Glyphs.

Week 5 (July 29 – August 3): Climate Change: Serious Impacts in the Ancient Past and the Perils of the Archaeological Present

Monday: The Iceman, Preservation, and Permafrost. Method and practice activity; Field work. Homework: (1) Bahn, 88-89.

Tuesday: Teotihuacan, Volcanoes, and El Ceren. Method and practice activities; Field work. Homework: (1) Bahn, 138-143.

Wednesday: *Field trip to Salem, in search of witches.*

Thursday: Pompeii and Herculaneum, and the Etymology of Volcano. Method and practice activities; Field work. Homework: (1) Bahn, 74-77.

Friday: Tikal, Drought, and Societal Collapse. Method and practice activities; Field work. Homework: (1) Bahn, 132-137.

Saturday: Final Day, Last Preparations and Presentations

Assignments & Assessments

In Dig This!, your instructors have designed a summer course that is built around projects and experiences that are supplemented with some reading and discussions with a global focus. For every class day, we will participate in an activity where we will learn about why archaeologists do what they do, and how that particular activity can help archaeologists learn about the way people lived in a particular place. Your teachers will also be leading conversations with you about some of the most famous and exciting archaeological discoveries of the last 150 years or so from almost every continent! Once we have had time to practice some of the techniques and understood some of the theory about why archaeologists do what they do, we will head a outside to spend the rest of our morning out in the field at our excavation site. The Mansion House was the original property of the founder of Phillips Andover and offers us a unique opportunity to get real experience as archaeologists and excavators. During your evening study halls, you will be doing some writing in your journals and completing an independent activity together our day's work.

The following list is a guideline for a typical day, but this guideline is just that: a guide. Your teachers will probably need to adjust the specific content and activities as we progress through our work each week.

Daily classroom activities and homework. Homework needs to include documenting finds (cataloging, describing, drawing, photographing – skills that need to be taught!)

- **Week 1:** *Tombs and Treasures. This week will explore the romanticism of archaeology by looking at the recovery of magnificent tombs, forgotten peoples, and the enchanting ruins that compel us to explore. Activities will identify and define what archaeologists do before they dig. In class and homework activities will include: preparing for a dig, documenting finds, cataloging artifacts, describing objects, drawing and sketching site plans, and photographing the loci and objects.*

- **Week 2:** *Archeoastronomy. This week will explore how ancient peoples around the world looked to the sky for inspiration. In doing so, they built impressive structures that represent mythology, legend, and human ingenuity. Activities in class and for homework that help students with the skills of excavation and preserving sites and artifacts . This is the week we will start to really dig.*
- **Week 3:** *Human Origins. This week we will ask big questions, like what does it mean to be human? Who were our relatives and how did they live? How did ancient hominins (early humans and our cousins) become us? Activities in class and for homework that help students with the skills of excavation and preserving sites and artifacts.*
- **Week 4:** *Writing Systems. This week will explore not only the incredibly diverse forms of writing systems around the world, but it will also look at the symbols of which many cultures are known for. This week will break down exactly what it entails to break a code. Activities in class and for homework that help students with the skills of excavation and preserving sites and artifacts. We will also close down the site and shift focus to artifact documentation.*
- **Week 5:** *Climate Change. Much like today, Earth's climate has undergone changes and sporadic climatic events at many points in the ancient past? How did ancient societies manage environmental change? Could the changing environment be managed for long? We'll also explore what the changing climate today means for the preservation of the ancient past. This week students will prepare their final reports and podcast project.*