

Course content may vary to meet the needs of this class. Continued enrollment in this course implies that you have read and accepted the conditions listed in this syllabus.

## SYLLABUS

ANTH 6950

Social-Ecological Models in Archaeology

Thursday 12-2:30 pm

Instructor: Jacob Freeman

Email: jacob.freeman@usu.edu

Office Location: Old Main 245B

Office Hours: Tuesday 1-2 pm, Friday 1:30-3:30 pm or by appointment

The best way to reach me is by email. I will generally return your email within 24 hours, unless you email me on Saturday or Sunday

“In times of change learners inherit the earth; while the learned find themselves beautifully equipped to deal with a world that no longer exists.” Eric Hoffer

**There is no required textbook for this course:**

**You are also required to bring college rule paper and a pen or pencil to class. We will be doing journal entries throughout the semester and your class participation grade depends on turning in your journals on a regular basis.**

**All other relevant reading, videos, podcasts, *ecceterra* are posted on canvas and/or are available in the Library.**

**Course Introduction:** This is a seminar course designed to survey the use of social-ecological systems models in anthropology and archaeology and practice using the models as tools useful in the aid of research design. The objectives of this course are below. Anytime you are wondering ‘what skills should I be *practicing* in this course?’ Reread these objectives.

- 1 Practice model thinking; the use of models to clarify our assumptions about reality
- 2 Practice synthesizing professional literature and communicating complex ideas effectively through writing
- 3 Practice using models to guide research design

**Course Structure** This course is divided into three parts. Part I of the course will explore the philosophical underpinnings of models in science. Part II of the course will provide a

survey of models used in anthropological archaeology. Part III of the course will provide the opportunity for each student to learn one model in more detail and use the model to design or conduct a research project.

## Grading

Each student's grade will reflect their participation in class and performance on written assignments, class discussions, and class leadership.

### Grade scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	<60%

## Assignments

*Class Leadership and Participation-50 points.* Each student will co-lead two classes. You will be graded on your preparedness and contributions to class discussions.

*Pop Essays.* From time to time, we may have an impromptu essay to be written during class.

*Weekly Papers-90 points (10 pts. x 10 papers, drop your lowest non-zero grade).* These papers are opportunities to practice objective #2 above. Each paper should have a clear thesis statement in the opening paragraph. The body of the paper should support the thesis, and the last paragraph should draw conclusions for your reader. Each paper is due by 8 am on Wednesday. Part of your preparation for class is to read and reflect on your colleagues' essays.

*Final Project-75 points.* This is a paper and presentation that will give each student the opportunity to learn the details of a model, its strengths and weaknesses, and use the model to design an empirical research project.

EXTRA CREDIT: No extra credit is given.

LATE ASSIGNMENTS: No late work is accepted. We are nevertheless, a team, and if you communicate with me, I will work to accommodate legitimate problems you may have. Stay in touch and be responsible.

The USU ACADEMIC INTEGRITY POLICY can be found at the web address below. If you have any questions about whether a behavior violates academic standards, ASK. Please do not violate the standards. As I said, science is a public good and the provision of public goods requires honesty.

<http://www.usu.edu/studentservices/studentcode/article6.cfm>

Below is the standard for academic integrity.

*ARTICLE VI. University Regulations Regarding Academic Integrity*

*SECTION VI-1. University Standard: Academic Integrity*

*Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors*

*The Honor Pledge To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:*

*I pledge, on my honor, to conduct myself with the foremost level of academic integrity.*

*Violations of the Academic Integrity Standard (academic violations) include but are not limited to:*

*1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.*

*2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.*

*3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.*

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

I will do everything I can to accommodate all students. Please see disability services to obtain any necessary documentation. The web address is:  
<http://www.usu.edu/drc/>

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work & Anthropology at Utah State University to maintain the confidentiality of students records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded , in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially.