ARCHAEOLOGY OF THE GREAT BASIN
ANTH 440B Sects 1001, 1002, 1003, 1004,
T, Th 4:00-5:15 pm, 3 credits
Web Enhanced Course

Dr. Laurie Walsh
EIT Center, Rm 124
email through WebCampus
Office Phone: 775.753.2331
Office hours: W, Th 9:00 to 11:30 am
Or by appointment

Catalog Description: Survey of the spectacular prehistoric and historic archaeology of Nevada and the Great Basin, including such topics as environmental change, the peopling of the Great Basin, the rise of full-scale hunting and gathering, the migration of farmers into the region, and sites such as Lovelock Cave and Lost City. Prerequisite: Anth 202 or instructor’s approval.

Required Books:
The Great Basin, People and Place in Ancient Times, edited by C. Fowler and D. Fowler, 2008
ISBN 978-1-930618-96-1

The Great Basin. A Natural Prehistory by Donald Grayson, 2011

Required Journal Articles: Articles as assigned on the schedule are available as links on WebCampus.

Contacting the Instructor: Office hours are posted above under my information; you can stop by then or make an appointment. In general, I will respond to emails within two business days. Please do not expect that I will answer emails on the weekend or after 5 pm. If you have an issue that needs to be addressed immediately please contact me at my office by TELEPHONE during the week. And keep calling! I will make every effort to get back to you quickly, but again, do not count on a response after 5 pm or on weekends.

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<th>Learner Objectives</th>
<th>Measurement</th>
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<td>Comprehend, analyze and synthesize the historical, methodological, theoretical foundations of Great Basin archaeology.</td>
<td>Exam 1</td>
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<td>Comprehend, analyze, and synthesize the nature of hunter-gatherers-fishers including mobility, social organization, subsistence, and technology.</td>
<td>Exam 2</td>
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<td>Comprehend, analyze and synthesize prehistoric Great Basin environments and lifeways from Paleoindian to the Late Archaic times.</td>
<td>Exam 3</td>
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<td>Critical summary and analysis of journal articles</td>
<td>Article Summary Presentation</td>
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<td>Write an effective research papers on a select topic based on the analysis and synthesis of scholarly resources.</td>
<td>Research Paper</td>
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<td>Develop oral communication skills</td>
<td>Research Paper Presentation</td>
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BAIS LEARNER OUTCOMES AND MEASUREMENTS
In this course we will be exploring methods used in archaeology, the data types and sources, theoretical foundations, historical roots of Basinist archaeology, and the environmental and cultural histories of the Great Basin.

This outcome is measured in all exams, the journal article summary presentations, and the research paper.

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This outcome is measured in all assignments.
Method of Instruction
This is primarily a course based on lecture and reading. Lecture from the instructor will provide information related to the general archaeological record in Nevada, general theory, and cultural resource laws. Assigned reading will provide description of specific sites, general archaeological patterns, and theoretical frameworks. Students will also present information to the class via presentations. This class is web enhanced; student work will be submitted through WebCampus as will communication with instructor.

Course Requirements:
1. Three essay exams (100 points each; 300 points total). Exams cover readings, lectures, films, presentations and discussion, and will include short answer identifications and substantial synthesis questions. Exams will be take home and will be delivered to the instructor as an assignment on the due date.

2. Journal Article Summary Presentation (20 pts total per team member). This exercise requires team-work! A two-person team will work together to present a lecture on a select journal article a 20 minute oral presentation (split the time between team members). This is a critical summary and synthesis of a journal article. In general you should capture this information, but there may be material you find interesting as well!
   A. What is the paper about overall? Provide details— theoretical issue, data involved, study area, time period, etc.
   B. What are the implications of the article? How does it contribute to our understanding of the past?
   C. What are the strengths and weaknesses of the research? Remember, just because you may not understand something does not make an argument weak! These are lofty papers and I don’t expect you to understand all of it!!

   After the summary is presented, team members will lead a class discussion of the article(s) and relevant materials from the textbook chapters. Be prepared to ask the class the questions.

3. Research Project (100 pts). You will select a topic that you find interesting and access at least 10 scholarly sources in order to write a 10 page paper presenting a synthesis of the topic. Detailed instructions will be provided. TOPICS MUST BE APPROVED!

4. Annotated bibliography (30 pts). Once you have a topic, you will need to compile 10 scholarly sources and present an annotated bibliography.

5. Research Paper Power Point Presentation (20 pts). This is a 15 minute power point presentation— professional level— summarizing your findings in general and providing details of any cool stuff you learned!

6. Article Discussion/Participation (10 pts x 8 sessions = 80 pts total). Each student needs to have read thoroughly each article and be prepared to contribute meaningful to discussion. If you do not contribute substantially, you will lose points for the day. This is an all or nothing score!! Either you are in, or you are not!!

Grading Policy: Grades are based on a total of 555 points. No extra credit will be given. Assignments will be graded with 7 days in general, but sometimes circumstances may delay that by a few days. I will notify you when that happens.

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<th>Relative Weights of Assignments and Exams</th>
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Grading Scale:
A  94-100%  C+  79-77%
A-  93-90%  C   76-73%
B+  87-89%  C-  70-72%
B   86-83%  D+  69-67%
B-  82-80%  D   66-63%
D-  62-60%  F   59% and below
**LATE WORK POLICY:** Students have many days in which to complete and submit assigned work. Since ample time is allotted to complete assignments, NO LATE WORK is accepted.

In the case that EXTRAORDINARY (i.e., hospitalization of the student, a death in the family, earthquake, etc.), circumstances warrant rescheduling, the student and instructor will negotiate an appropriate solution. Computer problems, travel plans, work schedules, minor illnesses, childcare conflicts, and the like are not extraordinary circumstances! IF YOU HAVE A SERIOUS EMERGENCY YOU NEED TO CALL ME ASAP. If your life circumstances consistently interfere with your ability to meet course requirements, you might consider withdrawing.  

**ATTENDANCE POLICY:** As an adult, it is up to you to “come” to class. If you have made travel arrangements or will be out of town on business during the course, for example, it is up to you to be sure you meet deadlines. **You need to plan ahead.** In accordance with college policy, those missing three classes may be withdrawn from the course.

**STUDENT CONDUCT POLICY:** Students are expected to interact with each other and their instructor politely and respectfully. Emails need to be written in standard English. Please be courteous in writing emails and posting discussions, and give people the benefit of the doubt. It is easy to misread intent in electronic communication, so don’t over-analyze. Foul or hostile language is unacceptable as are communications that are hostile to the instructor or other students. As well, “flaming” behavior (for example, inciting discontent with the course or the instructor, or hostility to the instructor or another student) is not tolerated. Other forms of behavior that disrupt the learning process for other students will likewise not be tolerated—**THIS INCLUDES TALKING DURING CLASS AT OTHER CENTERS.** Such misconduct will be reported to the Vice President of Student Services and/or the Director of Security, and a student may be withdrawn from the course, fail the course, or be subject to other disciplinary action. Please see the GBC catalog for information about student misconduct.

**ACADEMIC HONESTY POLICY:** GBC students should strive to behave ethically which means each student takes personal responsibility for all aspects of her or his education. Cheating and/or plagiarism will not be tolerated and may result in a failing grade for the course. Cheating includes behaviors such as having someone else do your work, copying other’s work, using unapproved technology during exam situations, talking to one another during an exam, falsifying bibliographic sources or data on an assignment, and so on. 

Plagiarism, according to Webster’s, is the practice of stealing or passing off the work or ideas of others as one’s own. Examples of plagiarism include copying directly from your textbook, copying material from another student, failure to cite the sources of the ideas presented in research papers and on web sites. Failure to cite properly, failure to paraphrase properly (by restating material in your voice using your words), using ideas that are not yours, using data that are not yours are also forms of plagiarism. Buying or downloading research papers (whole or in parts) written by another is another form of plagiarism. Student work may be screened through plagiarism software. 

Recycling, using a paper or portions of a paper done in one class in another class (this is “self-plagiarism,” or recycling, is also a form of plagiarism. In this course recycling material from other classes is not allowed. Any incidents of student misconduct involving cheating or plagiarism will be reported to the Vice President of Student Services and may result in a zero for the assignment and/or failure of the course. A student who has earned an F due to cheating or plagiarism or another form of misconduct will be assigned an F grade prior to the completion the semester. In the event a student withdraws from the course subsequent to confirmed evidence of cheating or plagiarism, the instructor will override the W and assign an F for the course. See the GBC catalog for further details.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:** Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability.

This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC’s Disabilities Office will provide captioning for you in this course.

The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-753-2271.

**OTHER STUFF:** If you are having trouble in the class, come see me or call, and we will work to find a solution. If other problems arise (i.e., sickness, a death in the family, or some other catastrophic event), please speak to me as soon as possible so that I can help you. If you are unhappy with your grade or some other facet of the class, please call, visit during office hours, or arrange for a meeting. As your instructor, I am committed to your educational experience and will strive to make the class accessible and fair.
SOCIAL SCIENCE DEPARTMENT ACADEMIC HONESTY POLICY
Approved by Social Science Department 4/6/2010

All incidents of unintentional plagiarism or academic dishonesty identified in any social science course require reporting to the Vice President for Student Services (VPSS) and disciplinary action. This policy is in accordance with (Nevada System of Higher Education (NSHE) Code Title 2, Chapter 6 and Great Basin College (GBC) policy on Student Conduct and Academic Honesty as detailed in the GBC catalog.

DEFINITIONS

Unintentional Plagiarism (100-200 level courses only) has occurred when a student’s work seems to reflect a poor understanding of using and citing sources; that is, the student seems to be ignorant of why, when, and how to paraphrase or quote in accordance with scholarly expectations. This type of plagiarism can include such practices as inconsistent paraphrasing (using sentence fragments or specific words from the original source or citing quotes but not paraphrased material, for example). We consider this type of incident to be a learning opportunity for the student and a lesser incident than deliberate plagiarism, a form of academic dishonesty.

Academic Dishonesty (all courses) includes deliberate plagiarism and other forms of cheating. Unlike unintentional plagiarism, this is considered to be cheating and the consequences for the behavior are immediately more severe.

Deliberate plagiarism has occurred when a student’s “work” shows a pattern of subterfuge including, but not limited to, intentionally copying another person’s work (i.e., downloading passages from the internet, copying substantial passages from a book, abstracts, articles, or other sources), faking sources, reusing papers from other classes without express permission from both instructors, use of another student’s paper, and/or purchasing a paper. Other examples may apply as well.

Please note that students who have taken lower division courses have been exposed to the doing of academic citation and plagiarism in at least their English courses and many other courses at GBC—we presume students at the 300-400 level have been informed about plagiarism.

Other forms of cheating include such practices as the use of or attempt to use unauthorized materials (i.e., textbooks, notes, electronic devices) during any academic exercise including, for example, exams, in-class exercises, quizzes, etc., talking during exam situations, copying from another student during an exam situation, submitting work that has been done by others, having another person represent the student in class (on-line, IAV or live). Other examples may apply as well.

ACTION PLANS

Both unintentional plagiarism and academic dishonesty require some form of disciplinary action. The following levels of increasing, progressive disciplinary measures, based upon the number of incidents, is only a guideline. If the incident is sufficiently severe, the maximum penalties authorized under the NSHE Code may be imposed.

Unintentional Plagiarism—poor understanding of academic standards for citation. This category only applies to 100-200 level courses.

1st incident
1. Report incident and disciplinary action taken to VPSS;
2. Meet with student to discuss issue;
3. Possible disciplinary action(s): rewrite assignment, point deduction, zero for assignment, overall grade reduction, and/or failure of course;
4. Signed statement acknowledging an understanding plagiarism and academic citation by reading a “what is plagiarism” document, viewing a film on plagiarism, or being assigned additional work in the Academic Success Center relating to accurate documentation and citation of sources; and
5. Signed statement is then sent to the VPSS.

2nd incident
1. Report incident to VPSS;
2. Meet with student and VPSS to discuss issue;
3. Determine disciplinary action in consultation with VPSS; and
4. Possible disciplinary action(s): zero for assignment, point deduction, assign additional work, overall grade reduction, and/or failure of course;
5. Student must write a 3-5 page paper on plagiarism using academic sources and proper citation; and
6. Student receives a written warning/reprimand.

3rd incident
1. Report incident to VPSS;
2. Meet with student and VPSS to discuss issue;
3. Determine disciplinary action in consultation with VPSS; and
4. Disciplinary action(s): failure of course **AND** academic probation.

**Academic Dishonesty—deliberate plagiarism and other forms of cheating.** This category applies to 100-400 level courses.

1. Report incident to VPSS (this is required);
2. Meet with student and VPSS to discuss issue;
3. Determine disciplinary action in consultation with VPSS;
4. Recommended disciplinary action: zero for assignment, overall grade reduction, and/or failure of course;
5. Formal censure in the form of a written warning is required regardless of other actions. For repeated or more egregious incidents, academic probation or expulsion from GBC may occur; and
6. For 300-400 level courses, incidents of academic dishonesty will be reported to Bachelor program supervisors and committees. In this case the VPSS will inform program supervisors in writing. Program supervisor/committees may have specific protocols to deal with such issues.