FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

UUPC Approval 9-14-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Department Anthropology

College Arts and Lett
*(To obtain a course number, contact **erudolph@fau.edu**)*

Prefix ANT

Number 4144

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course Lecture

Course Title History of Archaeology

Credits *(See Definition of a Credit Hour)* 3

Grading *(Select One Option)*
Regular (●)
Sat/UnSat ( )

Effective Date *(TERM & YEAR)* Spring 2027

Course Description *(Syllabus must be attached; see Template and Guidelines)*
We will examine the historical evolution of archaeology with an emphasis on Americanist (New World) archaeology. We will focus on the development of theory and methods as well considering advances in our substantive knowledge of prehistory. We will discuss how theoretical and methodological trends in archaeology relate to broader currents in social theory and general patterns of intellectual history.

Prerequisites, with minimum grade* None

Corequisites None

Registration Controls *(Major, College, Level)*

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course
☐ **Yes** ☑ **No**

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

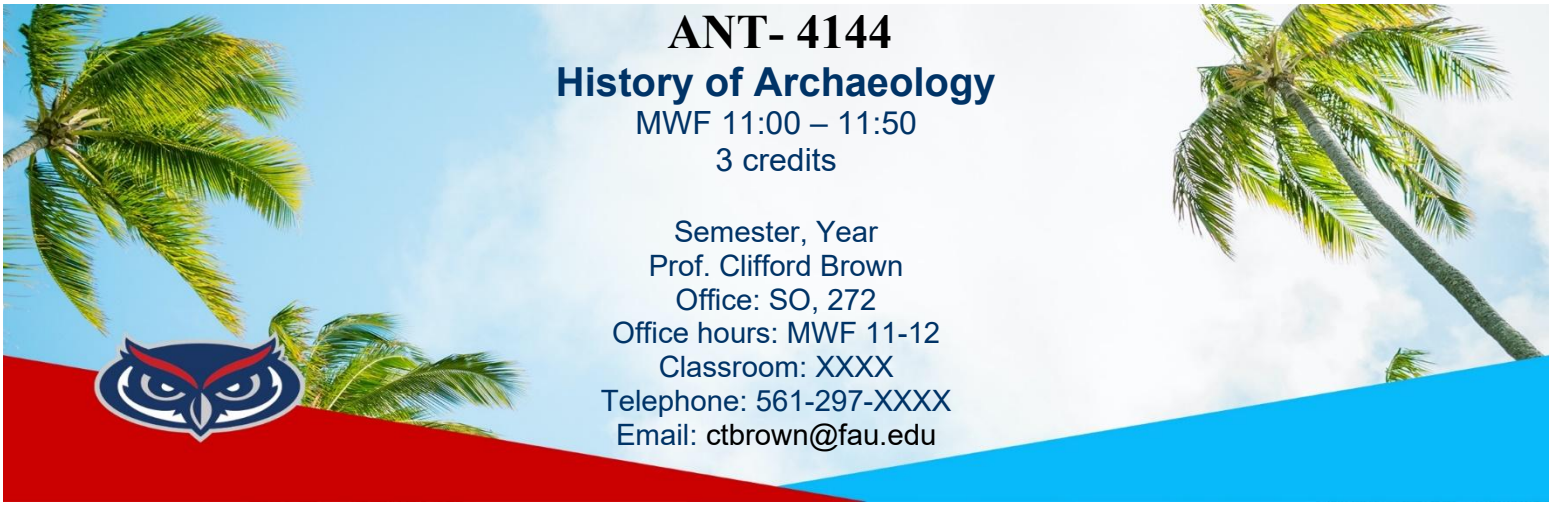
Minimum qualifications to teach course
M.A. or Ph.D. in archaeology, anthropology, history or closely allied field

Faculty Contact/Email/Phone
Clifford T. Brown, ctbrown@fau.edu, 7-3232

List/Attach comments from departments affected by new course

Approved by	***Date***
Department Chair: Meredith Ellis	08/20/2026
College Curriculum Chair: [signature]	08/30/2026
College Dean: [signature]	08/31/2026
UUPC Chair: Korey Sorge	9-14-2026
Undergraduate Studies Dean: Dan Meeroff	9-14-2026
UFS President:	
Provost:	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



ANT- 4144

History of Archaeology

MWF 11:00 – 11:50
3 credits

Semester, Year
Prof. Clifford Brown
Office: SO, 272
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: ctbrown@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

We will examine the historical evolution of archaeology with an emphasis on Americanist (New World) archaeology. We will focus on the development of theory and methods, as well as considering advances in our substantive knowledge of prehistory. We will discuss how theoretical and methodological trends in archaeology relate to broader currents in social theory and general patterns of intellectual history.

Instructional Method

In-Person w/Live Remote Option
In-person class. The instructor will live-stream the class for remote synchronous attendance. In-person attendance not required

Prerequisites/Corequisites

There are no prerequisites or co-requisites for this course. The course fulfills a requirement for the Certificate in Public and Professional Archaeology.

Course Objectives/Student Learning Outcomes

To learn about the history of archaeology, specifically,

- major trends and developments in archaeology and how they influenced subsequent research;
- how archaeological theories relate to broader trends in social and intellectual history;
- how archaeological methods derive from theory and, at times, drive theory, rather than the reverse;

Course Evaluation Method

There will be midterm and final exams, each worth 30% of the final grade. Students will write a term paper on a major New World archaeologist, reviewing his or her career, accomplishments, and theoretical and methodological contributions. The essay assignment is also worth 30% of the final grade. Each student will make an in-class presentation on the archaeologist they investigated. The presentation will constitute 10% of the final grade.

Course Grading Scale

Letter grade	Percentage
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	< 60%

You may request a review of the final course grade when you believe that one of the following conditions applies:
• There was a computational or recording error in the grading.
• The grading process used non-academic criteria.
• There was a gross violation of the instructor's own grading system.
University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that Incomplete grades (I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in university-approved activities. Examples of University-approved reasons for absences include participating in an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

If your college has policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 10.16 Artificial Intelligence]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Language Specific to This Course

AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

Required Texts/Readings

Bruce G. Trigger 2014. *A History of Archaeological Thought*. Cambridge University Press. ISBN 9780511813016. DOI: https://doi.org/10.1017/CBO9780511813016

Hodder, Ian and Scott Hutson
2003 *Reading the past: current approaches to interpretation in archaeology.* 3rd ed. Cambridge [England]; New York: Cambridge University Press. Available online as an e-book through the library website.

Supplementary/Recommended Readings (if applicable)

Kehoe, A. B. (2015). *The land of prehistory: a critical history of American archaeology*. Routledge.

Patterson, T. C. (1995). *Toward a social history of archaeology in the United States*. Harcourt College Pub.

Course Topical Outline

Please use the *American Antiquity* style guide for reference and citation formats. It is available on the Society for American Archaeology's website, www.saa.org. I also provide a direct link to the document on my homepage. Please feel free to contact me for help in using references in your papers. All factual statements in your papers should, of course, have citations indicating their source unless they are your own observations. Please feel free to consult with me about how, when, and where to use citations in your writing.

Course Topical outline

- Week 1: Course introduction. The historiography of archaeology.

Read: Trigger, Chapter 1

- Week 2: Ancient and Classical Antiquarianism

Read: Trigger, Chapters 2 and 3

Davy, Humphry (1815). Some experiments and observations on the colours used in painting by the ancients. *Phil. Trans. R. Soc.* 105: 97–124.

(https://royalsocietypublishing.org/rstl/article/doi/10.1098/rstl.1815.0009/117310/VIII-Some-experiments-and-observations-on-the)

- Week 3: The Start of Prehistoric Archaeology

Read: Trigger, Chapter 4

Jefferson, Thomas
1853 *Notes on the State of Virginia.* J. W. Randolph, Richmond. Read pp. 104-110 and Maps 3 and 4 at end of Appendix. Available online.

- Week 4: Early Evolutionary Archaeology

Read: Trigger, Chapter 5

Kidder, Alfred V.
1927 Southwestern Archaeological Conference *Science* 66:486-491.

Kluckhohn, Clyde
1940 The Conceptual Structure in Middle American Studies, in *The Maya and their Neighbors*, edited by Clarence L. Hay, Ralph L. Linton, Samuel K. Lothrop, Harry L. Shapiro, and George C. Vaillant. D. Appleton-Century Company. New York.

- Week 5: Cultural-Historical Archaeology

Read: Trigger, Chapter 6

Arnold, B. 1990. The past as propaganda: Totalitarian archaeology in Nazi Germany. *Antiquity* 64 (244): 464–478.

- Week 6: Early Functional Processual Archaeology (1940-1960). Midterm Review and Exam

Read: Trigger, Chapter 7

Steward, Julian H. and Frank Setzler (1938) Function and Configuration in Archaeology. *American Antiquity* 4(1):4-10.

Bennett, John W. 1943. Recent Developments in the Functional Interpretation of Archaeological Data. *American Antiquity* 9(2):208-219.

- Week 7: The Explanatory Period I, Beginnings, 1960s

Read: Trigger, Chapter 8

Binford, Lewis (1964) A Consideration of Archaeological Research Design. *American Antiquity* 29(4):429-441.

- Week 8: The Explanatory Period III, 1970s, Continuing Innovations

Read: Trigger, Chapter 8

- Week 9: Interpretive Period, Beginnings, 1980s

Read: Hodder and Hutson Chapter 1

- Week 10: Pragmatic synthesis

Read: Trigger, Chapter 9
Hodder and Hutson Chapters 9 and 10

- Week 11: Post-colonialism

González-Ruibal, A., Lydon, J., & Rizvi, U. (2010). Colonialism and European archaeology. *Handbook of postcolonial archaeology*, *3*, 37-47.

- Week 12: Student presentations

- Week 13: Student presentations

- Week 14: Conclusion: trends and current issues. Final review for exam. Papers due.

Final exam date and time: Please see Final exam schedule on the Registrar's web page

Christenson, Andrew L. (1989) *Tracing Archaeology's Past: The Historiography of Archaeology*. Southern Illinois Univ. Press.

Daniel, Glyn (1981) *A Short History of Archaeology*. New York: Thames and Hudson

Dyson, Stephen L. (2006) *In Pursuit of Ancient Past: A History of Classical Archaeology in the Nineteenth and Twentieth Centuries*. New Haven: Yale University Press

Hodder, Ian and Scott Hutson (2003) *Reading the Past: Current Approaches to Interpretation in Archaeology.* 3rd ed. Cambridge [England]; New York : Cambridge University Press.

Kehoe, Alice B. (1998) *The Land of Prehistory: A Critical History of American Archaeology*. New York: Routledge.

Trigger, Bruce (1989) *A History of Archaeological Thought*. Cambridge: Cambridge University Press.

Tushingham, Shannon, Jane Hill, and Charles H. McNutt (editors) (2002) *Histories of Southeastern Archaeology*. Tuscaloosa: University of Alabama Press.

Willey, Gordon R. and Jeremy Sabloff (1980) *A History of American Archaeology*. 2nd edition. San Francisco: W. H. Freeman and Company.