**Anth 555: Practice of Public Archaeology**

**Fall 2020**

**Course Meetings:** Monday, 6:10 to 9:10 pm

8/31-11/16 in Person

11/30 & 12/7 on Zoom https://binghamton.zoom.us/j/95702093068

**Instructor:** Dr. Randall McGuire, SUNY Distinguished Professor

email: rmcguire@binghamton.edu

office location: Zoom https://binghamton.zoom.us/j/9205378216

office hours: M 10:00 AM, Th 1:00 PM by appointment

**Course Description**

*The Practice of Public Archaeology* offers students an opportunity to produce their thesis and public works from this research. The class begins with a focus on writing skills, then peer review sessions focused on writing thesis chapters, and ending with the creation of a product for broad consumption.

**Prerequisite(s)**

Students in Anthro 555 must have graduate standing and be a second year MAPA student.

**Course Objectives**

Writing is hard. At the end of this course, students will better understand the process and importance of scholarly/professional writing in anthropology and how to share archaeological studies with the general public. This course will help them develop as professionals in academic and non-academic contexts that require them to write to deadline. Students who complete this course will:

Improve the grammar and style of their writing

Improve the organization of their written work

Learn to write to deadline

Have a better understanding of how to review the writing of others

Learn to present archaeology to a general public.

Have substantially started an MA thesis

**Instructor Information**

http://bingweb.binghamton.edu/~rmcguire/index.html

I am a Distinguished Professor of Anthropology with a PhD from the University of Arizona who has taught at Binghamton University since 1982. As an anthropologist, I use the craft of archaeology to explore the impact of the material world on the most diverse realms of human life. My research seeks to understand how objects and landscapes have joined with human actions, emotions and relations to make and remake society and culture from ancient times to the present. This exploration has taken me to prehispanic Trincheras Tradition ruins in the Sonoran Desert, to the 1914 Ludlow Massacre on the plains of Colorado, to a 20th century Yaqui battlefield in Sonora, México, and to the modern border wall that separates Ambos Nogales. I practice my craft in a praxis that seeks to know the world, critique the world and ultimately change the world. I am a prolific academic writer with over 160 published articles and book chapters. I have been author or co-author of five books and nine monographs and editor or co-editor of nine books. Each one of these publications has been a step in my ongoing attempt to become a better writer.

**Communication Policy**

I prefer students to contact me by e-mail or by zoom during my office hours. I strive to respond to e-mail messages within 24 hours of receiving them. This course will make use of MyCourses both to access course content and to communicate within the class. Most problems and issues can be resolved by communication.

**COVID-19 Policies**

General statement

Binghamton University has adopted requirements to protect the health of students, faculty, staff, and the community at large. Safeguarding public health depends on each of us strictly following these requirements. As a condition of enrollment, each student has acknowledged a statement of Rights and Responsibilities for the semester; included in this document is an acknowledgement that all campus requirements for spacing and wearing face coverings must be followed at all times. Health and safety standards will be enforced in this course.

Face coverings and physical spacing

Non-compliance with face covering and/or spacing requirements, or attempts to attend class for the Student Rotation Model courses when not scheduled to do so, constitute a serious public health risk and a disruption of the learning experience. You may not eat or drink in class because these activities would require removing your face covering. For this course, current rules require everyone to wear a face covering correctly so that it completely covers both the nose and mouth tightly at all times in the classroom, and to maintain 6-foot spacing in classroom seating. A face shield is not an acceptable substitute. If you forget your face covering or it does not meet these requirements, you will be asked to leave the room immediately. You may not return until you meet the requirement. If the you miss a graded assessment due to being asked to leave the classroom for not having a proper face covering you will receive an F on the assignment.

If students are not seated in a manner that meets the necessary spacing requirements, we will reseat one or more students to comply with the requirements. It is at our discretion whom to reseat.

If a student does not comply with the requirements and refuses to wear their face covering properly or to leave the classroom when directed, or to follow instructions for reseating when directed by the instructor, we will immediately cancel the remainder of the class session and inform the dean’s office, which will work with the Student Records office to issue a failing grade (“F”) for the course regardless of when in the semester the incident occurs. The dean’s office will also inform the Office of Student Conduct. If a student’s refusal to comply is a second offence, the Office of Student Conduct may recommend dismissal from the University.

Student Illness

If you become ill or must go into quarantine/isolation, you are not allowed to attend class in person. You should immediately notify Dr. McGuire and plan to participate online if you are able to do so while following instructions from health providers and/or health authorities. Further information on COVID-19 symptoms and next steps are available here: Health. Students who exhibit symptoms should call the Decker Student Health Services Center at 607-777-2221.

**Course Format and Requirements**

Course meetings are split between peer review of writing, discussions of proper writing tools and habits, and collective work on creating public products from our research. Organized as seminars, students are expected to engage with the readings, one another, and faculty through informed discussions. Though this class only meets once per week, it is intended to structure your research and written work.

**Readings**

All readings should be completed before the class for which they are assigned. This course is intended to develop your individual research projects. As such, the pace and assignments will be adjusted to fit the needs of the class. I reserve the right to adjust the readings and assignments as needed. Consider all readings subject to change. Notification of changes to the class schedule will be made on MyCourses. Email will only be used for urgent notification.

The following list of required texts can be purchased at the University bookstore or online.

Binghamton University, Graduate School Staff (2018). Formatting your Thesis or Dissertation: Requirements and Guide (Updated 9 Feb 2018). Binghamton University. <https://www.binghamton.edu/grad-school/docs-forms/thesis_dissertation_formatting_instructions.docx> - Important to reference as you develop your thesis topic.

Booth, Wayne, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. FitzGerald (2016).  The Craft of Research (4th Edition).  University of Chicago. – A classic guide to developing and producing written research.

Society for American Archaeology (2018). Editorial Policy, Information for Authors, and Style Guide for *American Antiquity*, *Latin American Antiquity*, and *Advances in Archaeological Practice* (Updated May 2018). Society for American Archaeology. <http://www.saa.org/Portals/0/SAA%20Style%20Guide_Updated%20May%202018.pdf> – The standard style guide in archaeology. Should be used in formatting your theses.

Strunk, William, Jr. and E. B. White (1999). The Elements of Style (4th Edition). Longman. – Classic short style guide for aid with the writing elegant sentences with accurate punctuation. A standby for language questions and grammatical advice.

Sylvia, Paul (2019). How to write a lot. Second Edition. American Psychological Association. – Will be used to guide the development of structured writing habits.

*Readings* – Additional readings will be available on MyCourses:

*Attendance* **–** Attendance is mandatory, and it is your responsibility to attend class either in person or via zoom. Any unexcused absences will have a detrimental effect on your grade.

**Grades and activities:**

Your grade is based on full and enthusiastic participation in class assignments and discussion, completion of assignments. as well as satisfactory progression in writing your thesis.

Importantly, this class is heavily dependent on peer review, which, in turn, requires peer trust and reliability. Your classmates are working hard for you, you must work hard for them. If you leave your peers hanging, you your final grade will be impacted.

As a baseline, you will be expected to produce new or edited writing each week and to review your peers’ writing from that week. Additional assignments will include reading about writing and the public presentation of science, activities aimed as structuring and clarifying your thesis, group work identifying useful research and writing tools, and activities directed towards non-academic translation of your research.

It is also important to note that this course is not just about content. As a course on public archaeology, you are expected to work on the quality of your writing as well as the quality of your arguments. Consider spending time improving your writing.

**An additional note on peer review:**

You will be asked to review your peers work and, in turn, receive peer review. This is a fundamental aspect of how science is done. You will need to learn to give and receive critical review with honesty and a thick skin, respectively. This can be very difficult but will benefit you in the long term. In the worst version of this class, I am only member of the class to provide critical feedback. In the best, you work hard for your peers, and I largely serve as an arbiter for what is good/bad advice. This process is not just about writing practice. It is about building trust with each other and creating a cohesive peer group that may provide you support long beyond the end of this class.

**General grading details:**

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| --- | --- |
| Letter Grade & Numeric Equivalent | Comments |
| A (95) | Excellent. Well-written/clearly communicated, demonstrates a clear understanding of material and shows critical and creative thinking. For participation, consistently strong and productive contributions with original or creative insights. Always prepared for discussion. |
| B/B+/A- (85/88/91) | Good to very good. Fulfilled the assignment to the letter. Shows understanding that goes beyond simple definitions. For participation, generally strong and productive contributions. Consistently prepared for discussion. |
| C/C+/B- (75/78/81) | Basically completed the assignment as required, but little more. General understanding demonstrated. For participation, some substantive contributions, but little more than minimum expectations met. Occasional lateness, missed class, or lack of participation. |
| D/C- (65/71) | Content missing and limited demonstration of understanding. Consistently lacking in constructive participation. |
| F  (0-60) | Missing significant content or did not follow guidelines. Major omissions and no understanding demonstrated. Multiple absences and/or no participation in discussions. |

You will not receive grades from me on individual assignments. Your final grade will reflect your effort, support of your peers, participation in class and activities, and progress towards the completion of your thesis. The final criteria will not mean the same thing for everyone because your projects are different, and you will enter the course at different places. If you are concerned, feel free to come speak with me.

**Campus Resources:**

**The Writing Center:** <https://www.binghamton.edu/writing/writing-center/> Library North 2411

**Anthropology Subject Librarian:** Benjamin Andrus, [bandrus@binghamton.edu](mailto:bandrus@binghamton.edu)

**Library Tutorials:** <https://www.binghamton.edu/libraries/research/tutorials/index.html>

**Reference Management Software:** <https://libraryguides.binghamton.edu/refmanager>

**BU Refworks:** <https://libraryguides.binghamton.edu/refworks>

**Mendeley**: <http://www.mendeley.com/>

**Zotero:** <http://www.zotero.org/>



**Course Policies**

**Classroom Decorum**

We are a community of learners and scholars. At all times, please be respectful of each other. This is particularly important because we are a small group and will be working closely together.

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class. For this reason, I will allow you to take notes on your mobile device, but you must turn the sound off so that you do not disrupt other students' learning. You may not do anything other than taking notes on your mobile device, and you will be asked to leave the class if I find you doing something other than taking notes.

**Late Work**

As a matter of policy, I do not accept late work. YOU MUST INFORM ME OF EXTENUATING CIRCUMSTANCES BEFORE THE DEADLINE. One of the most important things that you can learn here is how to write to a deadline.

**Academic Integrity**

I expect all students to read and comply with Binghamton University’s Academic Honesty Code (see the University Bulletin - Academic Policies and Procedures for All Students). I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the course and being subject to further penalties as prescribed in the policy. If you have any questions about what constitutes plagiarism or cheating, please review the definitions of plagiarism and cheating in the honesty policy.

Plagiarism is the appropriation of ideas, language, or work of another without sufficient public acknowledgment and appropriate citation that the material is not one’s own. Do not plagiarize, period. Cite everything you read in a book, magazine, journal article, or website. If you have questions about using or citing a source about or what constitutes a source, please check with me in advance.

**Services for Students with Disabilities**

If you require special assistance in class or on assignments, please let me know as soon as possible so that we can work together to make the appropriate accommodations in conjunction with Services for Students with Disabilities (SSD). For more information on SSD, please call 607-777-2686 or email [ssd@binghamton.edu](mailto:ssd@binghamton.edu).

**Class Schedule**

Every week, as applicable:

1. Distribute assigned written work to your peers: Friday, end of day
2. Revise and comment, based on that week’s assignment
3. Bring your edits to class. We will discuss the big picture edits in class.

# Class 1 (August 31) Introduction to Class – Writing Strategies

Introduction to the class, discussing the class outline, what is the goal of a thesis?, report on the current state of your research project, finding/creating topics and questions.

Reading: Craft of Research (CoR) – Ch. 1-6

**Homework:**

* **Contact your primary advisor!**
* **Identify your research problem and research question.**
* **Consider—How will you develop your research project? You MUST determine what your thesis is about. Write a statement explaining the data you have collected, what you will collect, and how it relates to your topic, question and significance statement.**

# Class 2 (September) Defining the Problem, Making an Argument

Defining your problem, what are your questions? Thinking about sources, topic paragraphs, General-Specific. Workshop thesis structures.

Creating strong arguments,

Reading: Craft of Research (CoR) – Ch. 4, skim 5-6; Ch. 7-11

**Homework:**

* **Frame out your argument at a thesis level. What do you need to show? In what order? How do these points convert to chapters?**
* **Write a draft topic paragraph for each chapter.**
* **What are your sources? How do they support your questions? What else do you need to know?**
* **Find 3 MA theses in your area/specialty, outline their structure.**

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# Class 3 (September 14) Research and Writing

Grammar, style and common problems with graduate level writers.

A mock peer review in class – Peer Review Template & Document in Content on MyCourses

Reading: Strunk and White

**Homework:**

* **Visit: https://owl.purdue.edu/owl/purdue\_owl.html**
* **Research Bibliographic software**
* **Visit and Read:** [**https://www.southwestern.edu/live/files/4165-guide-for-writing-in-anthropology-pdf**](https://www.southwestern.edu/live/files/4165-guide-for-writing-in-anthropology-pdf)

# Class 4 (September 21) Planning and structuring the thesis

Writing your thesis. Developing a plan and sticking to it.

Reading: Craft of Research (CoR) – Chapters 12-14, 16, Structuring a Thesis in Content

**Homework:**

* **Write Outline or storyboard of thesis**
* **Research Bibliographic software**

# Class 4 (September 28) Writing Strategies and Writing the Literature Review

Discussing Bibliographies, finding sources, the library, and bibliographic software

Reading: How to Write a Lot

**Homework:**

* **Create Bibliography**
* **Create Writing Plan**
* **Begin Literature Review**

# Class 5 (October 5)

Discussing bibliographies and in-progress literature reviews.

**Homework: Complete first draft of your literature review**

# Class 6 (October 12) Group Critique: Lit Review 1; Style

Group critique of Lit Reviews, Review concepts of Style, Review SAA style guide, BU thesis formatting requirements.

Reading: CoR chapter 17, Elements of Style, SAA style guide

**Homework: Revise your Lit Review**

# Class 7 (October 19) Group Critique: Lit Review 2, Starting the introduction

Second group critique of Lit Reviews

**Homework: 1st draft of Methods, Research Microsoft Word Skills**

# Class 8 (October 26): Group Critique, Methods

Group critique: Methods, Trends in Academic Writing

Reading: Trends in Academic Writing folder in Content MyCourses

**Homework: Edit Draft of Methods**

# Class 9 (November 2) Methods Critique 2, Stylish Academic Writing

Group critique: Methods

View: Helen Sword Tips for Stylish Academic Writing <https://www.youtube.com/watch?v=nQsRvAVSVeM>

**Homework: Draft of Introduction**

# Class 10 (November 9) Review and Critique of Introductions

Group critique: Introductions, Narrative styles of writing

Reading: Reread CoR chapter 12 and 16

**Homework: Revise Introductions**

# Class 11 (November 12) Critique Revised Introductions

Group critique: Introductions

# Class 13 (November 30) Writing for the Public

Group critiques of sections determined by individual student need

Reading: Writing for the Public folder in Contents

**Homework: 300 word popular abstract of your thesis**

# Class 14 (December 7) Ongoing critiques and wrap up

Group critiques of sections determined by individual student need, status updates and discussion of thesis coherence

