

# Faculty Development Plan

## Anthropology

### I. Scholarship

#### *Assessment:*

My current program of scholarship involves four different projects whose themes and methods overlap in several ways:

- Provo Mounds Archaeological Project (Fremont Indians)
- Roots of Casas Grandes Project (Paquimeans)
- Panaca Summit/Modena Obsidian Sourcing
- Digital Technologies in Archaeology

The first two are long-term regional studies that include the study of high-desert peoples that lived in two different areas of the Greater Southwest. Similar characteristics include pit house dwellings, maize agriculture, and their location on the fringe of a broader cultural continuum. The obsidian project includes the study of settlement patterns of the Fremont Indians. Finally the new digital technologies I am working to develop can and are being used in each of the other studies.

I have been fortunate enough to arrive at BYU with a strong foundation in research in variety of settings. I have essentially been able to hit the ground running. One of my strengths is efficiently streamlining my projects, which allows me to more effectively collect data. I'm able to produce multiple publications/presentations from one body of data. I am also motivated and passionate about the work that I do. While this often comes at the expense of sleep, I am willing to work hard to meet publication deadlines, analyze data, or work off-campus during field seasons.

I have also developed some specialized skills associated with my discipline. I feel I have successfully learned methods from both sociocultural anthropology and archaeology that allow me to bridge the gap in our department (which focuses on these two subdisciplines). I also have worked to integrate my knowledge of digital media to enhance our department's public relations and my own projects that include video components. And as new technologies are developed, I am trying to integrate these into my own research.

There have been several opportunities to collaborate on projects recently. I have been able to work with a scholar from Canada as a co-author on two peer-reviewed articles on my work in northern Mexico. I am currently collaborating with the geology department and the Office of Public Archaeology on the obsidian sourcing project. And some of the most exciting collaborative projects are two that I am conducting with students: one is an ORCA recipient and the other is a graduate student. Both of these are related to my research on the Fremont Indians of Utah.

There are several areas of improvement that need attention. Foremost is the need to manage my time better. This is in regards to both how I manage the blocks of time in between classes and how I allocate time to different projects. One of the reasons I am so busy is because of the number of collaborative projects I have agreed to do. This creates an atmosphere of priority juggling that gets exhausting. I need to say "no" more often to these types of projects, or

at least recognize the career goals these projects can offer. By taking this perspective I might be better equipped to say “yes” to the right projects.

I also feel the need to engage more with current theoretical dialogues within my discipline. While I have contributed to my regional area of focus, I need to write more on my critiques and own ideas about how to appropriately interpret the past. This will require that I continue to read more about theoretical models and discussions so I am prepared to respond to reviewers comments and make a contribution to current debates.

Finally I have taken several opportunities to publish in edited volumes, which for anthropology counts as much, in some cases, as a top-tier journal articles. But many of these are co-authored papers, and I see the need to publish more soul-authored articles that get published in top-tier journals in archaeology/anthropology.

### ***Goals:***

- My main goal is to continue with my programs of regional research in both northern Mexico and in Utah, but I will work to incorporate some of the new theory with which I am engaging. This includes my work in the field of semiotics, iconographical analysis, structuration, and symmetrical archaeology.
- In regards to time management, I will schedule time each week dedicated to completing the writing goals I have set (see Scholarship Project Proposal).
- Finish writing and submit two sole-authored articles to top-tier journals by February 14.
- Continue collaborating on projects, but learn to say “no” to keep my workload lighter and more streamlined. Finish current projects before committing to new ones.

## **II. Teaching**

### ***Assessment:***

Teaching has been a very rewarding experience as I have seen young minds grasp difficult concepts and as students mature in their field of study. I feel that my strengths lie in my ability to connect with most students and in creating a comfortable atmosphere of discussion and critique. I also provide ample feedback on more lengthy writing assignments.

I feel I could improve most in creating assignments that are more challenging for the students and that require them to go outside of their comfort zone (and time in class) to really search for and develop a desire to learn new concepts and skills. I also do not dedicate enough time to reaching out to students who are struggling in my courses.

### ***Goals:***

- I plan to create more short writing assignments that will require students to engage more with the material they are reading for class. While these may not all be graded, I plan to continue providing useful feedback in the form of comments and suggestions on some of these papers.
- I plan to do a brief midterm assessment of students’ grades in my classes and work to contact those who need improvement. This will be accomplished most easily via email and I plan on using my TAs to identify these struggling students.

## **III. Citizenship**

### ***Assessment:***

The area of citizenship seems to me to be my biggest strength. I love collaborating with other scholars, especially across disciplines, and really enjoy the collegiality that I have built

with people working in my regions of study as well as those within the discipline at annual conferences. All of my current research projects include collaborations with people within my department or field of study, while two also include collaborations with scholars in geology and information sciences. I have also had the wonderful experience of working with faculty in my department on committees for various tasks that have been assigned. At times these have taken up too much of my time, and I need to try to volunteer less for roles that could be easily filled by others.

I am also serving as editor for a regional archaeology journal, and this has provided many opportunities to rub elbows with those doing archaeological research in and around Utah. While new at this assignment, there are several areas of improvement that will be necessary to raise the reputation of this journal from its current state (see Citizenship Project Proposal). I will need to organize myself better in order to get the journal caught up from a previous editor who failed to fulfill his duty.

#### **Goals:**

- Continue to serve on committees within the department in a limited capacity, and ask others for help when I need to work more on scholarly or teaching activities.
- Fulfill my commitment as editor to raise the reputation of *Utah Archaeology* by getting the publication back on schedule and by increasing the number of submissions.

#### **IV. Individual and University Goal Alignment**

The goals outlined above in my Faculty Development Plan align well with those of the university in the following ways:

- One of the aims of BYU is for student education to be intellectually enlarging. As I continue in my research programs, involving students, and incorporating my findings into class instruction, I can teach them the skills and current knowledge they need to contribute to society in their discipline.
- The BYU mission statement says that, "Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education [that will help them] understand important ideas in their own cultural tradition as well as that of others." The fact that I teach about humans throughout time and their link to different cultural traditions, I am aligned well with this aspect of BYU's mission.

#### **V. Resources**

In order to meet the goals outlined above, I will need specific resources. Some of those that have already contributed to these goals include teaching support in the form of teaching assistants and seed money from the college for smaller projects that will lead to larger programs of research. In addition to these I hope to seek more help from the Center for Teaching and Learning in developing better ways to challenge my students through assignments. In order to continue and complete several of my research projects, I plan on requesting a research assistant from the department to help compile and analyze data.

# Scholarship Project Proposal

## Anthropology

### Current Themes and Topics of Study:

My current program of scholarship involves four different projects whose themes and methods overlap in several ways:

- Provo Mounds Archaeological Project (Fremont Indians)
- Roots of Casas Grandes Project (Paquimeans)
- Panaca Summit/Modena Obsidian Sourcing
- Digital Technologies in Archaeology

The first two are long-term regional studies that include the study of high-desert peoples that lived in two different areas of the Greater Southwest. Similar characteristics include pit house dwellings, maize agriculture, and their location on the fringe of a broader cultural continuum. The obsidian project includes the study of settlement patterns of the Fremont Indians as well. Finally the new digital technologies I am working to develop can and are being used in the other studies listed.

In addition to those listed above I am working to develop theory and methods related to the study of symbols and iconography. This derives from my dissertation research that was a study of iconography found among the Salado and Casas Grandes traditions of the prehistoric Southwest.

### Scholarly Goals

The following are the activities and products I wish to accomplish by February 14<sup>th</sup>:

- Submit one journal article to *American Antiquity* (top-tier archaeology journal) regarding the new methods and theory deriving from my dissertation research.
- Submit one journal article to the *Journal of Archaeological Science* on the astronomical implications of the Mound of the Cross located in the prehistoric city of Casas Grandes (draft manuscript almost complete).
- Complete and submit the technical report required by the Mexican government related to fieldwork conducted during the summer of 2013.

### Strategies of Scholarly Productivity

- Establish a writing schedule starting with the Summer 2013 term after I return from fieldwork in Mexico. This will include writing in a place away from the office that is less distracting and that will inspire creativity. I plan to schedule at least 8-10 hours a week to writing.
- Send drafts of my work to peers who are familiar with the topics being addressed and request feedback.

### Evaluation

In order to assess the success of my use of the strategies mentioned above, I plan to keep a schedule and writing log to mark the days and the amount of time dedicated to writing. For the

second strategy, I currently have a spreadsheet of my current writing projects to which I will add a column where I can write the names of one or two scholars to whom I plan to send each manuscript for review.

# Citizenship Project Proposal

## Anthropology

### Building Community through Editorship

As of January 2013 I was elected to become the new editor of the *Journal of Utah Archaeology*, a regional archaeology journal published and supported by the Utah Professional Archaeological Council (UPAC) and the Utah Statewide Archaeological Society (USAS). This journal has a long tradition of publishing works from local Utah archaeologists and avocational archaeologists as well. While it successfully served the archaeological community as an outlet for their research for many years, the journal was mismanaged about seven years ago and almost went defunct after an editor failed to fulfill his duties. The journal had several volumes that were never completed, and this crippled the reputation of a formerly reputable publication. Fortunately, two previous co-editors stepped up to the plate and worked to publish these back-issues in addition to volumes that were to be published in the years during their three-year tenure.

At this time the journal is still one issue behind (2012), and worse, many people have stopped submitting. For this citizenship project, my primary goal is to repair the reputation of the journal. I plan to begin to accomplish this goal in two ways:

1. Get the journal back on schedule by publishing the 2012 and 2013 volumes by the end of this year.
2. Garnering more submissions by reaching out to scholars in and around the Utah archaeology community.

To accomplish the first step, it will be necessary to push the outgoing editor of the 2012 volume to have that issue copy-edited by mid-July. In addition, I will need to have it printed by the end of the year. I also plan to have all submissions for the 2013 issue out for review by the end of June. This will allow me to have the 2013 issue out by the end of the year. In order to address the second part, I plan on contacting people in adjacent states via list-serves to which archaeologists in these states are subscribed. I will also personally contact those scholars who present at regional and national conferences and encourage them to submit their manuscripts to *Utah Archaeology*.

As editor of this journal I hope to create lasting relationships with those who submit manuscripts, those scholars who review articles, and those associated with organizations that support the journal. I hope that by accomplishing these goals for the journal this year, I will be able raise the reputation of the journal and continue to support the dissemination of information regarding the archaeology found in and around our state of Utah. While this journal is an outlet for scholarly work, it is read by many non-professionals who are interested in Utah archaeology. By strengthening this publication, I will continue to contribute to the education of those engaged in the study of the past.

# ANTHR 110 - Introduction to Archaeology

## Summer 2013

### Section 002

Name:

Office Phone:

Office Location:

Email:

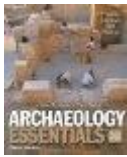
### Course Description

Archaeology is the study of human history and prehistory. George Santayana once wrote, "Those who cannot remember the past are condemned to repeat it." We will work together to discover how the past can guide us in the present. This course is designed to teach you the methods and techniques used by archaeologists to explore the past. You will also learn about some of the many archaeological discoveries made over the last century.

### Prerequisite

None

### Materials



Archaeology Essentials: Theories, Methods, and Practice (Second Edition) Required by Renfrew, Colin  
Thames & Hudson; Edition 2  
ISBN: 9780500289129

Additional Readings will be required but can be found on Learning Suite as pdf documents.

### Learning Objectives

This course should help students to demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process. Students will learn to appreciate the excitement of discovery that has accompanied important scientific developments as well as demonstrate how scientific methodology can be used to analyze real-world science-related problems. Students will become adept at evaluating scientific data and claims in order to make rational decisions on public-policy science issues that affect their community. As students complete the course they will learn to express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data, as well as reflect rationally upon the interface between science and religion.

### Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%

B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
E	0% to 59%

## Grading Policy

Your grade in this class will be based on the successful completion of the following tasks:

**Class Participation/Attendance:** This course is designed to expose you to various ideas in an atmosphere of discussion and critique. If you are not present, this will reflect in your learning and ultimately your final grade. I expect you to be in class having read the required readings and ready to discuss them. "Unannounced" quizzes will be given at various times during the semester. You will receive 30% for just being there and 70% for answering an extremely simple question over the reading due for that day. These will be very simple if you have completed the reading and if you are in attendance. It is hard to complete a quiz if you are not present, and these are especially important because there are no make-up "unannounced quizzes." I give these at the very beginning of class, so if you are late you will likely miss the quiz and not receive credit.

**Abstracts:** Students are expected to be able to write concise, cohesive abstracts of articles on various topics in archaeology. They are to be typed, 12 pt., Times New Roman font, black ink, on 8.5 x 11 inch white paper, double-spaced, and stapled. Essentially, the abstract should reflect the overall purpose of the article along with main points of discussion. This should appear as one to two pages of blissful reading. Please refer to the instruction sheet on how to write an abstract that will be distributed to you before your first abstract is due. For each day late 10 percent will be deducted from the final grade. These should be sole-authored by the student. No group work is allowed.

**Exams:** There will be three midterm exams and one final exam. Every student is required to take these exams, which will be administered in the testing center.

The grade for this class is based on weighted averages of your test scores, reading quizzes, and the abstracts. Exams will be worth 50% of your grade, abstracts 40%, and attendance 10%. Your grades will be recorded using Gradebook, so be sure to review them throughout the semester.

## Attendance Policy

You are required to attend every lecture. I will record attendance by giving "unannounced quizzes," which are given at the beginning of class and cover the reading assigned for that day. If you are not able to be in class, I will excuse you for the following reasons: illness, death of a family member/close friend, weddings (if you are getting married), university sanctioned trips/activities. Outside of these reasons you will need to clear the absence with me. If you want to be excused, I expect you to notify me of your absence the day of or the day after via email. That way there will be documentation of the request. I will respond to let you know I received the request. If you are granted an excused absence and it falls on a day that you missed a quiz, you will not be able to make it up. Instead I will not factor that missed quiz into your final grade.

## Classroom Procedures

This class is considered a general education course, and in the classroom I rely heavily on media, such as video and audio, to further supplement my lectures. The text will be your main source of information, and I have chosen one that is less-expensive, but very up-to-date and for the most part, a comprehensive review of anthropology. You will be responsible for turning in assignments on time, keeping up with reading, and



producing intellectual writing assignments. Exams, quizzes, and writing assignments, as required by the university, will be part of the course.

## **Writing Assistance**

To get help with your paper's organization, structure, focus, citation style, you can go to the FHSS Writing Lab temporarily located in 1059 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian, AMA, and ASA styles.

To prepare for a tutorial, take

- A copy of the assignment
- A hard copy of your draft, whatever stage it may be in
- A list of questions and concerns you have about your paper
- Make an appointment online: <http://fhsswriting.byu.edu> or call 422-4454.

## **Late Policy**

Except for exams and quizzes, I do accept late assignments, but there will be a 10% deduction for each day late.

## **Other**

The syllabus and associated schedule are subject to change.

## **Correspondence**

There may be a number of times when I need to contact you about assignments or grades. I will be using the email addresses provided through Learning Suite for each of you, so make sure to check your BYU email account for updates and correspondence. You may contact me by email if you need assistance or have any type of question, and always feel free to talk with me before or after class.

## **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been

unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Copyright Disclaimer**

Content provided in this course may be copyrighted and protected under U.S. Copyright laws. Access to materials provided as part of this course is for educational purposes only and limited to the duration of your enrollment in this course. You may not copy, upload, or otherwise redistribute any of the films, images, music, articles, or other content provided as part of this course. Any such reproduction or distribution is illegal and punishable under U.S. copyright law (U.S.C. 17).

## **Inappropriate Use of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.