

Considering a Barrett Honors Contract in my class?

I'm happy to help you develop a project to receive honors credit in my classes. Typically, I like to have an initial conversation with students about their expectations and goals and find a project that satisfies the requirements and helps them develop new skills or knowledge. In particular, I have worked with many students on "hands on" projects which test or applying knowledge they are gaining in class.

For example, in my ASB 333 Frauds, Myths, and Mysteries course I've worked with a number of students on projects including:

- I had a student research the methods that may have been used to create the Nazca Lines and she created her own 1/4 scale version in a nearby park and wrote about her experience.
- I had a student who was a hobbyist metal worker who was interested in how copper tools could be used to cut hard stone like granite and he built a saw and cut through a piece of granite live in class (that was pretty cool).
- I had a student who was a sculptor/artist who created replicas of some fake ceramic figurines that were claimed to be evidence of dinosaurs and humans co-existing and was able to show that they could not have preserved as had been argued.
- I had a student who studied material science and was interested in meteoric iron use in the past and did a more traditional research paper looking at examples of where and how it had been used and how it was likely obtained.
- I had a student build a so-called "Baghdad Battery" which is an object we'll talk about a little later in the semester and used it to "zap" me in class
- A few years ago I had a group of students who worked together with me directly to debunk a claim about a supposed Punic inscription on a mountain here in the Phoenix area. We actually published that in the Journal of Arizona Archaeology.

In my ASB 335, Ancient Cultures of the Southwest class I've had projects including:

- I had a student who researched foods that were commonly eaten in the region in the past and recreated some recipes and wrote a photo essay about the experience.
- I had a student who was an avid fisherman who constructed a fish hook using bone in the style of ancient tools made in the region and successfully caught a fish using it. He detailed the experience in a photo essay.
- I had a student who worked with me to research the ASU Deer Valley Petroglyph Preserve and rewrite and expand the Wikipedia page for the site. This was later uploaded and forms the basis of the page as it stands now.
- I had another student took a vacation on Spring Break to an archaeological site in Utah and wrote a detailed photo essay outlining how what they learned in class related to what they saw on their trip.

As you can see, what I'm really looking for is for students to find some way of actively engaging with the content of the class. Typically, I have helped students find a project that fits with other interests they have or their major so that they have an opportunity to apply

their additional knowledge to the problem. I've had students produce videos, write papers, and build things. I typically start an honors contract with a short meeting to figure out what might work best for the student doing it. Usually, these projects consist of the project itself and a short photo essay or overview outlining the project and how it relates to class content. If you're looking for specific ideas, I've got plenty you could test.

Expectations

I expect that we will meet several times over the course of the semester and we will set up a schedule for materials you need to deliver including a detailed abstract, an outline of your final plan, and drafts of the final project. An honors project constitutes a project that cannot be done last minute or without considerable approval and planning. In our initial meetings we will agree upon a schedule and plan for your project and that is what I will use to evaluate the final product.