INTRODUCTION TO WORLD ARCHAEOLOGY

ANT 2140
Spring 2014
Credit Hours: 3

Instructor: Miriam Domínguez
Email: mdoming1@ufl.edu

Lecture meeting times:
Tuesdays, period 7 (1:55 – 2:45 pm) and
Thursdays, periods 7-8 (1:55 – 3:50 pm)

Lecture Location: Little Hall (LIT) 109

Office: Turlington Hall (TUR) B355
Office Hours: Wednesday 2:00 - 5:00 pm
and Friday afternoon by appointment.

Teaching Assistant: Ginessa Mahar
Email: gjmahar@ufl.edu

Laboratory Sections:
8605: Tuesday, period 3 (9:35 – 10:25 am);
8607: Tuesday, period 4 (10:40 – 11:30 am);
8608: Tuesday, period 5 (11:45 am – 12:35 pm)

Sections Locations: Turlington Hall (TUR) B357

Office: Turlington Hall (TUR) B355
Office Hours: Mondays 11:30 am – 1:30 pm
and Tuesdays 8:30 am – 9:30 am

Teaching Assistant: Stephanie Boothby
Email: sboothby@ufl.edu

Laboratory Sections:
8609: Thursday, period 3 (9:35 – 10:25 am);
8610: Thursday, period 4 (10:40 – 11:30 am);
8612: Thursday, period 5 (11:45 am – 12:35 pm)

Sections Locations: Turlington Hall (TUR) B357

Office: Turlington Hall (TUR) B355
Office Hours: Mondays 2:00 – 3:30 pm and
Wednesdays 2:00 – 3:30 pm

* This course is NOT eligible for Gordon Rule (writing requirement)

COURSE DESCRIPTION:
Have you ever wondered how things might have been in the past and what it would be like to be able to investigate them? Have you used your imagination to reconstruct past events from the material evidence left behind? The discipline that concerns itself with questions such as these is archaeology: the study of the human past from its origins to the present, on a global scale. This is an anthropology course and archaeology, is one of the four subfields of anthropology, the study of humankind. Thus, the approach taken in this course is an anthropological archaeology.
We will explore the variations and differences in cultural manifestations in space and time that have been brought to light through the recovery, analysis and description of material remains from great
archaeological sites. We will briefly present the history of archaeology, the emergence of our species, the expansion of human beings worldwide and the cultural developments that facilitated such expansions. We will also selectively cover foundational aspects of the development of agriculture, writing systems, and religion, among others.

**STUDENT LEARNING OUTCOMES:**
In taking this course, you are expected to begin to:

- Discover the human past, from the origin of our species to the development of diverse cultural manifestations throughout the world, from great archaeological digs.
- Understand the archaeological approach toward the study of human variation in its biological, social and cultural dimensions.
- Appreciate the cultural diversity in the past, how our contemporary world is a result of a long history of separate developments and global interdependencies, and how representations of the past are profoundly influential in the present.

**STRATEGIES FOR DOING WELL IN THIS CLASS:**
- Get the textbooks on time
- Do not get behind on readings
- Be prepared to participate in the lab activities
- Pay attention and take notes in class
- Ask questions
- Submit assignments on time
- Do not hesitate to contact your instructors via email or to stop by during our office hours.
- Be willing to critically rethink what you know, or think you know, and to understand and appreciate the various perspectives that anthropological archaeology provides for your understanding of the human experience through time and across space.

**REQUIRED TEXTBOOKS AND READINGS:**
- Additional required readings will be available in the E-Learning website, under the Resources tab.

**COURSE WEBSITE AND E-MAIL ETIQUETTE:**
We will be using E-Learning, formerly known as Sakai. To log on, please go to [http://lss.at.ufl.edu](http://lss.at.ufl.edu). The syllabus, lab handouts, announcements, and additional readings will be posted on the website. The website will be updated throughout the semester, thus you are responsible to check it regularly.

Email is the best option to contact the instructor and the TA’s. Please, use your UFL email address for all communications. Please, do not use the email function in E-Learning. And, when communicating to us:

- Expect your instructor and TA to respond to emails between 9am and 5pm on Monday through Friday with a twenty-four hour lag time.
- Before sending questions via email, make sure that your question is not answered in the course syllabus or on the website.
- Be specific about the subject of the email in the mail subject heading and be polite.
• We keep office hours, so for any concerns about the class materials meet with your instructors face-to-face.

COURSE FORMAT:
• Two weekly lectures
• One weekly lab session: attend the lab you have been assigned according to your section number
• Two mid-term exams and a final exam: all in-class, multiple-choice

LABS:
The lab sections are designed to give students hands-on experience with archaeological materials and methods, and to give you an opportunity to ask questions. In-class exercises will be supplemented with class discussions. Laboratory sessions are a compulsory component of this course, and account for part of your participation and attendance grade.

GRADES:
You will be graded on your class and lab attendance, participation, a written assignment reviewing an archaeological blog, and two midterms and one final exam. Grades are assigned according to the following system (300 points total):

Class and Lab Attendance/Participation: 60 points (20%)
Blog Review Essay: 15 points (5%)
Midterm Exam 1 & 2: each 75 points (25% each, 50% total)
Exam 3: 75 points (25%)

Letter grades are assigned according to the following point-based system:

A: 300-277  A-: 276-268  B+: 267-259  B: 258-247  B-: 246-238  C+: 237-229
C: 228-217  C-: 216-208  D+: 207-199  D: 198-187  D-: 186-178  E: 177 or less

Concerns about grades should be addressed promptly. If you find an error in one of your graded exams throughout the semester, inform the instructor or your TA ASAP. For more information about the University of Florida policy on grading: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ARCHAEOLOGICAL BLOG REVIEW ESSAY:
Find a recent archaeology blog, professional or amateur, with original content that updates regularly (that is, not one that simply reposts news from other websites) and include the information required below *

The blogs should be approved by the instructor before proceeding with the assignment. The due date for blog approval is April 1st. Your report must be a minimum of 5 typed pages, in Times New Roman size 12 font with 1-inch margins, and will be due on Thursday, April 10.

Some possible blog sources can be found on the Archaeological Institute of America's website: http://www.ajaonline.org/students/blogs; or on the About.com Archaeology website: http://archaeology.about.com/od/blogs/Archaeology_Blogs.htm

* The assignment must include:

1. The title, URL address, and topic of the blog
2. The name of the blogger(s) and his/her/their relationship with the discipline of Archaeology
3. Who is the intended audience? (e.g. academics? students? amateurs? skeptics?)
4. In what manner is material presented? For example: Does the blog review or critique scientific or popular news articles? Does it report archaeological research? Does it document experiences from ongoing archaeological fieldwork? Does it conduct interviews with archaeologists?
5. Briefly summarize 3-5 entries from the blog.
6. Discuss how this blog contributes to the discipline of Archaeology and how it communicates Archaeology to the general public.

ACADEMIC HONESTY:
University policy will be enforced in the event that cheating or plagiarism occurs. All students must comply with the University of Florida’s Student Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." The following is implied on all work submitted for credit in this course: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." More information can be found at https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx.

ATTENDANCE AND CLASSROOM DECORUM:
It is your responsibility to attend class, to be respectful to your peers and instructors during class time. You are allowed one unexcused absence without penalty, after that, final grades will be reduced 5 points for every ONE unjustified and/or voluntary absences from the lab. Involuntary absences in case of a certifiable/documentated emergency will be excused. Attendance/Participation in the class (lecture and lab) will be taken in the form of unannounced pop-quizzes. The attendance policy for this course is consistent with that found in the online course catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Be mindful that late arrivals, early departures, cell phone conversations, text messaging, eating, and other disruptive behavior are unacceptable during class time. Turn off cell phones, IPods, tablets, and other portable devices before entering class. Laptop and tablet use is permitted in this course ONLY FOR COURSE-RELATED NOTETAKING.

MAKE-UP POLICY:
Note that make-ups will not be given for exams except in the case of a certifiable/documentated emergency. If you know in advance that you must miss an exam, you must inform your section instructor ASAP to make alternative arrangements.

You can make-up a missed lab only if you have a certifiable/documentated absence. If you know in advance that you must miss a lab, you need to re-schedule the missed lab with your section instructor ASAP.

ONLINE COURSE EVALUATION PROCESS:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

RELIGIOUS OBSERVANCES:
Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the instructor and request this modification; it will then be granted.
SPECIAL ACCOMMODATIONS AND OTHER ASSISTANCE:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The Disability Resource Center is located in Reid Hall, Room 001. More information can be found at www.dso.ufl.edu/drc/.

The University of Florida offers a number of counseling and academic assistance services for students throughout the semester. These include:

- Counseling and Wellness Center, Radio Road, 352-392-1575
  - Offers personal and career counseling, as well as health care
- Reading and Writing Center, SW Broward Hall, 352-392-2010
  - Offers writing assistance, study skill development, and test preparation help
- Career Resource Center, Reitz Union, 392-1601
  - Offers career development assistance and job counseling

SCHEDULE OF TOPICS AND READING ASSIGNMENTS:
NOTE: Topics and reading assignments may be subject to change. Such changes will be announced in advance, both in lecture and on the course website.

S = Scarre textbook  A = Additional Readings on E-Learning

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<tr>
<th>WEEK</th>
<th>DAY</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 7</td>
<td>Introduction to World Archaeology</td>
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<td><em>What is archaeology? What do archaeologists do? And why does it matter?</em></td>
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<td>Jan 9</td>
<td>A Brief History of Archaeology</td>
<td>S: Chapter 1 (whole chapter)</td>
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<td><em>From Antiquarianism to Nationalism to Scientific Inquiry</em></td>
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<td>NO LABS (Add/ Drop period)</td>
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<td>2</td>
<td>Jan 14</td>
<td>Understanding Space - Part 1</td>
<td>S: Chapter 10 (p. 376-378)</td>
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<td><em>Reading the Landscape</em></td>
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<td><em>Howard Carter and Tutankhamun's tomb</em></td>
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<td>Jan 16</td>
<td>Understanding Space - Part 2</td>
<td>S: Chapter 11 (p. 393-398)</td>
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<td><em>How do archaeologists find and excavate sites?</em></td>
<td>A: &quot;Lasers&quot;</td>
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<td><em>André Leroi- Gourhan and the site of Pincevent</em></td>
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<td><em>Starr Carr: A Mesolithic Campsite in Northeast England</em></td>
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<td>LAB 1</td>
<td>Space - Google Earth and GIS</td>
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<td>3</td>
<td>Jan 21</td>
<td>Understanding Time - Part 1</td>
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<td><em>Relative dating methods: stratigraphy, seriation and typologies.</em></td>
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<td><em>Reading Stratigraphy, The New England Tombstones and Paleolithic Stone Tools</em></td>
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| Jan 23     | Understanding Time - Part 2  
*Absolute dating methods: dendrochronology, radiocarbon, and geomagnetic dating*  
- *Tree Ring Analysis in the Southwest, Laetoli Footprints* | S: Chapter 2 (p. 59,74); Chapter 3 (p. 112, 118); Chapter 4 (p. 157); Chapter 18 (p. 696) |
|            | **LAB 2**  
**Time - The Dating Game**                                                                                                      |
| 4          | Jan 28  
**The Material Record - Inorganics/Non-perishables**  
- *South America’s Earliest Pottery, Stonehenge, and China's terracotta army* | S: Chapter 11 (p. 416-417)  
A: "True Colors" |
|            | Jan 30  
**The Material Record - Organics/Perishables**  
- *Icemen, Andean Mummies, and Pompeii* | S: Chapter 9 (p. 338); Chapter 13 (p. 510-511)  
A: "Last Hours", "Pompeii's Dead" |
|            | **LAB 3**  
**The Garbage Lab: Interpreting Material Remains**                                                                                   |
| 5          | Feb 4  
**Humans in a Dynamic World**  
*Climate change and humans, both in the long-term (the Ice Age and sea level rise) and short (El Niño)* | S: Chapter 5 (p. 177-182) |
|            | Feb 6  
**Human Origins**  
*Early Lithic Technologies and Human Evolution*  
- *Neanderthal Society and The Bordes-Binford Debate* | S: Chapter 2 (p. 57-82); Chapter 3 (p. 84 - 100, 107-122);  
Chapter 4 (p.145-151) |
|            | **LAB 4**  
**Review for Exam 1**                                                                                                                  |
| 6          | Feb 11  
**EXAM 1**                                                                                                                           |
|            | Feb 13  
**The Emergence of our species**  
*Homo sapiens in Africa and Europe*  
- *Painted Caves and Pierced Shells* | S: Chapter 4 (p.127-144, 156-165)  
A: "Art Workshop" |
|            | **LAB 5**  
**A Brief Survey of Lithic Tools**                                                                                                    |
| 7          | Feb 18  
**The Human Diaspora - Part 1**  
*Asia and Oceania*  
- *The “Hobbit” Homo floresiensis, the Jomon of Japan* | S: Chapter 3 (p.101-106)  
A: "First Pottery" |
|            | Feb 20  
**The Human Diaspora- Part 2**  
*Peopling of the Americas*  
- *Monteverde, Chile, and Newnans Lake, Gainesville* | S: Chapter 4 (p.166-173); Chapter 9 (p. 306-313)  
A: "Calusa" |
|            | **LAB 6**  
**Archaeology and Museum Collections**                                                                                                  |
| 8          | Feb 25  
**Domesticating the World – Part 1**  
*Plant and Animal Domestication in Africa, Mesopotamia, and Europe*  
- *Abu Hureyra: The transition from foraging to farming* | S: Chapter 6 (p. 212-213); Chapter 10 (p. 361-366) |
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<th>Date</th>
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<th>Reading Material</th>
<th>Notes</th>
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| Feb 27 | Domesticating the World - Part 2<br>
*Plant and Animal domestication in North America and the Andes<br>*
- Poverty Point (Louisiana), Las Vegas (Ecuador), Caral and Norte Chico (Peru) | S: Chapter 9 (p. 314-449)                                                      |                                                                      |
| LAB 7  | Domestication: What, Why and How?                                      |                                                                                   |                                                                      |
|        | SPRING BREAK (March 1<sup>st</sup> – March 9<sup>th</sup>)             |                                                                                   |                                                                      |
| 9 Mar  | Domesticating the World - Part 3<br>
*Plant and Animal Domestication in Asia and the Pacific<br>*
- Kuk Swamp: Early Farming in the New Guinea Highlands | S: Chapter 7 (whole chapter); Chapter 8 (p.277)                                |                                                                      |
<p>|        | Monumentality in the Americas&lt;br&gt;- Cahokia, Illinois, and the Amazonian Anthropogenic Landscapes | S: Chapter 17 (p. 667-677); Chapter 18 (p. 678-690)                              |                                                                      |
| LAB 8  | Review for Exam 2                                                       |                                                                                   |                                                                      |
| 10 Mar | EXAM 2                                                                |                                                                                   |                                                                      |
|        | Monumentality in the Old World &lt;br&gt;- Göbekli Tepe, Turkey and Great Zimbabwe, Zimbabwe | S: Chapter 6 (p. 220); Chapter 10 (p. 384-385)&lt;br&gt;A: The Sanctuary: Secrets of the World’s first Temple (Batuman 2011) |                                                                      |
| LAB 9  | Dissecting Monuments                                                    |                                                                                   |                                                                      |
| 11 Mar | The First Dynasties of Egypt &lt;br&gt;- Pyramids, pharaohs along the Nile | S: Chapter 10 (p. 370-377)&lt;br&gt;A: &quot;Pyramids&quot;                                      |                                                                      |
|        | The Emergence of States - Sumeria and the Indus&lt;br&gt;- Writing Systems; Temples and tombs at Uruk and Ur; city planning in the Indus Valley | S: Chapter 12 (p. 432-450); Chapter 14 (p. 519-540)&lt;br&gt;A: &quot;Ritual Death”  |                                                                      |
| LAB 10 | How Archaeological Research works?                                     |                                                                                   |                                                                      |
| 12 Apr | The Rise of States and Dynasties in Early China&lt;br&gt;- Early dynasties and unification under the Emperor Qin Shi Huang Di | S: Chapter 15 (p. 553-572)                                                      |                                                                      |
|        | Mesoamerican States&lt;br&gt;- Kingdoms and Capitals of the Maya, Aztec Tenochtitlán: What the Spaniards found | S: Chapter 16 (whole chapter)&lt;br&gt;A: &quot;Kingship&quot;, &quot;Painted Pyramid&quot;              |                                                                      |
| LAB 11 | Learning how to write in hieroglyphics                                 |                                                                                   |                                                                      |</p>
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<tr>
<td>13</td>
<td>Apr 8</td>
<td>Andean Societies and Imperial Cohesion</td>
<td>S: Chapter 17 (p. 640-666)</td>
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<td>- Moche Lord of Sipán, The Nazca Lines in the desert, the Sacred Valley of the Incas, and Machu Picchu</td>
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<td>Apr 10</td>
<td>Historical Archaeology</td>
<td>S: Chapter 18 (p. 713)</td>
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<td><em><strong>WRITING ASSIGNMENT DUE IN E-LEARNING</strong></em></td>
<td>A: Consulting Stakeholders (Zimmerman 2006)</td>
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<td><strong>LAB 12</strong> Archaeological Ethics &amp; Review</td>
<td>A: &quot;Starving Settlers&quot;</td>
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<td>- The Elgin Marbles: Ethics Bowl</td>
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<td>14</td>
<td>Apr 15 The Past for the Future</td>
<td>S: Chapter 12 (p. 470)</td>
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<td>Ethics, Stewardship, and Archaeology and the Public</td>
<td>A: &quot;No More Nohmul&quot;</td>
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<td><strong>LAB 13</strong> Review Exam 3</td>
<td>A: “Where Words Mean as Much as Objects”</td>
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<td>Apr 22 EXAM 3</td>
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*EXAM 3: Tuesday Apr the 22nd, 2014 from 1:55 - 2:45 PM in the lecture room (Little Hall 109)*