

**ANT 2140**  
**Introduction to World Archaeology**  
**Fall 2025**



**Instructor**

Whittaker Schroder  
Turlington B129  
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**Instructor Office Hours**

Tuesdays 11:30 am–12:30 pm  
Wednesdays 11:30–12:30 pm

**Teaching Assistant**

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**Teaching Assistant Office Hours**

TBD

This course is open and welcoming to all majors. There are no prerequisites. There is no lab fee. ANT 2140 is a **Humanities (H)** and **International (N)** subject area course in the UF General Education Program.

**Class Meetings**

Monday, Wednesday, and Friday, Period 4,  
10:40 am–11:30 am  
Fine Arts C 0120

**Labs**

Monday, Period 7, 1:55–2:45 pm  
Monday, Period 8, 3:00–3:50 pm  
Monday, Period 9, 4:05–4:55 pm  
Turlington Hall B357

## Description

*The global study of human culture from its origins to the present through the recovery, description, and analysis of archaeological remains. Focus is on human cultures worldwide, with comparisons to western civilizations.*

This course explores the totality of human experience on earth, as known through archaeology, from the beginnings of humankind into the present. Course content is not organized chronologically or regionally, but thematically, focusing on how *humans have made themselves and their worlds* in the past and continue to do so today. It is an archaeological contribution to the anthropological question, “*What makes us human?*” An anthropological archaeology can inform us of where we come from, how we got to where we are today, and where we might be going in the future.

Case studies from around the world and all time periods are drawn upon to illuminate the diversity of past human experiences and explain the archaeological methods and techniques used to gain that knowledge. Through global comparison these case studies shed light on the diversity of world areas along with commonalities in the human past. Archaeological investigation and dissemination of knowledge is shown to be relevant to contemporary issues on a global scale, including indigenous rights, structural violence, collective identities, heritage preservation, conservation biology, agricultural development, maintenance of built environments, responses to climate change, and sustainability.

Following introductory lectures on the history of archaeology and archaeological methods, the first part of the course explores the early human dispersal out of Africa to populate the globe, key characteristics of pre-industrial technologies, the diversity of livelihoods and subsistence practices, and how humans have created physical worlds to live in. Major changes in technology and society through time are examined. The second part considers topics in contemporary archaeology with case studies from around the world: how people create meaningful worlds, how they have faced environmental challenges, how people make themselves and their societies, and how people have moved themselves through migration, and also moved things. The final topic is archaeology of the present and for the future. All these topics are coordinated with discipline wide “Grand Challenges for Archaeology.”

Special emphasis is given to UNESCO World Cultural Heritage (WCH) sites, and more generally issues relating to the role of archaeology in cultural heritage management. WCH sites are highlighted in the lectures, each identified with a blue logo, and a course project is devoted to researching one of these sites.

## General Education Objectives and Learning Outcomes:

“**Humanities (H)** courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.”

“**International (N)** courses promote the development of students’ global and

intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world." A majority of the course content addresses international issues and engagement. As a course on world archaeology, the international content is a substantial and defining feature.

### ***Content Objectives***

**H: Identify, describe, and explain the history, underlying theory and methodologies used.**

**N: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.**

### **Student Learning Outcomes for Content Objectives**

By the end of this course students will be able to:

1. Identify significant turning points in the history of archaeology as a humanities discipline, beginning with its origins in Renaissance antiquarianism and the emergence of a "past" as different from the present, into the 21st century.
2. Define themes, fundamental principles, and basic terminology and methods essential to the discipline of archaeology.
3. Recognize the diversity of experiences, formations, adaptations, and histories of human societies since the beginning of humankind on a global scale.
4. Identify major changes in culture and technology in human history and explain their material and historical impacts and legacies into the present, especially those that have resulted in cross-cultural commonalities and differences.
5. Explain how cultural heritage is an important resource and source of identity among virtually all peoples at the national, subnational, ethnic, and local levels.
6. Identify ongoing threats to global tangible and intangible heritage and the challenges of its preservation.
7. Recognize that the contemporary world results from a long history of separate developments and interdependencies, of continuities, connections, and transformations, many of which are still in process.

### ***Critical Thinking Objectives***

**H: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.**

**N: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.**

### **Student Learning Outcomes for Critical Thinking Objectives:**

By the end of this course students will be able to:

1. Apply diverse concepts, methods, and techniques to analyze archaeological remains, both immobile (e.g., structures, wall art) and portable (artifacts).
2. Identify and analyze recurrent Modernist and Western influences and biases that shape

- how the past is represented or misrepresented in contemporary media.
3. While accepting the legitimacy of plural perspectives on the past, discriminate more plausible interpretations and explanations of past phenomena that contribute to accumulated knowledge using evidence-based procedures, and correspondingly, identify interpretations that are less plausible.
  4. Justify that “the past” is produced in the present and is subject to change as knowledge, methods, and attitudes change.
  5. Explain how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context.
  6. Analyze and reflect on the multifaceted ethical considerations of ongoing international debates regarding “who owns the past.”

### ***Communication Objectives***

**H and N: Communicate knowledge, thoughts, and reasoning clearly and effectively.**

**Student Learning Outcomes for Communication Objectives: By the end of this course students will be able to:**

1. Utilize correct and appropriate archaeological terminology and concepts in reaching reasoned, evidence-based conclusions in written assignments and discussion groups.
2. Employ comparative arguments effectively in explaining cross-cultural or historical similarities and differences among the case studies.

### **Career Preparation**

This course prepares you for certain career skills, which you should include in your resume when job-seeking: critical thinking, problem-solving, communication, collaboration, digital fluency, and cross-cultural appreciation.

### **International Scholars Program**

This course is eligible for the International Scholars certificate program (<https://internationalcenter.ufl.edu/international-scholars-program>), which has its own Student Learning Objectives (Terminology, Judgment, and Acceptance). By the end of this course, students will be able to:

- Consistently recognize and effectively utilize important and relevant terminology regarding intercultural and global issues in the appropriate environmental context (terminology).
- Effectively and consistently make logical and informed judgements when encountering diverse intercultural and global situations (judgment, critical thinking).
- Effectively and consistently express and foster openness to other cultural views, differences, and opinions (communication, acceptance of others)

### **E-Learning (Canvas)**

Go to <http://elearning.ufl.edu>. Use your Gator-link ID to log in. Certain assignments are to be accessed and submitted through e-learning. Check the site regularly for announcements and handouts, especially before the lab period. Grades are posted here.

## Modules

The course content is organized across 14 modules. Some modules have more content than others; they do not correspond to weeks in the semester.

## Assigned Videos

Videos are linked to the Canvas module pages. We will watch some of these videos in class; students are responsible for viewing additional videos outside of class.

## Required Book

Bahn, Paul 2012. *Archaeology: A Very Short Introduction*. Oxford University Press, Oxford.

## Additional Required Readings

The required book is supplemented by additional readings available on Canvas.

## Grading

A 93-100%	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	E <60
A- 90-92.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

Class Participation and Attendance	15%
10 labs (3 points each)	30%
Midterm Exam	15%
Poster Project	20%
Final Exam	20%

## Class Participation and Attendance

Attending lectures is required. Lecture attendance will be taken randomly throughout the semester and at every lab. Excused absences require notifying the instructor before class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>). Some online discussion posts will count toward class participation.

## Late Work

Late work for half credit is only accepted with prior approval from the instructor and teaching assistant.

## Labs

Throughout the semester, labs will give students hands-on opportunities to learn archaeological methods. Students are required to attend their assigned labs. Attending a different lab meeting or scheduling make-up labs must be approved by the teaching assistant.

## Exams

Two exams will be scheduled during the semester based on information from lectures, labs,

videos, and readings. The final exam is based only on material after the midterm (not cumulative), but note that information during the second half of the semester builds on ideas and concepts from the first half.

### **Poster Project**

Students will select a World Heritage Site and create a poster in Powerpoint or similar software to be presented on the discussion board. Students will be assigned another poster for peer review to offer constructive comments.

### **Academic Honesty and Integrity**

Please be familiar with the University of Florida's Student Honor

Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>

### **Special Accommodations**

The process for requesting special accommodations is described at <https://disability.ufl.edu/get-started>, including registering with the Disability Resource Center in Reid Hall and requesting an accommodation letter to be presented to the instructor.

### **Online Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

### **Campus Resources**

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, (352) 392-1575.

Sexual Assault Recovery Services (SARS) Student Health Care Center, (352) 392-1161.

University Police Department, (352) 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu>

E-learning technical support, (352) 392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu>

Writing Studio, 302 Tigert Hall, (352) 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio>

Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Student Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Anthropology 2140  
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 Fall 2025

**Course Schedule (Subject to  
 Change)**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 1</b> August 22	Course introduction	
<b>Week 2</b> August 25	<b>No lab</b>  Module 1: Humans Make Themselves and their Worlds 1-1 Introduction: Humans Make Themselves 1-2 The Archaeological Imagination	<b>Discussion post due</b>  Bahn, Introduction Kintigh 2014
August 27	Module 2: History of Archaeology 2-1 The Idea of the Past	Bahn, Chapter 1
August 29		Stromberg 2013
<b>Week 3</b> September 1	<b>Labor Day Holiday</b>	
September 3	2-2 19th Century Advances in Professional Archaeology 2-3 Archaeology and Romanticism Part 1	Bahn, Chapter 7
September 5		
<b>Week 4</b> September 8	<b>Lab 1: Getting a Feel for Archaeology</b>  2-4 Archaeology and Romanticism Part 2	

September 10	2-5 Early 20th Century Developments 2-6 Later 20th-21st Century Archaeology	SAA Ethics
September 12		
<b>Week 5</b> September 15	<b>Lab 2: Categorizing Material Culture – Garbage</b>  Module 3: What Do Archaeologists Do? 3-1 Archaeological Science: Patterns and Problems 3-2 What's What in the Archaeological Record?	
September 17	3-3 Archaeological Fieldwork: Finding Sites 3-4 Archaeological Fieldwork: Excavations and Ethics	
September 19		
<b>Week 6</b> September 22	<b>Lab 3: Documenting Material Remains in Situ</b>  Module 4: People on the Move Part 1: The Early Diasporas 4-1 Becoming Human: Why and When	Bahn, Chapter 2 Curry 2018 Zorich 2016
September 24	4-2 Humans on the Move: Out of Africa 4-3 Peopling of Australia and the Americas	Ravilious 2017 Waters 2019
September 26		
<b>Week 7</b> September 29	<b>Lab 4: Lithic Artifacts</b>  Module 5: Making Things 5-1 The Role of Technology in Archaeological Interpretation	Bahn, Chapter 3
October 1	5-2 Pre-Industrial Material Technologies	<b>Discussion post due</b>  Gillespie 2021 Powell 2017
October 3	Exam review	

<b>Week 8</b>	<b>Lab 5: Ceramic Artifacts</b>	
October 6	5-3 Archaeological Approaches to Making and Using Artifacts	
October 8	<b>Midterm Exam in class</b>	
October 10		
<b>Week 9</b>	<b>Lab 6: Zooarchaeology</b>	Bahn, Chapter 4
October 13	Module 6: Making Livelihoods: Foraging to Farming 6-1 A Neolithic Revolution? 6-2 The Transition from Foraging to Farming	
October 15	6-3 Plant Domestication and Early Farmers	Powell 2018
October 17	<b>Homecoming Holiday</b>	
<b>Week 10</b>	<b>Lab 7: Reading the Built Environment</b>	deFrance "Guinea Pigs"
October 20	6-4 Domesticating Animals and Pastoralism Module 7: Making Physical Worlds 7-1 People Build Worlds to Live In	
October 22	7-2 Building Landscapes	Pieruccip Coates Lobell
October 24		
<b>Week 11</b>	<b>Lab 8: Maya Writing</b>	Bahn, Chapter 5 Hirst 2017
October 27	Module 8: Making Meaningful Worlds 8-1 Making Meaningful Worlds 8-2 Making Meaning Through Practice	Curry 2008 Powell 2016 Maestri 2017
October 29	Module 9: Confronting Environmental Challenges 9-1 Confronting Environmental Challenges 9-2 Disasters and Collapse	Campbell 2017 Coates 2017 Krulwich 2013
October 31		

<b>Week 12</b>	<b>Lab 9: Archaeobotany</b>	Heckenberger 2009
November 3	9-3 Human Impacts on the Environment: Amazon	
November 5	Module 10: Making People 10-1 Making People: Bodies 10-2 Making People: Persons	Bahn, Chapters 4 and 8 Owen 2013 Schrenk and Tilley 2018 Robb and Harris 2018 Hedenstierna-Jonson 2018
November 7		
<b>Week 13</b>	<b>Optional Lab Make-Up</b>	Bahn, Chapter 6 Balter 1998
November 10	Module 11: Making Societies 11-1 Making Societies	
November 12	11-2 Conflict, Violence, War, Conquest, Empire	Moran 2015 Schablitsky 2016 Urbanus 2017
November 14		
<b>Week 14</b>	<b>Lab 10: Telling Stories with Museum Collections</b>	Weiss 2018 Stromberg 2013 Hirst 2018 Davidson 2018 Pringle 2011
November 17	Module 12: People on the Move Part 2: The Later Migrations 12-1 People on the Move	
November 19	Module 13: Things on the Move 13-1 Things on the Move 13-2 Hoards and Shipwrecks: When Things Stop Moving Module 14: Archaeology in the Present and for the Future 14-1 Archaeology in the Present and for the Future	Bahn, Chapters 9–10 Brown 2018 Alex 2018 Weiss 2017 Robey 2018 Stewart Chilton
November 21		

<b>Week 15</b> November 24–28	<b>Thanksgiving Holiday</b>	
<b>Week 16</b> December 1		
December 3	<b>Final Exam</b>	
December 4–5	Reading Days	
December 10	<b>Poster Due</b>	
December 12	<b>Peer Review Due</b>	