

ANT 2140
Introduction to World Archaeology
Fall 2024



Instructor

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Instructor Office Hours

Thursdays 10:00 am–12:00 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.

The global study of human culture from its origins to the present through the recovery, description, and analysis of archaeological remains.

Class Meetings

Tuesday, Periods 5–6, 11:45 am–1:40 pm
Computer, Sciences, and Engineering A101
Thursday, Period 6, 12:50–1:40 pm
McCarty Hall C 0100

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

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.

Student Learning Objectives

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

- Recognize basic archaeological concepts, methods, and techniques used to interpret the lifeways and histories of past peoples.
- Apply those concepts, methods, and techniques to the analysis of archaeological remains.
- Identify major changes in culture and technology in human history and explain their material and historical impacts on a global scale, especially those that have resulted in cross-cultural commonalities and differences.
- Justify that “the past” is produced in the present and is subject to change as knowledge, methods, and attitudes change.

- Discriminate the more plausible interpretations and explanations of past phenomena that contribute to accumulated knowledge using evidence-based procedures, and correspondingly recognize interpretations that are less plausible.
- Appreciate how cultural heritage is an important resource and source of identity among virtually all peoples at the national, subnational, ethnic, and local levels, and thus be able to evaluate the ethical considerations of preserving tangible and intangible heritage.
- Recognize the diversity of experiences, formations, and impacts of human societies since the beginning of humankind on a global scale.
- Understand that our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing.
- Evaluate how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context.

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. 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>).

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

Anthropology 2140

Introduction to World Archaeology

Fall 2024

Course Schedule (Subject to Change)

Date	Topic	Assignments
Week 1 August 22	Course introduction	
Week 2 August 26	No lab	
August 27	Module 1: Humans Make Themselves and their Worlds 1-1 Introduction: Humans Make Themselves 1-2 The Archaeological Imagination	Discussion post due Bahn, Introduction Stromberg 2013 Kintigh 2014
August 29	Module 2: History of Archaeology 2-1 The Idea of the Past	Bahn, Chapter 1
Week 3 September 2	Holiday	
September 3	2-2 19th Century Advances in Professional Archaeology 2-3 Archaeology and Romanticism Part 1	Bahn, Chapter 7
September 5	2-4 Archaeology and Romanticism Part 2	
Week 4 September 9	Lab 1: Getting a Feel for Archaeology	
September 10	2-5 Early 20th Century Developments 2-6 Later 20th-21st Century Archaeology	SAA Ethics
September 12	Module 3: What Do Archaeologists Do? 3-1 Archaeological Science: Patterns and Problems	
Week 5 September 16	Lab 2	
September 17	3-2 What's What in the Archaeological Record?	

	3-3 Archaeological Fieldwork: Finding Sites	
September 19	3-4 Archaeological Fieldwork: Excavations and Ethics	
Week 6	Lab 3	
September 23		
September 24	Module 4: People on the Move Part 1: The Early Diasporas 4-1 Becoming Human: Why and When 4-2 Humans on the Move: Out of Africa	Bahn, Chapter 2 Curry 2018 Zorich 2016
September 26	4-3 Peopling of Australia and the Americas	Ravilious 2017 Waters 2019
Week 7	Lab 4	
September 30		
October 1	Video: The Great Human Odyssey Exam review	
October 3	Midterm Exam in class	
Week 8	Lab 5	
October 7		
October 8	Module 5: Making Things 5-1 The Role of Technology in Archaeological Interpretation 5-2 Pre-Industrial Material Technologies	Bahn, Chapter 3
October 10	5-3 Archaeological Approaches to Making and Using Artifacts	Discussion post due Gillespie 2021 Powell 2017
Week 9	Lab 6	
October 14		
October 15	Module 6: Making Livelihoods: Foraging to Farming 6-1 A Neolithic Revolution? 6-2 The Transition from Foraging to Farming	Bahn, Chapter 4
October 17	6-3 Plant Domestication and Early Farmers	Powell 2018
Week 10	Lab 7	
October 21		
October 22	6-4 Domesticating Animals and Pastoralism Module 7: Making Physical Worlds	deFrance "Guinea Pigs"

	7-1 People Build Worlds to Live In	
October 24	7-2 Building Landscapes	Pieruccip Coates Lobell
Week 11	Lab 8	
October 28		
October 29	Module 8: Making Meaningful Worlds 8-1 Making Meaningful Worlds 8-2 Making Meaning Through Practice	Bahn, Chapter 5 Hirst 2017 Curry 2008 Powell 2016 Maestri 2017
October 31	Module 9: Confronting Environmental Challenges 9-1 Confronting Environmental Challenges 9-2 Disasters and Collapse	Campbell 2017 Coates 2017 Krulwich 2013
Week 12	Lab 9	
November 4		
November 5	9-3 Human Impacts on the Environment: Amazon	Election Day – Vote! Heckenberger 2009
November 7	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
Week 13	Holiday	
November 11		
November 12	Module 11: Making Societies 11-1 Making Societies	Bahn, Chapter 6 Balter 1998
November 14	11-2 Conflict, Violence, War, Conquest, Empire + video: Rome: Empire without Limits	Moran 2015 Schablitsky 2016 Urbanus 2017
Week 14	Lab 10	
November 18		
November 19	Module 12: People on the Move Part 2: The Later Migrations 12-1 People on the Move	Weiss 2018 Stromberg 2013 Hirst 2018 Davidson 2018

		Pringle 2011
November 21	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
Week 15 November 25–29	Holiday	
Week 16 December 2	No lab	
December 3	Final Exam	
December 5–6	Reading days	
December 10	Poster Due	
December 12	Peer Review Due	