

INTRODUCTION TO WORLD ARCHAEOLOGY

ANT 2140

Summer B 2014

Credit Hours: 3

Instructor: Ashley Sharpe	Email: asharpe@ufl.edu
Lecture meeting times: Monday-Friday, Per. 2 (9:30 - 10:45 AM)	Lecture Location: Turlington Hall (TUR), L005
Office: Turlington Hall (TUR), B355	Office Hours: Mon. 11-12:30; Tue. 12:30 - 2:00
Teaching Assistant: Scott Macrae	Email: smacrae@ufl.edu
Laboratory Sections: Per. 3 (11:00-12:15); #5181: Tues; #5182: Weds; #5184: Thurs	Section Locations: Turlington Hall (TUR), B357
TA Office: Turlington Hall (TUR), B355	TA Office Hours: TBA

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

COURSE DESCRIPTION:

Archaeology is the study of the human past, covering such diverse topics as the biological origins of our species, the development and spread of cultural diversity over time, the history and continuous change of social interactions, and the rise of early cities and social organization that affects our everyday lives today. This course is a general introduction to the archaeological discipline, including its history, research methods, current developments, and brief overview of discoveries that have and continue to be made regarding the human past.

Although the discipline of archaeology is considered one of the four subfields of anthropology, it is still integrated with the other three subfields (cultural, biological, and linguistic anthropology), and this course will occasionally include aspects of these other three subfields. We will explore the history of the discipline, how archaeologists grapple with the dimensions of time and space in their research, and overview how archaeologists conduct research both in the field and lab. We will take a brief journey through the human past, starting with the origins of modern *Homo sapiens*, the spread and diversification of humans across the globe, the development of sedentary communities, the origin of agriculture and domestication, the rise of cities, and the advent of written records. In the final week of the course we will examine the ethical quandaries surrounding archaeology, as well as the future of the discipline.

WHAT YOU CAN EXPECT TO LEARN:

- Why it is important to know about the past, the origins and history of our species, our biological and social interactions with the environment, and the development of diverse cultures throughout the world
- How archaeologists use the scientific method to critically assess what we know about the human past

- The history of archaeology, how it used, and where it is headed today
- Why it is important to understand the cultural diversity that has and continues to thrive in the world today, and appreciate how the complex web of social interactions over time affects our everyday lives in the present

WHAT IS EXPECTED FROM YOU:

- Come to class, take notes, and pay attention
- Do the readings
- Go to lab and participate in class discussions
- Think critically, ask questions, and keep an open mind!

REQUIRED TEXTBOOKS AND READINGS:

- *The Human Past: World Prehistory & the Development of Human Societies* (2013), 3rd ed. Edited by Chris Scarre. The book is on reserve in the George E. Smathers Library West.
- Additional articles that will be uploaded on the course website (E-Learning) each week.

E-LEARNING, EMAIL, AND OFFICE HOURS:

This course uses the UF E-Learning (formerly "Sakai") website, <http://lss.at.ufl.edu>. On this site you will find news and updates, the course syllabus, your grades, and weekly reading assignments. Do not use E-Learning's email function to contact the Instructor or TA -- direct emails are more reliable. When sending emails, please use your UF email address and briefly describe your question in a few words in the email subject heading. Alternatively, we encourage you to meet with the Instructor or TA during our office hours if you have any questions. If you encounter any technical problems when logging in or using the E-Learning website, contact the UF Helpdesk (helpdesk@ufl.edu, phone: 352-392-4357).

COURSE FORMAT:

- *Five weekly lectures:* same time & place everyday
- *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 labs are designed to give you hands-on experience with archaeological materials, to reinforce what you have learned in the lectures each week, to test your knowledge, and to give you an opportunity to ask questions. They are a mandatory part 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 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)

Final Exam: 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

If you find an error in one of your graded exams throughout the semester, let the Instructor or TA know ASAP. All grades must be finalized by the day of the final exam (Friday, Aug. 8). 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

The age of the internet has produced a surge of archaeology-related blogs, ranging from armchair-amateurs to experts actively digging in the field. Find a recent blog with original content that updates regularly (that is, not one that simply reposts news from other websites) and answer the following questions. Blogs should be approved by the instructor before writing. Responses should be a minimum of 5 typed pages, in Times New Roman size 12 font with 1-inch margins, and **will be due at the start of class Monday, August 4.**

Some possible blog sources can be found at <http://archaeology.about.com/od/blogs/> and <http://pastthinking.com/links/>, but a quick search on Google will reveal hundreds more.

- 1) What is the title, URL address, and overall topic of the blog? (Is there a topic?)
- 2) Who is the blogger(s)? What is their relationship with or interest in 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 relate personal experiences from fieldwork? Does it critique or review other news articles, or conduct interviews with archaeologists?
- 5) Briefly summarize 3-5 entries on the blog. What topics were covered? (hint: look at the keywords, if present)
- 6) Archaeology is not just about digging in the dirt -- it is also about the creation and testing of new ideas about the past, as well as the assessment of data and relation of information. With this in mind, how does this blog contribute to the field of archaeology as a whole?

ACADEMIC HONESTY

University policy will be enforced in the event that cheating or plagiarism occurs. All students are expected to abide by the University of Florida's Student Honor Code: "We, the members of 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 CONDUCT:

You are expected to attend every lecture on-time, to be respectful to your peers and Instructor during class time, and not to depart class prematurely. Attendance will be taken in the form of unannounced pop-quizzes and similar classroom activities. Before the lecture begins, remember to ***put away all cell phones, iPods, and similar electronic devices***. Laptop use is permitted, but only in the instance of taking notes.

The summer term is short, so it is in your best interest to attend ALL lecture and lab sessions, as well as to keep up with the reading assignments. Final grades will be reduced 20 points for every THREE unexcused lecture absences, and every ONE lab absence. Absences due to a certifiable/documented emergency, religious holiday, or military and certain extracurricular obligations may be excused, but make sure you contact the Instructor or TA ASAP and provide documented evidence (e.g. a doctor's note). Make-up exams must be arranged at the earliest available opportunity. 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>.

SPECIAL ACCOMODATIONS AND ASSISTANCE

If you need special accommodations, you must register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center (Reid Hall, Room 001) will provide you with the appropriate documentation. You should provide the completed documentation to the Instructor as early as possible in the semester.

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

COURSE EVALUATIONS

During the last week or two of semester, students are expected to provide feedback concerning the course and instructor based on 10 criteria. All evaluations are conducted online at <https://evaluations.ufl.edu>. Students will be notified when evaluations are open.

ENDURING KNOWLEDGE STATEMENTS

Archaeology is a broad and diverse field. As you attend the lectures and read about past and ongoing developments in the discipline, consider the following (we will elaborate on these points throughout the course):

- 1) the “past” is produced in the present
- 2) archaeology seeks to further our understanding of people’s lives by investigating their interactions with their material worlds
- 3) what is considered to be “the archaeological record” is always in continuous interaction with humans as social beings

- 4) our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing
- 5) archaeological investigation and dissemination of archaeological knowledge is relevant to contemporary issues, including indigenous rights, collective identities, conservation biology, ecology, agricultural development, ecological sustainability

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

WEEK	DAY	TOPIC	READINGS
1	Jun 30	Introduction to World Archaeology <i>What is archaeology? Who does it? Why is it important?</i>	S: Ch. 1 (p. 25-28)
	Jul 1	A Brief History of Archaeology <i>From Antiquarianism to Nationalism to Scientific Inquiry</i>	S: Ch. 1 (p. 28-34)
	Jul 2	Understanding Space - Part 1 <i>Grappling with different spatial levels: case studies from Tutankhamun's tomb and the Maya capital of Ceibal</i>	A: "Fieldwork"
	Jul 3	Understanding Space - Part 2 <i>How archaeologists measure space, from satellites to the meter stick</i>	A: "Lasers"
	Jul 4	4th of July - NO CLASS	
	LAB 1	The Garbage Lab - Interpreting Material Remains	
2	Jul 7	Understanding Time - Part 1 <i>Relative dating methods: stratigraphy, seriation, and typologies</i>	A: "Relative Dating"
	Jul 8	Understanding Time - Part 2 <i>Absolute dating methods: dendrochronology, radiocarbon, historic records and more</i>	A: "Absolute Dating"
	Jul 9	The Material Record - Inorganics/Non-perishables <i>From Stonehenge to China's terracotta army</i>	A: "Stonehenge", "True Colors" S: Ch. 11 (p. 416-417)
	Jul 10	The Material Record - Organics/Perishables <i>Ice men, Andean Mummies, and Pompeii</i>	A: "Last Hours", "Pompeii's Dead" S: Ch. 9 (p. 338-339), Ch. 13 (510-511)

	Jul 11	Humans in a Dynamic World <i>How climate change affects humans, both in the long-term (the Ice Age and sea level rise) and short (El Niño)</i>	A: "Ice Core", "El Niño 2014"
	LAB 2	Exploring Material Culture: Lithics, ceramics, and more	
3	Jul 14	EXAM 1	
	Jul 15	Human Origins <i>Hominid evolution and lithic technologies</i>	S: Ch. 2 (p. 52-61; 66-80), Ch. 3 (96-103; 110-122)
	Jul 16	The Emergence of Modern Humans <i>What makes Homo sapiens unique?</i>	A: "Art Workshop" S: Ch. 4 (up through p. 165)
	Jul 17	The Spread of Humanity - Part 1 <i>Asia, Australia, and the Jomon of Japan</i>	A: "First Pottery"
	Jul 18	The Spread of Humanity - Part 2 <i>Beringia and the Americas; the Florida shell mounds</i>	A: "Calusa" S: Ch. 4 (p. 166-173)
	LAB 3	Archaeology and Museum Collections	
4	Jul 21	The Neolithic Revolution - Part 1 <i>The domestication "revolution" in Africa, Mesopotamia, and Europe</i>	S: Ch. 5 (p. 183-193), Ch. 6 (212-213; 220-221; 227-231), Ch. 10 (351, 358-359), Ch. 11 (393, 396-397)
	Jul 22	The Neolithic Revolution - Part 2 <i>Development and spread of domesticates in Asia and the Pacific</i>	S: Ch. 7 (p. 235, 242-243), Ch. 8 (265-269, 275-301)
	Jul 23	Origin of Agriculture in the New World <i>Plant and animal domestication in North America and the Andes</i>	S: Ch. 9 (p. 313-322; 327-330; 342-348); Ch. 17 (671)
	Jul 24	Monumentality in the Americas <i>Cahokia, Illinois, and Chaco Canyon, New Mexico</i>	A: "Turquoise" "First US City" S: Ch. 18 (p. 687-691, 697-699)
	Jul 25	Monumentality in the Old World <i>Çatalhöyük, Turkey, and Great Zimbabwe, Zimbabwe</i>	S: Ch. 6 (p. 224-225), Ch. 10 (368; 384)
	LAB 4	How Does Archaeological Research Work?	
5	Jul 28	EXAM 2	
	Jul 29	The Earliest States - Bronze Age Sumeria <i>Temples and tombs at Uruk and Ur</i>	A: "Ritual Death" S: Ch. 12 (p. 433-447)
	Jul 30	The First Dynasties of Egypt <i>The origin of pyramids and pharaohs along the Nile</i>	A: "Pyramids" S: Ch. 10 (p. 370-378)

	Jul 31	The Rise of States and Dynasties in Early China <i>Early warring dynasties, China's unification under the First Emperor of Qin, and the Han Dynasty golden age</i>	S: Ch. 15 (p. 557-561; 563-574)
	Aug 1	Competition Among Mesoamerican States <i>Power and dissent among the Mesoamerican capitals</i>	A: "Painted Pyramid" S: Ch. 16 (p. 605-610; 622-638)
	LAB 5	Dissecting Monuments	
6	Aug 4	Organizing an Empire <i>How the Inca brought the four parts of their Empire together</i> ***WRITING ASSIGNMENT DUE IN CLASS***	A: "Untouched" "Llama Poop" S: Ch. 17 (p. 665-667)
	Aug 5	Historical Archaeology <i>How to use (and abuse) the historic record: Three case studies from Troy (Turkey), Jamestown (VA, USA), and the discovery of Richard III (England)</i>	A: "Starving Settlers", "Richard III" S: Ch. 12 (p. 448), Ch. 18 (713)
	Aug 6	The Past for the Future <i>The ethics and relevance of archaeology today</i>	A: "No More Nohmul", "Playing Fair", "Did Elgin Cheat" S: Ch. 12 (p. 470)
	Aug 7	The Relevance of Archaeology Today/Review	
	LAB 6	Ethics Bowl: The Elgin Marbles Debate	
	Aug 8	FINAL EXAM	

*****FINAL EXAM: Friday Aug. 8th, 2014 from 9:30-10:45 in the lecture room (TUR L005)*****