ANT 2140 (Online)
Introduction to World Archaeology
Spring 2025

Sections 2A80 (DL), 2A81 (UFO), 5DER

Instructor
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Instructor Office Hours
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This course is open and welcoming to all majors. There are no prerequisites or lab (materials) fees.

ANT 2140 is a Humanities (H) and International (N) subject area course in the UF General Education Program.

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

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 and commonalities in the human past. Archaeological investigation and dissemination of knowledge is also relevant to contemporary issues on a global scale, including indigenous rights, collective identities, heritage preservation, conservation biology, agricultural development, 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 that emerged in the pre-industrial era, 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. These topics are coordinated with discipline-wide "Grand Challenges for Archaeology," introduced in Module 1.

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

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 this is 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 conclusions in written assignments and oral class discussion.

2. Employ comparative arguments effectively in explaining cross-cultural or historical similarities and differences from the case studies.

International Scholars Program - This course is also eligible for the International Scholars Program, which has its own Student Learning Objectives. 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)

Career Preparation

This course provides certain career skills. Include these in your résumé when job-seeking: critical thinking, problem-solving, communication, collaboration, digital fluency, and cross-cultural appreciation.

Workload, Expectations, and Deadlines

Pay close attention to deadlines for assignments, including quizzes, because the Canvas portals close and many assignments will not be accepted late. Large projects lose point value for every day late. Exceptions are for documented University-approved absences (e.g., illness, religious exemption).

Late Adds and Non-Attendance

This course formally begins with the first day of classes. According to University Policy, "Absences begin with the first class meeting," and "If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course." The University does not require instructors to modify deadlines on an individual basis depending on when a student adds the class after the first day, even within the add/drop period. If you begin the course after the first day of classes, it is up to you to meet the deadlines or accept the consequences.

Content
Content consists of three components--lectures, readings, and videos--and is delivered 100% online on Canvas. It is organized by modules, with one module per week of the semester.
• Delivery of lectures as ppt videos: We recommend you watch each lecture video twice. View them first, before the other content, to get the gist of the ideas and information presented. Look at the list of Student Learning Objectives and Key Words for each module. The second time you listen to the lecture, pause to take notes on those learning objectives and definitions of key words, as well as the other major ideas. You will be able to watch the lectures as many times as you want. There are written transcripts for each one. Prepare your lecture notes to quickly access the information as a study guide for the quizzes.
• Readings: Readings are drawn first from a short textbook –Archaeology: A Very Short Introduction, by Paul Bahn (2012 Oxford University Press). It is written for the general public and available as an e-book. Many other readings come from journal articles (some online), book chapters presented as pdfs on Canvas, essays written specifically for this course, and webpages. You are responsible for the content–the major ideas or findings–from each of these types of required readings. Read the introduction and conclusion most carefully for each reading and write down the major ideas as a study guide for the quizzes.
• Videos: Videos on YouTube or other platforms are also assigned content. They take the place of readings in some cases or provide supplementary information on archaeological sites or methods to further illustrate lectures. Some are interviews with international archaeologists, or TED talks by international scholars. You are responsible for the major ideas or findings from each required video.

Accessing E-Journals
Some of the reading assignments are from online journals. To get off-campus access to these and other UF Library electronic materials (e-books, databases, course reserves), you must use the UF VPN client. The VPN (virtual provider network) client is easily installed. For more information on using the VPN client, go to https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/

Assessment of Course Learning Objectives
There are graded assignments, discussion posts, or labs due for every module. Please keep up with the module assignments.

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

13 Weekly Quizzes	30 points	30%
2 Discussion Posts (5 points each)	10 points	10%
5 Labs (8 points each)	40 points	40%
1 Poster Project	20 points	20%
Total	100 points	100%

A minimum grade of C (350 points or higher; GPA of 2.0) is required for general education credit; C- does not fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart.

Quizzes
Weekly quizzes will ensure that students keep up with the modules. These quizzes will be short, consisting of on average 4-5 questions, each work 0.5 points. The quizzes will be based on information from lectures, labs, videos, and readings. Each quiz is based only on material from the relevant module, but keep in mind that each module builds off information from previous modules.

Written Assignments: There are three kinds of written assignments: 1) labs; 2) discussion board posts; and 3) the UNESCO World Cultural Heritage Project. All are to be submitted through Canvas by 11:59 pm on the specified due date (see schedule below). Late assignments are accepted only with University-approved excused absences.

• Rubric: Assignments have attached rubrics which you should consult before submission to make sure you have met all the criteria. Spelling and grammar count as part of your grade. Proofread carefully and run the spell check tool in your word processing program. Assignments are submitted through Turnitin and will be checked for plagiarism. All students are held to the UF Honor Code (see below).
• Lab Assignments require an analysis of some data, for which you will answer questions through the Canvas interface in text boxes. Labs are part of your training in fundamental concepts and methods.
• E-Map: The first lab assignment is to create a digital map of the globe, using free software, on which you will locate archaeological sites or regions presented in each module. It provides a spatial and geographical orientation of important world archaeological sites and can help you in studying for the exams.
• Discussion Boards involve an original response/report on an assigned topic. Discussion Board responses will close on the due date at 11:59 pm.
• World Cultural Heritage Project: This is a separate final project for which you will select and research a UNESCO World Cultural Heritage Site and report on it in two parts: 1) justify your selection of a site, and 2) provide certain information about it in the form of a Powerpoint slide. Specific instructions are provided to complete the project. Students in the International Scholars Program must choose an international (not US) world cultural heritage archaeological site.

Canvas Notifications
In your Canvas "Account," click on "Notifications." Set the notification for "Submission Comment" to either "Notify Immediately" or "Daily Summary." The instructors communicate with you regarding your assignments through Submission Comments more so than e-mail. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

Response/Feedback Policy
If you have questions that are not answered in the syllabus or the course's Q/A board, or about your own performance in the class, you should contact the instructors. Responses are usually provided within 48 hours.

Should you take an Online Course? If you are not well disciplined or don't have good time management skills, you may quickly fall behind in this course and be unable to catch up. This course is not self-paced. Exams and assignments are due at set times, and late assignments are not accepted without justification. If you are unwilling or unable to consistently schedule a certain number of hours each week to watch the lectures twice, do the readings, watch the videos, take notes, study your notes for the quiz, take the quiz on a Monday, and fulfill the assignments, you should not be in this class. Late work is accepted only with University-approved excuses.

Tips for Success
• Regularly schedule weekly "class times" for this course as if it were in a traditional classroom.
• Read the helpful information provided on Canvas.
• Print the Course Schedule located at the end of this Syllabus and check things off as you go.
• Ask instructors for help or clarification of the material right away. Don't wait till it's too late.
• Do your work well before the due dates. If your computer goes down when you are trying to submit an assignment or take a quiz, you will need time to get to another machine. Computer problems are not acceptable excuses for a late or incomplete assignment.
• Read all the assignment instructions carefully! Failure to follow instructions contributes to loss of points.
• Back up all your work to an external drive or the cloud.

Minimum Technology Requirements
The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include a webcam and microphone for Zoom conferences, broadband connection to the Internet and related equipment (Cable/DSL modem), and Microsoft Office Suite (provided by the university). Access to a printer and Scanner are expected.

Minimum Technical Skills
You will need a basic understanding of how to operate a computer, how to use standard word processing and powerpoint software, and how to use the internet and online library resources.

Materials/Supply Fees
There is no materials/supply fee for this course.
Honorlock is not used during this course. No single graded quiz exceeds 15% of the final grade.

Zoom
Zoom is an easy to use video conferencing service available to all UF students and faculty. You can find resources and help using Zoom at https://ufl.zoom.us. It is used only for office hours.

Technical Help on Canvas
If you experience technical difficulties, contact the UF Computing Help Desk either by filling out an online request form or calling (352) 392-4357 - option 1. The Help Desk is located on the ground floor of the Hub on the UF campus. If your technical difficulties will cause you to miss a due date, you MUST report the problem to the Help Desk and then email the instructor. Include the ticket number that you are given from the Help Desk in an e-mail to the instructor to explain the late assignment or quiz. However, except in extreme circumstances, technical difficulties are not an excused reason for a late assignment.

Complaints
Any complaints with your technical experience in this course should be directed to the Distance Learning website. See information on Canvas for direct links, or item #7 below.

In this class, students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings, lecture material, and other subject matter presented in this course, or beyond the course, as a way of determining whether they agree with their classmates, their instructor, and the authors of those readings. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

The following information is provided in conformance with University Policy: Please Read
1. Policy related to class attendance, make-up exams, and other work
Requirements for class attendance, make-up exams, assignments, and other work in this course (e.g., excused absences) are consistent with University Policy (and see above on late adds): "Acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.@ The UF Twelve-Day Rule states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption must provide documentation to the instructor. It is the student athlete=s responsibility to maintain satisfactory academic performance and attendance.
2. Religious observances
Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification.
3. Accommodations for students with disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Do not simply assume that the instructor has the letter. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until after the letter is received; they are not retroactive.

4. Academic honesty

UF students are bound by The Honor Pledge which states, AWe, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: AOn my honor, I have neither given nor received unauthorized aid in doing this assignment.@ The Conduct Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. All suspected instances of violations of the Conduct Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process. If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. DO NOT CHEATBthe penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

5. In-Class Recording

Because this is a 100% asynchronous online course, the regulations regarding recording of class lectures are not relevant.

6. Campus Resources: Counseling, Medical, Academic, and Financial Services

Canvas now has a listing of all Campus Resources. Look for the item on the left-hand menu.

7. Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

8. Electronic Course Reserves and accessing Online Library Journals

The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted

by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

Schedule of Topics and Assignments by Module - Spring 2025 Unless stated otherwise, assignments are due at 11:59 pm on the date indicated.

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Anthropology 2140
Introduction to World Archaeology (Online)
Spring 2025

Course Schedule

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Module	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Jan 13 – Classes begin	Jan 14	Jan 15	Jan 16	Jan 17	Jan 18
1 Introduction to Archaeology					1 Discussion 1: Get Acquainted	
	Jan 20	Jan 21	Jan 22	Jan 23	Jan 24	Jan 25
2 History of Archaeology	**Holiday**	**Quiz 1**				
	Jan 27	Jan 28	Jan 29	Jan 30	Jan 31	Feb 1
3 What do Archaeologists Do?		**Quiz 2**			2 Lab 1: E-map	
	Feb 3	Feb 4	Feb 5	Feb 6	Feb 7	Feb 8
4 People on the Move I – Out of Africa		**Quiz 3**				
	Feb 10	Feb 11	Feb 12	Feb 13	Feb 14	Feb 15
5 Making Things		**Quiz 4**			3 Discussion 2: Choose WCH site	
	Feb 17	Feb 18	Feb 19	Feb 20	Feb 21	Feb 22
6 Making Livelihoods		**Quiz 5**				
	Feb 24	Feb 25	Feb 26	Feb 27	Feb 28	Feb 29
7 Making Physical Worlds		**Quiz 6**			4 Lab 2: Stratigraphy	
	Mar 3	Mar 4	Mar 5	Mar 6	Mar 7	Mar 8

8 Making Meaningful Worlds		Quiz 7			5 Lab 3: Maya Hieroglyphic Writing	
	Mar 10	Mar 11	Mar 12	Mar 13	Mar 14	Mar 15
9 Confronting Environmental Challenges		Quiz 8			6 Lab 4: Archaeobotany	
	Mar 17	Mar 18	Mar 19	Mar 20	Mar 21	Mar 22
Spring Break						
	Mar 24	Mar 25	Mar 26	Mar 27	Mar 28	Mar 29
10 Making People: Bodies and Persons		Quiz 9				
	Mar 31	Apr 1	Apr 2	Apr 3	Apr 4	Apr 5
11 Making Societies		Quiz 10			7 Lab 5: Virtual Archaeology	
	Apr 7	Apr 8	Apr 9	Apr 10	Apr 11	Apr 12
12 People on the Move II – Later Migrations		Quiz 11				
	Apr 14	Apr 15	Apr 16	Apr 17	Apr 18	Apr 19
13 Things on the Move		Quiz 12			8 World Heritage Poster Project Due	
	Apr 21	Apr 22	Apr 23	Apr 24	Apr 25	Apr 26
14 Archaeology in the Present and for the Future			Quiz 13/14	Reading Day	Reading Day	