ANT 2140 (Online) Spring 2023 – 3 credit hours
Introduction to World Archaeology Syllabus

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Online Office Hours: M (10am-noon), W (2-4pm), and by appointment (with some availability in the evening)
Use **Canvas Inbox** tool for course communications (email julianarubinatto@ufl.edu for accommodation letters)

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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 preindustrial technologies, the diversity of livelihoods and subsistence practices that emerged, 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 course project is devoted to researching one of these sites of your choice.

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

"Humanities 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 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.

The Humanities and International General Education Subject Area Objectives are accomplished through instruction in, and application and communication of, knowledge (content, critical thinking, and communication).
OBJECTIVES

Content (30% of written assignments)	**H and N:** Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. **Learning outcomes:** 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. **Assessment:** Students will acquire the fundamental knowledge as stated in the learning

	objectives via video lectures, assigned readings, and required videos. Achievement of the content learning outcomes will be assessed primarily through graded quizzes and secondarily in the application of knowledge in writing assignments (discussion boards, individual lab activities, the midterm PowerPoint project on a UNESCO World Cultural Heritage site, and two e-projects: a world timeline of archaeological events and a global map of archaeological sites).
Critical Thinking (50% of written assignments)	**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. **Learning outcomes:** - Apply diverse concepts, methods, and techniques to analyze archaeological remains, both immobile (e.g., structures, wall art) and portable (artifacts). - Identify and analyze recurrent Modernist and Western influences and biases that shape how the past is represented or misrepresented in contemporary media. - 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. - Justify that "the past" is produced in the present and is subject to change as knowledge, methods, and attitudes change. - Explain how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context. - Analyze and reflect on the multifaceted ethical considerations of ongoing international debates regarding "who owns the past." **Assessment:** Critical thinking as the application of knowledge to real-world data is an important component of this course and is assessed in multiple ways. Students are challenged to develop an "archaeological imagination," sensing traces of the past in the present. The discussion boards take various forms, such as analyzing evidence of past occupations of their own homes or classifying modern discards (litter). Some require students to read and comment on controversial issues, including biases in attitudes towards the past that have reverberations for the present, such as gender identity or illegal immigration. They also read and analyze two recent news articles on archaeological finds to ferret out unintended presentist biases or exoticizing of the past as "other." Discussion boards require direct engagement with classmates in the exchange of ideas, for example through comparisons of ideas and judgments from the case studies. The "lab" activities require students to individually analyze material remains or otherwise apply archaeological concepts and methods. The e-projects (map and timeline) challenge them to evaluate the past from multi-scalar perspectives and broaden their spatial-temporal understanding of humanity's history and its impact. These activities provide multiple opportunities for self-reflection and intellectual growth.

Communication (20% of written assignments)	**H:** Communicate knowledge, thoughts, and reasoning clearly and effectively. **N:** (Communication outcomes are the same as for the Humanities subject area.) **Learning Outcomes:** 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. **Assessment:** Students will communicate both content-based knowledge and their reasoning and problem-solving in applying that knowledge primarily through written assignments. These assignments (discussion boards in which students engage with one another on a topic, lab activities with their written components, the PowerPoint and e-projects that involve communication integrating writing and imagery) are assessed with a rubric that assigns a percentage of the grade to clear, effective, reasoned, and grammatically correct communication. In-class discussions provide an opportunity to develop oral communication skills in appropriately utilizing content and applying reasoned methods to analyses.

International Scholars Program - This course is eligible for credit in 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 prepares you for certain career skills, such as critical thinking, problem-solving, communication, collaboration, digital fluency, and cross-cultural appreciation.

Online Course

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. Quizzes and assignments are due at set times, and late assignments are not accepted. 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 Adds: This course formally begins on the first day of classes. According to University Policy, "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." Stated assignment deadlines are **not extended** for students who add the course late. 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 take the consequences.

Syllabus Requirement: Since a thorough understanding of the course requirements is critical for successful completion of the class, there will be an *ungraded quiz* during the first few days after the course opens that confirms your understanding of the syllabus, course requirements, and required tools and technologies. You may take the quiz as many times as needed, but you *must answer every question correctly* to pass it and thereby open the first module containing readings and assignments. Take this quiz as soon as possible.

Workload, Expectations, and Deadlines: Pay very close attention to the deadlines for all assignments because the Canvas portals will close at the listed deadlines, and *you will not be able to submit anything late.*

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 (excluding the final short week).

You are responsible for the content – the major ideas or findings – from each content component.
- **Lectures as ppt videos -** You are expected to watch each lecture video *at least twice*. The recommendation is to watch the lectures first, before the other content, to get the gist of the ideas and information presented. Then do the readings and watch the other videos. Listen to the lecture again, now pausing to take notes and look at the figure captions, just as if you were reading a book. You will be able to watch the lectures as many times as you want, pausing, going back, or going forward. Most lectures have transcripts provided. Use them if you cannot understand certain names or terms from the lectures, if you prefer to read as you watch, or for quick consultation.
- **Readings:**
  - Readings are drawn first from a short textbook –*Archaeology: A Very Short Introduction*, by Paul Bahn (2012 Oxford University Press), which is now available online from the UF Library Catalog (you must be signed in to access it). It is easy to understand, written for the general public. Please note that some library resources have a limit to how many students can access an online book at a time. I recommend downloading the chapters or doing the readings in advance to avoid issues.
  - Many other readings come from journal articles (some online), book chapters presented as pdfs on Canvas, essays written specifically for this course, and webpages.
- **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.

Keeping the Content Up to Date: Especially with so many internet resources, links can quickly break and videos taken offline. To help the instructors keep up with these changes, **1 point of extra credit** is awarded to the first person who informs them that a link is broken. In addition, **1 point of extra credit** is awarded to the first person to report a grammatical, spelling, or formatting mistake on a practice or graded quiz.

Minimum Technology Requirements: The University of Florida expects students entering an online program to acquire computer hardware and software appropriate. Most computers can meet the following general requirements: webcam and microphone for Zoom conferences, broadband connection to the Internet and related equipment (Cable/DSL modem), Microsoft Office Suite installed (provided by the university).

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

Assignments: There are graded assignments due for every module. Please keep up with the module assignments, as two major assignments and one project are due at the end of the semester!

Assignment type	Points
1 Short get-acquainted discussion post	5
1 Module 1 graded quiz	10
13 Modules quizzes (every Monday)	20 each (260 total)
12 Module Labs or Discussions	10 each (120 total)
World Heritage Project (2 parts)	35
E-Map Final Submission	35
E-Timeline Final Submission	35
TOTAL	500

UF Grading policy and Course Grading Components: current UF grading policies here.

- Letter grades are based on a total of **500 points**; see grading scale below.
- 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.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	450-500	440-449	425-439	400-424	390-399	375-389	350-374	340-349	325-339	300-324	290-299	<290
Min %	90%	88%	85%	80%	78%	75%	70%	68%	65%	60%	58%	<58%
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Quizzes: Each module includes a graded quiz consisting of multiple-choice questions that covers the content in the lectures, assigned readings, discussion assignments, and assigned videos (but not the labs). Module 1 has less content than the other modules, so the first quiz has only 10 questions @ 1 point each. Each of the remaining 13 module quizzes will have 20 questions worth 1 point each. Quizzes focus on the major ideas, methods, important terminology (see list of key words on the module page), and findings, not isolated facts. Questions are drawn randomly for each student from a large quiz bank. *Use the module student learning objectives as a study guide and utilize the practice (ungraded) quizzes to make sure you know the material.*

> **Taking the quiz:** You will have a 24-hour window to take the quizzes. Most quizzes will open Monday at 12:01 am and close the same day at 11:59 pm. Quiz 1 will open on Tuesday, January 17th, because of the MLK holiday on Monday. *If you cannot take the quiz on Monday, you should not be in this class.* You have 40 minutes to complete the Module 1 quiz from the time you open it, and 60 minutes for all other quizzes. This is *time-and-a-half* for all students. You are allowed only **one attempt** to complete a quiz. You may not access outside help of any kind to answer the quiz, including sharing questions or answers; it should reflect your mastery of module content. Correct answers are not shown until *after* the quiz closes.

Written Assignments: There are three kinds of written assignments: 1) labs; 2) discussion boards; and 3) the UNESCO World Cultural Heritage Project. All are to be uploaded to Canvas by 11:59 pm on the specified due date (see schedule below). No late assignments are accepted, except for University-approved excused absences.

- **Discussion Boards** are usually in two parts. The first involves an original response/report on an assigned topic that you researched or reflected on (due on *Thursdays*). The second part asks for your replies to two other student response posts in your discussion group (due on *Saturdays*). NOTE: you cannot respond to another student's post until you upload your original post.

- **Lab Assignments** require an analysis of some data, for which you will answer questions and then upload your responses. Labs are part of your training in fundamental concepts and methods (due on *Fridays*).

- **E-Map**: The second 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. Although you will turn in your initial map for the second lab assignment, you are to continue adding sites to the same map throughout the semester and submit it as the final map at the end. It provides a spatial and geographical orientation of important world archaeological sites and can help you in studying for quizzes.

- **E-Timeline:** The third lab assignment is to create a digital timeline using free software on which you will locate important events or time periods. Although you will turn in the timeline for your lab assignment, you will continue to add events and periods throughout the semester and submit the final timeline at the end. The timeline will provide a personalized, single chronological overview of world archaeology.

- **World Cultural Heritage Project:** This is a midsemester project for which you will select and research a UNESCO World Cultural Heritage Archaeological Project and report on it in two parts: midsemester and at the end of the semester. The report takes the form of a PowerPoint presentation. Specific information is provided as to how to carry out the project. Students in the International Certificate Program must choose an international (not US) world cultural heritage archaeological site.

NOTE: The three digital projects (E-Map, E-Timeline, and Heritage Project) will become part of your **student E-portfolio**.
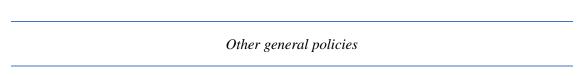
TIPS:
- **Format:** If an essay is called for, write it in MS Word (.doc/docx or .pdf) or convert it to MS Word before uploading it to Canvas. Do *not* write it directly in Canvas. Text can be single- or double-spaced, with 1-inch margins in 12-pt font. Put your name in the top corner and **provide a title**.
- **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).
- **Note taking:** Having organized notes from lectures, readings, and videos will ensure you are preparing well for the quizzes. Successful students have found that digital notes, that facilitate searching during the quizzes, were most helpful. If you find yourself struggling to take notes on the most important topics weekly, please meet with the instructor or the TA for tips and re-visit the helpful information on Canvas.

Successful students often apply the following practices:
- 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.
- Use the course's Q/A board.
- 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, 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.

Other general policies

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. Questions that are answered on the syllabus or discussion board will not be answered again – you will be directed to those resources. For graded assignments, expect a grade with feedback within 72 hours after a lab or discussion assignment is due. The E-Map, E-Timeline, and UNESCO project, all due at the end of the semester, will take longer to read, provide individual feedback, and assign a grade.

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 experience in this course should be directed to the Distance Learning website. See information on Canvas for direct links.

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 policies at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. University policy states that absences count from the first-class meeting. AIn general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (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. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. 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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565, disability.ufl.edu) by providing appropriate documentation. Once registered, instructors will be contacted by DRC with an accommodation letter. However, students should contact the instructor to ensure that the accommodations are appropriately made.

4. Academic honesty

UF students are bound by The Honor Pledge which states, We, 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 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 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 CHEAT, the 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. Counseling and Emergency Services

U Matter, We Care serves as the umbrella program for UFs caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

Other options include: the University Counseling Center, 301 Peabody Hall, 392-1575
Student Health Care Center, 392-1171
Career Connections Center, Reitz Union, 392-1601
Center for Sexual Assault/Abuse Recovery and Education (CARE) 392-1161
University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

6. Academic Services

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
On-Line Students Complaints: Online distance learning programs have a process for resolving student complaints at different levels.

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.

If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and provides access to electronic materials using off-campus computers. For more information on using the VPN client, go to http://www.uflib.ufl.edu/login/vpn.html

Unless stated otherwise, assignments are due at **11:59 pm** on the date indicated. All lecture, reading, and video assignments are on Canvas. Quizzes are on Monday except for the holiday, when it's on Tuesday.

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Jan 9 – Classes begin	Jan 10	Jan 11	Jan 12	Jan 13	Jan 14
1 Introduction to Archaeology	Syllabus Quiz (no grade)	Discussion: Get Acquainted (5 pts)		1 Discussion: Everyday Palimpsests – Post (5 pts)		1 Discussion: Everyday Palimpsests – Replies (5 pts)
	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20	Jan 21
2 History of Archaeology	*Holiday*	**Quiz 1** (10 pts)			2 Lab: A Feel for Archaeology (10 pts)	
	Jan 23	Jan 24	Jan 25	Jan 26	Jan 27	Jan 28
3 What do Archaeologists Do?	**Quiz 2** (20 pts)				3 Lab: E-map (10 pts)	
	Jan 30	Jan 31	Feb 1	Feb 2	Feb 3	Feb 4
4 People on the Move I – Out of Africa	**Quiz 3** (20 pts)				4 Lab: E-timeline (10 pts)	
	Feb 6	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11
5 Making Things	**Quiz 4** (20 pts)		Choose UNESCO site (5 pts)		5 Lab: Ceramic Petrography (10 pts)	
	Feb 13	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18
6 Making Livelihoods	**Quiz 5** (20 pts)			6 Discussion: Archaeology in the News – Post (5 pts)		6 Discussion: Archaeology in the News – Replies (5 pts)
	Feb 20	Feb 21	Feb 22	Feb 23	Feb 24	Feb 25
7 Making Physical Worlds	**Quiz 6** (20 pts)				**World Heritage Project Due** (30 pts)	
	Feb 27	Feb 28	Mar 1	Mar 2	Mar 3	Mar 4
8 Making Meaningful Worlds	**Quiz 7** (20 pts)				7 Lab: Maya Hieroglyphic Writing (10 pts)	

	Mar 6	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11
9 Confronting Environmental Challenges	**Quiz 8** (20 pts)			8 Discussion: Amazon Historical Ecology – Post (5 pts)		8 Discussion: Amazon Historical Ecology – Replies (5 pts)
	Mar 13	Mar 14	Mar 15	Mar 16	Mar 17	Mar 18
	Spring Break – Take this time to catch up on the E Map and E Timeline projects					
	Mar 20	Mar 21	Mar 22	Mar 23	Mar 24	Mar 25
10 Making People: Bodies and Persons	**Quiz 9** (20 pts)			9 Discussion: Archaeology of Gender – Post (5 pts)		9 Discussion: Archaeology of Gender – Replies (5 pts)
	Mar 27	Mar 28	Mar 29	Mar 30	Mar 31	Apr 1
11 Making Societies	**Quiz 10** (20 pts)			10 Discussion: Archaeology in the News – Post (5 pts)		10 Discussion: Archaeology in the News – Replies (5 pts)
	Apr 3	Apr 4	Apr 5	Apr 6	Apr 7	Apr 8
12 People on the Move II – Later Migrations	**Quiz 11** (20 pts)			11 Discussion: In Small Things Forgotten – Post (5 pts)		11 Discussion: In Small Things Forgotten – Replies (5 pts)
	Apr 10	Apr 11	Apr 12	Apr 13	Apr 14	Apr 15
13 Things on the Move	**Quiz 12** (20 pts)				**Final E-Map due** (35 pts)	
	Apr 17	Apr 18	Apr 19	Apr 20	Apr 21	Apr 22
14 Archaeology in the Present and for the Future	**Quiz 13** (20 pts)				12 Lab: Virtual Archaeology (10 pts)	
	Apr 24	Apr 25	Apr 26 – Last Day	Apr 27	Apr 28	Apr 29
15	**Quiz 14** (20 pts)		**Final E-Timeline due** (35 pts)	(reading day)	(reading day)	
	May 1	May 2	May 3	May 4	May 5	May 6
	Exams Week					