

INTRODUCTION TO WORLD ARCHAEOLOGY



ANT 2140
Fall 2014
3 Credit Hours



Instructor: Nathan R. Lawres	Email: nlawres@ufl.edu
Lecture Meeting Times: Tuesdays: Periods 6-7 (12:50-2:45 pm) Thursdays: Period 7 (1:55-2:45 pm)	Lecture Location: Turlington (TUR) L005
Office: Turlington B355	Office Hours: Tuesdays 3:00-4:00 pm, Thursdays 3:00-5:00 pm

Teaching Assistant: Jorge Garcia	Email: jorgilis@ufl.edu
Laboratory Sections: 6976: Thursdays: Period 4, 10:40-11:30 am 6979: Thursdays: Period 5, 11:45 am-12:35 pm 6980: Thursdays: Period 6, 12:50-1:40 pm	Laboratory Location: Turlington (TUR) B357 (Archaeology Teaching Lab)
Office: Turlington B355	Office Hours: Tuesdays 10:50-12:50 pm, Wednesdays 12:35-1:35 pm

Teaching Assistant: GiNESSa Mahar	Email: gjmahar@ufl.edu
Laboratory Sections: 6964: Mondays: Period 7, 1:55-2:45 pm 6968: Mondays: Period 8, 3:00-3:50 pm 6970: Mondays: Period 9, 4:05-4:55 pm	Laboratory Location: Turlington (TUR) B357 (Archaeology Teaching Lab)
Office: Turlington B355	Office Hours: Mondays 11:55-1:55 pm, Wednesdays 2:30-3:30 pm

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

COURSE DESCRIPTION:

Imagine yourself about to step foot into a room that has been sealed off for hundreds or even thousands of years. The light of your lantern will be the first to glint off the beautifully painted ceramic vessels and the magnificently carved pillars they were placed beside. Behind those pillars

lies the tomb of an ancient couple, buried with their material possessions. The instant you take your first step into that room you are transported back to another time in your mind, where you can see the elaborate burial taking place: the husband and wife being carefully placed inside their tomb, their worldly possessions expertly placed around them according to their traditions, people all around the room are placing gifts of ceramics next to the pillars. Your mind starts reeling with questions. You begin wondering who these people were, why they were buried with their possessions and what those possessions were, and just what in the world was in those ceramics?

Welcome to the world of the archaeologist, where we are constantly perplexed by questions such as these every time we excavate a site. In this course we will explore how archaeologists go about answering these questions to construct narratives about the past by analyzing the interactions between past peoples and their world. Yet we will do more than just look at how archaeologists answer questions. We will look beyond this to how our ancestors lived and how they transformed their world into astounding cultural realms that we can only begin to imagine. In the course of doing so we will explore some of the most fascinating archaeological sites from around the globe in order to answer questions about how and why we live in the world we live in now.

STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

- 1) Recognize the diversity of archaeological sites, and the people that lived in them, from across the globe;
- 2) Identify the major shifts in culture and technology in our past that have influenced who we are and how we live today;
- 3) Discuss how archaeological approaches to studying the human past are important to understanding the present and future;
- 4) Gain an appreciation for the discipline of archaeology and the fascinating details of the past it helps to unearth.

ENDURING KNOWLEDGE STATEMENTS:

The following statements will guide the learning process throughout this course. They are important to remember as we learn about archaeology and what it can teach us. More importantly, they are important to remember for all scientific inquiries as well as how we view the world around us and its unique history, as the world we live in today is the sum of the past and the experiences people had in it, plus the experiences we have in the world today. You should keep these statements in mind as you read the course materials and listen to the course lectures, as they will be incorporated into exam materials.

- 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 own material worlds, as determined from the traces of those actions.

- 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 knowledge is relevant to contemporary issues, including indigenous rights, collective identities, conservations biology, ecology, agricultural development, and sustainability.

STRATEGIES FOR SUCCESS:

*Purchase the textbook on time, and read the assigned readings (both in the textbook and the additional readings) before the lecture on the topic. Many students get lost during lectures when they are not familiar with the basic concepts behind the materials presented during lectures.

*Pay attention and take notes during class lectures. A sure fire way to remember the information presented is to write it down. Not only does this help you remember the materials, it also provides you with quick reference material for studying for the exams.

*Don't hesitate to ask questions. Questions in class and/or lab can lead to good discussions that enhance your and your peers' understanding of the materials being discussed. Additionally, don't hesitate to email the instructor and stop in during office hours if you are having difficulty grasping the course materials. This is the best way to clarify any concepts that cause you difficulty.

*Submit your assignments in a timely fashion (i.e., on time). Start your assignments early! Waiting until the last minute results in stress over the assignment as well as lower quality work. Use your time wisely, and get the most out of your effort.

*Actively participate in laboratory activities and lectures. As with asking questions this will foster an increase in learning for both you and your peers.

REQUIRED TEXTBOOKS:

The Human Past: World Prehistory and the Development of Human Societies (2013), 3rd edition. Edited by Chris Scarre. This textbook is on reserve at George A. Smathers Library West.

Additional readings (.PDF format) will be posted on the course Canvas page under the Files folder.

COURSE FORMAT:

This course involves two weekly lectures that introduce and discuss in detail the course materials, and one weekly laboratory section that will build upon various topics introduced during lectures. It is imperative that you attend both lecture sessions and laboratory sessions, as attendance makes up a good portion of your final grade. Make sure to attend the laboratory section you are assigned to in

order to obtain credit for attendance and participation. Additionally, there will be three short news report assignments, two mid-term exams held during lecture, and a final exam held in the lecture hall location during the specified final exam schedule time. All exams will be held during the assigned lecture session and will be multiple choice (scantron provided by UF Anthropology Department). The final will *not* be cumulative.

The laboratory sessions, which are held once per week, are designed to provide students with experience in analyzing archaeological materials. This allows students to incorporate what they learn during class lectures, along with textbook materials and additional assigned readings, into a hands-on experience with laboratory methods and archaeological interpretation. In addition to hands-on activities the laboratory sessions provide a forum for class discussions that build upon and clarify concepts introduced during lecture sessions. These sections account for a portion of students' participation and attendance grade.

ARCHAEOLOGY IN THE NEWS:

As a way to reinforce the idea that the past is produced in the present, and to keep everyone (myself included!) up-to-date on the latest discoveries, we will spend some time discussing archaeology as it appears in the news. This will be done in two ways. First, we will spend the last 20 minutes or so of our Tuesday lectures (these are our longer days) to bring up news articles and look at how archaeology is being presented to the general public and how those ideas presented conform to the idea that the past is being produced in the present. I encourage students to send news articles to me in case I miss a good one.

Second, you will have writing assignments based on this same idea. The writing assignments will consist of three short papers (1 page each, single-spaced, 12-point Times New Roman font, 1-inch margins; ***SPELLING AND GRAMMAR COUNT!!!***) that evaluate articles (newspaper, popular magazines, etc.) on archaeology in the popular media. Each paper should summarize what the article is conveying (i.e., is it reporting the discovery of a new site or the destruction of an important one? An intriguing artifact? New evidence that answers long-standing questions?), how it contributes to the general public's understanding of archaeology and the past, and how it conveys the role of archaeology in today's world.

The articles chosen must have been published within 30 days of the due date for the assignment (News Report #1: September 24, News Report #2: October 29, News Report #3: December 3), and you must provide a link to the article. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED!** Please see the handout available on the Canvas page under the Files folder. This handout explains in detail the exact requirements for these essays, as well as a rubric explaining how they will be graded.

Tip: Creating a Google News Alert for archaeology will keep you informed of news articles about archaeology. Not only will it keep you informed and provide you with a useful set of sources to use for your essay assignments, it can also act as a reminder for you to complete assignment on time, or maybe even early!

GRADING:

Grades are assigned on the basis of attendance and participation in lab and lecture, three news report assignments, two mid-term exams, and a final exam for a total of 400 possible points:

Class attendance/participation: 30 points (10%)

Lab attendance/participation: 30 points (10%)

News reports: 5 points each/15 points total (5% total)

Mid-term exams: 75 points each (25% each; 50% total)

Final exam: 75 points (25%)

Letter grades are assigned according to the following grading scale:

A:279-300 (93-100%)	A-:270-278 (90-92%)	B+:261-269 (87-89%)	B:249-260 (83-86%)	B-:240-248 (80-82%)	C+:231-239 (77-79%)
C:219-238 (73-76%)	C-:210-218 (70-72%)	D+:201-209 (67-69%)	D:189-200 (63-66%)	D-:180-188 (60-62%)	E:179 or less (59% or less)

Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor or teaching assistant ASAP. The UF grading policy can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:*

** Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the course Canvas site.*

WEEK	DAY	TOPIC	READINGS (T: textbook; A: additional reading)
1	8/25	Introduction to World Archaeology <i>What is archaeology and how is it done? Why is it relevant?</i>	
	8/27	History of Archaeology <i>Antiquarian origins to a scientific discipline and beyond</i>	T: Chapter 1 (all)
		Lab 1 Getting a Feel for the Past	
2	9/1	Understanding Space <i>Reading the Landscape – The Archaeological Landscape of South Florida</i>	A: “Belle Glade”
	9/3	Understanding Space <i>Re-Reading the Landscape – Remote Sensing and Mapping the Caracol Landscape</i>	A: “LiDAR at Caracol”
		Lab 2 Scale in Archaeology	
3	9/8	Understanding Time <i>Relative Dating Methods: Stratigraphy, Seriation, Typology – From Tombstones to Stone Tools</i>	A: “Tombstones”
	9/10	Understanding Time <i>Absolute Dating Methods: Dendrochronology, Radiocarbon, Geomagnetic Dating – Using</i>	T: Chapter 2, pp. 59, 74; Chapter 3, pp. 112, 118; Chapter 4, pp. 157; Chapter 18, pp. 696

<i>footprints, trees, soils, and plants</i>		
Lab 3		
Documenting and Reconstructing the Past		
4	9/15	The Material Record: T: Chapter 11, pp. 416-417 only Inorganics/Nonperishables A: "Kalinga Pottery Use" <i>The Clovis Toolkit, Kalinga Pottery, The Stones of Stonehenge</i>
	9/17	The Material Record: Organics/Perishables T: Chapter 9, pp. 338-339; Chapter 13, pp. 510-511 <i>Ice men, Bog Bodies, and Pompeii</i> A: "Windover"
Lab 4		
The Dating Game		
5	9/22	Humans in a Dynamic World T: Chapter 5, pp. 177-183 <i>Climate change and humans in evolutionary perspective and for the future</i> A: "Adapting biologically and socially"
	9/24	Human Origins T: Chapter 2, pp. 57-82; Chapter 3, pp. 85-100, 107-122; Chapter 4, pp. 145-151 <i>Early stone tool technologies and human evolution</i>
NEWS REPORT #1 DUE		
Lab 5		
What Have We Learned So Far? Trivia Review		
6	9/29	EXAM 1
	9/31	The Emergence of our Species T: Chapter 4, pp. 127-145, 156-165 <i>Homo sapiens in Africa, Europe, and the Near East: Anatomical and behavioral modernity</i>
Lab 6		
Discovering Material Culture		
7	10/6	The Human Diaspora, Part I T: Chapter 6, pp. 102-107 <i>Asia and Oceania: Homo floresiensis, Java man, and the peopling of Australia</i> A: "Tales of the Hobbit"
	10/8	The Human Diaspora, Part II T: Chapter 4, pp. 166-173; Chapter 9, pp. 307-313 <i>The Peopling of the Americas: Pathways, Migrations, and Dispersals</i> A: "Genetic and Archaeological Evidence"
Lab 7		
The Garbage Lab: Interpreting Material Remains		
8	10/13	Domesticating the World, Part I T: Chapter 6, pp. 212-213, 227-232; Chapter 7 (all); <i>Plant and Animal Domestication in Africa, Asia, Mesopotamia: Catalhoyuk, Abu Hureyra</i> Chapter 10, pp. 354-366
	10/15	Domesticating the World, Part II T: Chapter 8, pp. 276-278, 287-294, Chapter 11 (all) <i>Plant and Animal Domestication in the Pacific Islands and Europe: Kuk Swamp, Neolithic Europe</i>
Lab 8		
Dining in the Past: Zooarchaeology		
9	10/20	Domesticating the World, Part III T: Chapter 9, pp. 314-349 <i>Plant Domestication in the Americas: Maize, Eastern Agricultural Complex</i>
	10/22	Monumentality in the Americas T: Chapter 18 (all) <i>Poverty Point, Hopewell, and Fort Center</i> A: "Fort Center"
Lab 9		
Now What Have We Done Gone and Learned? Trivia Review		
10	10/27	EXAM 2
	10/29	Monumentality in the Old World T: Chapter 6, pp. 220; Chapter 11, pp. 411-419 <i>Gobekli Tepe, Stonehenge</i> A: "Gobekli Tepe"
NEWS REPORT #2 DUE		
Lab 10		
Dissecting Monuments		
11	11/3	First Dynasties of Egypt T: Chapter 10, pp. 370-378

		<i>Pyramids, Unification, and Pharaohs</i>	A: "Pyramids"
	11/5	The Emergence of States: Sumeria and the Indus Valley <i>Uruk, Ur, and Mohenjo-Daro</i>	T: Chapter 12, pp. 433-449; Chapter 14, pp. 519-540 A: "Mohenjo-Daro"
Lab 11			
Archaeology and Museum Collections			
	11/10	The Rise of States and Dynasties in Early China <i>Early dynasties and unification</i>	T: Chapter 15 (all)
12	11/12	Mesoamerican States <i>The Aztecs and Maya</i>	T: Chapter 16 (all),
Lab 12			
Learning to Write in Hieroglyphics			
	11/17	Andean Societies and Imperial Cohesion <i>Moche Lords, Nazca Lines, and Sacred Valleys</i>	T: Chapter 17 (all)
13	11/18	Historical Archaeology <i>African Burial Ground, NY, the Jamestown settlement, VA, Reservation Archaeology</i>	T: Chapter 18, pp. 713 A: "Intellectual Power," "Consulting Stakeholders," "Starving Settlers," "Material culture as memory"
Lab 13			
Archaeological Ethics: The Ethics Bowl			
	11/24		Video
14	11/26		No Class: Happy Thanksgiving!
No Lab: Happy Thanksgiving!			
	12/1	The Past for the Future <i>Ethics, Stewardship, and Archaeology and the Public</i>	T: Chapter 12, pp. 470 A: "Where Words Mean More than Objects," SAA ethics (www.saa.org), FPAN mission and goals (www.flpublicarchaeology.org)
15	12/3	The Relevance of Archaeology Today NEWS REPORT #3 DUE	A: "Sustainability"
Lab 13			
What Else Can We Learn? Trivia Review			
	12/8		Course recap and class discussion
16	12/9		No class: Reading Days
No Lab: Reading Days			
17	12/15		EXAM 3

E-LEARNING, EMAIL, AND OFFICE HOURS:

In this course we will be using the Canvas (formerly Sakai) system. The log-in page for Canvas can be found at <http://lss.at.ufl.edu>. Once logged in you should see this course (ANT 2140) listed in your course menu. On the course page you will find various resources such as the syllabus, additional readings (in the Files folder), laboratory assignments, and course announcements. As this page will be updated throughout the semester, and general announcements will be made here, you are responsible for regularly checking this site. If you encounter any issues related to Canvas, contact the UF Helpdesk by email or phone: helpdesk@ufl.edu; (352) 392-4357.

Email is the most efficient option for contacting the instructor and teaching assistants for this course. Per UF policy you should only contact the instructor and assistants using your Gatorlink email; **DO NOT** use the email or comments functions in Canvas to contact them, these will not be responded to. General considerations for email contact:

*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.

*Prior to asking a question refer to the syllabus to ensure the answer to your question is not listed there.

*Always include the subject in the subject line of the email.

*Always be polite and *professional* (i.e., use full sentence structure, proper spelling, etc.) in your emails.

If you have questions or concerns about the course materials you are encouraged to meet with the instructor or your teaching assistant during office hours rather than via email. Face-to-face meetings over course materials are much more efficient in addressing these sorts of concerns.

ATTENDANCE, CLASSROOM DECORUM, AND MAKE-UP POLICY:

Attendance is a necessary component of this course. There is a lot of material covered in the assigned readings (both in the textbook and in additional readings) that will be covered and *expanded on* in lectures. It is your responsibility to attend these lectures in order to gain a thorough understanding of the materials, as you will be tested on them. Additionally, attendance will be taken during every lecture and laboratory session throughout the semester. During lectures this will take the form of quizzes covering that day's assigned readings. You are allowed *one unexcused/voluntary* absence; following that your final grade will be reduced 5 points for each unexcused absence. Laboratory attendance is mandatory as the labs constitute your participation grade. Lab attendance will be taken for each session in the form of completed in-class lab activities. As with the lectures you are allowed *one unexcused/voluntary* absence in lab, after which your final grade will be reduced 5 points for each unexcused absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused if they are certifiable/documented. In these cases you must provide the instructor or your teaching assistant with documentation. This policy is consistent with that found in the course catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

In both the lectures and laboratory sessions it is your responsibility to maintain a respectful modicum of behavior towards your instructor and teaching assistant as well as your peers. Unrespectable and disruptive behaviors will not be tolerated. These behaviors include discussions among classmates (unless allotted time to do so), text messaging, talking on cell phones, eating, browsing the internet, late arrivals, and early departures. **CELL PHONES MUST BE SILENCED PRIOR TO ENTERING THE CLASSROOM.** Technologies such as laptops and tablets are permitted for **NOTE-TAKING PURPOSES ONLY.** If you exhibit these or any other disruptive behaviors during class time you will be asked to leave and will be marked as having an unexcused absence for that day.

Make-up exams will *ONLY* be allowed for those persons able to provide certifiable documentation of an involuntary absence. If you know in advance that you will not be able to attend an exam you must notify the instructor ASAP to schedule alternative arrangements. This holds true for the lab sessions as well; if you know in advance you will miss a lab session, contact your teaching assistant ASAP to schedule alternative arrangements.

Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact the instructor at the beginning of the term so that alternative arrangements can be made.

SPECIAL ACCOMMODATIONS AND ASSISTANCE:

Any student requesting accommodations for disabilities *must* register with the Dean of Students Office (DSO) and Disability Resource Center (DRC). The DSO will provide the necessary documentation to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. The Disability Resource Center is located in Reid Hall, Room 101. For further information or assistance visit the DRC or their website: <http://www.dso.ufl.edu/drc/>.

The University of Florida additionally offers several counseling and academic assistance services to students that are available throughout the semester:

- *The Counseling and Wellness Center (located on Radio Road; (352) 392-1575) offers personal counseling, career counseling, and health care;

- *The Reading and Writing Center (located in SW Broward Hall; (352) 392-2010) offers test preparation assistance, study skill development, and writing assistance;

- *The Career Resource Center (located in the Reitz Union; (352) 392-1601) offers job counseling and career development assistance.

For other services that the University of Florida offers its students visit <http://www.ufl.edu>.

ACADEMIC HONESTY:

University policy on academic honesty will be enforced in cases where 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 on the student honor code and the university policy can be found at <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment for the first offense. A second offense will result in a zero (or 'E') for the entire course grade, and will be reported to the Dean of Students Office. This is in accordance with the policies as listed by the Dean of Students Office: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

COURSE EVALUATION:

All students are expected to provide feedback on the content, quality, and instruction of the course in the form of online evaluation forms. These forms are available during the final weeks of each semester and students will be notified through both email and course announcements as soon as they are available. The forms are available at <https://evaluations.ufl.edu>.