

INTRODUCTION TO WORLD ARCHAEOLOGY

ANT 2140
Summer B 2015
Credit Hours: 3

Instructor: Scott Macrae	Email: smacrae@ufl.edu
Lecture Meeting Times: Monday-Friday, (Period 2)	Lecture Location: Turlington Hall (TUR), L011
Office: Turlington Hall (TUR), B355	Office Hours: Wednesday Period 4-6
Teaching Assistant: Petra Cunningham-Smith	Email: pcunninghamsmith@ufl.edu
Laboratory Sections: Section 5182: Wednesday Period 3 Section 5184: Thursday Period 3	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.

STUDENT LEARNING OUTCOME:

- Students will explore 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
- Students will identify how archaeologists use the scientific method to critically assess what we know about the human past
- Students will explore the history of archaeology, how it used, and where it is headed today

- Students will identify 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

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

WHAT IS EXPECTED FROM YOU

- Attend all classes, take notes, and pay attention
- Complete all the readings
- Attend all labs and participate in class discussions
- Think critically, ask questions, and keep an open mind!

REQUIRED TEXTBOOKS AND READINGS:

The text book is on reserve in the George E. Smathers Library West. Additional articles will be uploaded on the course website (Canvas) each week.

Scarre, Chris

2013 *The Human Past: World Prehistory & the Development of Human Societies*. 3rd ed.
Thames & Hudson, New York

COURSE FORMAT:

- *Five weekly lectures*: same time and place everyday
- *One weekly lab session*: attend the lab you have been assigned according to your section number
- *Three exams*: all conducted via Canvas, multiple-choice
- *Two blog reports*: submitted via Canvas
- *Five weekly review assignments*: submitted via Canvas

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**):

	Total Points	Percentage of Grade (%)
Class and Lab Attendance/Participation	60	20
Archaeological Blog Review #1	20	6.6
Archaeological Blog Review #2	20	6.6
Weekly Review Assignment (1-5)	50	3.4 (Total of 16.8)
Exams 1, 2, 3	150	16.7 (Total of 50)

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

1. Exams (150 points)

There will be three exams with 50 multiple-choice questions each. All exams are noncumulative and equally weighted (50 points each toward final course grade). The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. All exams will be administered on E-Learning. On the scheduled day, exams will be available on E-Learning between 8:30 a.m. and 10:30 a.m., and you will have 60 minutes to complete the exam. There will be no lecture on the day of exams, but students are required to attend Lab sections on the day of exams as usual.

2. Archaeological Blog Review (40 points)

The age of the internet has produced a surge of archaeology-related blogs, ranging from armchair-amateurs to experts actively digging in the field. The Archaeological Blog Review is broken into two reports.

The first report includes finding a recent blog with original content that updates regularly (that is, not one that simply reposts news from other websites). 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. Blogs should be approved by the Instructor or TA before writing. You will need to answer the following questions within a, five-page report in Times New Roman, size 12 font, with 1- inch margins. The report is to be submitted on Canvas by 5 pm, July 27th.

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?

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. The second report will be a critical assessment of the blog. Students are expected to incorporate readings used in both the lectures and labs. This will consist of a three-page instalment added to the first report. It will require students to question the blog by asking and answering a series of questions. The report is to be submitted on Canvas by 5 pm August 3rd.

Questions may include but are not limited to

1. Are the statements made in the blog correct and accurate?
2. Does the author responsibly present or address current archaeological interpretation?
3. Are methods discussed and described appropriately?
4. What other approaches to the subject could be used?
5. How does this blog contribute to the field of archaeology as a whole?

3. Weekly Review Assignment (50 points)

Each week students are expect to submit a brief review assignment. To complete each assignment students will choose from any of the lectures during the week and write a short synopsis. Within the report students are expected to highlight the main themes, archaeological questions, or archaeological sites discussed. This will not only provide students with the opportunity to focus on an area of their interest but will also develop a useful study guide for exams. Reports will be a minimum of ½ a page in Times New Roman, size 12 font, with 1- inch margins. Reports will be submitted on Canvas by Sunday 5pm each week. There will be five review assignments, each worth 10 point accumulating to 50 points of the overall grade.

4. Class and Lab Attendance/Participation (60 points)

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. Attendance will be noted in every lecture and lab. Final grades will be reduced 5 points for every ONE unexcused lecture or lab absences.

POLICY ON MAKE-UP WORK AND BONUS POINTS

Due to the restricted time during the summer semesters there will be no bonus points. You are responsible for completing all writing assignments by the posted due dates. Exams must be taken at the scheduled time. There will be no extensions or make-up opportunities except in documented cases of incapacitating illness, death of a family member, religious holiday, or other university-approved excuse. . In such cases, you must contact the Instructor or Teaching Assistant at least 24 hours in advance of the deadline, when possible, and provide written documentation from a relevant authority.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.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 5 points for every ONE unexcused lecture or lab absences.

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>.

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action.

See http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/

E-LEARNING, EMAIL, AND OFFICE HOURS:

This course uses the UF E-Learning (Canvas Platform) website, <http://lss.at.ufl.edu>. On this site you will find news and updates, the course syllabus, your grades, weekly reading assignments, and laboratory assignments. 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).

The Instructor and the TAs will post all class announcements on Canvas with corresponding emails. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. Please 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. Grades are not discussed via email. Please do not use the Canvas "Comment" function to contact the Instructor or TA. We encourage you to meet with the Instructor or TA during our office hours if you have any questions.

COURSE EVALUATIONS

During the last week or two of the 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.

ACADEMIC HONESTY AND PLAGIARISM

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. 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: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of

behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

SPECIAL ACCOMODATIONS AND ASSISTANCE

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF Counseling Services:

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- 1) University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- 2) Sexual Health, Student Health Care Center, 392-1171, <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- 3) GatorWell Health Promotion Services, Sexual Health, <http://gatorwell.ufsa.ufl.edu/Sexual-Health.aspx>
- 4) University Police Department Office of Victim Services, 51 Museum Road, 392-5648, <http://www.police.ufl.edu/victim-services/>
- 5) Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- 6) Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>; writing assistance, study skills, test preparation

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 29	Introduction to World Archaeology <i>What is archaeology? Who does it? Why is it important?</i>	S: Ch. 1 (p. 25-28)
	Jun 30	A Brief History of Archaeology <i>From Antiquarianism to Nationalism to Scientific Inquiry</i>	S: Ch. 1 (p. 28-34) A: "The Golden Marshalltown" (1982)
	Jul 1	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 2	Understanding Space - Part 2 <i>How archaeologists measure space, from satellites to the meter stick</i>	A: "Lasers in the Jungle" (2010)

	Jul 3	4th of July - NO CLASS	
LAB 1		The Garbage Lab - Interpreting Material Remains	
2	Jul 6	Understanding Time - Part 1 <i>Relative dating methods: stratigraphy, seriation, and typologies</i>	A: "Relative Dating"
	Jul 7	Understanding Time - Part 2 <i>Absolute dating methods: dendrochronology, radiocarbon, historic records and more</i>	A: "Time, Kingship, and the Maya" (2012)
	Jul 8	The Material Record - Inorganics/Non-perishables <i>From Stonehenge to China's terracotta army</i>	S: Ch. 11 (p. 416-417) A: "Stonehenge", "Terra-Cotta Army" (2012)
	Jul 9	The Material Record - Organics/Perishables <i>Icemen, Andean Mummies, and Pompeii</i>	S: Ch. 9 (p. 338-339), Ch. 13 (510-511) A: "Iceman Mystery" (2007), "Pompeii's Dead" (2011)
	Jul 10	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 13	EXAM 1	
	Jul 14	Human Origins <i>Hominid evolution and lithic technologies</i>	S: Ch. 2 (p. 52-61; 66-80), Ch. 3 (96-103; 110-122)
	Jul 15	The Emergence of Modern Humans <i>What makes Homo sapiens unique?</i>	S: Ch. 4 (up through p. 165) A: "Art Workshop" (2011)
	Jul 16	The Spread of Humanity <i>Asia, Australia, and the Jomon of Japan</i> <i>Beringia and the Americas; the Florida shell mounds</i>	S: Ch. 4 (p. 166-173) A: "First Pottery (2013)" A: "Calusa (Part 1 & 2)"
	Jul 17	The Neolithic Revolution - Part 1 <i>The domestication "revolution" in Africa, Mesopotamia, and Europe</i> ***FIRST REPORT DUE***	S: Ch. 5 (p. 183-193), Ch. 6 (212-213; 220-221; 227-231), Ch. 10 (351, 358-359), Ch. 11 (393, 396-397)
LAB 3		Domestication & Intensification: What, Why, and How	
4	Jul 20	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 21	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 22	Monumentality in the Americas <i>Cahokia, Illinois, and Chaco Canyon, New Mexico</i>	S: Ch. 18 (p. 687-691, 697-699) A: "Turquoise" "Seeds of Civilization"

			(2005)
	Jul 23	Monumentality in the Old World <i>Çatalhöyük, Turkey, and Great Zimbabwe, Zimbabwe</i>	S: Ch. 6 (p. 224-225), Ch. 10 (368; 384)
	Jul 24	EXAM 2	
LAB 4		How Does Archaeological Research Work?	
5	Jul 27	The Earliest States - Bronze Age Sumeria <i>Temples and tombs at Uruk and Ur</i>	S: Ch. 12 (p. 433-447) A: "Ritual Deaths at Ur (2009)"
	Jul 28	The First Dynasties of Egypt <i>The origin of pyramids and pharaohs along the Nile</i>	S: Ch. 10 (p. 370-378) A: "Building a Pyramids" (2007)
	Jul 29	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)
	Jul 30	Classic Era of Southeast Asia <i>State integration of the empires and kingdoms of the Chola, Sinhalese, Khmer, Burmese, Early Siamese, Dai Viet, and Cham</i>	A: Hall 2011 (p. 1-21) A: Lieberman 2011 (p. 937-963)
	Jul 31	Competition Among Mesoamerican States <i>Power and dissention among the Mesoamerican capitals</i>	S: Ch. 16 (p. 605-610; 622-638) A: "Painted Pyramid" (2010)
LAB 5		Archaeology and Museum Collections	
6	Aug 3	Organizing an Empire <i>How the Inca brought the four parts of their Empire together</i> ***SECOND REPORT DUE***	S: Ch. 17 (p. 665-667) A: "Untouched" "Llama Poop"
	Aug 4	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>	S: Ch. 12 (p. 448), Ch. 18 (713) A: "Starving Settlers" (2013), "Richard III"
	Aug 5	The Past for the Future <i>The ethics and relevance of archaeology today</i>	S: Ch. 12 (p. 470) A: "No More Nohmul" (2013), "Playing Fair", "Did Elgin Cheat"
	Aug 6	The Relevance of Archaeology Today/Review	
	Aug 7	EXAM 3	
LAB 6		Ethics Bowl: The Elgin Marbles Debate	