



ANT 3141:
Development of World Civilizations
 ONLINE - Spring 2024
 (3 credit hours)



COURSE DESCRIPTION

This is a course focusing on ancient world civilizations, stopping off at various points across the globe over a broad range of time. The main focus will be on cases of pre-colonial era (pre-AD 1500) civilizations around the world centering on change, sustainability, and social inequality. By taking this course you will gain knowledge and skills critical to understanding the processes and debates surrounding what has been termed civilization. This includes the domestication of plants and animals, the origins and consequences of agriculture, the influence of religion and technology and key aspects of village/urban life and state formation. This level of critical thinking will help you to better comprehend our world today and civilization’s progression into the future.

IN THIS COURSE, WE WILL:

- Analyze specific instances of change and transformation as societies of the past begin to look more similar to our own.
- Take a critical look at the origin and development of civilizations, how they are portrayed and compared in Western scholarship and the influences that affected their trajectories—and eventually their collapse.
- Take the basic approach of anthropological archaeology, but will also include Western and Indigenous histories, and cultural studies, as well as other social and ecological sciences.

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INSTRUCTION TEAM

PRIMARY INSTRUCTOR

Anthony P. Farace

CONTACT

afarace@ufl.edu or through Canvas

OFFICE HOURS AND LOCATION

Tuesdays 1-4 PM via Zoom and by appointment
<https://ufl.zoom.us/j/94094381865>



INSTRUCTION TEAM

TA INSTRUCTOR

Alisa Luthra

CONTACT

luthraa@ufl.edu or Canvas mail

OFFICE HOURS AND LOCATION

Wednesdays 9:30 AM-12:30 PM and by appointment

<https://ufl.zoom.us/j/98116722211>



COURSE WEBSITE

<https://ufl.instructure.com/courses/497094>

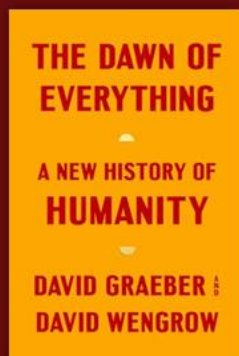
COURSE TEXTBOOKS

REQUIRED

Graeber, David and David Wengrow

2021 *The Dawn of Everything: A New History of Humanity*. Farrar, Straus and Giroux, New York.

Format: This title needs to be purchased through Perusall online in the course shell or with a code through the UF Bookstore.

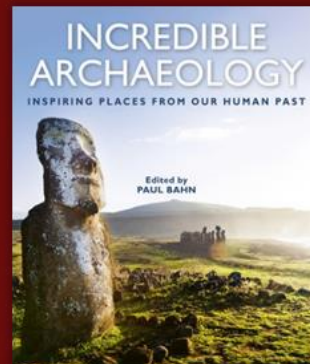


Bahn, Paul

2020 *Incredible Archaeology: Inspiring Places from Our Human Past*. Smithsonian Books, Washington D.C.

ISBN: 9781588346926

Format: Print



STUDENT LEARNING OUTCOMES IN ANTHROPOLOGY

Fulfills General Education (GenEd) requirement in Humanities (H), as well as International (N) (see the end of the document for GenEd objectives and Student Learning Outcomes).

Anthropology's principal objective is to discover, describe, and understand the diversity of the human experience—the commonalities and the differences. This course asks you to contrast and compare the development of several civilizations from across the globe in various times and places. You will build skills that enable you to think like an anthropologist.

COURSE GOALS & OBJECTIVES

The goal of ANT 3141: Development of World Civilization is to understand how and why complex civilizations, like our own, developed in different times and places all over the world and to appreciate their different histories and how they led to the world we live in today.

Learning in the course the following objectives:

1. **Identify** the salient characteristics of a variety of past civilizations from around the world.
2. **Explore** the theory and methodologies used to understand civilizations and their unique histories from a broadly anthropological perspective, including humanist, scientific, and critical approaches.
3. **Discuss** key elements, biases, and influences that shape knowledge pertaining to civilizations throughout time and space.
3. **Analyze** anthropological themes and topics such as the effects/impacts of power, identity, environment, and landscape on the development of civilizations.
4. **Approach** issues and problems from multiple perspectives, including **developing** linkages between past and present and how past events and circumstances affect our world today.
5. **Communicate** knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the discipline of anthropology.

COURSE FORMAT AND INSTRUCTION

The teaching format is a fully online, asynchronous course that is suited well for those who are self-motivated and interested in distance learning. The course is composed of 15 modules split into 3 units. Modules are given weekly, and all work should be completed within that time frame. Deadlines for the course are Eastern Time (ET) and assignments will be **due at 11:59 PM EST**. Be sure to read the instructions for all assignments to confirm the due dates and times. Most assignments will end on Saturdays. New modules will then open on Sundays at 12 AM, the beginning of the week. Assignments are expected to be graded by one week after the due date. Feedback will be given specific to the assignment contents.

GRADING

Grade Percent	Passing Grade	Grade Points
93.0 or above	A	4.00
92.9 - 90.0	A-	3.67
89.9 - 87.0	B+	3.33
86.9 - 83.0	B	3.00
82.9 - 80.0	B-	2.67
79.9 - 77.0	C+	2.33
76.9 - 73.0	C	2.00
72.9 - 70.0	C-	1.67
69.9 - 67.0	D+	1.33
66.9 - 63.0	D	1.00
62.9 - 60.0	D-	0.67
<59.9	E	0.00

- Letter grades are assigned based on total percent of points.
- A minimum grade of C is required for general education credit.
- UF's Grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Assignment Breakdown:

- I. Perusall Discussion Posts 10%
- II. Module Activities 15%
- III. Writing and Discussion Assignments 15%
- IV. Unit Quizzes 30%
- V. Final Website Project (5 parts) 30%
- VI. Extra Credit +1%

ASSIGNMENT DESCRIPTIONS

I. Perusall Discussion Posts (10% of your grade)

For 10 of 15 modules, you will be expected to join into a collaborating reading experience by annotating, asking questions, and interacting with other posts from your peers. This ensures that you understand the main ideas, theories, and arguments that the authors are making.

Using the Perusall tool through Canvas, you will read the assigned chapter/article for each week and make three annotations. You will need three annotations: 1) First two annotations due on Wednesdays by 11:59 PM should be one fact - definitions or explanations of the readings or images (maps, charts, infographics) and one insight or question - insight includes connecting to another idea in the course content. Your second annotation due on Saturdays by 11:59 PM should be an original response to a peer that contributes to the conversation. This should not just be restating ideas or saying you liked a point. This should be answering a question and/or adding onto a fact/insight that your peer posted. Another student should be able to respond to your response. There must be enough information for them to form another contribution. **Review the Perusall Student Guidelines on Canvas.** (Gen Ed SLOs 1, 2, 3, & 4)

Other tips when annotating:

- Highlight words and concepts that are unclear to you, look them up, then share what you found in a comment. Remember to include the source of your reference.
- Share facts and descriptions from the text that surprise you and tell us why.
- Engage each text in multiple places.
- Ask questions (using a “?” in your comment in Perusall automatically turns it into a question) and read the comments and questions posed by others.
- Answer the questions of your classmates by “mentioning” them (use @ to tag a classmate in your response so that the individual knows you are directly engaging them).
- Upvote comments or questions you find helpful.
- Connect ideas found in the readings to the real-life experiences you have or know of.
- Use the picture tool to add a visual element to your annotation or illustrate your point.

II. Module Activities (15% of your grade)

Five modules contain activities that will further apply the knowledge gained in the module. Some of these applications are through the exploration of 3D archaeological sites and material culture. Others are through interactions with other digital media such as videos and websites. The directions for each activity vary depending on the assignment and module topic(s).

Activity Details:

- There will be a prompt for each activity that will describe the assignment and will provide a specialized rubric.
- All activities will be submitted via Canvas on a .doc or PDF
- Include your name, the course and section numbers, and the assignment title at the top.
- You are not expected to use outside sources. Sources from the course material such be cited in-text using the Society for American Archaeology's Citation Style. In-text this consists of a name and year (Farace, 2023). If you use outside sources, you must also give full bibliographic entries on a References Cited section.
- Each of these assignments are worth 10 points each.

(Gen Ed SLOs 1, 2, 3)

III. Writing and Discussion Assignments (15% of your grade)

In the fall/spring course, there are three writing assignments outside of the Final Website Project. These three writing assignments are:

- Advocating for Cultural Heritage Essay (Module 3)
- Roman Unity and Division Discussion (Module 7)
- End of Course Reflection Essay (Module 14)

Like the module activities, these are assignments that help flesh out and apply the knowledge you have gained in the module. These assignments are writing based and range from 500 – 1000 words for completion. The aim is for you to be able to develop skills to communicate archaeological knowledge, thoughts, and reasoning clearly and effectively.

Writing Assignment Details:

- All activities will be submitted via Canvas on a .doc or PDF
- Include your name, the course and section numbers, and the assignment title at the top.
- You are not expected to use outside sources. Sources from the course material such be cited in-text using the Society for American Archaeology's Citation Style. In-text this consists of a name and year (Farace, 2022). If you use outside sources, you must also give full bibliographic entries on a References Cited section.
- Each of these assignments are worth 10 points each.

(Gen Ed SLOs 1, 2, 3, & 4)

IV. Unit Quizzes (30% of your final grade)

There are three quizzes in this course. They are composed of 30 multiple choice and 3 short essay questions (answers that are a small paragraph). The quizzes are timed, and you will be given 75 minutes. Only one attempt will be given.

Tips for Quizzes:

- A study guide will be given for each quiz. However, the study guide will require for you to fill it out and it will not be exhaustive.
- The Quizzes are not cumulative. Questions are taken from the texts, lectures, and course assignments. While they are not cumulative, questions can build off knowledge from previous units.
- Please make sure you have a stable internet connection and that you allow enough time to take the quiz in one setting.
- Students will be expected to complete all quizzes by the due date provided in the course schedule by 11:59pm ET.
- If an approved excused absence is not provided, students should expect to receive a zero (0) for the quiz.
- If you have a question about a quiz prior to the due date, please use the Course Question discussion board link, or communicate with the instructor or TA no less than 48 hours before the deadline.

V. Final Website Project (30% of your final grade)

The course will culminate with the production of an informative, thesis-driven website on a topic of your choosing pertaining to archaeology that integrates the study of material culture. The website will be created on <https://sites.google.com/>. This website creator is free, user-friendly, and will work on a variety of devices. For more information on Google Sites, review the Google Sites Student Instructions on Canvas.

Students are required to conduct an original research project on a specific archaeological topic that will be embedded within the website design and that will contain 2,500-3,000 words. To identify a specific topic, students will need to come up with a research question, thesis statement, and conduct background research to investigate their thesis. The website will be written in the style of an academic paper using sections such as an introduction, background, methods, results, discussion, and conclusion. You must **use at least six peer reviewed sources**. Peer reviewed sources are academic journal articles that have undergone a review process by other professionals in the field of study who have critiqued the work on its academic integrity and scholarship. Only articles that have been reviewed and determined to be well-rounded research are published. Any other sources will need to be from reputable sources. If you are unsure what sources are reputable, I would recommend reviewing this website: <https://guides.lib.uw.edu/research/faq/reliable>. Wikipedia is not a reputable source, but you might want to explore Wikipedia pages for inspiration to find reputable sources.

(GEN ED SLOs 1-4)

The project is split into 5 parts which total to 100% of the project grade:

I. PLAGIARISM AND CITATION ASSIGNMENT (10%)

As the first step towards your final project, this assignment will help you learn what plagiarism is, what common types of plagiarism there are, and how to not plagiarize by completing in-text and bibliographic citations. It will also give you practice using in-text citations and creating a References Cited page. Without in-text citations and a References Cited page, written work can be considered a type of plagiarism and can be marked as academic dishonesty, which goes against the Student Code of Conduct at UF. This assignment will help you navigate this subject and correctly cite the sources you use for this class.

II. THESIS STATEMENT/RESEARCH QUESTION ASSIGNMENT (5%)

For this assignment, you will write two sentences describing a research question and/or a thesis statement for your Final Website Project.

There are two options for the project:

Option 1: Find a research question that aligns with your interests, of which there is little information available to the public online. If you have a particular topic in mind, try to find out if there is a website that contains supporting research. If there is no such website or information on the subject is lacking or poorly explained, then you are clear to create it yourself! See the examples below.

When you choose a topic, please be sure to pick something interesting to you. For example, someone in pre-med/nursing might be interested in healthcare or pandemics in the past. At the same time, those in civic engineering might be interested in how specific archaeological sites were built or designed.

Option 2: Find a pseudoarchaeological topic and use your website to disseminate archaeological work to help the public understand the topic more clearly. Pseudoarchaeology is generally defined as studies that claim to be based in archaeology but the theory, methods, and conclusions are not solidly grounded in the scientific method.

There are many claims out there that you might be familiar with such as the pyramids of Egypt were built by Aliens, or that Atlantis was a real civilization that had sophisticated technology. Your job here would be to pick one of these claims and refute it through your website. If you picked, "Aliens help built the pyramids.", you would then talk about (using archaeological sources) the different theories archaeologists have about how the pyramids were built.

You can read more about this here from archaeologist Carl Feagans:

https://ahotcupofjoe.net/2018/08/what-is-pseudoarchaeology/?utm_source=www.google.com&utm_medium=organic&utm_campaign=Google&referrer-analytics=1Links to an external site.

Thesis Statement & Website Examples

When you are picking a specific topic, be sure that you can use archaeological or anthropological evidence to answer your research question. By submitting this, the instructor and TAs can give feedback on if your topic fits or if you will need to adjust it.

Include a clear research question. For example, "This website investigates..." or "This website makes an argument..." or "This website reviews..."

Here is an example of two thesis statements, along with academic journal articles used:

Example 1. *This website will investigate the role of women in Roman prehistory by interpreting the texts and artifacts that were left behind. It is often said that women were not*

frequently educated in Rome. However, recent archaeological evidence has shown that specific roles led to a high level of education for women, including proficiency in writing.

McDonald, Katherine

2019 Education and Literacy in Ancient Italy: Evidence from the Dedications to the Goddess Reitia. *Journal of Roman Studies* 109:131–159.

Example 2. *This website will review the types of medical surgeries used to treat patients in prehistory. It will define and describe the practices cross-culturally to observe the advanced ways medicine was practiced in past societies around the world. The website will demonstrate how people in prehistory used sophisticated, advanced techniques that helped limit infection and illness in a past that is often seen as primitive.*

Andrushko, Valerie A., and John W. Verano

2008 Prehistoric Trepanation in the Cuzco Region of Peru: A View into an Ancient Andean Practice. *American Journal of Physical Anthropology*. 137(1): 4–13.

Here are some examples of projects students have created in the past:

Medicine and Health in Ancient Greek Society: <https://sites.google.com/view/medicine-and-health-in-ancient/home>Links to an external site.

Public Relations in Pompeii Homes: <https://sites.google.com/ufl.edu/final-web-project-beck-pompeii/home>Links to an external site.

Cuneiform: <https://sites.google.com/view/zoccolo-ant3141/home>Links to an external site.

Tips for Thesis/Research Question Assignment

- Make sure the topic you pick is researchable!!!!
- This means that you may need to do some initial research to make sure there are scholarly and reputable sources out there for you to answer your research question or support your thesis statement. You will need to have 6 peer reviewed articles for your final project. 4 of which need to use archaeological data.

III. PROJECT PROPOSAL AND OUTLINE (25%)

This assignment is composed of two parts: a proposal and an outline of your project.

For this assignment, you will write a proposal statement that frames your research question by giving it context and background (250-500 words). You will explain your methods (literature review) and will discuss why this topic is important to research and any implications it might have for archaeology and other social, world issues.

Parts to include:

- 1) Your name, course, and section number at the top of the page
- 2) 500 words (one-two large paragraphs) that describes and contextualizes your paper's thesis and goals. You should discuss why you are researching the topic and how you will accomplish your goals.
- 3) A clear research question should be stated in the beginning paragraph of your proposal.
- 4) Finish with a References Cited section with 3-5 peer reviewed sources. Peer reviewed sources are **academic journal articles** that have undergone a review process by other professionals in the field of study who have critiqued the work on its academic integrity and scholarship. Only articles that have been reviewed and determined to be well-rounded research are published. Your paper will need to have at least 6 peer reviewed sources. Any other sources will need to be from reputable sources. If you are unsure what sources are reputable, I would recommend reviewing this website: <https://guides.lib.uw.edu/research/faq/reliable>. Wikipedia is not a reputable source, but you might want to explore Wikipedia pages for inspiration to find reputable sources.

The final assignment will be given in the form of a website in which you display your research. The project should be written like an academic, scholarly paper. To give a guide into how your website will be structured, you must also give an outline of how your website pages will appear. Since this is a research paper using a literature review, you should focus on having at minimum structure described below:

- I. A Landing Page – Title website page. How will this be designed and used to guide your viewers?
- II. About Me – Describing yourself and why you are conducting the research for the website.
- III. Introduction to the website – Similar to an introduction of a article or research paper. Describe the problem, state your thesis, and discuss how the paper will use research to explore this thesis question.
- IV. Background and Methods – Context needed to inform the reader of your topic and the methods used to carry out the research. This should include a review of a specific civilization, artifact, or site. The content depends on your research topic.
- V. Results – Instead of naming this “Results” you can have a few pages with different subtitles that follow whatever subject you have chosen. This can be organized within different points you will make to answer your research question.
- VI. Discussion and Conclusion – Discuss how you have answered your research question using the information in your Results. The conclusion should recap your project, discuss limitations, and list any future directions the project should take.

- VII. Referenced Cited list and Images Cited list – Since this will be based on a scholarly, scientific article, you must be able to properly cite where you are getting your information and pictures from. Each type of information should be cited in your pages (sources will have in-text citations and under each photo used).
- VIII. Glossary- Define key terms here that your audience needs to know to understand your project. Focus on terms that are specialized in archaeology or your topic. These should include citations of where your definitions come from.

Give some thought into what different result section you might be able to come up with to flesh out the theme of your presentation. For this part of the assignment, you will extend this structure to your presentation and will submit a small outline with each section numbered and with two-three sentences describing what you will discuss on each page. Remember that the more information you give here, the more feedback we will be able to give you to help you form your website project. **To complete this assignment, submit both parts as one document (.doc or PDF) to the assignment portal in Canvas. This assignment will be run through TurnItIn to check for plagiarism.**

IV. PEER REVIEW OF PROJECT PROPOSAL (10%)

For this assignment, you will peer review another student's website draft using Feedback Fruits. To complete this, you will need to read through your peer's website draft and then answer questions on Feedback Fruits to help your peer improve their project.

Some tips for peer review:

- Before you even make your first comment, read the document all the way through and review the prompt for the assignment.
- If something is unclear on the peer review sheet, do not ignore the questions but ask the instructor for clarification.
- Point out the strengths as well as the weaknesses of the document. Offer suggestions, not commands.
- Editorial comments should be appropriate and constructive. ***There is no need to be rude. Be respectful and considerate of the writer's feelings. If your feedback is disrespectful, you will receive a failing grade for the assignment.***
- Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as "unclear" or "vague" are too general to be helpful).
- As a reader, raise questions that cross your mind, points that may have not occurred to your peer author.
- Try not to overwhelm your peer with too much commentary. Follow the feedback form and the issues you are supposed to address.
- Be careful not to let your own opinions bias your review (for example, don't suggest that your peer completely rewrite the thesis or proposal just because you don't agree with his/her point of view).
- Reread your comments before passing them on to your peer. Make sure all your comments make sense and are easy to follow.

V. FINAL WEBSITE PROJECT SUBMISSION (50%)

The Final Website Project consists of two assignments.

1) Final Website Project First Draft

The final project submission will be composed of your website link and a website script. You will need to make sure your Google Site is published. The link should have your last name in it and the course number (for example = https://sites.google.com/view/Farace_ANT3141). The second item you need to submit is a .doc or PDF of your website script so that we are able to submit to TurnItIn to check for plagiarism. The best way to do this is to open a document, list your name, course and section numbers, your project title, the word count for the project, then copy and paste all the text from your website project to the document organized with section headings that mirror your website pages. **BE SURE TO LOOK OVER THE RUBRIC BELOW!!!!**

Guidelines for the Final Project:

- The project should amount to 2,500- 3,000 words excluding in-text citations and the References Cited pages.
- You should cite your sources just as you would in an academic paper. This includes in-text citations and a as a reminder, in this course we use the Society for American Archaeology's citation style. A short guide can be found here: https://library.cms.ok.ubc.ca/wp-content/uploads/sites/116/2019/08/SAA_Citation_Style_2018Rev1.pdf
- You should embed photos, videos, graphs, or other media within your project's pages. These should also be cited with the source information in the page as seen below and, in an Images Cited section under your References Cited page. Take inspiration from how you have seen media integrated within other informative websites.
- At a minimum, you should have the following pages in your website: Home (Landing Page), About Me, Introduction, Background, Methods, Results, Discussion and Conclusion, Glossary, References Cited (both for sources and graphics). You are welcome to change the titles of these sections, however the content for each section must stay the same. Different sections can be composed of multiple subsections if needed.

Review the required sections in the Project Proposal and Outline description above.

You are expected to include pictures, videos, and/or 3D content directly embedded into your webpage. Most pages should have at least 2-3 media components that aid in your discussion of the subject. Be creative!

Final Project First Draft Submission:

The project first draft will be due at **11:59 PM on Saturday, April 6th at 11:59 PM**. You will turn in the link for your website and a script of your website’s text. **Your document should consist of a heading (name, course number, title of project), the website link, and the script including a word count.** This script consists of the heading of each page of your website and all the text that appears on it. No late projects will be accepted unless you have an acceptable, documented excuse. Your writing will be evaluated, and feedback will be provided in respect to grammar, punctuation, clarity, coherence, organizations, and regarding archaeological scholarship.

2) Revised Final Website Project

After receiving feedback from your peer and your grader, you will make revisions to your Final Website Project to improve its structure and content. This will be similar to a research paper review. The Revised Final Website Project is due on Wednesday May 1st at 11:59 PM. The submission should consists of a website link and a script mimicking the first draft submission.

Grading and Rubric for Final Project First and Second Drafts:

The Final Website Draft is worth 70% of your Final Website Project grade and the Revised Final Website Draft is worth 30%. For example, if you received a 90% on your first draft and received a 100% on your revised project, your score for the project would be a 93%.

The rubric for both parts of the project can be seen below:

Criteria		Ratings		Points	
Landing Page, Organization, and Directory Your website has a landing page that shows what the website is about. It also has a logical and clear organization to the directory which displays other pages of the website.	5 Excellent	4 Satisfactory	2.5 Needs Improvement	0 Incomplete	5
	The landing page and directory is present and logically organized (ie. about me, intro, background, methods, results, discussion, conclusion, references cited).	The landing page or directory is not logically organized or is missing one or two components.	The landing page or directory is unorganized and is missing several components.	There is not landing page and the directory is very unorganized.	

<p>About Me Page</p> <p>Your website has an about me page which discusses who you are, why you are writing this paper, and what your interests are in the content you are writing about.</p>	<p>5 Excellent</p> <p>Your website has an introduction which discusses the information needed.</p>		<p>4 Needs Improvement</p> <p>Your website has an introduction which discusses the information needed.</p>	<p>0 Incomplete</p> <p>No About Me page is included.</p>	<p>5</p>
<p>Research Content: Thesis/Research Question/Introduction</p> <p>Your website has a clear introduction which states your thesis or research question.</p>	<p>6 Excellent</p> <p>The website has an introduction that leads up to your research question/thesis statement.</p>	<p>5 Satisfactory</p> <p>The website has an introduction, but the research question/thesis is not well explained.</p>	<p>3 Needs Improvement</p> <p>The website has neither an introduction or thesis statement/research question.</p>	<p>0 Incomplete</p> <p>Both are not present in the website introduction.</p>	<p>6</p>
<p>Research Content: Background Information</p> <p>Your website has a background section which provides to the audience contextual information needed to understand the topic. This could be an introduction to a civilization, time period, or practice that is pertinent to your study.</p>	<p>6 Excellent</p> <p>The website provides a well written context for your research question and topic.</p>	<p>5 Satisfactory</p> <p>The website needs more context to understand your website's topic.</p>	<p>3 Needs Improvement</p> <p>This section does not provide the context needed to understand the paper.</p>	<p>0 Incomplete</p> <p>The paper is incomplete and does not include this section.</p>	<p>6</p>
<p>Research Content: Results and Discussion</p> <p>Your website includes pages that display the results of the research conducted for your</p>	<p>6 Excellent</p> <p>Your website shows the results you found in your research, answers your questions or</p>	<p>5 Satisfactory</p> <p>Your website needs more research/support to clearly answer your research</p>	<p>3 Needs Improvement</p> <p>Your website poorly supports or does not answer your research question or</p>	<p>0 Incomplete</p> <p>Your website is incomplete.</p>	<p>6</p>

<p>paper. It also includes a discussion section that answers your research question or discusses how the main idea of your paper has been discussed through the research conducted.</p>	<p>displays the main points of your thesis statement.</p>	<p>question and/or doesn't fully support your thesis statement.</p>	<p>support the points made in your thesis statement.</p>		
<p>In-text Citations</p> <p>Citations are given in-text and in picture captions. They are formatted correctly to SAA style.</p>	<p>6 Excellent</p> <p>Your website includes an appropriate amount of citations that are correctly formatted.</p>	<p>5 Satisfactory</p> <p>Your website is missing appropriate citations and/or there are a few mistakes in their formatting.</p>	<p>3 Needs Improvement</p> <p>Your website is undercited and/or has citations that have many mistakes.</p>	<p>0 Incomplete</p> <p>Your website does not have any in-text citations.</p>	6
<p>Referenced Cited Page and Glossary Page</p> <p>You have a references cited page which includes two sections. One for your text references and one for any images/graphs/charts you use. References are formatted to SAA style. Image references should cite the website, article, etc from which they came from. You also included a Glossary page which defines some of your key terms.</p>	<p>6 Excellent</p> <p>Your website includes both a text and image references cited section that is formatted to SAA Style. It includes a glossary with a couple of important terms for your research.</p>	<p>5 Satisfactory</p> <p>Your website includes both a text and image references cited section with few mistakes or missing references. The glossary is absent.</p>	<p>3 Needs Improvement</p> <p>Your website includes both a text and image references cited section with many mistakes or missing references or it is missing one of the sections.</p>	<p>0 Incomplete</p> <p>Your website does not include either sections.</p>	6

<p>Multimedia Content</p> <p>You are expected to include pictures, videos, and/or 3D content directly embedded into your webpage. Each page should have at least 2-3 media components that aid in your discussion of the subject. Be creative. The project also contains a glossary which defines a few keys words to help your audience understand your topic. The definitions are cited.</p>	<p>5 Excellent</p> <p>There are at least 2-3 uses of multimedia on each page. They are referred to in-text and have captions. There is a glossary that defines a few important terms.</p>	<p>4-3 Satisfactory</p> <p>There are at less than 2-3 uses of multimedia on each page. Not all are referred to in text and not all have captions. There is no glossary.</p>	<p>2-1 Needs Improvement</p> <p>Few uses of multimedia are used on pages. Not all pages have multimedia components. There is no glossary.</p>	<p>0 Incomplete</p> <p>There are no multimedia components or a glossary.</p>	<p>5</p>
<p>Script</p> <p>A script was submitted with your project in order to submit to TurnItIn. The script consists of a all the text used on the website separated by headings that reflect the website page.</p>	<p>5 Excellent</p> <p>A script was provided that matches your website pages and that is composed of sections that reflect your webpage's tabs.</p>	<p>4-3 Satisfactory</p> <p>A script was provided but it did not have all the sections of your website or did not match the content.</p>	<p>2-1 Needs Improvement</p> <p>A script was submitted but it did not have any headings and/or did not match the content.</p>	<p>0 Incomplete</p> <p>No script was submitted.</p>	<p>5</p>
<p>Total:</p>				<p>50</p>	<p></p>

The rubric for the Revised Final Website Project will also include a section that assesses if you incorporated both your peer's and grader's feedback into the revised design and content.

EXTRA CREDIT

Extra credit is offered in the course in the form of PlayPosit interactions that are embedded in the lectures. A question will pop up and if you answer the question correctly then you will earn a satisfactory mark for that lecture. ***You may go back and repeat the questions as many times as possible.*** Up to 1% of extra credit can be earned from these engagements. For example, if you answer all the questions correctly, you will earn 1% added to your final grade, whereas if you answer 50% correct you will receive 0.5%. This may not seem like much, however, many students end up on the edge of a letter grade and this extra credit has the possibility to bump your letter grade into the next category.

SCHEDULE

Items are subject to change by the instructor.

Module	Readings	Assignments	Due Dates
<p><u>Week 1</u> Module 0: Orientation Jan 8-13</p>	<ul style="list-style-type: none"> • Read the syllabus and orientation module pages 	<ul style="list-style-type: none"> • Course Orientation Quiz • Course Introduction Post 	<p>Quiz and post due on Jan 20th</p>
<p><u>Week 2</u> Module 1: Defining the Object Jan 14-20</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapters 1, 2 • Incredible Archaeology, Introduction 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 1 and 2 • Google Map Activity 	<p>Initial Perusall comments due on Jan 17th Rest due on Jan 20th</p>
<p><u>Week 3</u> Module 2: Archaeology and Civilization Jan 21-27</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 3 • Calcagno and Fuentes 2012. What makes us human? • SAA Website: What is Archeology and What Do Archaeologists Do? 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 3 • Interpreting Digital Representations 	<p>Initial Perusall comments due on Jan 24th Rest due on Jan 27th</p>
<p><u>Week 4</u> Module 3: From Hunter-gatherers to Farmers Jan 28-Feb 3</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 4 • Matero on Heritage, Conservation, and Archaeology 	<ul style="list-style-type: none"> • Perusall Readings Comments: Chapter 4 • Advocating for Cultural Heritage Essay 	<p>Initial Perusall comments due on Jan 31st Rest due on Feb 3rd</p>

<p>Week 5 Module 4: Origins of Agriculture Feb 4-10</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 6 • Incredible Archaeology: Gobekli Tepe (pp. 242–243), Catalhoyuk (pp. 244–247), Stonehenge (pp. 110–113), Bhimbetka (pp. 270–271) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 6 • Plagiarism and Citation Assignment 	<p>Initial Perusall comments due on Feb 7th</p> <p>Rest due on Feb 10th</p>
<p>Week 6 Module 5: Agriculture and Society Feb 11-17</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 7 	<ul style="list-style-type: none"> • Unit 1 Quiz • Submit a Thesis Statement 	<p>Quiz and assignment due on Feb 17th. No Perusall assignment this week.</p>
<p>Week 7 Module 6: The Ancient Old World I Feb 18-24</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 8 • Incredible Archaeology: Jericho (pp. 248–249), Ur (pp. 254–255), Giza (pp. 192–195), Deir Al-Medina (pp. 208–209), Persepolis (pp. 260–263), Mohenjo Daro (pp. 264–265) 	<ul style="list-style-type: none"> • Persuall Reading Comments: Chapter 8 • Monumental Power and Religion in Ancient Egypt 	<p>Initial Perusall comments due on Feb 21st</p> <p>Rest due on Feb 24th</p>
<p>Week 8 Module 7: The Ancient Old World II Feb 25-Mar 2</p>	<ul style="list-style-type: none"> • Incredible Archaeology: Vijayanagara (pp. 274–276), Gyeongju (pp. 296–299), Mausoleum of First Emperor (pp. 284–285), Minoan Palace of Knossos (pp. 162–165), Mycenae (pp. 156–159), Athens (pp. 140–143), Pompeii and Herculaneum (pp. 136–139), Rome (pp. 132–135) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Incredible Arch • Roman Unity and Division Discussion 	<p>Initial Perusall and Roman Discussion comments due on Feb 28th</p> <p>Rest due on March 2nd</p>
<p>Week 9 Module 8: SE Asia & Pacific March 3-8 (short due to Spring Break)</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 10 • Incredible Archaeology: Angkor Wat and Angkor Thom (pp. 302–305), Budj Bim (pp. 306–307), Kakadu National Park (pp. 308–311), Easter Island (pp. 312–315) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 10 • Final Project Proposal Due 	<p>Initial Perusall comments due on March 6th</p> <p>Rest due on March 8th</p>

<p>Week 10 Module 9: Africa March 17-23</p>	<ul style="list-style-type: none"> • Monroe (2013) • Incredible Archaeology: Aksum (pp. 220–223), Great Zimbabwe (pp. 228–231), Rock Churches of Lalibela (pp. 224–225), Mapungubwe (pp. 234–235), Game Pass Shelter (pp. 236–237) 	<ul style="list-style-type: none"> • Unit 2 Quiz • Work on Final Website Draft 1 	<p>Unit 2 Quiz due on March 23rd. No Perusall assignment this week.</p>
<p>Week 11 Module 10: North America March 24-30</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 11 • Incredible Archaeology: Head-Smashed In Buffalo Jump (pp. 16–17), Serpent Mound (pp. 32–33), Cahokia (pp. 28–31), Chaco Canyon (pp. 20–21), L'Anse aux Meadows (pp. 18–19) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 11 • Pottery Analysis at a Florida Civic Ceremonial Center 	<p>Initial Perusall comments due on March 27th</p> <p>Rest due on March 30th</p>
<p>Week 12 Module 11: Mesoamerica March 31-April 6</p>	<ul style="list-style-type: none"> • Graeber and Wengrow, Chapter 9 • Incredible Archaeology: Chichen Itza (pp. 56–59), Teotihuacan (pp. 38–41), Monte Alban (pp. 42–43), Tikal (pp. 44–47), Copan (pp. 48–49) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 9 • Turn in Final Website Draft 1 	<p>Initial Perusall comments due on April 3rd</p> <p>Rest due on April 6th</p>
<p>Week 13 Module 12: Andes April 7-13</p>	<ul style="list-style-type: none"> • Contreras (2010) • Bray (2014) • Incredible Archaeology: Moche Huacas of Sol and La Luna (pp. 76–79), Machu Pichu (pp. 66–69), Nasca Lines (pp. 88–89), Tiwanaku (pp. 90–93), Sipan (pp. 86–87) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Bray Article • Peer Review Due 	<p>Initial Perusall comments due on April 10th.</p> <p>Rest due on April 13th</p>
<p>Week 14 Module 13 & 14: Amazon and Archaeological Futures April 14-20</p>	<ul style="list-style-type: none"> • Neves and Heckenberger (2019) • Lost Garden Cities & Xingu Story Map • “Better to Be Hot than Caught” (De Leon) • OPTIONAL: Indigenous Archaeology as Decolonizing Practice (Atalay) 	<ul style="list-style-type: none"> • Unit 3 Quiz • Short Reflection Essay 	<p>Unit Quiz and Reflection due on April 20th. No Perusall assignment this week.</p>

<p><u>Week 15</u> Module 15: Final Week April 21-24</p>	<p>Read supplemental guides to website creation</p>	<ul style="list-style-type: none"> • Preparing Revised Final Website Project 	<p>Due on May 1st</p>
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<p>Final Website Project</p>	<p>Final Website Project Resubmission is due on Wednesday, May 1st at 11:59 PM</p>	<ul style="list-style-type: none"> • Finishing Revised Final Website Project 	<p>Final Website Project due on Wednesday, May 1st at 11:59 PM</p>
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COURSE POLICIES

ACCOMMODATIONS

If you require an accommodation for the course, you should connect with the Disability Resource Center as soon as possible to enroll by visiting <https://disability.ufl.edu/get-started/>. If you feel that you would like to use your accommodations for this course, please view the guidelines here: <https://disability.ufl.edu/students/accommodations/accommodation-letters/>. Accommodations should be submitted to the professor as soon as possible to prevent any delays in your progression in the course. Ideally, these should be sent to the instructor before **the end of the first month of classes**.

CAMPUS RESOURCES

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact Student Affairs, DRC, and/or the Counseling and Wellness Center.

- UF Student Affairs: <https://ufsa.ufl.edu/> or <https://care.dso.ufl.edu/>
- Disability Resource Center (DRC): www.dso.ufl.edu/drc/
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student

Library Resources

The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography and research paper, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

- **There is a Library Guide for archaeology:**
<https://guides.uflib.ufl.edu/anthropology/archaeology>
- Ginessa Mahar (Anthropology Librarian): gjmahar@ufl.edu, office: Library West 500

CHEATING AND/OR PLAGIARISM

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

If you cheat or plagiarize any assignment, you will automatically receive a 0 on the assignment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at www.sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

GATOREVALS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

HARASSMENT AND DISCRIMINATION

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

INTERNET AND COMPUTER REQUIREMENTS

Coursework will require ongoing use of a computer and a broadband connection to the Internet. As well, academic advising and registration, official university correspondence, and other services can all be handled online via a computer. While the university offers limited access to computer software through its virtual computer lab and software licensing office, most students will be expected to purchase or lease a computer. Cost of meeting this requirement should be included in your financial aid considerations.

UF Recommendations for Computer Specifications:

Processor: Current generation Intel Core Series (i3, i5, i7, i9) or AMD Ryzen equivalent

Memory: 8GB of RAM or more

Storage: 256 Gb hard drive or larger

Webcam, microphone, and speakers

WiFi or Network (Ethernet) Adapter Card for Broadband -- 100/1000Mbps

Broadband internet connection

Operating System: Windows 10* or Mac OS X

*Windows 10 Home basic is not recommended.

LATE ASSIGNMENTS/EXTENSIONS

Extensions on assignments will be given if you have a documented illness, health, emergency, or major scheduling conflict. Proof of these events must be provided to the instructor via email or filled out through the Dean of Students office (<https://care.dso.ufl.edu/instructor-notifications/>). These arrangements should be made with either your instructor or TA. The best way to provide communication for late assignments/extensions would be through e-mail or Canvas mail.

All late assignments without a documented excuse will be reduced by 5% for each day late. After 10 days the assignment will be marked as a zero. All of the policies stated above are consistent with the university policies for absences and illnesses. Please review this link for further information: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

TECHNOLOGY SUPPORT

As a reminder, neither the Instructor or TA are experts in IT support. We may be able to mediate some difficulties if they arrive. However, most of these problems will need to be dealt with using UF or Perusall's IT support. Here is the contact information for both resources:

UF Helpdesk

Phone and E-mail

- Available 24 hours a day, 7 days a week
- (352) 392-HELP (4357)
- helpdesk@ufl.edu
- Chat with a specialist via their website: <https://helpdesk.ufl.edu>

Walk-In

- Spring 2023 Hours
- Monday - Friday 8am to 10pm
- Saturday - Sunday 8am to 5pm

Perusall Help

- Use this link to view their help forum: <https://support.perusall.com/hc/en-us/categories/360002173133-Students>
- You can also submit a support request through your account in Perusall or through this link: <https://support.perusall.com/hc/en-us/requests/new>

GENERAL EDUCATION OBJECTIVES

Humanities (H)

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 (N)

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.

This course accomplishes the General Education Objectives through:

- Analyzing key theories and methodologies used in archaeology to study the development ancient human complexity. This includes archaeological methods used to interpret past lifeways and theories pertaining to the rise of agriculture, cities, and specific world area developments.
- Critically evaluating how these theories were constructed in past archaeological paradigms and determine their usefulness and weaknesses when studying the development of complex societies.
- Demonstrating the diversity of different ancient world cultures through in-depth written assignments and discussions that help students re-think what they know of archaeological finds.
- Recalling the effect that ancient civilizations have had on our modern world through the innovations that have not just shaped the past but also shaped our present.
- Comparing the cultural, economic, political, and social systems of the past to the present in order to increase their awareness of how people, different than themselves, understand and operate in an ever-changing world.

GEN ED SPECIFIC STUDENT LEARNING OUTCOMES

Through applying the Humanities (H) and International (N) general education objectives, students that complete ANT 3141 will be able to:

- 1) Identify, describe, and explain the history, methods, and theories used to study the development of ancient cultures around the globe. Specifically, this will apply to commonly studied anthropocentric phenomena such as the lives of hunter-gatherers, the adoption of agriculture, the urban revolution, the origin of inequality, the rise and fall of civilizations, and the history and theories pertaining to specific cultural groups. (SLOs H & N)
- 2) Critically assess how knowledge is constructed within anthropology and what biases have shaped modern anthropological discourse. (SLOs H)
- 3) Analyze and critically assess how cultural, economic, political, and social experiences help form varied perspectives on how different people in the past viewed their world. By understanding this variability in the past, students can compare and identify how similarly, this variation is magnified today in an ever-changing, connected world. (SLOs N)
- 4) Communicate the knowledge gained from the course in a clear and effective manner that can be used by the student to help navigate archaeological discourses in other classes and in their daily lives. (SLOs H & N)

SLO Assessments:

- Unit quizzes assess the students' comprehension of each unit's learning objectives.
- Module Activities and Writing Assignments enhance student comprehension of material by giving applied scenarios. They promote student critical thinking by making students reassess their own understandings of course materials and force students to take a position on specific arguments/topics.
- The Final Website Project has students conduct research on the variability of ancient world cultures. The project offers students the opportunity to create a research question and thesis statement to research a topic of their interest.
- Perusall readings create a space for students to practice communicating their knowledge and reasoning clearly. These forums help students fully understand the course textbook.