Instructor: Dr. Daniel Contreras
daniel.contreras@ufl.edu

Office Hours: T 1:30-3:30, Turlington B346
T 10:40-12:35 MCCB1108
Th 11:45-12:35 RNK0106

The period since the last glacial maximum - roughly the last 20,000 years - is characterized by both
dramatic climate change and diverse human trajectories. This course surveys that diversity and
highlights some key global themes: the origins of domestication and agriculture in various contexts,
alternative pathways to intensification of food production, human responses to climate change, and the
Early Anthropocene. Students will engage with both primary and secondary literature in a seminar
format with an emphasis on critical reading and the evidentiary bases for claims about the human past.

Prerequisites:
Introduction to World Archaeology, a 3000-level archaeology course, or consent of instructor.

Required readings:
- Steven Mithen. 2006. After the Ice: A Global Human History, 20,000–5000 BC. Harvard
  University Press.
- Selection of Mithen’s source material and updates thereto, available on Canvas.

Mithen’s book serves as the foundational text for this course, though one that is to be read critically. In
addition to Mithen, readings include select sources that he draws upon and updates published since the
book was written.

How to read these materials:
1. When you read Mithen, pay attention to the footnotes!
2. The source literature does not need to be read in great detail, but you need to grasp what claims
   the papers make, and the basis on which they make them.
3. Updates should be read with attention to the relevance of their claims to Mithen’s narrative.

Course objectives:
- Familiarity with global prehistory from the LGM through the mid-Holocene.
- Development of critical reading skills with respect to the synthesis of archaeological evidence
  into narrative.
- Consideration of the translation of scientific argumentation and evidence into narrative for a
  broader audience.

Course Format:
One discussion of narrative (Thurs) and one student-led seminar (Tues) per week. Thursday
discussions will review Mithen’s narrative, framing the following Tuesday’s seminar. The goal of Thursday
students are responsible for outlining reading and running discussion for the weeks assigned, based
around a series of questions for which the discussion leader should produce notes:
• Is Mithen’s narrative convincing? What is the evidence upon which it is based, and why is it
  convincing or not?
• What would you change? What do you think is missing? What are any weak points in the
  interpretation, and what important questions do you think go unaddressed?
• What key changes in human lifeways are identified?
• How (if at all) does subsequent research change the picture?
• What else would you like to know, and how would you propose finding it out?

Post-seminar, the discussion leader is responsible for producing a written summary – not polished prose,
but a readable summary of answers to discussion questions that highlights key themes. These will be
shared by the class in a collaborative document.

Course requirements:
- Seminar responsibilities
  - Lead discussion as required and take responsibility for that contribution to the shared
document.
- Final paper
  - Select one section of Mithen’s text (whether you presented on it or not) and write a
    research paper that challenges Mithen’s reading of the existing evidence and/or updates
    his conclusions based on subsequently revealed evidence. This may – optionally –
    include a detailed proposal for further research aimed at resolving what you identify as
    important questions whose answers are insufficiently understood.
  - Alternatively, rewrite one chapter of Mithen or add a new one if you find something to be
    missing entirely, re-interpreting available evidence and incorporating new evidence.
    Your chapter should be as thoroughly referenced as Mithen’s text.
  - Due 10 December.

Evaluation:
Grades will be based on your participation in the seminar, preparation of those seminars that you
organize, contribution to the shared course document, and final paper.
Seminar Participation……..25%
Seminar Organization……..35%
Final Paper………………….40%

UF grading policies may be found here: catalog.ufl.edu/UGRD/academic-regulations/grades-grading-
policies/

Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Theme</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Date</td>
<td>Event</td>
<td>References</td>
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<tr>
<td>20 Aug</td>
<td>Course introduction</td>
<td>Mithen Ch. 1-2</td>
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<td>22 Aug</td>
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<td>27 Aug</td>
<td>post-LGM archaeology / Communicating archaeology</td>
<td>Harding 2017; Melville 2013; Larson et al. 2014; Terrell and Hart 2008; Watkins 2018</td>
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<td>29 Aug</td>
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<td>Mithen Ch. 3-6</td>
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<td>3 Sept</td>
<td>Climate and culture</td>
<td>Ch. 6 source materials: Baruch &amp; Bottema 1991; Sage 1995; Updates: Meadows 2005; Contreras &amp; Makařewicz 2017</td>
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<td>5 Sept</td>
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<td>Mithen Ch. 7-9</td>
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<td>10 Sept</td>
<td>Early sociopolitical inequality</td>
<td>Ch. 8 source materials: Kuijt 1994; Cauvin et al. 2001; Schmidt 2000 Updates: Finlayson et al. 2011; Dietrich et al. 2012</td>
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<td>12 Sept</td>
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<td>Mithen Ch. 10-12</td>
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<td>17 Sept</td>
<td>Chronology and subsistence</td>
<td>Ch. 11 source materials: Conford 2001 Updates: Bayliss et al. 2015; Fairbairn et al. 2002; Bogaard et al. 2009</td>
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<td>19 Sept</td>
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<td>Mithen Ch. 13-17</td>
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<td>24 Sept</td>
<td>Mesolithic</td>
<td>Ch. 15 source materials: Andersen 1985; Andersen 1987 Updates: Conneller et al. 2012; Pickard &amp; Bonsall 2004</td>
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<td>26 Sept</td>
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<td>Mithen Ch. 18-19</td>
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<td>3 Oct</td>
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<td>Mithen Ch. 20-22</td>
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<td>10 Oct</td>
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<td>Mithen Ch. 23-24</td>
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<td>17 Oct</td>
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<td>Mithen Ch. 25-27</td>
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<td>24 Oct</td>
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<td>Mithen Ch. 28-29</td>
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<td>31 Oct</td>
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<td>Mithen Ch. 30-32</td>
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<td>7 Nov</td>
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<td>Mithen Ch. 33-37</td>
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<td>12 Nov</td>
<td>Demography - dates as data</td>
<td>Ch.15 source materials: Veth 1995; Edwards &amp; O’Connell 1995</td>
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**Readings**

**Week 1**


**Week 2**

Week 4


Week 5


Week 6


Week 7


Week 8


Week 9


Week 10


Week 11


Week 12

Week 13
Hiscock, P. & V. Attenbrow. 2016. Comment: Dates and demography? The need for caution in using radiocarbon dates as a robust proxy for prehistoric population change Archaeology in Oceania 0: 1–3.
Williams, A.N. & S. Ulm. 2016. Radiometric dates are a robust proxy for long-term demographic change: A comment on Attenbrow and Hiscock 2015 Archaeology in Oceania 0: 1–3.

Week 14

Week 15

Week 16
Wendorf, F., A.E. Close, & R. Schild. 1985. Prehistoric Settlements in the Nubian Desert: A region that is now virtually uninhabitable contains a record of human adaptation to arid environments that may be 500,000 years long American Scientist 73: 132–141.

Attendance Policy, Class Expectations, and Make-Up Policy
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-4565, https://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.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.blueservers.com/ufi/. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

University Honesty Policy
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 (https://www.dso.ufl.edu/accr/process/students-conduct/honor-code/) 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.”
## Campus Resources:

### 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.

**Counseling and Wellness Center:** [http://www.counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc) and 392-1575, and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**
Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [http://www.police.ufl.edu/](http://www.police.ufl.edu/).

### Academic Resources

**E-learning technical support:** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://bsl.ufl.edu/help.shtml](https://bsl.ufl.edu/help.shtml)

**Career Resource Center** at Reitz Union, 392-1601. Career assistance and counseling. [https://www.crc.ufl.edu/](https://www.crc.ufl.edu/)

**Library Support** at [http://cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask). Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center** at Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [https://teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/)

**Writing Studio** at 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/)