

# INTRODUCTION TO WORLD ARCHAEOLOGY



ANT 2140  
Spring 2018



<b>Instructor:</b> Ginessa J. Mahar	<b>Email:</b> gjmahar@ufl.edu
<b>Lecture Times:</b> Tuesdays: 1:55pm – 2:45pm (Period 7) Thursdays: 1:55pm – 3:50pm (Period 7,8)	<b>Lecture Location:</b> Fine Arts Building B Room 105
<b>Office Hours:</b> Tuesdays: 11:30am-1:30pm Thursdays: 12:30-1:30pm	<b>Office Location:</b> Turlington Basement B355

<b>Teaching Assistant:</b> Brittany A. Mistretta	<b>Email:</b> scorpionette26@ufl.edu
<b>Laboratory Sections:</b> 2A80: Tuesday 3:00-3:50pm (Period 8) 2A88: Wednesday 10:40-11:30am (Period 4) 2A92: Wednesday 11:45am-12:35pm (Period 5)	<b>Laboratory Location:</b> Archaeology Teaching Lab Turlington Basement (TUR) B357
<b>Office Hours:</b> Wednesdays: 1:00-2:00pm Thursdays: 9:30-11:30am	<b>Office Location:</b> Turlington Basement B355

## COURSE DESCRIPTION:

Ancient tombs, towering pyramids, mysterious stone circles, hidden temples, royal palaces, and puzzling artifacts – these are some of the surviving traces of humans who once lived on earth. Today many TV shows, movies, books, news stories, blogs, and video games inspire our imaginations about past societies and civilizations. Why are we so intrigued by these remnants of ancient times? How can we learn about the peoples who once made them? Why are these surviving traces still important to us?

Archaeologists recover and analyze these fragmented remains to document the past experiences of humankind going back to its beginning millions of years ago, and to explore the diversity of human existences across the globe. Archaeological findings allow us to connect our present situation to the past, extending deep in time—the lessons of our ancient ancestors are relevant to our present and our future.

This course allows you to venture into the world of the archaeologist—what questions do they ask about the past and how they do go about answering them. We investigate major cultural and technological developments that rocked the globe: tool use, agriculture, monumental architecture, writing systems, religion, warfare, and urbanization. We will explore some of the most fascinating archaeological sites and ancient personalities from around the world: Machu Picchu, Petra, Stonehenge, King Tut and the Pyramids of Egypt, Qin Shi Huangdi and his Terra Cotta Army, and many more!

## **STUDENT LEARNING OUTCOMES:**

By taking this course students will be able to:

- Recognize the variety of archaeological phenomena and the analytical methods and techniques used to glean information from them about the lifeways and histories of past peoples.
- Identify the major shifts in culture and technology in our human past that have influenced who we are and how we live today, our commonalities and our differences.
- Effectively utilize relevant archaeological terminology in their own research on archaeological discoveries.
- Evaluate how archaeological approaches to studying the human past are important to understanding the present and future in a diverse global context.
- Express openness to other cultural views and opinions.

## **ENDURING KNOWLEDGE STATEMENTS:**

The following statements will guide the learning process throughout this course. They are the “big take-aways,” something to remember long after you may have forgotten the small details. These statements have been incorporated into all the learning modules.

- The “past” is produced in the present; research and interpretation are subject to changes in philosophy, theory, technology, knowledge and culture of our times.
- Archaeology furthers our understanding of people’s lives by investigating their interactions with their material worlds, in the past and the present.
- The “archaeological record” is always in continuous formation as people continue to interact with the world around them. It may be interpreted in various ways.
- Our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing.
- Archaeological investigation and dissemination of knowledge is relevant to contemporary issues, including indigenous rights, collective identities, heritage preservation, conservation biology, agricultural development, responses to climate change, 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.
- There are no “stupid” questions! Questions in class and/or lab can lead to 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.
- Submit your assignments in on time. Start them early! Waiting until the last minute results in stress over the assignment as well as lower quality work.
- Actively participate in laboratory activities and lectures. As with asking questions this will foster an increase in learning for both you and your peers.

## **E-LEARNING (CANVAS):**

This course is managed using the university’s e-learning management system ([elearning.ulf.edu](http://elearning.ulf.edu)), better known as Canvas. All information regarding assignments and readings (other than the textbook chapters)

are available on Canvas, if you encounter any issues related to Canvas, contact the UF Helpdesk by email ([helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)) or by phone (352) 392-4357.

### **REQUIRED TEXTBOOK:**

*The Human Past: World Prehistory and the Development of Human Societies* (2013), 3<sup>rd</sup> edition. Edited by Chris Scarre. This textbook is available for purchase (buy it used) and it is also on reserve at George A. Smathers Library West.

Additional readings (.PDF format and internet articles) will be posted on the course Canvas page weekly under Modules.

### **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 class attendance and lab assignments make 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 assignments. Be sure to complete all reading assignments prior to class; class attendance/participation grade will be based on short quizzes from the readings. Readings are assigned from the textbook and also from additional readings available on Canvas. Websites are also offered for particular modules and should be reviewed prior to class. Additionally, there will be three short news report assignments, two e-projects, two mid-term exams (40 multiple choice questions each, held during lecture time), and a third (noncumulative) exam held during the specified final exam schedule time. All exams will be taken on-line via Canvas.

Weekly laboratory sessions are designed to provide students with hands-on experience in analyzing archaeological materials. Laboratory sessions also provide a forum for class discussions that build upon and clarify concepts introduced during lecture sessions. Each week there is an assignment due during lab; they cannot be submitted outside of the assigned laboratory section unless otherwise discussed with the TA who is your laboratory instructor.

### **ARCHAEOLOGY IN THE NEWS:**

As a way to reinforce the idea that the past is produced in the present, and to keep everyone 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 time in lecture bringing up news articles and discussing how archaeology is being presented to the general public (good, bad, and ugly, maybe even over-sensationalized?). This exercise will help to clarify how the past is being produced in the present and what the field of archaeology contributes to our lives.

Second, you will have writing assignments based on this same idea. The writing assignments will consist of three short papers (1 page each) that evaluate articles (newspaper, popular magazines, etc.) on archaeology in the popular media. The articles chosen must have been published within 30 days of the due date for the assignment, and you must provide a link (URL) to the article. Further information on Canvas 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 and, it can act as a reminder for you to complete assignment on time, or maybe even early!*

### **E-Projects**

Archaeology contributes significantly to humanity's understanding of the effects of short-term events and long-term processes across large areas of the globe. To do this, archaeologists must have a keen sense of

time and space. To give you a better understanding of the vast dimensions of time and space that archaeology covers, you will have two e-projects based on these concepts. These projects are suitable for placing in your e-portfolio, your personal collection of products from all the classes you take that demonstrate what you have learned and accomplished while studying at UF.

*E-Mapping Project:* This semester we will be traveling the entire globe in our investigation of some of the most astounding archaeological sites. However, understanding space is much more than knowing where things are located. To provide you with a better understanding of the sites we will explore this semester and the environments and settings they inhabit, you will create an E-map using Google Earth software (free download available in Canvas). No prior knowledge of this software is necessary, as you will be introduced to it in Lab 2. Each week you will add to your map the locations of sites or regions introduced in class lectures and reading assignments. Your E-map will be submitted via Canvas for evaluation three times during the semester, each submission is worth 5 points. All three submissions count for 15 points, 5% of your final grade. See the syllabus schedule and Canvas for further details.

*E-Timeline Project:* To give you a better sense of the time depth of human existence and the relative placements of past events, you will produce an e-timeline. Each week you will locate events, periods, and processes discussed in in class lectures and reading assignments in a digital timeline (free download available in Canvas). No prior knowledge of this software is necessary, as you will be introduced to it in Lab 3. Like the E-Map, your e-timeline will be due three times during the semester for a total of 5% of your final grade, each submission is worth 5 points (15 points total). Further details and the grading rubric can be found on Canvas.

### **GRADE COMPONENTS:**

Grades are assigned on the basis of attendance and participation in lab and lecture, three news report assignments, two e-projects, and three exams for a total of 300 possible points. A minimum grade of C (219-238 points) is required for the anthropology major/minor requirement.

<u>Assessment</u>	<u>Point Value</u>	<u>Percentage of Final Grade</u>
Class Attendance/Participation	30 total points	10%
Lab Attendance/Assignments	45 total points	15%
New Reports (3 submissions)	5 points each/15 points total	5%
E-Map (3 submissions)	5 points each/15 points total	5%
E-Timeline (3 submission)	5 points each/15 points total	5%
Exams (3 exams)	60 points each/180 points total	60%

Letter grades are assigned according to the following grading scale, based on a total of 300 points:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	279-300	270-278	261-269	249-260	240-248	231-239	219-238	210-218	201-209	189-200	180-188	179 or less
%	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59-0
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0

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. See the Canvas modules for the most up-to-date information.*

WEEK	DAY	TOPIC	READINGS
1	1/9	Introduction to World Archaeology <i>What is archaeology? What to expect in this class.</i>	Textbook (T): Preface See Canvas
	Lab 1: Getting a Feel for the Past – Material Culture Analysis		
	1/11	History of Archaeology <i>From amateur collections to scientific discipline: Ancient Egypt, Rome, and the Scientific Revolution</i>	T: Chapter 1 See Canvas
2	1/16	Archaeology Today: So Much More than Ancient Artifacts <i>Objects, Materiality, Places, Environments, Identities...Oh My!: Australian Outback, Native America, UNESCO, Climate Change</i>	See Canvas
	Lab 2: Understanding Space - Digital Mapping in Archaeology (Intro E-Map Project)		
	1/18	Archaeological Places and Spaces <i>Places and Spaces: From Small to Big and Back Again: The Stonehenge Landscape, the Great Wall of China, the Roman Empire</i>	See Canvas
3	1/23	What Makes Up the Material Record? <i>Enduring and Non-Enduring Objects &amp; Materials: Ancient Pyramids of Giza, Petra, Bog Burials, Incan Mummies, Windover, FL</i>	See Canvas
	Lab 3: Understanding Time – Chronology Building in Archaeology (Intro E-Timeline Project)		
	1/25	Time in Archaeology <i>Processes, Palimpsests, Analogy, and Further Complications: Pompeii, Gobekli Tepe, Ziggurat at Ur</i> <b>NEWS REPORT #1 DUE</b>	See Canvas
4	1/30	Archaeological Context & Interpretation <i>Connecting the Dots: Reconstructing the Past – Çatalhöyük, Cahokia</i>	See Canvas
	Lab 4: How are Archaeological Sites Formed?/1 <sup>st</sup> E-Timeline and E-Map Due		

	2/1	What Makes Us Human? Unpacking Our Evolutionary Ancestry/ <b>Exam Review</b> <i>Laetoli &amp; Lucy, Olduvai Gorge, Lake Turkana</i>	T: Chapters 2 & 3 See Canvas
5	2/6	<b>EXAM #1 via Canvas during class time</b>	Review Sheet on Canvas
	Lab 5: Categorizing Material Culture - The Garbage Lab		
	2/8	The Beginnings of Modern Humans <i>Herto (Ethiopia), Klasies River Mouth, comparison - Kebara Cave (Neanderthals)</i>	T: Chapter 4 See Canvas
6	2/13	People on the Move: The First Human Diasporas <i>Out of Africa and Colonizing the World: Pathways, Migrations, and Dispersals – Skhul &amp; Qafzeh (Levant), Lascaux (France), Tianyuan Cave (China), Meadowcroft &amp; Broken Mammoth Cave (N. America), Monte Verde (S. America), Lake Mungo (Australia)</i>	See Canvas
	Lab 6: Documenting and Reconstructing the Past – The Lego Lab		
	2/15	Early Communities <i>The Advantages of Human Collaboration and the Disadvantages of Settling Down</i> <i>Ancient Natufians, Early Communities in Mesoamerica, Non-agricultural settled communities – Peru, Japan</i>	T: Chapter 6 See Canvas
7	2/20	The “Neolithic Revolution” <i>Transforming Relationships between People, Plants, and Animals: Jericho &amp; Abu Hureyra (Fertile Crescent), Cattle Herding in Africa, Rice Agriculture in pre-imperial China</i>	T: Chapter 5 See Canvas
	Lab 7: People and Animal Relationships – Zooarchaeology		
	2/22	Changing Landscapes <i>Water Worlds, Soil Creation, &amp; High Altitude Life – Angkor Wat, Amazonian Black Earth, Machu Picchu</i>	T: Chapter 9 See Canvas
8	2/27	Responses to Environmental Challenges <i>From Watery Barriers to Climatic Changes: Easter Island, Mayan Highs and Lows, Adapting to the Arctic, Surviving the Sahara</i>	T: Chapter 8 See Canvas
	Lab 8: Reductive and Composite Technologies – Lithics		
	3/1	Technological Innovations <i>Game Changers: Stone Tools, Pottery, Metallurgy</i>	T: Chapter 10 See Canvas

		<i>African Iron Working, Great Zimbabwe, Bronze &amp; Iron Age China, Jomon Pottery</i> <b>NEWS REPORT #2 DUE</b>	
9	3/6- 3/8	<b>No Class or Lab: Spring Break</b>	
10	3/13	Monumentality <i>Nature of Things: The Stonehenge Landscape</i>	T: Chapter 11 See Canvas
	Lab 9: Plant and Human Relationships/2 <sup>nd</sup> Timeline and Digital Map Due in Lab		
	3/15	Enduring Monuments/ <b>Exam Review</b> <i>Tomb of Qin Shi Huangdi, Nazca Lines, Cuzco, Sipan</i>	T: Chapter 17 See Canvas
11	3/20	<b>EXAM #2 via Canvas during class time</b>	Review Sheet on Canvas
	Lab 10: People and Place Relationships – Monuments and Monumentality		
	3/22	The Rise of Civilization <i>What is civilization? Ancient Uruk, Ur, Egypt, Mohenjo-Daro</i>	T: Chapter 12 See Canvas
12	3/27	The Role of Ancient Writing and Symbols <i>The Power of Communication: Mesopotamian, Chinese, Egyptian, Mayan, and Incan systems</i>	T: Chapter 13 See Canvas
	Lab 11: Additive and Storage Technologies – Ceramics		
	3/29	The Development of Urbanization <i>Why live in cities? Çatalhöyük, Mohenjo-Daro, Great Zimbabwe, Rome</i>	T: Chapter 14 See Canvas
13	4/3	Warfare and Conquest <i>Expansion, Borders, and Destruction: Chichen Itza, Tenochtitlan, The Great Wall of China</i>	T: Chapter 16 See Canvas
	Lab 12: People and Object Relationships – Museum Lab		
	4/5	Religion and the State <i>Not Always a Separation: Divine Kings of Egypt, God-Kings of Angkor, Moche Warrior Priests, Maya</i>	T: Chapter 15 See Canvas
14	4/10	Cultural Encounters <i>The Roman Empire</i>	See Canvas

	Lab 13: Ethics in Archaeology: The Ethics Bowl	
	4/12	Culture Clash <i>The Impact of Cultural Encounters: European Colonialism in the Americas</i> <b>NEWS REPORT #3 DUE</b>
		T: Chapter 18 See Canvas
15	4/17	Heritage Preservation and Conflicts <i>Ethics, Stewardship, and Archaeology and the Public: Dakota Access Pipeline, Florida Public Archaeology Network</i>
		See Canvas
	Lab 14: Virtual Archaeology/3 <sup>rd</sup> <b>Timeline and Digital Map Due in Lab</b>	
	4/19	Indigenous Archaeology
		See Canvas
16	4/24	Archaeology Today & The Future
		See Canvas
	Lab 15: <b>Exam Review (Review Sheet on Canvas)</b>	
	4/26	No class: Reading Days
17	5/2	<b>EXAM 3 12:30-2:30pm</b>

### COURSE COMMUNICATIONS:

Direct email and the Inbox tool in Canvas are the most efficient options for contacting the instructor and teaching assistant for this course. Per UF policy you should only contact the instructor and assistants using your Gatorlink email. General considerations for email contact: Always be polite and *professional* (i.e., identify subject matter and course in subject line of the email, 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 AND MAKE UP POLICY:

In addition to attending weekly lectures and labs, you are expected to review all material posted on the course e-learning site (i.e., websites, articles, videos, etc.), as scheduled, and to read your textbook in the order posted. Lecture attendance, taken daily, will be in the form of short quizzes based on the materials for that particular class. Each class missed, without a verified excuse, will result in loss of points (1.2 per class). If you miss a class, it is your responsibility to obtain the lecture notes from a classmate. One unexcused absence will be dropped from your final attendance score. Lab attendance will be taken each session and will be in the form of laboratory assignments, due during your assigned lab section. Missed labs must be made-up within one-week of the scheduled lab and can only be made-up with an official excuse. You are also expected to complete all individual assignments and exams, as scheduled above, on time. Late assignments will be docked 10% within the first 24 hours, and 25% for each additional day. Make-up exams are only offered with an official excuse and must be made up within one week of the scheduled exam. Deadlines for all assignments and exams are posted well in advance; see the schedule above or the Calendar feature in Canvas.

Students unable to attend class or complete assignments due to **documented, excused absences** or extenuating circumstances must contact the course instructor no less than **48 hours before a planned absence** (e.g., university event, religious holiday) and no more than **48 hours after an unplanned absence** (e.g., illness). Make-up opportunities will be offered for absences for which documentation is provided. You must have your absence verified with the Dean of Students Office (<https://care.dso.ufl.edu/instructor-notifications/>). All approved make up work must be submitted prior to the exam that immediately follows the missed assignment.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **COURSE TECHNOLOGY:**

Personal computers (laptops, desktops, touchpads, smartphones, etc.) will be of great assistance to you in this course. Frequently you will be asked to use the internet to research topics in both lecture and lab, so please come prepared to use these devices.

In addition to course activities and laboratory assignments, you will also require the use of a personal computer to complete the exams in this course. If you do not have a reliable personal computer, you may wish to take your exams at one of the computer labs or libraries on campus. Be sure that you have a reliable internet connection prior to exam time. A wired connection is always the most reliable and on-campus facilities provide higher bandwidth than most homes or internet cafes. Our class room will be available during exam times, you are both welcome and encouraged to complete your exam in class.

In the event of a technical issue during an exam or during an assignment submission, please contact the UF Help Desk, not your instructor. The Help Desk will generate a work ticket for your issue. Please send this ticket number to your instructor so that they can begin working towards a solution to your issue.

- Contact for UF Helpdesk: email ([helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)); phone (352) 392-4357; [helpdesk.ufl.edu](http://helpdesk.ufl.edu)

### **CLASSROOM DECORUM:**

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. Disrespectful and disruptive behaviors will not be tolerated. These behaviors include disruptive discussions among classmates, 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.*** 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.

### **STUDENT ACCOMMODATIONS AND ASSISTANCE:**

Students requesting classroom accommodations must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). Once registered, please forward your accommodation letter to your instructor. A face to face meeting may be required to discuss your accommodations. Please do this no later than one week after the first day of class.

U Matter, We Care serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call (352) 392-1575 to reach a crisis counselor.

- UF Counseling and Wellness Center: 3190 Radio Road, (352) 392-1575

- Student Health Care Center, (352) 392-1171
- Center for Sexual Assault/Abuse Recovery and Education (CARE) (352) 392-1161
- University Police Department (352) 392-1111 (non-emergency), call 911 for emergencies

### **ACADEMIC HONESTY:**

Plagiarism and cheating in any form are subject to university policy as outlined by the Dean of Students (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). 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/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. **DO NOT CHEAT** – the penalties are too severe. If you have any questions or concerns, please consult with your instructor or TA for this course.

### **COURSE EVALUATION:**

Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online and can be found at <https://evaluations.ufl.edu> or through the GatorRater app in the course Canvas page. Evaluations are open during the last two or three weeks of the semester. You will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.