

# Introduction to World Archaeology

ANT 2140

Summer B 2020

Credit Hours: 3



## COURSE INSTRUCTORS

**Primary Instructor:** Aaron Ellrich

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**Online Contact Hours:**

Monday and Wednesday 11:30 to 1:00pm

**TA Instructor:** Randee Fladeboe

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**Online Contact Hours:** TBA

**TA Instructor:** Jordi Rivera Prince

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**Online Contact Hours:** TBA

Virtual office hours can be held online, by scheduled appointment, via, [Zoom Conferences](#).

## COURSE DESCRIPTION

*The global study of human culture from its origins to the present through the recovery, description and analysis of archaeological remains.*

This course explores the totality of human experience on earth, as known through archaeology, from the beginnings of humankind into the present. Course content is not organized chronologically or regionally, but thematically, focusing on *how humans have made themselves and their worlds* in the past and continue to do so today. It is an archaeological contribution to the anthropological question, "*What makes us human?*" An anthropological archaeology can inform us of where we come from, how we got to where we are today, and where we might be going in the future.

Case studies from around the world and all time periods are drawn upon to illuminate the diversity of past human experiences and explain the archaeological methods and techniques used to gain that knowledge. Through global comparison these case studies shed light on the diversity of world areas and commonalities in the human past. Archaeological investigation and dissemination of knowledge is also relevant to contemporary issues on a global scale, including indigenous rights, collective

identities, heritage preservation, conservation biology, agricultural development, built environments, responses to climate change, and sustainability.

Following introductory lectures on the history of archaeology and archaeological methods, the first part of the course explores the early human dispersal out of Africa to populate the globe, key characteristics of pre-industrial technologies, the diversity of livelihoods and subsistence practices, and how humans have created physical worlds to live in. Major changes in technology and society through time are examined. The second part considers topics in contemporary archaeology with case studies from around the world: how people create meaningful worlds, how they have faced environmental challenges, how people make themselves and their societies, and how people have moved themselves through migration, and also moved things. The final topic is archaeology of the present and for the future. These topics are coordinated with discipline-wide "Grand Challenges for Archaeology," introduced in Module 1.

Special emphasis is given to UNESCO World Cultural Heritage (WCH) sites, and more generally issues relating to the role of archaeology in maintaining cultural heritage. WCH sites are highlighted in the lectures, each identified with a blue logo, and a course project is devoted to researching one of these sites of your choice.

## **Learning Objectives**

Upon completion of this course, you will be able to:

- Recognize basic archaeological concepts, methods, and techniques used to interpret the lifeways and histories of past peoples.
- Apply those concepts, methods, and techniques to the analysis of archaeological remains.
- Identify major changes in culture and technology in human history and explain their material and historical impacts on a global scale, especially those that have resulted in cross-cultural commonalities and differences.
- Justify that "the past" is produced in the present and is subject to change as knowledge, methods, and attitudes change.
- Discriminate more plausible interpretations and explanations of past phenomena that contribute to accumulated knowledge using evidence-based procedures, and correspondingly recognize interpretations that are less plausible.
- Appreciate how cultural heritage is an important resource and source of identity among virtually all peoples at the national, subnational, ethnic, and local levels and thus the ethical considerations of preserving tangible and intangible heritage.
- Recognize the diversity of experiences, formations, and impacts of human societies since the beginning of humankind on a global scale.
- Understand that our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing.
- Evaluate how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context.

## **International Scholars Program**

This course is eligible for the International Scholars certificate program, which has its own Student Learning Objectives. Upon completion of this course, you will be able to:

- Consistently recognize and effectively utilize important and relevant terminology regarding intercultural and global issues in the appropriate environmental context (terminology).

- Effectively and consistently make logical and informed judgements when encountering diverse intercultural and global situations (judgment, critical thinking).
- Effectively and consistently express and foster openness to other cultural views, differences, and opinions (communication, acceptance of others)

### **Career Preparation**

This course prepares you for certain career skills. You should include these in your résumé when job-seeking: critical thinking, problem-solving, communication, collaboration, digital fluency, and cross-cultural appreciation.

## **CLASS MATERIALS AND REQUIREMENTS**

### **Syllabus Requirement**

Since a thorough understanding of the course requirements is critical for successful completion of the class, there will be an *ungraded Course Overview Quiz* during the first few days after the course opens that confirms your understanding of the syllabus, course requirements, and required tools and technologies. You may take the quiz as many times as needed, but you *must answer every question correctly* to pass it and thereby open the first modules containing readings and assignments. Take this quiz as soon as possible.

### **Workload, Expectations, and Deadlines**

Although students in the on-campus sections are in class four 50-minute periods a week and may have different reading, video, lab, and written assignments, online students cover equivalent material and are expected to devote the *same amount of time* to the course. Pay very close attention to the deadlines for all assignments, including quizzes, because the Canvas portals will close at the listed deadlines and *you will not be able to submit anything late*.

### **Response/Feedback Policy**

If you have questions that are not answered in the syllabus or the course's [General Help Forum](#), or about your own performance in the class, you should contact the instructors. Responses are usually provided within 48 hours. Questions that are answered on the syllabus or discussion board will not be answered again – you will be directed to those resources.

For graded assignments, expect a grade with feedback within 72 hours after a lab or discussion assignment is due. The E-Map, E-Timeline and UNESCO project, all due at the end of the semester, will take longer to read, provide individual feedback, and assign a grade.

### **Should You Take an Online Course**

If you are not well disciplined or don't have good time management skills, you may quickly fall behind in this course and be unable to catch up. This course is not self-paced. Quizzes and assignments are due at set times, and late assignments are not accepted. **If you are unwilling to consistently schedule a certain number of hours each week to watch the lectures twice, do the readings, watch the videos, take notes, study your notes for the quiz, take the quiz on a Monday, and fulfill the assignments, you should not be in this class.**

Students outside the UFO program have the option of taking the residential course on campus, with the added advantage of face-to-face discussions and feedback, and weekly lab periods where you can handle and analyze archaeological materials.

## Tips for Success

- Regularly schedule weekly "class times" for this course as if it were in a traditional classroom.
- Read the helpful information provided on Canvas.
- Print the Course Schedule located in the Course Syllabus and check things off as you go.
- Use the course's [General Help Forum](#).
- Ask instructors for help or clarification of the material right away. Don't wait till it's too late.
- Do your work well before the due dates. If your computer goes down when you are trying to submit an assignment, you will need time to get to another machine. Computer problems are not acceptable excuses for a late or incomplete assignment.
- Read all the assignment instructions carefully!
- Back up all your work to an external drive or the cloud.

## COURSE CONTENT

Content consists of three components – lectures, readings, and videos – and is delivered 100% online on Canvas. It is organized by modules.

### Delivery of lectures as PowerPoint videos

You are expected to watch each lecture video at least twice. The recommendation is to watch the lectures first, before the other content, to get the gist of the ideas and information presented. Then do the readings and watch the other videos. Listen to the lecture again, now pausing to take notes and look at the figure captions, just as if you were reading a book. You will be able to watch the lectures as many times as you want, pausing, going back, or going forward. You are responsible for the content – the major ideas or findings – from each of the lectures.

### Readings

Readings are drawn first from the textbook – *Archaeology: An Introduction*, by Kevin Greene and Tom Moore, 5th edition. You may purchase or rent it in paperback or e-book format. You are required to read most, but not all, of the book. Assignments in each module are made by chapter or by numbered units within each chapter. Pay careful attention to the reading assignment. Note that the book's authors are British, not American, giving you opportunities to contrast British and American terminology and practices.

Other readings come from journal articles (some online), book chapters presented as pdfs on Canvas, essays written specifically for this course, and webpages. You are responsible for the content – the major ideas or findings – from each of these types of required readings.

### Other Videos

Videos on YouTube or other platforms are also assigned content. They take the place of readings in some cases or provide supplementary information on archaeological sites or methods to further illustrate lectures. Some are interviews with international archaeologists, or Ted talks by international scholars. You are responsible for the major ideas or findings from each required video.

### Quizzes

Each module includes a graded quiz consisting of multiple-choice questions that covers the content in the lectures, assigned readings, discussion assignments, and assigned videos (but not the labs). Module 1 has less content than the other modules, so the first quiz has only 10 questions @ 1 point each. Each of the remaining 13 module quizzes will have 20 questions worth 1 point each. Quizzes focus on the major ideas, methods, important terminology, and findings, not isolated facts.

Questions are drawn randomly for each student from a large quiz bank. Use the module student learning objectives as a study guide.

- **Taking the quiz:** You will have a 24-hour window to take the quizzes. Most quizzes will open at 12:01 am and close the same day at 11:59 pm. You have 20 minutes to complete the Module 1 quiz from the time you open it, and 30 minutes for all other quizzes. This is time-and-a-half for all students. You are allowed only one attempt to complete a quiz. You may not access outside help of any kind to answer the quiz, including sharing questions or answers; it should reflect your mastery of module content. Correct answers are not shown until after the quiz closes.

## Written Assignments

There are three kinds of written assignments: 1) labs; 2) discussion boards; and 3) the UNESCO World Cultural Heritage Project. All are to be uploaded to Canvas by 11:59 pm on the specified due date (see schedule below). No late assignments are accepted, except for University-approved excused absences.

- **Format:** If an essay is called for, write it in MS Word (.doc or docx or .pdf) or convert it to MS Word before uploading it to Canvas. Do *not* write it directly in Canvas. Text can be single- or double-spaced, with 1-inch margins in 12-pt font. Put your name in the top right corner and provide a title.
- **Rubric:** Assignments have attached rubrics which you should consult *before submission* to make sure you have met all the criteria. Spelling and grammar count as part of your grade. Proofread carefully and run the spell check tool in your word processing program. Assignments are submitted through Turnitin and will be checked for plagiarism. All students are held to the UF Honor Code (see below).
- **Lab Assignments** require an analysis of some data, for which you will answer questions and then upload your responses. Labs are part of your training in fundamental concepts and methods.
- **E-Map:** The second lab assignment is to create a digital map of the globe, using Google Earth Pro, on which you will locate archaeological sites or regions presented in each module. Although you will turn in your initial map for the second lab assignment, you are to continue adding sites to the same map throughout the semester and submit it as the final map at the end. It provides a spatial and geographical orientation of important world archaeological sites, and can help you in studying for quizzes.
- **E-Timeline:** The third lab assignment is to create a digital timeline on which you will locate important events or time periods. Although you will turn in the timeline for your lab assignment, you will continue to add events and periods throughout the semester and submit the final timeline at the end. The timeline will provide a single chronological overview of world archaeology.
- **Discussion Boards** are usually in two parts. The first involves an original response/report on an assigned topic that you researched or reflected on. The second part asks for your replies to two other student response posts in your discussion group. Discussion Board original responses and replies will close on 11:59 pm they day they are due. NOTE: you cannot respond to another student's post until you upload your original post, so it is in your own interest to upload your posts ASAP.

- **World Cultural Heritage Project:** This is a separate semester-long project for which you will select and research a UNESCO World Cultural Heritage Archaeological Project and report on it in two parts: mid-semester and at the end of the semester. The report takes the form of a PowerPoint presentation. Specific information is provided as to how to carry out the project. Students in the International Certificate Program must choose an international (not US) world cultural heritage archaeological site. NOTE: The three digital projects will become part of your **student e-portfolio**.

## GRADING POLICIES

Important: A minimum grade of C (347-381 points or a GPA of 2.0) is required for general education credit; C- does **not** fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart.

Information about UF's current grading policies may be found at the [UF Grades and Grading Policies website](#).

## Point Values for Grade Components

There are graded assignments due for every module. A few in the beginning of the semester are ungraded. Please keep up with the modules' graded assignments as two major assignments and one project are due at or near the end of the semester!

Every graded activity in this course earns points. Only the grade components listed above are used to determine your grade. Letter grades are based on a total of **500 points**; see grading scale below.

Assessment	Points Each	Total Points
"Get to Know Your Classmates" Discussion	5	5
Module 1 Quiz	10	10
Modules 2-14 Quizzes (13)	20	260
Lab Assignments (6)	10	60
Discussions (6)	10	60
"Pick a World Heritage Site" Discussion	5	5
Assignment: E-Map Submission	25	25
Assignment: E-Timeline Submission	25	25
Assignment: World Heritage Project (Parts 1 & 2)	25	50
	<b>Total:</b>	<b>500 points</b>

## Grading Scheme

Letter	Points	%	GPA
A	467-500	94-100	4.00
A-	447-466	90-93	3.67
B+	432-456	87-89	3.33
B	417-431	84-86	3.00
B-	397-416	80-83	2.67
C+	382-396	77-79	2.33
C	347-381	70-76	2.00
C-	337-346	68-69	1.67
D+	327-336	66-67	1.33
D	308-326	62-65	1.00
D-	298-307	60-61	0.67
E	<297	<60	0.00

## COURSE SCHEDULE

Note: Unless stated otherwise, assignments are due at **11:59pm** on the date indicated. All lecture, reading, and video assignments are on Canvas.

Module	Due Date	Week 1 (July 6 - 12): Assignments
		<b>Topics:</b> Overview, Introductions, and History of Archaeology
<b>1 &amp; 2</b>		
	<b>Mon: July 6</b>	Overview Quiz
	<b>Tue: July 7</b>	Get to Know Your Classmates
	<b>Wed: July 8</b>	Module 1: Discussion Board Post
	<b>Wed: July 8</b>	Module 1: Quiz
	<b>Thu: July 9</b>	Lab 1: Getting a Feel for Archaeology
	<b>Fri: July 10</b>	Module 1: Discussion Board Replies

	<b>Sat: July 11</b>	Module 2 Quiz
<b>Module</b>	<b>Due Date</b>	<b>Week 2 (July 13 - 19): Assignments</b>
		<b>Topics:</b> What Archaeologist Do and Movement (Part 1)
<b>3 &amp; 4</b>		
	<b>Tue: July 14</b>	Lab 2: Understanding Spatial Scale
	<b>Wed: July 15</b>	Module 3: Quiz
	<b>Wed: July 15</b>	Module 4: Discussion Board Post
	<b>Thu: July 16</b>	Lab 3: Chronology and E-Timeline
	<b>Fri: July 17</b>	Module 4: Discussion Board Replies
	<b>Sat: July 18</b>	Module 4: Quiz
	<b>Sun: July 19</b>	Mid-course Survey
<b>Module</b>	<b>Due Date</b>	<b>Week 3 (July 20 - 26): Assignments</b>
		<b>Topics:</b> Making Things, Livelihoods, and Creating Worlds
<b>5, 6, &amp; 7</b>		
	<b>Mon: July 20</b>	Lab 4: Petrography
	<b>Tue: July 21</b>	Module 5: Quiz
	<b>Wed: July 22</b>	Module 6: Discussion Board Post
	<b>Thu: July 23</b>	Assignment: WCH (Part 1)

	<b>Fri: July 24</b>	Module 6: Quiz
	<b>Fri: July 24</b>	Module 6: Discussion Board Replies
	<b>Sun: July 26</b>	Module 7: Quiz
<b>Module</b>	<b>Due Date</b>	<b>Week 4 (July 27 - August 2): Assignments</b>
		<b>Topics:</b> Making Worlds, Environment, Making People
<b>8, 9, &amp; 10</b>		
	<b>Mon: July 27</b>	Lab 5: Maya Writing
	<b>Tue: July 28</b>	Module 8: Quiz
	<b>Wed: July 29</b>	Module 9: Discussion Board Post
	<b>Fri: July 31</b>	Module 9: Discussion Board Replies
	<b>Fri: July 31</b>	Module 9: Quiz
	<b>Fri: July 31</b>	Module 10: Discussion Board Post
	<b>Sun: Aug 2</b>	Module 10: Discussion Board Replies
	<b>Sun: Aug 2</b>	Module 10: Quiz
<b>Module</b>	<b>Due Date</b>	<b>Week 5 (August 3 - 9): Assignments</b>
		<b>Topics:</b> Making Society and Movement (Part 2)
<b>11 &amp; 12</b>		
	<b>Mon: Aug 3</b>	Module 11: Discussion Board Post

	<b>Wed: Aug 5</b>	Module 11: Quiz
	<b>Wed: Aug 5</b>	Module 11: Discussion Board Replies
	<b>Thu: Aug 6</b>	Module 12: Discussion Board Post
	<b>Fri: Aug 7</b>	Module 12: Quiz
	<b>Sat: Aug 8</b>	Module 12: Discussion Board Replies
<b>Module</b>	<b>Due Date</b>	<b>Week 6 (August 10 - 14): Assignments</b>
		<b>Topics:</b> Things of the Move and Archaeology of the Present
<b>13 &amp; 14</b>		
	<b>Mon: Aug 10</b>	Assignment: E-Map Submission
	<b>Tue: Aug 11</b>	Assignment: E-Timeline Submission
	<b>Wed: Aug 12</b>	Module 13: Quiz
	<b>Wed: Aug 12</b>	Lab 6: Virtual Archaeology
	<b>Thu: Aug 13</b>	Module 14: Quiz
	<b>Fri: Aug 14</b>	Assignment: WCH (Part 2)
	<b>Fri: Aug 14</b>	End of Course Survey

## STUDENT FEEDBACK SURVEYS

Every semester, students will complete two surveys to give feedback to the instructor regarding the elements of this course. These surveys are anonymous and are a way for you to provide honest feedback on the course. This feedback is essential to provide the best quality instruction and give you, the learner, the best learning experience. You are asked to give your honest opinion and to share any advice you have to make the course better. You will be asked questions regarding the instructor presence, lectures, assignment quality, etc.

The Mid-Course Survey will take place during Module 3 of the course. The End-of-Course Survey will take place during Module 13 of the course.

Use Canvas mail and/or email ONLY for personal questions related to the course content or of a personal nature, such as grades, special circumstances, and needed accommodations. For technical issues, please see the "[Getting Help](#)" section below.

Expect a response within 48 hours. All online correspondence must originate from your @ufl.edu account, have your full name in the message body, and contain your course and section number in the subject line.

## **GETTING HELP**

If you encounter a technical issue, please contact [UF Computing Help Desk](#), or utilize the one of the following self-help resources (each links to an external site):

- [Video: Canvas Overview](#)
- [Which Browsers Does Canvas Support?](#)
- [How Can I Use Canvas on My Mobile Device?](#)
- [Canvas Student Guide](#)
- [Canvas Student Tour](#)
- [Canvas Video Guide](#)
- [Mediasite Viewing Requirements](#) - technical requirements for watching lecture videos.
- [Zoom in e-Learning](#)
- [Zoom Conferences at UF](#)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## **OTHER UNIVERSITY POLICIES AND SERVICES**

### **Attendance Policy**

See the UF [Attendance Policies website](#) for types of excused absences and university attendance policy. Only students with excused absences, as confirmed by the Dean of Students Office, may be allowed to make up an assignment.

### **Religious Observances**

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Please make requests early in the semester.

### **Accommodations for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter via email. Accommodations will be granted after they present the letter to the instructor and schedule a virtual or face-to-face meeting to discuss it.

## Academic Honesty

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 [Student Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, 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. Students with prior violations will be sanctioned according to the [Honor Code Resolution Process](#). If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

## Counseling and Emergency Services

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 for a crisis counselor in the nighttime and weekends.

- the [University Counseling Center](#) 301 Peabody Hall, 392-1575
- Student Health Care Center, 392-1171
- Career Resource Center, Reitz Union, 392-1601
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161
- University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

## Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at the [Gator Evals website](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at the [GatorEvals Public Data website](#).