ANT 2140 Introduction to World Archaeology

Prof. Susan D. Gillespie
Office: B338 Turlington
Email: sgillesp@ufl.edu

www.clas.ufl.edu/users/sgillesp
Phone: 294-7595

Teaching Assistant: Emily Bartz
Email: emily.bartz@ufl.edu

Office: B355 Tur
Office Hours: M 1:00-3:00 pm, W 11:00 am-12:00 pm

This course is open and welcoming to all majors. There are no prerequisites. There is no lab fee.

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

Course Description: 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 along with commonalities in the human past. Archaeological investigation and dissemination of knowledge is shown to be relevant to contemporary issues on a global scale, including indigenous rights, structural violence, collective identities, heritage preservation, conservation biology, agricultural development, maintenance of 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. All these topics are coordinated with discipline-wide "Grand Challenges for Archaeology."

Special emphasis is given to UNESCO World Cultural Heritage (WCH) sites, and more generally issues relating to the role of archaeology in cultural heritage management. 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.

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

Student Learning Objectives: By the end of this course students 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 the 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 be able to evaluate 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 (Terminology, Judgment, and Acceptance). By the end of this course, students 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)

Course Content:

    E-Learning (Canvas): Go to http://elearning.ufl.edu. Use your Gator-link ID to log in. Certain assignments are to be accessed and submitted through e-learning. Check the site regularly for announcements and handouts, especially before the lab period. Grades are posted here.

    Modules: The course content is organized within 14 modules, which parallel the online version of this course. Some modules have more content than others; they do not correspond to weeks in the semester. For your purposes this is important only in accessing the information on e-learning by module.

    Assigned Readings: The required **textbook** is *Archaeology: An Introduction*, by Kevin Greene and Tom Moore, 5th edition. You may purchase or rent it in paperback or e-book format. It is available on reserve in Library West. You are required to read most, but not all, of the book. Assignments 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, practices, and emphasis.

    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.

    Assigned Videos: Videos on YouTube are linked to the Canvas module pages; some are required and others only recommended. You are responsible for the major ideas or findings from required videos.

Format and Classroom Demeanor: The course format for the Tuesday/Thursday lecture periods is lecture and guided discussion, illustrated with slides. You should take notes on the main points in the lecture. Questions are encouraged during the lectures; however, talking amongst yourselves is disruptive. All students are expected to show respect for classmates who are trying to listen to the lecture. On the double-lecture Tuesdays a 10-minute break will be called between periods.

      Personal Devices: *Cell phones must be silenced and stowed out of **your** sight.* Laptops and tablets are allowed *only* for taking notes or accessing readings and lecture summaries; any other use is prohibited, except as directed by the professor, and will be monitored. Newspapers and other reading materials not relevant to the class should be put away when class begins. You need to pay attention to the lectures.

Lab Periods: In the labs (B357 Tur) you will work on materials or exercises in which you will learn about and apply knowledge to problem sets. There is an Activity Sheet for every lab, which you should download from Canvas, print, and bring to class. Some labs require a small amount of prior preparation so that you can start on the lab exercise immediately. The syllabus indicates which labs require you to bring a laptop, tablet, or similar device to access the internet. Please attend the lab session you are registered for. **No** food or beverages are allowed in the lab–this policy is strictly enforced. Please adhere to all other lab rules. All students are expected to do their own work. Except for group activities, any evidence that you relied on someone else for answers will result in the loss of credit for **both persons**. Don't lend your completed assignments to a "friend" who wants to copy them! Each lab activity is worth 10 points, for a total of 140.

Attendance, Participation, and Excused Absences: Attendance per se is not taken; however, participation in all formal class activities is recorded.

      Lectures: All students are expected to be in their seats and ready to listen at the start of the class period. A **participation activity** is usually done then; these make up 10% of the final grade. Missing lectures will prove detrimental to your understanding of the course material and to your final grade. If you must miss lecture, it is your responsibility to obtain the lecture notes from a classmate.

      Labs: Participation is also recorded during labs as part of the in-class exercises. Without an excused absence, you will lose points for lab assignments turned in, even if perfect. With an excused absence, you must turn in the work to receive the grade; you are not penalized for being absent. Only students with excused absences can *request* a make-up lab; however, some lab exercises are impossible to reconstruct. Being late and unprepared for an exercise (not having your Activity Sheet) will likely mean you cannot finish the activity. Make every effort to be prepared for and attend Wednesday lab!

      Excused Absences: An excused absence is involuntary, such as due to religious holiday, accident, court appearance, illness, death in the family, university-approved activity, etc.; see the full policy below. You must email the professor or TA *and* provide a written excuse as soon as you are able. Being excused allows you to request to make up lecture and lab activities and thereby get credit for them.

Other Assignments: You will complete three special projects during the semester that will contribute to your digital fluency and form part of your **e-portfolio**. They are due on the last day of class. No late assignments are accepted, except for University-approved reasons as explained above.

      1. **E-Map**: The third 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 lab assignment, you are to continue adding sites to the same map from each succeeding module throughout the semester and submit the final map at the end. It provides a spatial and geographical orientation of important world archaeological sites. The final e-map is worth 25 points.

      2. **E-Timeline:** The fifth 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 from succeeding modules and submit the final timeline at the end. It provides a chronological overview of world archaeology and is worth 25 points.

      3. **World Cultural Heritage Project:** In this semester-long project you will select and research a UNESCO World Cultural Heritage Archaeological Project and report on it in the form of a poster presented

in the last lecture period. Don't worry about making a poster—you will be given instructions, and it is easy and fun to do. Students in the International Certificate Program must choose an international (not US) world cultural heritage archaeological site. This project is divided into three parts: providing a rationale for your chosen site (5 points), presenting your poster to the class (10 points), and submitting the poster electronically (e.g., as a pdf or ppt file; 20 points). A site can be chosen by only one student per class—first come, first served—so if you want to do Pompeii or Stonehenge, you have to announce your selection early.

Extra-Credit Activities: Archaeology in the News: You can earn extra credit points by provided a report on a recent archaeology news item. You may do two such reports for 10 extra points each. The due dates are listed in the course schedule below, and there are full instructions on Canvas.

Exams: The three exams are scheduled for **Thursday September 26, Thursday October 24, and Tuesday November 26.** The last exam is the **day before Thanksgiving break** begins. Do not plan to be absent on that date!

Exams are given in class. They consist of multiple-choice questions drawn from the content in lectures, readings, and required videos. They are graded with a scantron (provided). Please bring pencils and erasers. Exams are not cumulative but cover specific modules only. There is no final exam.

Grading:

Grade Rubrics: 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 electronically monitored for plagiarism. All students are held to the UF Honor Code (see below).

Grade Components: All grades in this course are *earned* throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. Grading is based on **mastery** of course material, determined from the following instruments only:

- 3 non-cumulative exams within the semester   45 pts each   135 pts total
- 14 labs   10 pts each   140
- lecture class participation exercises   ~1 pt each   40
- E-timeline final submission   25
- E-map final submission   25
- UNESCO World Heritage Poster Project (topic, presentation, poster)   35

                                                           TOTAL   **400 points**

UF Grading Policy and Course Grading Scale: 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 400 points; see grading scale below. Important: A minimum grade of **C** (280 points) is required for certain major requirements; C- does not fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart.

	A	A-	B+	B	B-	C+	**C**	C-	D+	D	D-	E
Pts	360-400	352-359	340-351	320-339	312-319	300-311	280-299	272-279	260-271	240-259	232-239	<232
%	90%	88%	85%	80%	78%	75%	70%	68%	65%	60%	58%	<58%
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

See current UF grading policies for assigning grade points

Tips for Success:
- Attend class–be on time and be prepared.
- Keep up with *all* the readings each week.

- Ask questions in lecture and in lab section if you have any difficulty understanding the material. Contact the instructor by email. Meet with her or the TA in person. The problem-solving components of this course may be unfamiliar. You are asked to think, be imaginative, look for patterns, and apply concepts–not just memorize material. Some of the readings will be challenging.
- Do your work well *before* the due dates. If your computer goes down when you are trying to submit an assignment, you'll 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.

Schedule of Topics and Assignments

NOTE: Assignments here are *tentative and subject to change*. Consult the **Module** on Canvas for the most complete and up-to-date assignments and links to readings and videos.

Week	DATE	TOPIC	ASSIGNMENTS
1	T 8/20	*Module 1:Humans Make Themselves and their Worlds* 1-1 Introduction: Humans Make Themselves 1-2 The Archaeological Imagination	**See all reading assignments on Canvas**
	W 8/21 **Lab 1**	Getting a Feel for Archaeology	Print and bring Activity Sheet
	R 8/22	*Module 2: History of Archaeology* 2-1 The Idea of the Past	
2	T 8/27	2-2 19th Century Advances in Professional Archaeology 2-3 Archaeology and Romanticism Part 1	
	W 8/28 **Lab 2**	Categorizing Material Culture (Garbage)	Print and bring Activity Sheet
	R 8/19	2-4 Archaeology and Romanticism Part 2	
3	T 9/3	2-5 Early 20th Century Developments 2-6 Later 20th-21st Century Archaeology	
	W 9/4 **Lab 3**	Understanding Space: Make an E-Map	Read all instructions ahead of time. Create a Google Account if you do not have one before lab period. Bring a laptop or similar device, and the instructions.
	R 9/5	*Module 3: What Do Archaeologists Do?* 3-1 Archaeological Science: Patterns and Problems	
4	T 9/10	3-2 What's What in the Archaeological Record? 3-3 Archaeological Fieldwork: Finding Sites	
	W 9/11 **Lab 4**	Documenting Material Remains in Situ (Legos)	Print and bring Activity Sheet. You will need graph paper and a metric ruler.
	R 9/12	3-4 Archaeological Fieldwork: Excavations and Ethics	
5	T 9/17	*Module 4: People on the Move Part 1: The Early Diasporas* 4-1 Becoming Human: Why and When 4-2 Humans on the Move: Out of Africa	

	W 9/18 Lab 5	Chronology and Making an E-Timeline	Read all instructions ahead of time. Bring a laptop or similar device. Print and bring Activity Sheet.
	R 9/19	4-3 Peopling of Australia and the Americas	
6	T 9/24	Video: The Great Human Odyssey + exam review	
	W 9/25 Lab 6	Lithic Artifacts: Reductive Technologies	Print and bring Activity Sheet.
	R 9/26	**EXAM I** in class	bring pencils and erasers
7	T 10/1	*Module 5: Making Things* 5-1 The Role of Technology in Archaeological Interpretation 5-2 Pre-Industrial Material Technologies	
	W 10/2 Lab 7	Additive and Storage Technologies	Print and bring Activity Sheet
	R 10/3	5-3 Archaeological Approaches to Making and Using Artifacts	UNESCO World Cultural Heritage Project: Choose and explain your site (on Canvas) DUE
8	T 10/8	*Module 6: Making Livelihoods: Foraging to Farming* 6-1 A Neolithic Revolution? 6-2 The Transition from Foraging to Farming	
	W 10/9 Lab 8	Zooarchaeology: People-Animal Relationships	Print and bring Activity Sheet. Bring a device to connect to the internet.
	R 10/10	6-3 Plant Domestication and Early Farmers	
9	T 10/15	6-4 Domesticating Animals and Pastoralism *Module 7: Making Physical Worlds* 7-1 People Build Worlds to Live In	
	W 10/16 Lab 9	"Reading" the Built Environment: Stratigraphy	Print and bring Activity Sheet
	R 10/17	7-2 Building Landscapes	Extra Credit: Archaeology in the News #1 DUE
10	T 10/22	*Module 8: Making Meaningful Worlds* 8-1 Making Meaningful Worlds 8-2 Making Meaning Through Practice	
	W 10/23 Lab 10	Maya Hieroglyphic Writing + Exam Review	Bring laptop or similar device. Print and bring Activity Sheet.
	R 10/24	**EXAM II** in class	bring pencils and erasers, and your lucky charm
11	T 10/29	*Module 9: Confronting Environmental Challenges* 9-1 Confronting Environmental Challenges 9-2 Disasters and Collapse!	
	W 10/30 Lab 11	Archaeobotany: People-Plant Relationships	Print and bring Activity Sheet. Bring a device to connect to the internet.
	R 10/31	9-3 Human Impacts on the Environment: Amazon!	
12	T 11/5	*Module 10: Making People* 10-1 Making People: Bodies 10-2 Making People: Persons	
	W 11/6 Lab 12	Ethics Bowl: Body Politics and Repatriation	Print and bring Activity Sheet. Bring a device to connect to the internet.

	R 11/7	*Module 11: Making Societies* 11-1 Making Societies	
13	T 11/12	11-2 Conflict, Violence, War, Conquest, Empire + video: Rome: Empire without Limits	
	W 11/13 **Lab 13**	Telling Stories with Museum Collections	Print and bring Activity Sheet. Bring a device to connect to the internet and take/upload photos.
	R 11/14	*Module 12: People on the Move Part 2: The Later Migrations* 12-1 People on the Move	
14	T 11/19	*Module 13: Things on the Move* 13-1 Things on the Move 13-2 Hoards and Shipwrecks! When Things Stop Moving	
	W 11/20 **Lab 14**	Virtual Archaeology + Exam Review	Print and bring Activity Sheet. Bring a device to connect to the internet.
	R 11/21	*Module 14: Archaeology in the Present and for the Future* 14-1 Archaeology in the Present and for the Future	Extra Credit: Archaeology in the News #2 DUE
15	T 11/26	**EXAM III** in class 2nd hour: office hours for students needing help with posters, Google Map, or E-Timeline.	bring pencils and erasers
	11/27-28	*Thanksgiving Holiday*	
16	T 12/3	**Poster presentations** – both hours. ¼ of the class will present their posters for ½ hour.	Be prepared to write up a brief report on 2 posters during two different presentation sessions.
	W 12/4	Make-up labs for students who need it. All others excused.	Poster (pdf) due on Canvas by 11:59 pm. E-map and E-timeline due by 11:59 pm. Deadline for other overdue assignments 11:59 pm.

Acceptance of Course Requirements: By remaining registered in this class, you tacitly agree to accept all course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents; see the last two pages.

Technical Help on Canvas: If you experience technical difficulties, contact the UF Computing Help Desk either by filling out an online request form or calling (352) 392-4357 - select option 1. The Help Desk is located on the ground floor of the Hub on the UF campus. If technical difficulties will cause you to miss a due date, you MUST report the problem to the Help Desk and then email the instructor. Include the ticket number that you are given from the Help Desk in an e-mail to the instructor to explain the late assignment or quiz. However, except in extreme circumstances, technical difficulties are **not** an excused reason for a late assignment.

Other University Policies and Services
- **Attendance Policy:** See https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx and p. 12 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 - PLEASE READ**
  - Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation.

Once registered, students will receive an accommodation letter via email. Accommodations will be granted after they present the letter to the instructor and schedule a virtual or face-to-face meeting to go over the accommodation request.

- **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 Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-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 (http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf). 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 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; http://www.counseling.ufl.edu/cwc/Default.aspx
        – 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 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/.

- **Electronic Course Reserves**
  The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries. Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565 or at accessuf@dso.ufl.edu. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.
  If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to http://www.uflib.ufl.edu/login/vpn.html