ANT304: INTRODUCTION TO ARCHAEOLOGICAL STUDIES

Fall 2017
Lecture: MW 1:00PM- 2:00PM  GSB2.124
Instructor: Prof. Arlene Rosen
Instructor’s office: CLA 4.402
Office Hours: Wednesdays and Thursdays 2:00-3:00pm, or by appointment.
Email: amrosen@austin.utexas.edu

Teaching Assistants, Lab Supervisors:
Manda Adam <mandakateadam@gmail.com>
  Office Hours: Tuesdays 1:00-2:00pm or by appointment
  Office Location: SAC 4.192.
Emily (Emmy) Dawson <dawson.emmy@gmail.com>
  Office Hours: Thursdays 2:00-3:00pm or by appointment
  Office Location: SAC 5.114
Angelina Locker <angelina.sweeney@utexas.edu>
  Office Hours: Wednesdays 2:00-3:00pm or by appointment
  Office Location: SAC 4.192.

Unique numbers and Lab schedules:
  You must show up only to the lab that corresponds to the unique number you chose when registering. If you wish to change lab hours you must do so by registering for the appropriate lab. Lab sessions will begin with the week of September 11, 2017

<table>
<thead>
<tr>
<th>Unique Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>31265</td>
<td>F</td>
<td>10:00am- 11:00am</td>
<td>SAC 4.174</td>
<td>Manda Adam</td>
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<tr>
<td>31270</td>
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<td>M</td>
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<td>SAC 4.174</td>
<td>Emmy Dawson</td>
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<td>31280</td>
<td>T</td>
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<td>SAC 4.174</td>
<td>Angie Locker</td>
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<td>31285</td>
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<td>SAC 4.174</td>
<td>Angie Locker</td>
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<tr>
<td>31290</td>
<td>TH</td>
<td>3:00pm- 4:00pm</td>
<td>SAC 4.174</td>
<td>Emmy Dawson</td>
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Archaeology is a subfield of anthropology that studies the human past through its material remains. Archaeologists have studied a variety of aspects of the past, including the relationship between humans and the ecosystem, politics, changes in technology and production, gender, race, sexuality, health, capitalism, and more. To study the past, archaeologists use a variety of lines of evidence, including landscapes, ceramics, lithics, human remains, chemical data, faunal remains, botanical remains, written documents, and others. In this course we will discuss the many faces of archaeology and the varied methods and theoretical approaches that archaeologists have used to study the past.

I. Rationale: Archaeology covers a critical part of the human past—from the cultural development of our hominin ancestors to the invention of writing (and beyond). Overlapping with the time scales of both geology and history, archaeology uses the material record to tell the story of how we became human, and how human societies
developed from small bands of mobile hunter-gatherers into the states and empires we know from the historical record. Archaeology explores the global human experience, and its core themes remain important to understanding today’s world: human-environment dynamics, the social construction of inequality, and the social and ecological impact of urban life. Understanding the human experience from the archaeological viewpoint offers a deep perspective on the world that we live in today.

Global Cultures Flag: This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

II. Course Aims and Objectives:
Aims: Required readings, lectures, and lab sections are designed to work together to achieve several core aims. These include presentation of the basic facts of world prehistory, to demonstrate that an understanding of the past is critical for finding solutions to the challenges of our modern world, discussion of key conceptual issues in archaeology, and consideration of the methods that archaeologists use to reconstruct the past, and the limitations of archaeological knowledge.

Specific Learning Objectives:
By the end of this course, students will:

- Demonstrate mastery of the key facts of world prehistory by successfully answering exam questions drawn from lectures and required readings.
- Learn basic scientific analyses and theories archaeologists use to answer questions about past societies and demonstrate knowledges of them through lab exercises and exams.
- Show a critical understanding of key issues in world prehistory by participating in class and lab discussions and exercises.
- Express a knowledge of important questions of archaeological methods and professional practice by successfully completing laboratory activities.

III. Format and Procedures: There are three important parts of this course. The first is individual preparation—each student is expected to come to lectures and lab sections having already read the required reading for that day (see below). The main required text has extensive web-based resources (http://wwnorton.com/college/archaeology/humanpast3/), including chapter summaries, quizzes, and additional links. Students are strongly encouraged to use these actively through the term. The second part of the course is lecture on Mondays and Wednesdays, which will present a global overview of world prehistory and key concepts in archaeology. Lectures are not intended to regurgitate the facts of the required reading, but instead to frame it conceptually, to evaluate the kinds of evidence that archaeologists have for answering a particular question, and to talk about why a particular issue is
relevant today. The third part of the course is a laboratory section meeting, which will focus on the methods of archaeology and aspects of professional practice. Students will engage in discussions and will work together to complete activities that encourage them to reflect on archaeological methods and interpretations.

**Class attendance and participation policy:**
Attendance at lectures and Lab Sessions is required. Students should come to class on time and fully prepared. I ask for your attention in lecture. While laptops are permitted for notetaking, please refrain from internet and other distracting uses. The use of cell phones is not permitted, and they should be turned off or put on silent mode while in class.

**IV. Tentative Course Schedule:** *This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. Laboratory sessions will begin in the week of September 11, and your TA will hand out a list of Lab Topics at your first Lab session.*

**THEME 1: HOW WE UNDERSTAND OUR PAST**

Wednesday, August 30: Course Introduction

**Monday, September 4: NO CLASS (Labor Day Holiday)**

Wednesday, September 6: The Origins and Themes of Archaeology  
  **Readings:** Scarre, Ch. 1 (Introduction)

Monday, September 11: The Three Questions Every Archaeologist Gets and How We Answer Them: “How old is it?”, “How do you know where to look?”, and “What’s the coolest thing you ever found?”  
  **Readings:** (To be posted on Canvas)

**THEME 2: BECOMING HUMAN**

Wednesday, September 13 The African Origins of Humanity  
  **Readings:** Scarre, Ch. 2 (African Origins)

Monday, September 18: Taking the Act on the Road: Hominins Spread to the Old World  
  **Readings:** Scarre, Ch. 3 (Hominin Dispersals in Old World).

Wednesday, September 20: The Rise of Modern Humans and Success of their Culture  
  **Readings:** Scarre, Ch. 4 (The Rise of Modern Humans)

**THEME 3: CLAIMING THE PLANET**

Monday, September 25: Transformations after the Ice Age: From Foragers to Farmers  
  **Readings:** Scarre, Ch. 5 (The World Transformed);

Wednesday, September 27: Transformations after the Ice Age: From States to Empires  
  **Readings:** Scarre, Ch. 5 (The World Transformed);
Monday, October 2: Peopling of the Americas
Readings: (To be posted on Canvas);

Wednesday, October 4: EXAM 1

Monday, October 9: From Foragers to Complex Societies SW Asia
Readings: Scarre, Ch. 6 (From Foragers to Complex Societies in SW Asia)
Wednesday, October 11: Religion and Cult in a Changing World
Readings: (To be posted on Canvas);

Monday, October 16: How Rice Changed East Asia and the World
Readings: Scarre, Ch. 7 (East Asian Agriculture and Its Impact)
Wednesday, October 18: Domesticating the Americas
Readings: Scarre, Ch. 9 (Origins of Food-Producing Economies in Americas)
Monday, October 23: Europeans before the Roman Empire
Readings: Scarre, Ch. 11 (Holocene Europe)
Wednesday, October 25: Civilizations of Africa: Beginnings
Readings: Scarre, Ch. 10 (Holocene Africa)

THEME 3: COMPLEXITIES OF HUMAN CULTURES

Monday, October 30: Civilizations of Africa: State and Empire in Ancient Egypt
Readings: Scarre, Ch. 10 (Holocene Africa)
Wednesday, November 1: From Villages to Empires in the Ancient Near East: The Archaeology of Inequalities
Readings: Scarre, Ch. 12 (Peoples and Complex Societies in SW Asia)

Monday, November 6: EXAM 2

Wednesday, November 8: Greek and Roman Empires: The Archaeology of Colonialism
Readings: Scarre, Ch. 13 (The Mediterranean World)
Monday, November 13: The Rise of Empires in China
Readings: Scarre, Ch. 15 (Complex Societies of East and SE Asia)
Wednesday, November 15: The Ancient Maya and their Cultural Achievments
Readings: Scarre, Ch. 16 (Mesoamerican Civilizations)
Monday, November 20: The Rise and Fall of Andean Empires
Readings: Scarre, Ch. 17 (From Village to Empire in South America)

Wednesday, November 22: NO CLASS (Thanksgiving Holiday Break)

Monday, November 27: The Anasazi and Pueblo Civilization
Readings: Scarre, Ch. 18 (Complex Societies of North America)

THEME 4: DEEP-TIME PERSPECTIVES ON MODERN GLOBAL CHALLENGES

Wednesday, November 29: Who Owns the Past? (In-class film)
Monday, December 4: Climate Change and Human Society
Wednesday, December 6: Feeding the Planet in the Age of the Anthropocene

Monday, December 11: EXAM 3

V. Course Flag: Global Cultures (GC)
This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

VI. Grading Procedures:

Exams (65%; 3 exams worth the following: Exam 1=20%, Exam 2= 20%, and Exam 3=25% of the final grade). Exams will be a combination of multiple choice, T/F, matching, and/or fill in the blank. Exams will be based on readings, lecture, and lab work, but will not be cumulative throughout the semester. Students are expected to have already completed required readings and assignments prior to review and should be prepared with questions specific to course material.

Labs (30% total; 11 labs each worth 25 points; the lowest score will be dropped). Most labs will be completed in class; however, some may be take home assignments. All take home assignments must be turned in the following lab meeting.

Engagement (5% total). These points will be given based on both lecture and lab attendance and participation.

NO Automatic make-ups. If you anticipate missing an exam or lab for a valid reason (religious or university related), it is your responsibility to speak to me or your TA in advance about making alternative arrangements. If you miss an exam, please bring documentation of the reason so that we can discuss whether a make-up is warranted. Please feel free to redact sensitive personal information (e.g., medical diagnosis, SSN) from your documentation.

Grade Scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93.50+</td>
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<tr>
<td>A-</td>
<td>89.50 – 93.49</td>
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<tr>
<td>B+</td>
<td>86.50 – 89.49</td>
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<tr>
<td>B</td>
<td>83.50 – 86.49</td>
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<tr>
<td>B-</td>
<td>79.50 – 83.49</td>
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<td>C+</td>
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<td>C</td>
<td>73.50 – 76.49</td>
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<tr>
<td>C-</td>
<td>69.50 – 73.49</td>
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<td>D+</td>
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<td>D-</td>
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Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to my attention within one week after your graded work is returned to you. Please review your graded work when it is returned and let me know if you feel that there are any problems. **There is no rounding in this course.**
In this class we use Canvas—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, and to post grades. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

VII. Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Labs: Students will work together as groups for all lab work, so collaboration is essential. However, students must turn in their own work. Copying answers from other students and/or groups is a violation of the Honor Code. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Exam Study and Review: Students are encouraged to work together to study for exams. Review sessions and/or social media groups are highly encouraged. In the past, students have used Google docs and created Facebook groups to help with studying.

Exams: No form of collaboration is allowed during exams. Outside materials may not be consulted while taking your exams. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VIII. OTHER UNIVERSITY NOTICES AND POLICIES

Use of E-mail for Official Correspondence to Students
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssp/for_cstudents.php

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

**Q drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.