

ANT 3712 (section 1; SPRING 2024. 3cr)

World Archaeology

Monday, Wednesday & Friday
2:00 PM to 2:50 PM

Classroom: 3103 Blair Hall

Office: 3174 Blair Hall

Office Hours:

1:00-2:00 PM; M, W, F (3174 Blair Hall)

3:00-4:00 PM; M (3174 Blair Hall)

Instructor: Professor Don Holly

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Main office phone: 581-3123

Course Description

Have you ever wondered where we come from? Why humans domesticated plants and animals or invented writing and mathematics? How civilizations come to be and not-to be (collapse)? This course addresses these questions, among others, while charting the earliest chapters of the human story: from the emergence of modern humans, through the ice age, the dawn of agriculture, and the world's first cities, to the end of ancient civilizations. Along the way we will focus on key cultural developments, take a close look at important archaeological sites, survey ancient civilizations, and discuss the ideas, methods, and theories that archaeologists have set forth to understand our past and the trajectory of pre/history. In the end, we will examine our own society's archaeological record and ponder the future of humankind.

Introduction

Most of human history is buried underfoot—it is not penned in the pages of a book. Writing developed not very long ago and then only in a few places. Moreover, most of the documents that were produced were written and read by very few people. Writing was by the elite and for the elite; or writing was intended to be read to the common folk, or by the common folk and thus was carefully crafted with some agenda in mind (to boast, sway, or mislead). Other documents, inscribed in good faith and with some modicum of objectivity in mind, documented some people, places and time periods better than others. It was simply impossible for the literate few to be everywhere, at all times, and accurate. And then consider that much of what was written in the past has been lost or destroyed (sometimes intentionally). As such, the written record—where it is even available—is a rather poor source of information about our past—certainly the deep past. To be fair, the same can be said of the archaeological record (it has its own limitations and is subject to bias too), but all things being equal, much of what we know and can know about human history in the broadest (geographical) and deepest (time) sense falls within the realm of archaeology. This class privileges this record in telling the story of the earliest chapters of human history.

Some of you will be educators and charged with the task of teaching world history, but most of you, I presume, are here simply because you are interested in history, archaeology, or anthropology. Whatever the case may be, one of the goals of this course is to extend your understanding of world history into “prehistory.” To this end the course focuses on time periods for which there are few—if any—written records. But more than a simple survey of antiquity, this course will use the archaeological record to address a number of important issues in human history—the development of agriculture, urbanism and writing, the pioneering settlement of the globe, the collapse of civilizations, and even our future. We will also critically examine our own society through the material lens of archaeology.

Learning Objectives

- a broad understanding of the cultural developments that shaped the course of pre/history and helped make the modern world
- understand and critically evaluate archaeological theories and debates related to world pre/history
- critically interpret archaeological evidence toward an understanding of world pre/history
- analyze and critically interpret the modern material record through an original archaeological research project

Class Schedule

It is not enough to record the sticks and stones of dead men. We archaeologists are resurrection men: we dig not merely to disinter interred bones but to clothe these bones with flesh and blood, to break the cold and lonely silence of the grave (Glynn Daniel, *The Forgotten Milestones and Blind Alleys of the Past*)

<u>date</u>	<u>topic</u>	<u>assignment</u>
8 January	back to the future i	start reading “ <i>rubbish</i> ”
10 January	archaeology: a short introduction	start object project
12 January	“wise” men and women	
15 January	no class: mlk jr. day	
17 January	upper paleolithic europe	
19 January	<i>activity</i> : atlatl toss	meet @ disc golf course [see map]
22 January	mesolithic europe	
24 January	neolithic europe	
26 January	the metal years i	
29 January	the metal years ii	
31 January	domestication: how?	
2 February	domestication: why?	finish “ <i>rubbish</i> !”
5 February	exam i	
7 February	<i>discussion</i> : rubbish!	object project due
9 February	the archaeology of us i	start “ <i>life at home</i> ”
12 February	from hunting and gathering...	
14 February	...to farming...	
16 February	no class: lincoln day	
19 February	...to city life	
21 February	ancient egypt i	
23 February	ancient egypt ii	
26 February	the harappans	
28 February	early dynastic china	
1 March	the state	research topic deadline
4 March	great zimbabwe	
6 March	ab/using the past i	finish “ <i>life at home</i> ”
	guest roundtable : 3pm CSI Booth	extra credit opportunity
	guest lecture : 5pm Doudna lecture hall	extra credit opportunity
8 March	exam ii	
11 March	<i>discussion</i> : life at home	
13 March	sahul	
15 March	paradise found	
18-22 March	no class: spring break	
25 March	paradise lost	
27 March	ab/using the past ii/the archaeology of us ii	read article (see D2L)
29 March	far east	deadline to withdraw
1 April	farther east	
3 April	arctic north america	
5 April	mississippians	
8 April	olmec	
10 April	maya	
12 April	aztecs	
15-19 April	no class: prof at conference	
19 April	student research conference	extra credit opportunity
22 April	inca	
24 April	back to the future ii & evaluations (of me)	
26 April	poster presentation (Bridge Lounge, Union)	posters due
2 May (Thursday/8am)	exam iii	

Assessment

<u>assignments</u>	<u>percentage of grade</u>	<u>date</u>
exams (3)	20 X 3 = 60%	2/5, 3/8, 5/2 (8am)
object project	5%	by 2/7
project topic discussion	5%	by 3/1
archaeology of us project	30%	4/26

grading scale (A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0)

Assignment Guidelines

Object project

This is an exercise in researching material culture. Take a portable object found on campus, describe it and its context in detail and learn everything you can about it. Say, for example, you find a wrapper for a McDonald's cheeseburger. Where exactly did you find it. What does it look like? What condition is it in? What is the cost of the cheeseburger? How many calories? Where is the nearest McDonald's? Is the wrapper current, or is it a kind of wrapper that is no longer used—if so, can you date it? Is there data available to tell you who (demographics) typically eat at McDonalds—or better yet, who eats cheeseburgers? Can you infer who ate it from where you found it? (faculty office?) Or how old it is? (sun faded?). Write up your results and reference any sources you use. 1-2 pages. Print and hand to me. This is worth 5% of your course grade.

Exams

Exams may cover any material presented in class (films, lectures, discussions) or in the assigned readings, and typically include short answer, essay, and multiple-choice questions. They are not cumulative.

“Archaeology of Us” Poster Project

the project

Archaeologists use material culture to understand the ancient past; but material culture can also help us understand modern life (read the books and find research articles relevant to your project). For this project you will attempt to do just that—to do an archaeology of us—through an original study of modern material culture. You can take this project as far as your imagination lets you, but in the past students have studied the distribution of cigarette butts to determine where (and what) people are smoking; attempted to date the abandonment of old cars and houses; tried to figure out how people are using areas, like lake Charleston or Fox Ridge; assessed compliance with recycling efforts on campus; examined where students get their late-night fast-food; studied graffiti, and looked at how material culture—like cars—reflect peoples' identities and wealth. You have many options here (I especially appreciate creative and original projects). Be sure to give this some thought. Whatever you do, make sure what you are doing is legal (for example: don't trespass), and *certainly don't do any actual digging*. Also make sure that *material culture* is at the forefront of your project. This is an exercise in thinking like an archaeologist, and with this in mind, remember that most archaeologists can't interview, survey, or observe the behavior we are trying to understand. If you need clarification or have concerns, run them by me. Start early.

the plan

To make sure you are on track and have a sound project, you need to come see me during office hours or by appointment if this isn't possible before **3/1** to discuss your project. This part of the assignment is worth 5% of your grade in the class. When you see me, make sure you have a project in mind, some working hypotheses (what is your research question/s?), a feasible plan for completing your project (what kind of information will help you answer your question?), and some ideas on how you would interpret your data depending on what you find. There's a form on D2L to download and fill-out before our meeting to help you think this through. Print it and hand it to me.

After you meet me, get to work. Start collecting data. Also look for articles and information that can help you interpret and make sense of what you are finding. Be sure to cite any articles and source material on your posters.

the poster

Your final project will take the form of an originally researched, well-written, and illustrated poster. I've uploaded a PowerPoint template (sized for a 48" by 36" poster) on D2L that you can download and use. You can also make your

own poster, but be sure there's enough text and data to fit within a 48'' by 36'' space. If you use the template I've provided, you can easily convert it to a PDF when you are finished and print it out on (copy center in Union) or off campus for about \$25. Don't laminate the poster as it'll make it heavy and hard to hang up (and it costs more). Be prepared to display and discuss your poster on **April 26th**.

Readings

Rubbish! (2001), by Rathje, W. and C. Murphy.

Life at Home in the 21st Century (2012), by J. Arnold et al.

Selected reading (see D2L)

Make sure you do independent reading and research for your poster!

Policies & Resources

Assignments

Exams must be taken on the date specified in the syllabus. Failure to take an exam on the assigned date without adequate forewarning and documented excuse will result in a 10% penalty on the makeup. If you arrive for the exam after another student has already finished it and left, you will receive a 5% penalty for being late. Don't miss the final.

Posters should measure 48'' by 36'', be neatly organized, well-written, and loaded with text and illustrations. If you rely on others' research, reference it. I prefer that you use the author-date (Harvard) citation style. For example, an in-text citation could read: The flatlanders are a matrilineal, matrilocal, horticultural people that inhabit the plains of Chicagoland (EastFarmer 2016). Then, include the full reference:

EastFarmer, S.

2016 *The Flatlanders*. University of Chicago Press, Chicago.

(see http://www.chicagomanualofstyle.org/tools_citationguide.html) for more information and examples.

Posters are due at class time on the date specified. Dress smartly and be prepared to discuss your research. Late projects will be assessed a 5% penalty for each day late (commencing at class-time) for up to four days following the deadline.

Extra credit

Lucky you: there's a rare chance to earn extra credit this semester!

- UIC Professor and Field Museum Curator Bill Parkinson will be visiting EIU for the Premodern Global Studies Celebration Day on March 6th. He'll be hosting a roundtable discussion at 3pm in the CSI at Booth Library and giving a guest lecture at 5pm in the Doudna lecture hall. Attendance at each event is worth a half a percentage point each toward your final grade.
- Are you especially proud of your project? Present your poster at EIU's Student Research and Creative Activity conference on April 19th. Submit your presentation here by March 28th: [SRCA conference](#). Presenters earn a full percentage point toward the final class grade

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <https://www.eiu.edu/judicial/studentconductcode.php>. I report violations to the Office of Student Standards. TIP: if pressed, simply write a bad paper, but don't cheat/plagiarize/or use AI (e.g. ChatGPT, Grammarly, or Dall-E 2) on assignments in this course.

Classroom Environment

A significant portion of your course grade is based on material presented in class. Many years of teaching tells me that students who do not attend class do poorly in the course. Your presence and active participation also makes for a better class. Your classmates and I are counting on you to be there and engaged.

The classroom is a sacred space where we should all be able to have critical, honest, and thoughtful discussions. Let's be civil and sensitive to each other's viewpoints, but also forgiving, with the assumption that mistakes were made in

good faith, and that they offer opportunities for growth and wisdom. Also know that we will be covering a wide range of sensitive and potentially unsettling material.

Don't use your cell phones in class, or your computer for non-class related stuff; doing so is a distraction to everyone. Don't record or photograph me without my permission.

Please come see me during student (office) hours. This time has been set aside for you. You are also welcome to drop by my office outside of office hours and see if I am available. Come with questions, concerns, or just to chat.

Student Success

Struggling with school work? See me and/or contact the Academic Support Center (www.eiu.edu/success; 581-6696).

Struggling in other ways? EIU can help: Counseling (Human Services bldg; 217-581-3413; after hrs emergency: 866 567 2400); Health Clinic (Human Services bldg.; 217 581-3013); Center for Gender and Sexual Diversity (Stevenson; 217-581-7786); Food Pantry (1347 McAfee); Legal Services (2420 MLK Union; 217-581-6054); Financial Aid (Student Services; 217 581 6405). Broader resources: suicide hotline 988; Local Sexual Violence Crisis: 888 345 2846; Local domestic violence: 888 345 3990; BlackLine (for communities of color/Indigenous/Muslim): 800 604 5841. Talk to me. Talk to anyone.

If you are a student with a documented disability in need of accommodations, please contact the Office of Student Accessibility and Accommodations. All accommodations must be approved by OSAA. Call 217-581-6583 for information or to make an appointment.

Emergency Statement

For medical emergencies, call 911. In the event of a tornado warning, proceed to the center of the hallway on the first floor. Do not leave the building. If there's a fire, activate the fire alarm and exit the building. If there's an undead pandemic, muster in my office for the distribution of weapons. I get the Kayapo war club.

