

ANT 3712 (section 1; SPRING 2018. 3cr)

World Archaeology

Monday, Wednesday & Friday

1:00 PM to 1:50 PM

Classroom: 3103 Blair Hall

Office: 3137 Blair Hall

Office Hours:

2:00-3:00 PM; M, W, F (3137 Blair Hall)

12:00-1:00 PM; M (3137 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? Why civilizations rise and fall? This course addresses these questions, among others, while charting the earliest chapters of the human story. Beginning with the emergence of modern humans in Africa, we will trace the course of human history through Ice Age Europe and the Fertile Crescent to the collapse of the Inca Empire. Along the way we will focus on key cultural developments, examine important archaeological sites, survey major 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.

Introduction

Most of human history is buried underfoot—it is not written in a book. Writing developed not very long ago and then only in a few places. Moreover, the documents that were produced were written and read by very few; most of the world was illiterate. Accordingly, much of what was written was penned by the elite for other elites or it 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, tended to document 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 too. 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. 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.

Some of you are educators who will be charged with the task of teaching world history. Others, I presume, are here simply because they are interested in history, archaeology, or anthropology. Whatever the case, 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 the future of humankind. 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
- interpret archaeological evidence toward an understanding of pre/history
- analyze and interpret the modern material record

Lecture 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	
12 January	“wise” men and women	
15 January	no class: mlk jr.	
17 January	<i>activity</i> : atlatl toss	meet @ IM field pavilion [see map]
19 January	upper paleolithic europe	
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!	start “ <i>life at home</i> ”
9 February	no class: prof traveling	
12 February	the archaeology of us	
14 February	from foraging...	
16 February	no class: lincoln	
19 February	...to farming	
21 February	...to the first cities	
23 February	ancient egypt i	
26 February	ancient egypt ii	
28 February	the harappans	
2 March	early dynastic china	
5 March	the state	
7 March	great zimbabwe	
9 March	ab/using the past i	research topic deadline
12-16 March	no class: spring break	
19 March	<i>discussion</i> : ab/using the past ii	finish “ <i>life at home</i> ”
21 March	exam ii	
23 March	<i>discussion</i> : life at home	start reading articles
26 March	australia and tasmania	
28 March	paradise lost	
30 March	rapa nui	drop deadline
2 April	ab/using the past iii	
4 April	far east	
6 April	farther east	
9 April	arctic north america	
11 April	mississippians	
13 April	olmec	
16 April	maya	
18 April	aztecs	
20 April	inca	
23 April	poster presentation : the archaeology of us ii	posters due
25 April	back to the future II & evaluations	finish reading articles
27 April	exam iii	
2-6 May	prof traveling	(don’t miss final)

Assessment

<u>assignments</u>	<u>percentage of grade</u>	<u>date</u>
exams (3)	66%	2/5, 3/21, 4/27
project topic discussion	4%	by 3/9
archaeology of us project	30%	12/2

grading scale

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

Assignment Guidelines

Exams

There are three exams in this course. The exams will cover any material presented in class (films, lectures, discussions) or in the assigned readings. Exams 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 be used to understand modern life (read the books and articles). 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; they have sought to date the abandonment of old cars and houses; they have tried to figure out how people are using areas, like lake Charleston or Fox Ridge; they have assessed compliance with recycling efforts on campus; they have examined where students have eaten fast-food meals late at night; they have studied graffiti, and they have looked at how material culture—like cars—reflect peoples’ identities and wealth. You have a lot of options here (I especially like those that are creative and original). 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 (that’s often illegal too). Also make sure that *material culture* is the most important component 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 people and pasts 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 **3/9** to discuss your project. This part of the assignment is worth 4% 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.

the poster

Your final project will take the form of a well-written and illustrated poster. I’ve uploaded a PowerPoint template (sized for a 48’’ by 36’’ poster) on D2L that you can 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 or off campus. Be prepared to display and discuss your poster in class on **April 23rd**.

Readings

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

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

Selected articles and readings (see D2L)

Policies

Assignments

Exams must be taken on the date specified in the syllabus. Failure to take the exam on the assigned date without adequate forewarning and documented excuse will result in a 10% penalty on the makeup. 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 should 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 on the date specified. Bring them to class. Late projects will be assessed a 5% penalty for each day late for up to four days following the deadline.

I do not give extra credit.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <http://www.eiu.edu/judicial/studentconductcode.php>. I report violations to the Office of Student Standards. TIP: if pressed, write a bad paper or simply fail, but never cheat or plagiarize.

Classroom Environment

I do not take attendance. Nonetheless, a significant portion of your course grade is based on material presented in class and many years of teaching and data tells me students who don't attend class do really poorly in the course. Your presence and active participation also makes for a better course. Your classmates and I are counting on you.

The classroom is a wonderful place to share ideas and debate. Respect this sacred space; be civil and sensitive to other's viewpoints.

Don't use your cell phones in class. They are a distraction to everyone (especially you).

Please come see me during office hours. This time has been set aside for you. You are also welcome to drop by my office outside of office hours. Feel free to come with questions or concerns or just to chat.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 581-6696 or go to 9th Street Hall, Room 1302.

Disabilities Statement

If you are a student with a documented disability in need of accommodations please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Stop by Ninth Street Hall, Room 2006, or call 581-6583.

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.

Campus Recreation Map
meet at intramural field pavilion (1/17/2018; 1pm)

