

ANT 3712 (section 1; FALL 2019. 3cr)

World Archaeology

Monday, Wednesday & Friday

11:00 AM to 11:50 AM

Classroom: 3103 Blair Hall

Office: 3137 Blair Hall

Office Hours:

12:00-1:00 PM; M, W, F (3137 Blair Hall)

3:00-4:00 PM; M (3137 Blair Hall)

Instructor: Professor Don Holly

Email: dholly@eiu.edu

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. Following the emergence of modern humans in Africa, we 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 about our 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 human history.

Some of you are educators who will be charged with the task of teaching world history. Others, I presume, are here simply because you 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 through an original research project

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>
19 August	back to the future i	start reading “ <i>rubbish</i> ”
21 August	archaeology: a short introduction	
23 August	“wise” men and women	
26 August	<i>activity</i> : atlatl toss	meet @ IM field pavilion [see map]
28 August	upper paleolithic europe	
30 August	mesolithic europe	
2 September	no class: labor day	
4 September	neolithic europe	
6 September	the metal years i	
9 September	the metal years ii	
11 September	domestication: how?	
13 September	domestication: why?	finish “ <i>rubbish!</i> ”
16 September	exam i	
18 September	<i>discussion</i> : rubbish!	start “ <i>life at home</i> ”
20 September	no class: prof traveling	
23 September	the archaeology of us i	
25 September	no class: prof @ u. toronto	
27 September	from foraging...	
30 September	to farming	
2 October	...to city life	
4 October	ancient egypt i	
7 October	ancient egypt ii	
9 October	the harappans	research topic deadline
11 October	no class: fall break	
14 October	early dynastic china	
4:00 PM	<i>guest lecture</i> : the archaeology of fear	doudna lecture hall (4pm)
16 October	the state	
18 October	great zimbabwe	
21 October	ab/using the past i	finish “ <i>life at home</i> ”
23 October	exam ii	
25 October	<i>discussion</i> : life at home	start reading articles (see D2L)
28 October	sahul	
30 October	paradise lost	
1 November	rapa nui	deadline to withdraw
4 November	ab/using the past ii/the archaeology of us ii	
6 November	far east	
8 November	farther east	
11 November	arctic north america	
13 November	mississippians	
15 November	olmec	
18 November	maya	
20 November	aztecs	
22 November	no class: prof travelling	
25-29 November	no class: thanksgiving break	
2 December	inca	
4 December	back to the future ii & evaluations	finish reading articles
6 December	poster presentation (U. Ballroom)	posters due
11 December (wed)	exam iii (10:15am)	

Assessment

<u>assignments</u>	<u>percentage of grade</u>	<u>date</u>
exams (3)	22 X 3 = 66%	9/16, 10/23, 12/11 (10:15am)
project topic discussion	4%	by 10/9
archaeology of us project	30%	12/6
guest lecture	+1%	10/14 (4pm Doudna)

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; 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 have eaten fast-food meals late at night; studied graffiti, and looked at how material culture—like cars—reflect peoples’ identities and wealth. You have a lot of 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 (that’s often illegal too). 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 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 **10/9** 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 (copy center in Union) or off campus for about \$25. Be prepared to display and discuss your poster on **December 6th**.

Readings

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

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

Selected 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 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.

There is the rare opportunity to earn extra credit (1% of final grade) by attending a guest lecture on 10/14

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (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 that 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; also, be willing to take criticism.

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 (8/26; 11 am)

