

INTRODUCTION TO ARCHAEOLOGICAL STUDIES
ANT 304
31480-31505

Spring 2019

Lecture: GEA 105, M/W 9:00-9:50 am

Labs: SAC 4.174: 31480, F 9-10 am; 31485, W 12-1 pm; 31490, M 2-3 pm; 31495, W 2-3 pm;
31500, F 3-4 pm; 31505, W 4-5 pm

Instructor: Professor R. Alan Covey

Office: CLA 4.406; E-mail: r.alan.covey@austin.utexas.edu; Phone: (512) 232-2084

Office Hours: M/W 10-11 am and by appointment. Please schedule on Canvas!

TAs: Julia Earle (Lab Sections 31459 and 31500)

Office: SAC 4.166; E-mail: jearle@utexas.edu

Office hours: Thursdays 12-2 pm, and by appointment

Fatemeh Ghaheeri (Lab Sections 31485 and 31505)

Office: SAC 5.114; E-mail: fatemeh.gh@utexas.edu

Office hours: Wednesdays, 3-4 pm, and by appointment

Anyagruber (Lab Sections 31480 and 31490)

Office: SAC 5.114 (Desk #14) E-mail: anyagruber@utexas.edu

Office hours: Tuesdays 1-3 pm, and by appointment

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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, discussion of key conceptual issues in archaeology, consideration of the methods that archaeologists use to reconstruct the past, and the limitations of archaeological knowledge.

Real-Life Skills: This class focuses on developing basic skills that employers look for. Reading assignments are designed to develop skills in *rapid information processing* and *self-organized work*. The attendance requirement for lectures promotes *consistent work performance*. Lab activities are designed to build *team-based problem solving* and *data analytics* skills.

Specific Learning Objectives:

By the end of this course, students will:

- demonstrate mastery of the key facts of world prehistory by successfully answering multiple-choice questions drawn from required readings during lecture meetings.
- show a critical understanding of key issues in world prehistory by writing responses to a range of questions on long-term developments of human social organization.
- 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: 1. **Individual preparation**. Students are expected to come to lectures and lab sections *having already read the required reading for that day*. 2. **Lecture** (M/W, 9-10 am) will present a global overview of world prehistory and key concepts in archaeology. Lectures are intended to clarify student questions about required readings and to frame them conceptually. 3. **Laboratory** sections, focus on archaeological methods and professional practice. Students will engage in discussions and will work together to complete short activities.

IV. Tentative Course Schedule: * Required article **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.

WEEK 1: INTRODUCTION

Wednesday, January 23: Course introduction

LAB: NO LAB

WEEK 2: ORIGINS

Monday, January 28: The Origins of Archaeology

Readings: Scarre, Ch. 1 (Introduction)

Wednesday, January 30: Paleoanthropology and Early Human Dispersals

Readings: Scarre, Chs. 2-3 (African Origins; Hominin Dispersals in the Old World)

LAB 1: Paleoanthropology Lab

WEEK 3: MODERN HUMAN MIGRATIONS

Monday, February 4: The Rise of Modern Humans

Readings: Scarre, Ch. 4 (The Rise of Modern Humans)

Wednesday, February 6: Peopling of the Americas

Readings: Scarre, Ch. 5 (The Origins, Antiquity, and Dispersal of the First Americans)

LAB 2: Site Formation Processes and Regional Survey Lab

WEEK 4: ARCHAEOLOGICAL METHODS

Monday, February 11: Tools of the Trade: Archaeological Methods I

Reading: TBA

Wednesday, February 13: Tools of the Trade: Archaeological Methods II

Reading: TBA

LAB 3: Excavation Lab

WEEK 5: TRANSFORMATIONS

Monday, February 18: Holocene Transformations and Social Evolution

Readings: Scarre, Ch. 6 (The World Transformed); Gignoux et al. 2011*

Wednesday, February 20: EXAM 1

LAB 4: Relative Chronology Lab

WEEK 6: TRANSFORMATIONS OF THE ANCIENT NEAR EAST

Monday, February 25: From Foraging to Farming

Readings: Scarre, Ch. 7 (From Foragers to Complex Societies in SW Asia)

Wednesday, February 27: Cities, States, and the Invention of History

Readings: Scarre, Ch. 13 (Peoples and Complex Societies of Ancient SW Asia)

LAB 5: Absolute Chronology Lab

WEEK 7: EUROPE FROM COLONIZATION TO THE ROMAN EMPIRE

Monday, March 4: The Spread of Farming in Europe

Readings: Scarre, Ch. 12 (Holocene Europe)

Wednesday, March 6: Social Power and the Rise of Empire

Readings: Scarre, Ch. 14 (The Mediterranean World)

LAB 6: Artifact Analysis Lab (Lithics)

WEEK 8: EAST ASIA UNTIL THE HAN EMPIRE

Monday, March 11: Transitions to Agriculture in East Asia

Readings: Scarre, Ch. 8 (East Asian Agriculture and Its Impact)

Wednesday, March 13: Emergence of Urbanism and Statecraft

Readings: Scarre, Ch. 16 (Complex Societies of East and Southeast Asia)

LAB 7: Material Evidence of Social Organization

NO CLASS OR LAB MARCH 18-20 (SPRING BREAK)

WEEK 9: SOUTH ASIA AND HOLOCENE AFRICA

Monday, March 25: South Asia

Readings: Scarre, Ch. 15 (South Asia from Early Villages to Buddhism)

Wednesday, March 27: Holocene Africa

Readings: Scarre, Ch. 11 (Holocene Africa), pp. 344-365, 375-387

LAB 8: Household Archaeology Lab

WEEK 10: ANCIENT EGYPT

Monday, April 1: Ancient Egyptian Civilization

Readings: Scarre, Ch. 11 (Holocene Africa), pp. 365-375

Wednesday, April 3: EXAM 2

LAB 9: Mortuary Archaeology Lab

WEEK 11: HUMAN COLONIZATION AND COMPLEXITY ACROSS OCEANIA

Monday, April 8: Colonization and Human Adaptation in Australia

Readings: Scarre, Ch. 9 (Sections on Australia and Tasmania)

Wednesday, April 10: Domestication, Social Complexity, and Migration in Oceania

Readings: Scarre, Ch. 9 (Sections on Melanesia and Polynesia); Denham 2011*

LAB 10: Campus Monumentality Lab

WEEK 12: NORTH AMERICAN PREHISTORY

Monday April 15: Peopling of North America

Readings: Scarre, Ch. 10 (Origins of Food-Producing Economies in Americas)

Wednesday, April 17: Domestication, Diffusion, and Social Complexity

Readings: Scarre, Ch. 19 (Complex Societies of North America)

LAB 11: Social Status Lab

WEEK 13: MESOAMERICAN PEOPLES BEFORE THE CONQUEST

Monday, April 22: Origins of Mesoamerican Farming and Village Societies

Readings: Review Scarre, Ch. 10; Neff 2011*

Wednesday, April 24: The Mesoamerican Civilizations

Readings: Scarre, Ch. 17 (Mesoamerican Civilization)

LAB 12: Public Archaeology Lab (Blanton Museum)

WEEK 14: THE RISE OF ANDEAN CIVILIZATIONS

Monday, April 29: Human Survival in the Andes

Readings: Review Scarre, Ch. 10; Jolie et al. 2011*; Dillehay et al. 2012*

Wednesday, May 1: Andean Statecraft to Inca Times

Readings: Scarre, Ch. 18 (From Village to Empire in South America)

LAB 13: Human-Environment Interaction Lab

WEEK 15: THE FUTURE OF THE PAST

Monday, May 6: The Future of the Past

Readings: Scarre, Ch. 20 (Retrospect and Prospect)

Wednesday, May 8: EXAM 3

LAB 14: Space Archaeology

V. My Assumptions

I approach this course with the assumption that most students have no prior background in archaeology, and that most are taking the course to fulfill a university curriculum requirement or to explore a curiosity about archaeology. I try to teach with this in mind, so I focus the content on basic facts and concepts, as well as a discussion of key sites and controversies. For me, one of the most important things about archaeology is that the story of the human past is still

being discovered, so I try to teach this class in a way that helps students to know how we know what we know, and how we might learn more in the future.

VI. Course Requirements:

1. Attendance and participation policy:

On-time attendance for the entire lecture is required, and is part of your course grade (see section VII below). Class meetings will review required readings, present new information, and evaluate student mastery of assigned readings. Lab attendance is required, and *any student who misses more than four labs, regardless of performance in the rest of the class, will automatically receive an F in the class*. Respect is a central expectation for lectures and labs. This means appropriate use of technology and refraining from distracting or disruptive behavior. Laptops and tablets are permitted in the lecture hall for note-taking and taking quizzes in Squarecap. Please limit your device use to class activities. Mobile phones should be switched off or into silent mode, and should not be used in the classroom. Appropriate use of technology communicates respect for other students and for the instructor; failure to do so may result in you being asked to leave the lecture.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: Almost all course readings will come from two required books, which should both be available from the Co-op:

Scarre, Chris, ed. 2013. *The Human Past*, 4th edition. Thames and Hudson. This is a world prehistory text that will be read alongside class lectures.

In addition to the required books, the following articles are required readings for the course. These are freely available through UT's electronic journals subscriptions, and if possible, a pdf file of each reading will be placed on Canvas prior to the class meeting. Students are responsible for accessing these readings.

Denham, Tim. 2011. Early Agriculture and Plant Domestication in New Guinea and Island Southeast Asia. *Current Anthropology* 52(S4):S379-S395.

Dillehay, Tom D., Duccio Bonavia, Steve L. Goodbred, Jr., Mario Pino, Victor Vásquez, and Teresa Rosales Tham. A Late Pleistocene Human Presence at Huaca Prieta, Peru, and Early Pacific Coastal Adaptations. *Quaternary Research* 77(3):418-423.

Earle, Timothy K., and Robert W. Preucel. 1987. Processual Archaeology and the Radical Critique. *Current Anthropology* 28(4):501-538.

Gignoux, Christopher R., Brenna M. Henn, and Joanna L. Mountain. 2011. Rapid, Global Demographic Expansions after the Origins of Agriculture. *Proceedings of the National Academy of Sciences* 108(15):6044-6049.

Jolie, Edward A., Thomas F. Lynch, Phil R. Geib, and J. M. Adovasio. 2011. Cordage, Textiles, and the Late Pleistocene Peopling of the Andes. *Current Anthropology* 52(2):285-296.

Neff, Hector. 2011. Evolution of the Mesoamerican Mother Culture. *Ancient Mesoamerica* 22(1):107-122.

Smith, Michael E., Gary M. Feinman, Robert D. Drennan, Timothy Earle, and Ian Morris. 2012. Archaeology as a Social Science. *Proceedings of the National Academy of Sciences* 109(20):7617-7621.

Wilmshurst, Janet M., Terry L. Hunt, Carl P. Lipo, and Atholl J. Anderson. 2011. High-Precision Radiocarbon Dating Shows Recent and Rapid Initial Human Colonization of East Polynesia. *Proceedings of the National Academy of Sciences* 108(5):1815-1820.

Squarecap: This course will use *Squarecap* (www.squarecap.com) to administer in-class quizzes and evaluate attendance. Each student will need to purchase a subscription by the end of the trial period for the software. Students should report any technical problems with the software to a TA at the end of the class when the issue arises.

3. Assignments, Assessment, and Evaluation

Lab Work: Because most lab work is collaborative, there are no extensions or make-ups for missed labs. Students must protect lab equipment and teaching collections and use them according to the rules that we will specify during the lab orientation. Labs are required to pass the class.

Make-Up Exams: Ordinarily, there will be no make-ups for exams. If you anticipate missing a class for a valid reason, it is your responsibility to speak with your TA or with the professor *in advance* about making alternative arrangements. You should bring documentation of your reason for missing class to your TA so that we can determine whether a make-up is warranted. Please feel free to redact sensitive personal information (e.g., medical diagnosis, SSN) from your documentation.

Final Exam: There is no final exam for this course

Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to the attention of your TA within one week after your graded work is returned to you or posted on Canvas. Please review your graded work when it is returned or posted, and let us know if you feel that there are any problems.

4. **Use of *Canvas* in class:** This class uses *Canvas* for a number of Web-based course management functions. *Canvas* can be accessed at <http://canvas.utexas.edu/>. The university provides support and tutorials for interested students—it is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, *Canvas* will be used primarily as a place to post the course syllabus, slides from lectures, exam review sheets, required journal articles, and lab assignments.
5. **Use of *Squarecap* in class:** This class uses *Squarecap* to administer and evaluate in-class quizzes and to assess individual attendance. *Squarecap* can be accessed via <https://squarecap.com/>, and you will need to purchase a subscription. You must be present in the lecture hall for your quiz performance and attendance to be counted. Using another student's *Squarecap* account will be considered a violation of the Honor Code, and both students will be sanctioned.

VII. Grading Procedures: Grades will be based on:

(a) **Lecture Attendance** (10%). On-time attendance is required at class lectures, and will be assessed using the *Squarecap* app. You need to be in the classroom and logged into *Squarecap* on the UT wi-fi, or you will be flagged as absent. Each student may miss three classes during the term without a deduction to the attendance grade.

(b) **Lab Assignments** (30%). Lab activities will include discussions, exercises, and mini-projects taking place across campus. Some work will be assessed based on individual performance, and other work will be graded based on group completion of an assignment. We will drop your lowest lab score when calculating your final lab grade.

(c) **Exams (3)** (20% each, or 60%). The course lecture will be organized into three units, each of which will end with an in-class exam. The exam will consist of multiple choice questions (n=30) drawn from the Squarecap quizzes administered at the start of each lecture, as well as two one-page written responses to questions presented in the lectures. A review sheet will be posted a week in advance with a list of possible written response questions.

Grade Scale:

A: 93.0+

A-: 90.00-92.99

B+: 87.00-89.99

B: 83.00-86.99

B-: 80.00-82.99

C+: 77.00-79.99

C: 73.00-76.99

C-: 70.00-72.99

D+: 67.00-69.99

D: 63.00-66.99

D-: 60.00-62.99

F: Below 60.00

Note: Grades will not be rounded

VIII. Academic Integrity

University of Texas Honor Code

Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Lab Work: Students will work together on group projects during their lab meetings, and the group size and nature of the collaboration will be stated in the assignment. Students may only collaborate with members of their group on lab assignments, unless expressly granted permission to do otherwise by the TA. Copying lab work by members of other groups constitutes 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.

Study and Review: Students are encouraged to work in small study groups to prepare for class meetings and to discuss course materials prior to exams. Students should prepare their own notes and review materials, and may NOT use materials prepared by others. Notes may NOT be circulated (via social media or other means) without prior permission from the professor. Copying the notes or review materials produced by another student will be considered a violation of the Honor Code by both students.

Exams: NO form of collaboration or copying is permitted during exams, and no outside materials may be consulted during exams without the express permission of the professor. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any such behavior during the exam will result in a score of 0 for the assignment, and may lead to failure of the course and University disciplinary action.

IX. Other University Notices and Policies

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

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

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

Behavior Concerns Advice Line (BCAL)

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Q drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Emergency Evacuation Policy

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

