

- WORLD ARCHAEOLOGY –
ANTHROPOLOGY 2WA3, Term 2, 2019-20

Instructor: Tristan Carter (Chester New Hall, Room 507)

Contact: stringy@mcmaster.ca

Office Hours: Tuesdays, 5-6pm and by appointment

Lecture Times & Location: Tuesdays, 7.00 – 9.00 pm (19.00-21.00) - **DSB/AB102**

Tutorials: meet once a week for an hour with the Teaching Assistant (TA) to discuss assigned work (see below); tutorial groups, dates, times & venues assigned by registrar's office.

Required Text: Feder, K.L. (2016), *The Past in Perspective. An Introduction to Human Prehistory*. 7th edition, Oxford University Press, Oxford

NB - For details on which readings are associated with each lecture and tutorial, see course **Avenue** facility.

Course Outline & Aims

This course introduces the major debates in world archaeology (and the latest major discoveries), focusing on how archaeologists – as social scientists - seek to answer these big questions. We examine how the approaches of a broad-based archaeological/anthropological reasoning are applicable to a wide array of future careers.

In this course we cover 7 million years of human activity from our earliest ancestors to the rise of major 'civilizations', engaging with such big questions as:

- How do we define 'humanity' and who were our first ancestors?
- Who were the Neanderthals and what led to their extinction? Did *we* kill them off?
- Why did it take so long for 'art' to appear and what does this early 'symbolic behaviour' mean?
- Why did we domesticate animals & plants having spent millennia hunting/gathering them in the wild?
- Why did we settle in villages, and what impact did settled life have on societies?
- What led us to construct cities and states, why did some become kings while others remained commoners?
- How did new ideas and inventions spread between people in the past?

In the process, we also examine some of the methods and theories used by archaeologists in their attempts to answer these questions. At the end of this course you should thus have developed:

- 1) An understanding of what constitute the major debates in the study of the human past and an idea as to *how* archaeologists attempt to resolve these questions using the 'archaeological record', genetics and theory/logic.
- 2) A personal opinion as to the grander significance of archaeology as an academic discipline and by extent the cultural value of studying (and preserving) the past.

WEEK 1 Part I: Introduction to the course
 Tues. 7th Jan. Part II: Introduction to archaeology
 No tutorial

WEEK 2 Part I: Human origins: Our earliest ancestors
 Tues. 14th Jan. Part II: *Homo erectus*: Hunters, fire-starters, migrants
 Tutorial 1: *What archaeologists study: defining the 'archaeological record'.*

- WEEK 3**
Tues. 21st Jan.
Part I: **Film** – *Decoding Neanderthals* (PBS 2013)
Part II: The Neanderthals
Tutorial 2: *How we know how old it is: archaeological dating techniques*
- WEEK 4**
Tues. 28th Jan.
Part I: Early modern humans in Eurasia.
Part II: The ‘art’ of Palaeolithic (‘stone age’) Eurasia
Tutorial 3: *‘Us and Them’ – What is it to be a Modern Human?*
- WEEK 5**
Tues. 4th Feb.
Part I: **Film** – *First Peoples’ – Americas* (PBS 2015)
Part II: Brave new worlds: the Peopling of the Americas
Tutorial 4: *How archaeologists think: Interpreting Palaeolithic art*
- WEEK 6**
Tues. 11th Feb.
Part I: Origins of farming: the ‘Neolithic revolution’!
Part II: Seeds, symbolism & sex: New thoughts on the Neolithic Near East
Tutorial 5: **Prep for long paper proposal** (plus a response to hand in during class)
- WEEK 7**
MID-TERM RECESS (no classes)
- WEEK 8**
Tues. 25th Feb.
Part I: **Mid-Term Exam**
Part II: How ideas spread: The first farmers of Europe
NO tutorial – to help you prepare for the exam
- WEEK 9**
Tues. 3rd March.
Part I: SE Asia and the earliest Pacific islanders
Part II: Chiefly societies
Tutorial 6: *A gendered past: men/ women at Çatalhöyük*
DEADLINE – submit Long Paper Proposal – in tutorial to your TA
- WEEK 10**
Tues. 10th March
Part I: Of maize and mounds: Early agriculture in the Americas
Part II: How do we explain the ‘emergence of civilization’?
Tutorial 7: *Trade, exchange and the ‘authority of distant knowledge’*
- WEEK 11**
Tues. 17th March
Part I: Mesopotamia – The world’s earliest cities and states
Part II: **Film** – *Before the Pharaohs: The Real Scorpion King* (Nat. Geog. 2011)
Tutorial 8: *Why monumentality? Mycenae & the Body Politic*
- WEEK 12**
Tues. 24th March
Part I: Ancient Egypt – From the pyramids to Tutankhamen
Part II: ‘Secondary state formation’: The case of the Aegean
Tutorial 9: *Bodies of evidence? The archaeology of death and burial*
Fri. 27th March
DEADLINE – submit Long Paper – 4pm by **email** to your TA.
- WEEK 13**
Tues. 31st March
Part I: Mesoamerican civilizations: The Maya
Part II: Andean civilizations: The Inca
Tutorial 10: *What is the value of archaeology? Heritage and modern identity*
- WEEK 14**
Tues. 7th April
Part I: The collapse of civilizations
Part II: Final class review
Tutorial 11: Final exam review

WEEKS 15-16

Final Exam – date to be set by registrar (between 13th – 28th April)

Course Requirements

Tutorial and exam attendance / participation are **mandatory** grades are not reweighted if missed (see below).

Tutorial attendance / responses	-	20%
Mid-term exam	-	25%
Long paper proposal	-	5%
Long paper	-	25%
Final exam	-	25%

Tutorial participation / responses – grade based on the student’s attendance and participation in general discussion and their submission of all required response-papers (1 page max. per class).

Mid-term exam – 1 hour duration, taken **in class** on **Tues. 25th Feb.** (covering Weeks 1-7 subjects).

Final exam – 2 hour duration, covers the entire course and is taken in the April 13th – 28th exam period (venue/date to be set by registrar).

Type of questions on exams: *Multiple choice / True or false / Fill in the blank / Definitions / Short answer questions*

Long-paper proposal – a proposal for the long-paper is to be submitted in your **Week 9** tutorial. The proposal should comprise two pages, the first with a title, plus an outline of your research topic (sub-headings and contents), plus 5 appropriate sources on page 2 (we discuss in tutorial what is ‘appropriate’).

NB – the proposal *has* to be submitted otherwise the long-paper itself will not be graded.

Long-paper – A final term paper, 6 pages long (1” margins, double spacing, 12 pt. Times New Roman font), is to be submitted on **Friday 27th March**. Choose one of these topics:

- 1) *Discuss the claims and evidential basis of the pre-Clovis theory within the ‘Peopling of the Americas’ debate, explaining why for some people this is a problematic argument.*
- 2) *The origins of agriculture in the Fertile Crescent was the result of climatic and environmental factors rather than human thought and action – discuss.*
- 3) *How can we interpret the prehistoric cave paintings of Upper Palaeolithic Eurasia?*
- 4) *Neanderthals made no contribution to who we are today – discuss.*
- 5) *A research question of your choice. You must have a *question*, it is not enough to simply describe a site / a dataset / a debate. **NB** – you need to discuss this proposed topic with professor or TA before submitting it.*

Long paper topics must be approved. The paper should have a clear structure, argument and conclusion, and should make adequate reference to academic sources. These long papers are graded on:

Content (70%):

- Comprehensiveness of research material (20%)
- Relevance of research material (20%)
- Analysis of subject (10%)

- Coherence and structure of discussion (10%)
- Effectiveness of logic and argument (thesis) (10%)

Presentation (30%):

- Structure of paper (10%)
- Effectiveness of prose (10%)
- Technical aspects (spelling, grammar, etc.) (10%)

Missed Exams and Late Assignments

An arrangement can be made for a missed mid-term exam to be taken at a later date if the student provides an appropriate note/letter from Faculty office, or SAS (see below).

Assignments must be handed to your TA by the assigned date. Late long paper proposals will be given a maximum of a 50% grade, while late long papers are penalized **5%** of the mark per day including weekends and holidays with a maximum of **3 days late** after which a 0 grade will be awarded. Extensions can only be gained if the student provides an appropriate note/letter from SAS, or other university certification system (e.g. MSAF – see below). Assignments are to be **emailed** to your TA (details provided in your first tutorial).

No grade / reweighting policy - grades will *not* be reweighted, i.e. if an exam is missed, then a make-up exam has to be taken, the grade is not just added to the next requirement

McMaster Student Absence Form (MSAF) policy

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:
 - The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
 - The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
 - The 'one MSAF per term' limit is retained.
 - As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

Academic Skills Counselling and **Services for Students with Disabilities** are available through the Student Accessibility Services (SAS)

Tel: 905-525-9140 x28652

Email: sas@mcmaster.ca

Website: [Academic Accommodation of](#)

[Students with Disabilities](#)

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, [Academic Integrity](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained.
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations.

The instructor & university reserve the right to modify elements of the Course during the term. The university may change the dates & deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice & communication with the students will be given with explanation & the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email & course websites weekly during the term & to note any changes.

USE OF COMPUTERS: Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.