

- WORLD ARCHAEOLOGY –
ANTHROPOLOGY 2WA3, Term 1, 2015-16

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

Contact: stringy@mcmaster.ca

Office Hours: Tuesdays, 2-3pm and by appointment

Lecture Times & Location: Wednesdays, 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 (see SOLAR).

Required Text: Fagan, B.M. & Durrani, N. (2014), *People of the Earth: An Introduction to World Prehistory*. 14th edition, Pearson Prentice Hall, New Jersey.

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

Course Outline & Aims

In this course you will be introduced to the major debates in current world archaeology, focusing not just on the latest and greatest discoveries, but on how archaeologists – as social scientists - seek to answer these big questions. We examine how the present is intrinsically shaped by the past, and the approaches of a broad-based archaeological/anthropological reasoning are applicable to a wide array of future careers.

In this course we cover some 7 million years of human activity. We will track cultural development throughout the world and engage with some of the big questions relating to human experience, such as:

- How do we define 'humanity' and by extent who were our first ancestors?
- Did we kill off the Neanderthals, or do they survive amongst us today?
- 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 do new ideas spread between peoples?

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.
- 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
 Weds. 9th Sept. Part II: Introduction to archaeology

WEEK 2 Part I: Human origins: Our earliest ancestors
 Weds. 16th Sept. Part II: *Homo erectus*: Hunters, fire-starters, migrants
 Tutorial 1: What archaeologists study: defining the 'archaeological record'.

WEEK 3 Weds. 23 rd Sept.	Part I: Film – <i>Decoding Neanderthals</i> (PBS 2013) Part II: The Neanderthals Tutorial 2: <i>How we know how old it is: archaeological dating techniques</i>
WEEK 4 Weds. 30 th Sept.	Part I: Early modern humans in Eurasia. Part II: The ‘art’ of Palaeolithic (‘stone age’) Eurasia Tutorial 3: <i>‘Us and Them’ – What is it to be a Modern Human?</i>
WEEK 5 Weds. 7 th Oct. -	Part I: Film – <i>First Peoples’ – Americas</i> (PBS 2015) Part II: Brave new worlds: the Peopling of the Americas Tutorial 4: <i>How archaeologists think: Interpreting Palaeolithic art</i>
WEEK 6	MID-TERM RECESS (no classes)
WEEK 7 Weds. 21 st Oct.	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 <u>a response</u> to hand in during class)
WEEK 8 Weds. 28 th Oct.	Part I: Mid-Term Exam Part II: How ideas spread: The first farmers of Europe Tutorial 6: <i>A gendered past: men/ women at Çatalhöyük</i>
WEEK 9 Weds. 4 th Nov.	Part I: SE Asia and the earliest Pacific islanders Part II: Chiefly societies Tutorial 7: <i>Whose heritage? Archaeology and ‘the public’</i> DEADLINE – submit Long Paper Proposal – in tutorial to your TA
WEEK 10 Weds. 11 th Nov.	<u>Monday 3rd Nov.</u> – Of maize and mounds: Early agriculture in the Americas <u>Wednesday 5th Nov.</u> – How do we explain the ‘emergence of civilization’? Tutorial 8: <i>Trade, exchange and the ‘authority of distant knowledge’</i>
WEEK 11 Weds. 18 th Nov.	Part I: Mesopotamia – The world’s earliest cities and states Part II: Film – <i>Before the Pharaohs: The Real Scorpion King</i> (Nat Geog 2011) Tutorial 9: <i>Why monumentality? Mycenae & the Body Politic</i>
WEEK 12 Weds. 25 th Nov. Fri. 27 th Nov.	Part I: Ancient Egypt – From the pyramids to Tutankhamen Part II: ‘Secondary state formation’: The case of the Aegean Tutorial 10: <i>Bodies of evidence? The archaeology of death and burial</i> DEADLINE – submit Long Paper – 4pm via Anthro dropbox (5 th floor CNH)
WEEK 13 Weds. 2 nd Dec.	Part I: Mesoamerican civilizations: The Maya Part II: The collapse of civilizations / class review Tutorial 11: Final exam review
WEEKS 14-15	
Final Exam – date to be set by registrar (between Wednesday 9 th – Tuesday 22 nd December)	

Course Requirements

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

Tutorial attendance / responses	-	25%
Mid-term exam	-	20%
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 **Weds. 28th Oct.** (covering Weeks 1-7 subjects).

Final exam – 2.5 hour duration, covers the entire course and is taken in the December 9th-22nd 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, 8 pages long (1” margins, double spacing, 12 pt Times New Roman font), is to be submitted on **Friday 27th November**. Choose one of these topics:

- 1) *What are the competing theories to explain the ‘Peopling of the Americas’ and what evidence are they based upon? What are the various claims surrounding this issue, who makes them and what is their evidence?*
- 2) *Using an example from one particular region - e.g. SW Asia (the ‘Near East’), China or Mesoamerica - discuss the theories on the origins of agriculture.*
- 3) *How can we seek to understand prehistoric symbolism, as for example represented by Upper Palaeolithic ‘art’, prehistoric figurines, or other forms of iconography? How do we define symbolic behaviour and what methods are available to us to interpret these bodies of data? You may wish to choose one set of material and / or one site with which to explore your arguments.*
- 4) *How can we reconstruct prehistoric gender relations? How do archaeologists understand the roles of men and women in past societies and why is this important? What lines of evidence / methods can we use & what are the problems in interpreting the archaeological record. You may want to focus on one site / region / data-set.*
- 5) *Using an example from Asia, Africa, Mesoamerica or Mesopotamia, discuss the origins of city-states in light of theories on ‘the emergence of civilization’.*
- 6) *Using a variety of evidence, discuss the relationship between Homo sapiens and Homo neanderthalensis (the Neanderthals). What is the nature of this question/ the major debates involved? What are the various ways in which you can compare these characters (skeletal, genetic, temporal, geographical, technological, diet etc).*

- 7) *Choose an archaeological site and discuss how research of it has shaped our understanding of human history. You must have a *question*, it is not enough to simply describe a site and its wonders... How has a particular site contributed to our understanding of the past (and which particular aspect of the past) and how was this achieved by archaeologists (what were their methods)?*

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 doctor, SAS (see below), or Dean.

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 4 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). Please note that if you are handing in an assignment out of tutorial time, you must use the drop box opposite the elevators on the 5th floor of Chester New Hall (Dept. Of Anthropology), in which case please mark the paper clearly as to which course and TA it belongs to. **You CANNOT email your assignment, or slide it under any office door.** The drop box is checked at 4pm each business day. Assignments received after 4pm will be dated the following day.

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

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Spring/Summer 2015.

If you have any questions about the MSAF, please contact your Associate Dean’s office.

[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: <http://sas.mcmaster.ca>

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, www.mcmaster.ca/senate/academic/ac_integrity.htm

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. *(Insert specific course information, e.g., style guide)*
2. Improper collaboration in group work. *(Insert specific course information)*
3. Copying or using unauthorized aids in tests and examinations.

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