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ANTY 254X.01: Archaeological Wonders of the World

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ANTHROPOLOGY 254:

Archaeological Wonders of the World

COURSE SYLLABUS

SPRING 2022

TUESDAYS AND THURSDAYS, 1:00-2:20 PM, MCGILL HALL, ROOM 210



Archaeology = interdisciplinary study of more than 4 million years of past human cultures using many lines of evidence.

Course Description:

Imagine the sights, smells, and sounds of the past as we take a magnificent [mostly] classroom-based journey to different times and places on earth throughout the semester. This course highlights major archaeological discoveries on a worldwide scale, with an emphasis on the history of the human condition over the past several millennia. Case studies providing historical insight *germane to navigating the modern world* will be explored via lectures, class discussions, readings, and documentary clips. Students will use critical thought and a series of writing assignments to articulate how such findings shed light on the human condition. Students will be encouraged to apply interdisciplinary evidence by integrating knowledge from the humanities, social sciences, and natural sciences in order to understand regional, continental, and transnational approaches to managing and conserving the world's cultural and natural heritage. The course will prepare students to be involved in ethical, educated decision-making related to protecting such heritage amid the context of intense cultural and global changes while navigating environmental, economic, and social issues. This course will also prepare students for upper division courses by developing writing skills through in-class activities and practice and writing assignments, including reviews of well-written publications. Additionally, the ANTY 254 Teaching Team is dedicated to providing students with constructive editorial feedback on writing assignments, as well as an engaging classroom setting.

ANTY 254 TEACHING TEAM CONTACT INFORMATION

Kate Kolwicz, Instructor

Office: Social Sciences Building Room 244

Office Hours: Thursday 2:30 – 5:00 and By Appointment

Email: katherine.kolwicz@umontana.edu

Katie Kemp, Teaching Assistant

Office: Social Sciences Building Room 244

Office Hours: Tuesday 10:00 – 12:00 and By Appointment

Email: kathryn.kemp@umconnect.umt.edu

REQUIRED READINGS FOR THIS COURSE INCLUDE:

1. Price, T. Douglas and Feinman, Gary M.

2019 *Images of the Past*, 7th or 8th Edition, by T. Douglas Price and Gary M. Feinman. McGraw Hill Education: New York.

2. Greene, Anne E.
2013 *Writing Science in Plain English*. University of Chicago Press.

3. Strunk, William, and E. B. White.
1979 *The Elements of Style*. 3rd Edition. Macmillan Publishing Co. New York.

(NOTE: This book isn't available at the Bookstore on campus. You can get it used for just a few dollars – we will start using it around the third week of the semester so there's plenty of time to order online.)

OPTIONAL TEXTBOOK(S):

1. Deetz, James
1996 *In Small Things Forgotten*. Anchor Books: New York.

2. Praetzelis, Adrian
2003 *Dug to Death: A Tale of Archaeological Method and Mayhem*. Altamira Press: Walnut Creek, CA.

RESOURCES FOR THIS COURSE INCLUDE:

1. Mansfield Library Research Guide: <https://libguides.lib.umt.edu/anthropology>

2. Selections from *Eyewitness to Discovery* by Brian M. Fagan (Oxford University Press, 1996, ISBN: 0195081412), along with other assigned readings (e.g., journal articles, book excerpts, documentaries, audio/video clips) that will be provided in pdf format via the course Moodle page. Weekly readings details in course schedule below.

3. Hunt, Patrick
2007 *Ten Discoveries that Rewrote History*. Plume, Penguin Group, New York. ISBN: 978-0-452-28877-5.

4. Various Academic Journal articles, these will be provided for you on Moodle.

COURSE STRUCTURE:

This course meets for 80 minutes, two days a week, throughout the semester. Class meetings include lectures, films, in-class activities/discussions, writing assignments, and exams geared toward students' understanding of the ways in which archaeological discoveries have changed how we perceive the past and to consider how archaeological evidence cultivates an awareness of the diverse ways humans structure their lives.

Students can expect to participate in class—and earn participation points—by sharing their ideas with the rest of the class in informal discussions and by using archaeological evidence as a backdrop for presenting the ways in which human behavior and cultural ideas are part of a global and indigenous network of complex and interdependent relationships between nations and societies and their physical environments.

CLASS CONDUCT:

Respect and listen to each other and the teaching team. Turn off cell phone during class and do not use laptops/notebooks for non-class activities.

ATTENDANCE:

Attendance will be taken each class period and will be part of your final grade. There will be some in-class projects and participation exercises that require attendance to get full points. Please note that February 7th at 5 pm is the last date students can withdraw from the course on Cyberbear without having to petition for late withdrawal.

Safety Message:

The University of Montana has implemented the following pandemic precautions and protocols:

- Mask use is required within the classroom and during field trips where we are in contact.
- Each student is provided with a cleaning kit. The expectation is that students will clean their personal workspace when they arrive for class, and before they leave the classroom.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students should be discouraged from congregating outside the classroom before and after class.
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. A seating chart will be created and submitted to the Registrar.
- Class attendance will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal).
- If the class is being recorded, students must be notified of the recording.
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms.
- If a student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330.
- Up to Date COVID-19 Information from the University of Montana can be found here: UM Coronavirus Website: <https://www.umt.edu/coronavirus>.
- Please consider being vaccinated if you have not already. All of us must remain vigilant outside the classroom in mitigating the spread of COVID-19.

GRADES:*

- A. Participation/Attendance (Must be present in class to get these points) – 100 points
- B. 10 Writing Exercises (noted as W1, W2, W3, and so on) – 250 points
- C. Final Writing Project – 100 points
- D. Total points for course - 450
- E. Extra credit point opportunities - TBD

The plus/minus system will be used and will be based upon the following average scores: A (100-95%), A- (94-90%), B+ (89-88%), B (87-84%), B- (83-80%), C+ (79-78%), C (77-74%), C- (73-70%), D+ (69-68%), D (67-64%), D- (63-60%), F (59% or less).

*Make-up projects will be given ONLY in cases of verified and unavoidable emergencies. You must notify me IN ADVANCE if you are unable to turn in a regularly scheduled assignment or final project. You will have to earn extra credit to make up for lost participation points if you miss class.

INTERMEDIATE WRITING COURSE OBJECTIVES AND REQUIREMENTS

This course requires an electronic submission (via Submittable) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. Here's the [rubric](#) that will be used to score the papers.

WRITING ASSIGNMENTS (W1, W2, W3, etc.): SUMMARIES and DUE DATES

All assignments are due by midnight on the due date. Turn in your assignments by handing them in during class, uploading to the appropriate Moodle drop box, putting them in my mailbox in the Anthropology Dept. mail room, or emailing them to me.

Tuesday, Jan. 18	W1**Descriptive Writing #1 (In Class): Your Favorite Archaeological Wonder – 10 pts
Tuesday, Feb. 1	W2**Potential Paper Topic – 20 points
Tuesday, Feb. 8	W3**Journal Article Review – 20 points
Thursday, Feb. 17	W4** Bibliography – 40 points
Tuesday, Mar. 1	W5**Film Review – 20 points
Thursday, Mar. 10	W6** Annotated Bibliography – 60 points
Thursday, Mar. 17	W7**Article Analysis – 20 points
Tuesday, Mar. 29	W8** Introduction Paragraph or Abstract – 20 points
Thursday, Apr. 14	W9**Rough Draft of Final Writing Project – 40 points
Thursday, May 12	W10** Final Writing Project – 100 points

STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

ACADEMIC HONESTY

The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. "Plagiarism is the representing of another's work as one's own." Both copyright laws and University policies are rigid as concerns plagiarism. From the Provost's Office: "All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#)."

STUDENT LEARNING OBJECTIVES

1. Students will gain an understanding of provocative archaeological discoveries and will be challenged to consider how such findings have changed how we perceive the past and to consider how archaeological evidence cultivates an awareness of the diverse ways humans structure their social, political, and cultural lives, as well as how human behavior and cultural ideas are part of a wider (global/international) framework that has, since time immemorial, been privy to complex and interdependent relationships between of nations and societies and their physical environments.
2. Students will develop critical thinking skills while examining major issues in text-aided fields, such as Egyptology and Classical Archaeology, among many other subfields of archaeology and cultural heritage. By definition, the field of archaeology is dedicated to cultural as a unit of analysis and also to interpreting human behavior (ideas, activities, institutions) in reference to historical, physical, and geo-political contexts. Thus, this course will provide students with a series of dynamic learning opportunities, grounded in various archaeological discoveries around the world, to connect

many complex and diverse narratives representing the human condition over space and time. Students will also learn how to discuss and connect the ways in which anthropological methods, theory, and questions can be integrated with the scholarship in other, related fields. Students will be challenged to learn how such interdisciplinary frameworks provide case studies of interdependence between people and places throughout the world amid the context of global changes.

3. Students will learn how to review insights from collaborative archaeological projects and will be exposed to inter-cultural communications by reviewing various ways of presenting and interpreting well known and “breaking news” versions of archaeological discoveries. Students will be encouraged to synthesize regional, continental, and transnational approaches to managing and conserving Earth’s cultural and natural heritage to learn how to analyze and compare the rights and responsibilities of people living in the modern world, as well as how to recognize the rights, responsibilities, and inherently complex challenges of 21st century cultural heritage professionals. As a result, students will be prepared for careers that require informed, critical decision-making about sustainably-minded protection of cultural and natural heritage amid the context of intense cultural and global growth and transformation.

COURSE SCHEDULE

Week 1

Tuesday, January 18th:

Course Introduction, syllabus review. The Seven Wonders of the Ancient World, UNESCO World Heritage Sites
<https://whc.unesco.org/en/list/&order=property>.

Thursday, January 20th:

Paleolithic Archaeological Sites, art, and culture. Descriptive writing workshop.

Readings and Assignments

Review Syllabus and come to next class meeting with questions; start to create a reading list/bibliography for yourself now – this is related to assignments due later this semester, after Spring Break!

Images of the Past, Chapter 1

Writing Science in Plain English, Chapters 1-2

Optional Readings:

None for this week.

W1Tuesday, Jan. 18: Descriptive Writing Assignment #1** (in class activity, due at end of first class meeting)

Week 2

Tuesday January 25th: Writing Workshop (Style Guides). The origins of agriculture and the rise of cities. Göbekli Tepe and Çatalhöyük.

Thursday January 27th: The fertile crescent, Mesopotamia, Babylon, Sumeria. Descriptive writing.

Readings:

Images of the Past, pp. 427 – 441

Writing Science in Plain English, Chapter 3

Göbekli Tepe (<https://whc.unesco.org/en/list/1572>)

Çatalhöyük (<https://whc.unesco.org/en/list/1405>)

Optional Readings:

Ian Hodder (famous archaeologist) on Göbekli and Çatalhöyük: <https://www.youtube.com/watch?v=zKwSg7OyvoE>

PEER-REVIEWED JOURNAL ARTICLE: Ayala, et al., Paleoenvironmental Reconstruction, Çatalhöyük, *Journal of Archaeological Science*, 2017

Week 3

Tuesday, February 1st:

Writing workshop (sentence structure); the archaeology of animal domestication.

Thursday, February 3rd:

The archaeology of ancient foodways. Analyzing and critiquing peer-reviewed journal articles.

Readings

Writing Science in Plain English, Chapter 4

<https://www.sapiens.org/archaeology/horse-domestication-archaeology/>

<https://www.smithsonianmag.com/history/a-brief-history-of-house-cats-158390681/>

<https://www.nytimes.com/2016/10/18/science/ancient-farmers-archaeology-dna.html>

PEER-REVIEWED JOURNAL ARTICLE: Wang, et al., Ancient Beer Brewing, *Journal of Archaeological Science*, 2017

W2 Potential Paper Topic, Due Tuesday, February 1st:** What stood out on the syllabus and/or UNESCO List as a place you'd like to visit and why? Describe it using tips from our writing workshop/discussion on descriptive writing. Consider expanding on this site/place/wonder to develop it as a topic for your final writing project. Detailed assignment description and grading rubric are on the Moodle page in the Writing section.

Week 4

Tuesday, February 8th: Egypt Week!

Thursday, February 10th: Egypt Week Continued... Workshop (Using sources, developing bibliographies, and annotated bibliographies). Reference and citation management.

Readings:

Images of the Past, pp. 452 - 464

Writing Science in Plain English, Chapter 5

Optional Readings:

Memphis Necropolis – Pyramid Fields from Giza to Dashur (<https://whc.unesco.org/en/list/86>)

Ancient Necropolis at Thebes (<https://whc.unesco.org/en/list/87>)

Fagan, Brian, *Eyewitness to Discovery*: "Tomb Robber by the Nile," pp. 75-78

Fagan, Brian, *Eyewitness to Discovery*: "The Tomb of Tutankhamun," pp. 105-115

Fagan, Brian, *Eyewitness to Discovery*: "Rosetta Stone Decipherment," pp. 79-89

Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. 63-84 (Chapter on King Tut's Tomb)

Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. (Chapter on Rosetta Stone – the Key to Egyptian History)

PEER-REVIEWED JOURNAL ARTICLE: TBD

W3Due Tuesday, February 8th: Journal Article Review** Read the Wang, et al article on Ancient Beer Brewing and write short critical review. Detailed assignment description and grading rubric can be found on the Moodle page in the Writing section.

Week 5

Tuesday, February 15th:

Recognizing pseudoscience in archaeology. Writing workshop (Thesis statements).

Thursday, February 17th:

Guest Lecture: Kelly Dixon

Thera and the lost city of Atlantis.

Readings:

Theory that Thera is “Lost City” of Atlantis: <https://worldhistory.us/ancient-history/the-theory-that-thera-was-the-lost-city-of-atlantis.php>

Writing Science in Plain English, Chapter 7; Chapter 8

Optional Readings:

Augé, C. Riley “Recognizing Pseudoarchaeology” paper posted on Moodle “Readings” section

<https://www.nationalgeographic.com.au/videos/atlantis-rising/is-santorini-akrotiri-the-lost-city-of-atlantis-4941.aspx>

PEER-REVIEWED JOURNAL ARTICLE: TBD

W4Due Thursday, February 17th: Bibliography** Create a bibliography with 8 to 10 sources relevant to the topic of your final writing project. Be sure to use the style guidelines we discuss in class (e.g., APA and MLA) to consistently format your bibliography. You must do this to get full points for the bibliography assignment. Note that you will annotate this bibliography later this semester for another writing assignment. Don’t wait to start this one, as you will need to start seeking out good sources to add to your bibliographies.

Week 6

Tuesday, February 22:

No Class. We will watch a film (title TBD) and write a critical review.

Thursday, February 24th:

The Neolithic and Bronze Age Civilizations of the Mediterranean: Mycenae, Troy, Crete, and the Minoan Civilizations. Conducting a literature search and writing a literature review.

UNESCO World Heritage Sites Relevant to Recent Discussions:

Troy-Hissarlik (<https://whc.unesco.org/en/list/849>)

Readings

Images of the Past, Chapter 9

Writing Science in Plain English, Chapter 6, pp. 41-49

Optional Readings:

Fagan, Brian, *Eyewitness to Discovery*: “Heinrich Schliemann’s Search for Homeric Troy,” pp. 176-185

Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. 21-44 (Chapter on Troy, Homer, Greek History)

Fagan, Brian, *Eyewitness to Discovery*: “Minoan Civilization at the Palace of Knossos” pp. 186-196

Fagan, Brian, *Eyewitness to Discovery*, “Mycenae: Fortress of Warrior-Kings of Bronze Age Greece,” pp. 529-532

Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. 161-182 (Chapter on Thera and Aegean Bronze Age)

Transcript from PBS Secrets of the Dead series on Fall of the Minoans: <https://www.pbs.org/wnet/secrets/the-fall-of-the-minoans/61/>

Week 7

Tuesday, March 1st:

Archaeology of Neolithic and Bronze Age Europe.

Thursday, March 3rd:

Archaeology of Neolithic and Bronze Age Europe Continued...

Readings:

Images of the Past, Chapter 9

Writing Science in Plain English, Chapter 9

Optional Readings:

Stonehenge (<https://whc.unesco.org/en/list/373>)

W5 Due Tuesday, March 1st: Film Review** Write a short review of the film. Detailed assignment description and grading rubric can be found on the Moodle page in the Writing section.

Week 8

Tuesday, March 8:

Archaeology of Classical Greece.

Thursday, March 10:

Archaeology of Ancient Rome

Readings:

TBD

Writing Science in Plain English, Chapters 10 and 11

Optional Readings:

TBD

W6Due Thursday, March 10th: Annotated Bibliography** Annotated Bibliography Due. See full description of the assignment and assessment rubric on the course Moodle page in the Writing section.

Week 9

Tuesday, March 15th:

Archaeology of the Greco-Roman World continued....

Prep for Independent Research/Writing project due after Spring Break

Thursday, March 17th:

Biblical Archaeology. Writing introductions and abstracts.

Readings:

Continue to create your own reading list, based on the lit search workshop from last week – start to create a bibliography for the annotated bibliography assignment due at the end of the semester.

W7 Due Tuesday, March 17th: Article Analysis** Choose one of the articles that you've compiled from your bibliography and critically analyze and review it as a source for your final paper. Detailed assignment description and grading rubric can be found on the Moodle page in the Writing section.

Week 10

March 21st – March 25th:

Spring Break – No Classes This Week – Enjoy the Break!

Week 11

Tuesday, March 29th:

Archaeology of African civilizations.

Discuss Student Article Analysis Assignments and Directions of Final Paper Topics

Thursday, March 31st:

Archaeology of the American Southwest.

Readings

TBD

W8Due Tuesday, April 29th: Introduction/Abstract for Final Paper** Prepare the introduction paragraph/abstract for your final paper. You'll need to synthesize information from the sources you've collected so far. See full description of the assignment and assessment rubric on the course Moodle page in the Writing section.

Week 12

Tuesday, April 5th:

Archaeology of Asia

Thursday, April 7th:

Archaeology of Asia Continued....

UNESCO World Heritage Sites Relevant to Recent Discussions:

Tomb of 10,000 Warriors/Mausoleum of the First Qin Emperor (<https://whc.unesco.org/en/list/441/>)

Great Wall of China (<https://whc.unesco.org/en/list/438>)

Bamiyan Buddha's (<https://whc.unesco.org/en/list/208>)

Readings:

Images of the Past, pp. 464 - 477

Optional Readings:

Fagan, Brian, *Eyewitness to Discovery*: "Terra Cotta Army of Shihuang Di," pp. 270-274

Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. 199-218, Tomb of 10,000 Warriors – Key to Imperial China

Guardian story from 2019 on traveling exhibit: [https://www.theguardian.com/artanddesign/2019/may/24/terracotta-warriors-
envoys-of-emperors-ghostly-army-march-into-melbourne](https://www.theguardian.com/artanddesign/2019/may/24/terracotta-warriors-envoys-of-emperors-ghostly-army-march-into-melbourne)

Smithsonian story on another traveling exhibit: [https://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-
30942673/](https://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-30942673/)

Video on 10,000 Terra Cotta Warriors and Horses, Museum of Qin Shihuang: <https://youtu.be/bNwPOQ4rpdw>

Week 13

Tuesday, April 12th:

Nikki Manning Guest Lecture: Archaeology of Underground Cities

Thursday, April 14th:

Nikki Manning Guest Lecture: Archaeology of Buildings and Architecture

Readings: TBD

Optional Readings:

Week 14

Tuesday, April 19th:

Mesoamerican Archaeology. NOTE: UM offers specific courses in the Archaeology of Mesoamerica and different parts of North America, so we will just briefly touch on these here.

Thursday, April 21st:

South American Archaeology. Writing workshop (Paper Evaluation, Preparing Abstracts)

UNESCO World Heritage Sites Relevant to Recent Discussions:

Historic Sanctuary at Machu Picchu (<https://whc.unesco.org/en/list/274>)

Rapa Nui National Park, Chile (<https://whc.unesco.org/en/list/715>)

Readings

Images of the Past Images of the Past, Chapter 6

Optional Readings:

Brief History of Chocolate: <https://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917/>

Brief History Chocolate Documentary: <https://www.smithsonianmag.com/videos/a-brief-history-of-chocolate/>

W9Due Thursday, April 14th: Final Paper Draft** FINAL-ish DRAFT of final paper due for review. We will get these drafts back to you as soon as possible, so that you can start on revisions for your final papers.

Week 15

Tuesday, April 26th:

Writing workshop (Final Paper draft revisions), Regional Wonders TBD

Thursday, April 28th:

Sustainability, civilization collapse, the Anthropocene.

Readings:

Images of the Past, Chapter 10

Week 16

Tuesday, May 3rd:

Writing workshop (Student meetings and in-person feedback on recently reviewed final paper drafts).

Thursday, May 5th:

Wrap up, conclusions, continue working on final papers

Readings:

No readings this week so that you can all spend time working on your final paper.

Finals Week

May 9th – May 13th:

Final Examination Week

Final Exam Time Slot: Thursday, May 12th: 1:10-3:10 pm

W10FINAL writing assignment due on May 12th.**