Survey of Archaeology
New College of Florida

Professor Uzi Baram
Class Meets on Tuesday and Thursday 10:30 to 11:50 a.m.
Classroom: ACE 102
Professor’s Office: College Hall 205
Office Hours: Tuesday 1:15-2:15 pm & drop-ins
Teaching Assistant: Kara diComo, New College Public Archaeology Lab
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Syllabus is available at: http://sites.ncf.edu/baram/courses
Course is on Canvas

Catalogue Description:
The course offers an introduction to the subject of archaeology. It is divided into three parts: 1) the history of archaeology, 2) basic archaeological approaches to the human past, material culture, and social change over time, and 3) a brief survey of human history from the earliest ancestors of Homo sapiens to the modern period. The latter section will focus on selected topics of major methodological and theoretical concern in Anthropology.

Course Prospectus:
The course is an introduction to archaeology as part of anthropology. The three major concerns in archaeology are the study of the human past, the study of material culture, and investigations of social change over time. Techniques and methods, theories and ethical concerns will guide exploration of case studies and the overview of human history from the ancestors of Homo sapiens to the modern period. We will focus on transformations and stasis during the long history of humankind. To achieve this objective we will explore the fundamental methods and theories of archaeology including the role of scientific techniques in understanding the past, the formation of the archaeological record, the reconstruction of past social organizations, and the understanding of ideology through materiality. Topics for discussion will include the analysis of great transformations of the past, interpretations of significant finds, and controversies in the present about the past; contemporary archaeological understandings of material culture and of explanations of change will frame the examination of sites, events, and social processes.

Course Objectives:
1. An overview of archaeological methods, theories, ethics, and practices
2. Presentations on human history based on archaeological investigations, including how archaeologists reconstruct past cultures, including their history, religious ideology, political organizations, and social structures
3. Evaluation of the significance of archaeology for contemporary society and for Anthropology
4. Working with others on a project
5. Preparation for further study in the Anthropology Area of Concentration
Course Expectations:
Introductory survey courses present interesting challenges for students and for the professor, particularly on a topic as expansive in scope as archaeology within Anthropology (the study of human biological and cultural variation across time). The two textbooks provide the foundation for the endeavor with a tremendous richness of details on the human past and the achievements of the archaeological professional. The information in the textbooks is encyclopedic; they are used so that the professor does not have to lecture on the important empirical and technical details and instead focus on themes and issues. The articles and class presentations offer complimentary and occasionally contrarian arguments and perspectives to the information in the textbook; they introduce significant scholars, illustrate significant archaeological concerns, and point toward key journals in the profession but, most importantly, they are meant to raise questions about the past and how archaeologists know what they know. So while the course is lecture with discussions, the key for positive participation is to come with questions and concerns that come from the assigned readings. Those questions and concerns can be addressed during class but with the expectation that students will be discussing the concerns outside of class as well. As with any survey course, please treat the class as the launching pad for further investigations and research, not an end to itself.

This syllabus contains details on readings, topics, assignments, and expectations; look over the syllabus throughout the semester to keep track of assignments and topics as well as course goals.
* You are required to use this syllabus
* You should bring pen & paper or an electronic device for note-taking during class sessions
* You need to read the assigned chapters and articles before class meets and bring either the readings or your notes on the readings to class
* You are expected to respond to emails from the professor and to check the course’s Canvas page regularly
* You are required to attend each and every class during the semester. If you need to miss a class meeting, let the professor know ahead of time via email, voice mail, or a note in the divisional mailbox (in the Social Science Building); all standard reasons for missing class will be accepted; skipping class is a basis for an unsatisfactory evaluation for the course.

Course Requirements:
New College has a Satisfactory/Unsatisfactory designation system for courses. You need to complete, by deadline, all four of the below elements for a satisfactory evaluation:
1. Attendance and participation in class discussions/activities
2. Midterm Exam (accommodation need to be requested by September 18th)
3. Final Exam on the archaeological history from the Paleolithic to the Ancient Civilizations
4. Hands-on project – choice is due on December 13th and in-class presentation depends on the project

All New College Policies will be followed
• A student needing special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
• Any suspected instance of plagiarism will be handled in accordance with the College’s policy on academic dishonesty.
• No student shall be compelled to attend class or sit for an examination at a day or time when they would normally be engaged in a religious observance. Students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting.

Required Readings:
Laurie Wilkie 2016 Strung out on Archaeology: An Introduction to Archaeological Research. Routledge
Journal articles and book chapters listed on the schedule of readings are available on Canvas
Beyond the Classroom: Videos, Visits, and Opportunities

The class meets for only a few hours a week but archaeology extends beyond the campus. The professor is available to encourage visits to archaeological sites and museums as well as point toward volunteer opportunities. Class members are expected to share examples in the classroom and elsewhere with the professor and their classmates.

Accessing the Professor:

I will strive to arrive early to the classroom for each class meeting: that is a wonderful time to raise any questions about the course or anthropology in general. My office hours are organized as open door: there is no need to sign up for a time slot, just come by my office and I promise to be there. If there is a crowd of students, I will address your specific questions. If you are the only student to arrive, you have the time to discuss nearly anything related to the course, anthropology, or the college. Beyond office hours, if the door to my College Hall office is open, we can chat. You can also find me in NCPAL. In addition, I will reply to emails but please be polite in your requests and acknowledge my response to your questions/concerns.

Cross-listing:

Survey of Archaeology is a required introductory course for the Anthropology AOC. It also fulfills the college’s diversity LAC requirement and the social science requirement, and the course is Gender Studies (GS) Eligible. If you are interested in having this course count toward the GS AOC, the professor will provide guidance to all students to ensure your coursework includes gender explicitly.

Schedule of Topics

8/24 Mini-Class
People, Things, and Meanings

1. What is Archaeology: Definitions and Theories

8/28 Archaeology in the Popular Imagination/Definition and Range of Archaeologies
Readings:
- Cline Preface
- Wilkie Chapter 1 The Parade, 2009
- Wilkie Chapter 2 Understanding Archaeology and the Throwing Game

8/30 Current Issues in Archaeology: Exciting Finds and 21st Century Ethics
Readings:
- Cline Prologue
- Jon Mooallemjan 2017 Neanderthals were People Too. New York Times Magazine
  https://www.nytimes.com/2017/01/11/magazine/neanderthals-were-people-too.html
  http://www.newyorker.com/reporting/2011/12/19/111219fa_fact_batuman
  http://www.newyorker.com/reporting/2013/05/06/130506fa_fact_preston
- Paul Cooper 2018 Saddam’s “Disney for a Despot’: How Dictators Exploit Ruins.
- Heather Pringle 2014 The Ancient Roots of the 1%. Science 344(6186): 822-825
  http://www.sciencemag.org/content/344/6186/822
9/4 A Brief History of Archaeological Theories
Readings:
- Wilkie Chapter 3 A Culture Historian’s Approach to Carnival: Classifying Mardi Gras Beads
- Wilkie Chapter 4 Putting the Science in Archaeology’s Social Science
- Wilkie Chapter 5 Mardi Gras as Lived, Social, and Experiential
- Cline Chapter 1 Ashes to Ashes in Ancient Italy
- Cline Chapter 2 Digging Up Troy

II. Methods for Doing Archaeology: Research Designs, Fieldwork, and Chronology
9/6 The Archaeological Process: Material Culture focused on Technology and Exchange
Class will meet at the New College Public Archaeology Lab
Readings:
- Wilkie Chapter 6 Technology and Social Change
- Wilkie Chapter 7 Mardi Gras GIS and Bead Exchange

9/11 Finding Archaeological Sites: The Detective Work of Surveying and Excavating
Readings:
- Cline Digging Deeper 1: How Do You Know Where to Dig?
- Cline Digging Deeper 2: How Do You Know How to Dig?
- Adrian Myers 2010 Camp Delta, Google Earth, and the Ethics of Remote Sensing in Archaeology. World Archaeology 42(3):455-467

9/13 Dating in Archaeology: Techniques and Chronologies
Readings:
- Cline Digging Deeper 3 How Old Is This and Why Is It Preserved?
- David Graeber and David Wengrow 2018 How to Change the Course of Human History (at least, the part that's already happened). Eurozine https://www.eurozine.com/change-course-human-history/

9/18 What Things and Places Mean: Locating Identities and Power in the Material Record
Readings:
- Wilkie Chapter 8 Social Identity
- Wilkie Chapter 9 Gender and Sexuality in the Throwing Game
- Wilkie Chapter 10 Establishing Power and Prestige through Beads
- Wilkie Chapter 11 Rebuilding, Reinventing, Revitalization, and Bead Bleed
- Jonathon Keats 2018 The Vanishing City. Discover Magazine September

9/20 Case Study for Change and Stasis in Deep Antiquity: Recovering Past Lifeways at Little Salt Spring
Readings:
- Wilkie Chapter 12 Did You Catch the Method and Theory?
- Wilkie Post-Script: Never Can Say Goodbye…to Archaeological Research
9/25 Case Study for Identity in Documentary-Era Archaeology: Biblical Israel from Tel Dan
Readings:
- Cline Chapter 13 Excavating Armageddon
- Cline Chapter 14 Unearthing the Bible
- Cline Chapter 15 Mystery at Masada
- Cline Chapter 16 Cities of the Desert

9/27 Mid-term Exam

**III. A Brief Survey of World Prehistory**

10/2 The Origins of *Homo sapiens*
Readings:

10/4 The Lower Paleolithic
Readings:
- Cline Chapter 6 Discovering Our Earliest Ancestors

10/9 Middle Paleolithic: Neanderthals and Modern Humans
Presentation on Lithics
Readings:

10/11 Upper Paleolithic and the Holocene: Cave Art, Female Figurines, and Central Places
Readings:

**FALL BREAK**
10/23 From Complex Gather-Hunters to Farming: the Neolithic
Readings:
- Cline Chapter 7 First Farmers in the Fertile Crescent
- Scott Preface
- Scott Introduction: A Narrative in Tatters: What I Didn’t Know
- Scott chapter 1 The Domestication of Fire, Plants, Animals, and . . . Us

10/25 Focus on Çatalhöyük: Economic and Ideological Origins for Settled Life
Presentation on Ceramics
Readings:
- Scott chapter 2 Landscaping the World: The Domus Complex
- Scott chapter 3 Zoonoses: A Perfect Epidemiological Storm

10/30 Mesopotamia: the Heartland of Cities
Readings:
- Scott chapter 4 Agro-ecology of the Early State
- Cline Chapter 4 Mysteries in Mesopotamia

11/1 Monumentality in Africa: the Complex Societies of the Nile and of the Sub-Sahara
Readings:
- Scott chapter 5 Population Control: Bondage and War
- Cline Chapter 3 From Egypt to Eternity

11/6 Civilization in the Indus Valley and Northern China
Presentation on Perishable Material Culture
Readings:
- Scott chapter 6 Fragility of the Early State: Collapse as Disassembly
- Scott chapter 7 The Golden Age of the Barbarians
11/8 The Peopling of the Americas
Readings:

11/13 Complex Societies across North America
Readings:
- Cline Chapter 19 Submarines and Settlers: Gold Coins and Lead Bullets

11/15 Development of Complex Society in MesoAmerica and South America
Readings:
- Cline Chapter 5 Exploring the Jungles of Central America
- Cline Chapter 18 Giant Heads, Feathered Serpents, and Golden Eagles
- Cline Chapter 17 Lines in the Sand, Cities in the Sky

11/20 Classical Archaeology
Readings:
- Cline Chapter 8 Revealing the First Greeks
- Cline Chapter 9 Finding Atlantis?
- Cline Chapter 10 Enchantment Under the Sea
- Cline Chapter 11 From Discus-Throwing to Democracy
- Cline Chapter 12 What Have the Romans Ever Done for Us?

11/22 Thanksgiving - Class does not meet

IV. Archaeology of and in the Modern World
11/27 Another Revolution in Human History: the Archaeology of Modernity and the Anthropocene
Presentation on Rising Sea Levels Archaeology
Readings:
11/29 Ethics Bowl
Readings:
- Cline Digging Deeper 4: Do You Get to Keep What You Find?
- Cline Epilogue
- Code of Ethics for World Archaeological Congress
  http://www.worldarchaeologicalcongress.org/site/about_ethi.php
- Society for American Archaeology Principles of Archeological Ethics

12/4 What Can Archaeology Contribute to Peace, Social Justice, and Saving the Earth?
Final Exam provided
Readings:
- Barbara Little 2013 Reversing the Narrative from Violence to Peace: Some Thoughts from an Archaeologist. *Historical Archaeology* 47(3):124-129.