

WORLD ARCHAEOLOGY – SYLLABUS

ANTH 2050 (all sections), Fall 2021

Lectures: Mon, Wed, Fri, 10.30-11.20am

Howe-Russell-Kniffen (HRK) Room E134

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Zoom: <https://lsu.zoom.us/j/5534493573>

Course Description from LSU Catalog

Survey of human culture history from the stone age to the present; spread of humanity around the globe; major cultural developments including hunting and gathering, origins of agriculture, discovery and spread of metalworking, rise of ancient civilizations, and development of the modern world.

Outline of Course Subject Matter

This course provides an introduction to the archaeology of ancient human societies around the globe, from the appearance of our biped ancestors in Africa millions of years ago to the rise of civilizations and state societies, some only a few centuries ago, depending on the region. Considering this vast time frame, the course can only offer a very selective survey of world archaeology, focusing on some of the most salient archaeological discoveries, sites, problems and interpretations.

By taking an archaeological approach – in other words by focusing on the material remains left behind by ancient populations – and following a roughly chronological order, the course considers a series of problems and case studies that shed light on the richness of human lifestyles and achievements. The course roughly follows the organization of the textbook and is organized into 13 modules. Beginning with the origins of modern humans in Africa and their spread to remote regions of the world, we explore the ways of life of early humans including tool-making, scavenging, hunting, and foraging. We also investigate the origins of food production and the transition to more complex social formations focusing on early sedentism, plant and animal domestication, and technological innovations such as ceramics, storage, and metalworking. Ultimately, we examine and compare the processes involved in the rise of state-like polities in different parts of the world. The survey touches upon several different regions, ancient groups, sites and artifacts, as well as the archaeologists studying them and the methods and data they rely on.

Course Outcomes

Upon completion of the course and its 13 modules, you should be in a position to (1) remember basic facts about the cultural history of past human societies, (2) understand the process of archaeological inquiry, (3) understand and explain the development and evolution of ancient cultural systems and human societies from the origins of our species to the rise of world civilizations.

Organization

In order to achieve the aforementioned outcomes, this course includes a series of lectures, readings, activities, formative and summative assessments, as well as some occasional films. Lectures and videos present and discuss elements of world archaeology from different sources. Optional readings in the form of journal articles and websites are highly recommended. Evaluations will cover materials from assigned readings, lectures, activities, and films.

Required Textbook

Textbook (zero cost available via LSU library):

Fagan, B. & N. Durrani. 2017. [World Prehistory: A Brief Introduction \(9th Edition\)](#). Routledge, London.

Articles and websites (links and references available through Moodle): A number of articles and websites are suggested to help complement the topics explored in class. They provide case studies, examples and activities useful to further your knowledge and understanding of world archaeology. Many online resources like the virtual tours and exhibits are fun and informative. Give it a try!

Integrated Learning Core

Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BoR Area of Social/Behavioral Sciences and provides students experience with the ILC proficiency of Intercultural Knowledge and Competence.

Evaluations

Evaluations will be realized through **four exams** (20% each for a total of **80%**), as well as **two assignments** (10% each for a total of **20%**). In addition, each module contains formative quizzes (on Moodle) designed to help you learn, memorize and prepare for the exams. The quizzes are only there to help you practice and do not count towards the final grade. Exams include “true/false”, “multiple-choice”, “matching”, and “short answer” questions. Exam 1 (20%) will cover materials from modules 1-4 (**September 22**), Exam 2 (20%) materials from modules 5-7 (**October 13**), Exam 3 (20%) materials from modules 8-10 (**November 10**), and Exam 4 (20%) from modules 11-13 (**December 11**). Instructions for each exam will be posted in the appropriate Moodle module.

Assignment 1 “Reflection on Being Human” (**10%**): For this assignment, you are asked to reflect on what it means to be humans. Contrast our humanity with other living organisms, including our closest relatives, the other great apes. Based on your readings, lectures and overall understanding, what do you think makes humans unique or different from our closest relatives? As for the format of the assignment, you can choose between (1) a 2-3 pages essay, (2) a visual essay/poster, or (3) a 2-3 minutes video. Please post your assignment under the appropriate graded item under Module 1 before **September 8**.

Assignment 2 “Archaeological Site Visit” (10%): For this assignment, you need to create a series of 10 to 15 slides or panels describing an archaeological site listed in the Glossary of Archaeological Sites at the end of the textbook. Using visuals, graphics, bullet points, text boxes and/or videos, build a virtual tour of the site. Provide an overview of the history of archaeological research at this particular site, as well as summarize its organization and major discoveries. Highlight its meanings and implications for our understanding of world prehistory and ancient civilizations. Please post your assignment in the appropriate module before **November 17**.

Grading

Final grades will be determined by calculating the total points for the quizzes, exams, and class attendance. The final grade scale will go as follow:

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	
A 93-96%	B 83-86%	C 73-76%	D 63-66%	F Below 60% (failure)
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Code of Student Conduct

Cheating will not be tolerated at Louisiana State University. Please be advised that all instructors are required to report cheating to the University’s Committee on Student Conduct (Code of Student Conduct, 1990, Article 4.1, see [here](#)), and all incidents will be investigated.

Special Needs

Students with special needs/disabilities should consult with the [Office of Disability Services](#), and then email the instructor as soon as possible about methods for accommodating those needs.

How to Prepare and the Like

Do the readings, watch the lectures, do the activities, and take notes. The textbook is accessible and easy to read, and should serve as a road map to world prehistory. Lectures offer more in depth presentations and discussions of research problems, data, archaeological sites, and famous scientists. You will need to learn and memorize lots of names, dates, and concepts in order to understand world archaeology and the development of ancient human societies. Each module contains a glossary to help you track the terms and concepts that are key in world prehistory.

Learning, memorizing and understanding are multi-sensory experiences. Therefore, in addition to reading carefully each chapter, watching the lectures and taking notes, try to write summaries for each module. Figure out what are the main arguments and the reasons why certain facts are important to them. Key terms are listed in glossaries for each module and should guide your study. Ask basic questions about terms and concepts such as Who? What? When? Where? How? Why?

COVID-19

LSU strongly encourages all students, faculty and staff to get vaccinated for COVID-19. Visit www.lsu.edu/roadmap/vaccines/ to learn how to get vaccinated on campus. Vaccination helps keep our campus community safe and protect those among us who are most vulnerable to COVID-19. It is our path back to more normal operations and the full college experience that our students deserve. In addition, please make sure to acquaint yourself with LSU's Covid-19 mitigations protocol: <https://www.lsu.edu/roadmap/health/symptoms.php>. If you have any questions, please do not hesitate to email your instructor.

Summary of Activities

Module	Topic	Fagan & Durrani	Exams	Date	Weight (%)
Module 1	Prehistory	Chapter 1 & Glossary	Exam 1	Sept. 22	20
Module 2	Human Origins	Chapter 2			
Module 3	African Exodus	Chapter 3			
Module 4	Diaspora	Chapter 4			
Module 5	The Origins of Food Production	Chapter 5	Exam 2	Oct. 13	20
Module 6	The Earliest Farmers	Chapter 6			
Module 7	Chiefs & Chiefdoms	Chapter 7			
Module 8	State-Organized Societies	Chapter 8	Exam 3	Nov. 10	20
Module 9	Mesopotamia & Eastern Mediterranean	Chapter 9			
Module 10	Egypt & Africa	Chapter 10			
Module 11	South, Southeast & East Asia	Chapter 11	Exam 4	Dec. 11	20
Module 12	Ancient Mesoamerica	Chapter 12 & 13			
Module 13	Andean Civilizations	Chap 14 & Epilogue			
Assignment 1 "Reflection of Being Human"				Sept. 8	10
Assignment 2 "Archaeological Site Visit"				Nov. 17	10
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