

ANT 200Y1Y
INTRODUCTION TO ARCHAEOLOGY
Department of Anthropology, University of Toronto
(updated May 4, 2012)

Lecture Times: Tuesdays & Thursdays, 6:00 – 8:00 pm

Lecture Location: LM 158 (Lash Miller Chemical Laboratories)

Instructor: Dr. Trevor Orchard

Office: AP 348 (Anthropology Building)

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Office hours: Tuesday & Thursday 5:00–6:00 pm

Teaching Assistant: Danielle Macdonald **Email:** danielle.macdonald@utoronto.ca

Course Overview

This course presents an introduction to the methods of archaeologists and to some of the major contributions archaeology has made to our understanding of human history. From the earliest stone tools to the construction of the pyramids in Egypt we will examine how archaeologists learn about the past. We will discuss the current state of research on a wide range of contemporary topics in archaeology, drawing on examples from around the world. During the first half of the course, we will examine archaeological methods and techniques, including excavation, survey, sampling and methods of dating. We will also look at how archaeologists collect and analyze data to reconstruct aspects of past cultures. We will begin the second half of the course by covering the development of the archaeological record in the Paleolithic, the origins of agriculture, and early social complexity. We will then turn to the emergence of state societies as well as issues of secondary state formation, ethnicity, and colonialism.

Course Format

The course will consist primarily of lectures, supported by PowerPoint slides and videos, and supplemented with assigned readings. Students are encouraged to ask questions during lectures, and discussions of contentious issues or difficult concepts will be facilitated when appropriate.

Learning Objectives

This course aims to provide students with a basic overview of archaeological methodologies and research strategies. Students are expected to gain a general knowledge of the variety of survey, excavation, and analysis approaches available to archaeologists, and to be able to draw on that knowledge to understand archaeological problems and select appropriate methods to address those problems. In addition, this course will provide students with a basic understanding of prominent archaeological discoveries and case studies from around the world. This course is also designed to develop critical thinking skills, and it is expected that students will identify important facts and effectively summarise them.

By the end of this course students should be able to,

- define, describe and analyse basic methodologies and research strategies in archaeology
- knowledgeably discuss and debate aspects of some of the major archaeological contributions to our understanding of human history
- demonstrate critical reading skills
- critically assess, evaluate, and synthesize information from published sources

Required Text

Chazan, Michael. 2012. *World Prehistory and Archaeology: Pathways Through Time*. Second Canadian Edition. Toronto: Pearson Education Canada.

Note: The text is available in both new and used formats from the University of Toronto Bookstore (<http://www.uoftbookstore.com/online/>).

Course Work and Evaluation

Topic and Sources (Due May 31 st)	5%
Annotated Bibliography (Due June 21 st)	10%
Midterm Exam (July 3 rd)	25%
Final Assignment (Due July 26 th)	20%
Final Exam (During Final Exam Period)	40%

Attendance and Weekly Readings

Students are expected to attend all of the scheduled lectures and tutorials, and complete all assigned readings. Readings and lectures complement each other, and an *understanding of both is critical to successful completion of the course*. Weekly lectures provide overviews of general aspects of the course material and *will include material not directly covered in the textbook*. Required readings provide additional information on the topics addressed in the lectures and *include material that will not be directly covered in the lectures*.

Midterm and Final Examinations

There will be two examinations in this course. A midterm exam, worth 25% of your final course grade, will be held in class on July 3rd. A final exam, worth 40% of your final course grade, will be held during the final examination period (August 14–17), and will be scheduled by the registrar. The midterm exam will cover all materials from lectures and assigned readings from the beginning of term up to and including June 21st. The final exam will be cumulative, covering materials covered throughout the term, but will be more heavily weighted towards materials addressed after the midterm exam. Exams will consist of a variety of questions, and may include multiple-choice, fill-in-the-blank, matching, and short answer questions. More details on the exams will be provided in class prior to each exam.

Schedule of Weekly Lecture Topics and Required Readings

At certain points it may make sense to modify this schedule. The instructor reserves the right to modify elements of the course and will notify students accordingly (in class and via Blackboard).

Week	Date	Lecture Topic	Required Readings
1	May 15	Introduction: Course Outline	Course Outline
	May 17	Dr. Orchard Away – No Class	
2	May 22	What is Archaeology? – Methods: Survey and Sites	<i>Chazan</i> – Part 1 Intro
	May 24	Archaeological Methods: Excavation and Sampling	<i>Chazan</i> – Ch. 1
3	May 29	Archaeological Methods: Analysis and Dating	
	May 31	Archaeological Theory Topic and Sources Assignment Due	<i>Chazan</i> – Ch. 2
4	June 5	Introduction to Human Evolution	<i>Chazan</i> – Part 2 Intro
	June 7	Early Hominins and the Origins of <i>Homo</i>	<i>Chazan</i> – Ch. 3
5	June 12	Out of Africa and Neanderthals	<i>Chazan</i> – Ch. 4
	June 14	The Rise of Modern Humans	<i>Chazan</i> – Ch. 5
6	June 19	The Peopling of Australia and the New World	<i>Chazan</i> – Ch. 6
	June 21	Catch-up and Review Annotated Bibliography Due	
7	June 26	READING WEEK – No Classes	
	June 28		
8	July 3	Midterm Exam	
	July 5	The Origins of Agriculture	<i>Chazan</i> – Part 3 Intro
9	July 10	Agriculture in the Near East and Europe	<i>Chazan</i> – Ch. 7
	July 12	Agriculture in the Americas	<i>Chazan</i> – Ch. 8
10	July 17	Agriculture – Other Examples	<i>Chazan</i> – Ch. 9
	July 19	Social Complexity and the Origins of Civilizations	<i>Chazan</i> – Part 4 Intro
11	July 24	Complexity in Middle-Range Societies	<i>Chazan</i> – Ch. 10
	July 26	Early States: Mesopotamia and Egypt Final Assignment Due	<i>Chazan</i> – Ch. 11
12	July 31	Enigmatic States: Europe and Asia	<i>Chazan</i> – Ch. 12
	Aug. 2	Mesoamerica (Maya and Aztec)	<i>Chazan</i> – Ch. 13
13	Aug. 7	Empires	<i>Chazan</i> – Ch. 14
	Aug. 9	Catch-up and Review	
Aug. 14-17		Final Exam	

Assignments

Over the course of the term you will complete a series of three assignments that build on one another to form a larger research project. The basis for each student's research project will be a popular science article (i.e. a non-peer reviewed article) on recent research in archaeology chosen from a list that will be provided early in the term. Students are encouraged to select a topic that is of particular interest to them, and a range of popular articles will be provided. One major component of the research and of the final paper should be a critical assessment of the initial popular article based on data compiled from peer-reviewed academic sources. Another major component should be an examination of the archaeological data and methods that have been used to examine the chosen topic.

1. Topic and Sources Assignment

The first assignment will involve the identification of a popular article from the list provided in class. This article will form the basis for subsequent academic research and for formulating a thesis and/or research question for the final paper. Students should identify, briefly summarise, outline the archaeological significance of, and highlight the key points of their chosen article. Students should also use the information presented in their chosen popular article to formulate a thesis and/or research question around which their paper will be structured. Finally, these initial assignments must also include a list of at least 3 academic (i.e. peer-reviewed) sources that have been identified which are relevant to the topic. Copies of the first page of each of these academic sources should be attached to the back of the assignment. This assignment should be roughly 2 to 3 pages (double spaced; 12 pt. font), and is due at the beginning of class on May 31st. *Note: Once you have completed the first assignment, you cannot change your topic without the permission of the instructor.*

2. Annotated Bibliography

The second component of the assignment will involve an annotated bibliography of academic (i.e. peer-reviewed) sources relevant to the topic chosen for the final paper. Annotations should briefly synthesize the key points of the source, identify the relevance of the source to the final paper, and provide some critical commentary on the material presented in the source with reference to the initial popular article chosen in the first assignment. At least 5 academic sources should be included in the bibliography. The annotated bibliography should be roughly 3 to 4 pages in length (double spaced; 12 pt. font), and is due at the beginning of class on June 21st.

3. Final Paper

The final paper should expand on the preliminary ideas and sources presented in the first two assignments, and should provide a comprehensive, but concise discussion of the topic that you have selected. The final paper should include *at least 5* appropriate peer-reviewed sources, not including the textbook (although the textbook may be used, *sparingly*, as an additional source). The content of the paper will to some extent be dictated by the nature of the chosen topic and the thesis and/or research question formulated in the first assignment, but two major components must be present: (1) each paper must include an explicit, critical assessment and discussion of claims and data presented in the initial, popular article on which the three assignments have been based, as compared to the peer-reviewed research presented in the academic sources; and (2) there must be some explicit consideration of the archaeological methods and data that form the basis for your final research paper. The bulk of the final paper, however, should address the thesis and/or research question that forms the basis for your own research. Your final paper should be a *maximum* of 8 pages in length (double spaced; 12 pt. font), not including the title page or the list of references cited. As a research paper, it should have an introduction, thesis and conclusion. You may break the paper down into sections with sub-headings to clarify the organization of the material. You will be evaluated primarily on the content of your paper and

the quality of your arguments, but marks will also be deducted for poor organization, grammar and spelling errors. Please attach a title page with your first and last name, student number, course number, instructors name and date. Your final paper is due at the beginning of class on July 26th.

Note on sources: The sources that you use for your term research assignment must be chosen carefully, and students are expected to be able to assess the relevance and quality of published sources. Published journal articles are generally the preferred type of source, though appropriate academic books are also acceptable. Web sites, magazines and sources like Wikipedia are NOT acceptable sources. Contact me if you have any doubt regarding the quality of your reference material. If you are not certain about whether a particular journal or article is peer-reviewed (refereed), you can check it using ulrichsweb through the UofT library:
<http://ulrichsweb.serialssolutions.com.myaccess.library.utoronto.ca/>

Submitting Assignments

All assignments must be submitted directly to the instructor or the TA at the beginning of the class in which the assignment is due. You **MUST NOT** email an assignment, fax an assignment, slide an assignment under an office door, or place assignments in the instructor's mailbox, *without prior consent*. Assignments submitted in these ways may not be accepted, and at the very least will incur grade penalties. In exceptional circumstances, permission *may* be granted for assignments to be submitted by e-mail. *Students must make such arrangements in advance.*

Student Absences, Late Assignments, and Missed Exams

Late assignments will result in grade penalties unless they result from medical or other legitimate reasons. In these cases, the student must provide the instructor with a completed *UofT Student Medical Certificate* (<http://www.healthservice.utoronto.ca/pdfs/medcert.htm>). In all other cases, late assignments will be penalized at a rate of 1 mark per day (equivalent to 1% of your total course grade per day late). Make-up exams will not be permitted except in the case of valid medical concerns documented with a completed *UofT Student Medical Certificate*.

Email Policy

The preferred method for students to contact the instructor is via email. Please keep in mind that email is a form of professional communication, so please write clearly and courteously. All email communication sent from students to the course instructor *must originate from the student's own University of Toronto e-mail account*. This policy protects confidentiality and confirms the identity of the student. Communication that comes from non-UofT addresses may not be accepted. I will do my best to respond to student emails quickly, but *I do not guarantee a response within 24 hours*. Note that I will not be checking my email constantly, and very rarely outside of regular business hours (i.e. Monday to Friday, 9:00am to 5:00pm). Emails sent after those hours or over the weekend may not receive an immediate response.

Course Web Site

This course will use Blackboard (portal.utoronto.ca) for general communications and for posting course materials. Check the course Blackboard page frequently. Blackboard may also be used for sending e-mails to all students in the case of the need for quick communication. *Students must have a valid UofT e-mail address on file with ROSI in order to receive these e-mails.*

Lecture Notes

I will be posting lecture notes or summaries on the course web site following each class meeting. Reading these posted materials should NOT be considered comparable to attending lectures. These notes do NOT contain all of the information discussed during the lecture, nor do they cover all of the material addressed in the assigned readings, and should not be considered an alternative to completing the weekly readings.

Academic Integrity and Plagiarism

Academic integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously. The Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. More information can also be obtained from the Office of Student Academic Integrity (OSAI) website (<http://www.artsci.utoronto.ca/osai/>). Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for regrading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers, the Academic Success Centre (<http://www.asc.utoronto.ca/>), or the U of T Writing Website (<http://www.writing.utoronto.ca/>).

Grading Policy

Grading practices at the University of Toronto are governed by the UofT *Grading Practices Policy* (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>). Numerical grades are converted to letter grades or to grade point values according to the following table. The “Definition” category provides a general description of the expected quality of academic achievement that corresponds to each letter grade.

Numerical Mark	Letter Grade	Grade Point Value	Definition
90 – 100%	A+	4.0	Excellent
85 – 89%	A	4.0	
80 – 84%	A-	3.7	
77 – 79%	B+	3.3	Good
73 – 76%	B	3.0	
70 – 72%	B-	2.7	
67 – 69%	C+	2.3	Adequate
63 – 66%	C	2.0	
60 – 62%	C-	1.7	
57 – 59%	D+	1.3	Marginal
53 – 56%	D	1.0	
50 – 52%	D-	0.7	
0 – 49%	F	0.0	Wholly Inadequate

Expectations

Attending all scheduled lectures and tutorials, promptly completing all assigned readings and submitting assignments by the deadlines are all critically important for successful completion of this course. Please note that with the exceptions of health or family emergencies, or by prior agreement, work submitted after deadlines is subject to penalty. Please let me know of any difficulties as they arise so that we can address them promptly.

Written work is an important component of this course, and students are expected to complete the written assignments using proper grammar and in a suitable academic style. Students that have concerns about their written work are encouraged to discuss this with the instructor early in the semester. Students are also encouraged to take advantage of the wide range of services provided by the university, as listed on the webpage *Writing at the University of Toronto* (<http://www.writing.utoronto.ca/>). Students are also encouraged to take advantage of the services of the *Academic Success Centre* (<http://www.asc.utoronto.ca/>). Students whose first language is not English (ESL or multilingual students), as well as native speakers seeking to improve their English language skills are also encouraged to take advantage of the *English Language Learning* program (ELL) (<http://www.newcollege.utoronto.ca/ell>).

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office (<http://www.accessibility.utoronto.ca/>) as soon as possible (accessibility.services@utoronto.ca). The sooner you contact myself and Accessibility Services, the quicker we can assist you in achieving your learning goals in this course.

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 his/her University of Toronto email and course websites weekly during the term and to note any changes.