

Department of Anthropology
ANTHRO 101 – World Archaeology
Semester 2, 2015

Lecturer

Benjamin Davies
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Office hours: Monday 1PM - 2PM or by appointment
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Teaching Assistants

Lecture Times

Mondays, 2:00 – 3:00 PM, 102-G36 (Old Government House, Room G36)
Wednesdays, 3:00 – 4:00 PM, 109-B10 (General Library, Room B10)

YOU ARE ENCOURAGED TO ATTEND ALL LECTURES
Students who do not attend have a high probability of failing the course

Tutorial Times

Mondays

4:00-5:00PM in HSB (East), Room 508

Tuesdays

1:00-2:00PM in HSB (East), Room 508
3:00-4:00PM in Engineering (3), Room 502
4:00-5:00PM in Engineering (3), Room 501

Wednesdays

9:00-10:00AM in HSB (East), Room 508
1:00-2:00PM in Engineering (3), Room 501

Tutorial rooms and times are subject to change. Please consult SSO for up-to-date information.

YOU ARE REQUIRED TO ATTEND ALL TUTORIAL SESSIONS
Those who do not attend tutorials are unlikely to pass. Attendance will be taken.

Course Readings

Textbook

Scarre, C. (editor) 2013. *The Human Past: World Prehistory and the Development of Human Societies* (3rd edition) London: Thames and Hudson.

Additional readings

These are listed in the course outline and will be made available via CECIL.

Goals of the Course

At the end of the course you are expected to have grounding in human cultural evolution over the last 2 million years. You will be able to discuss the following topics:

- The difference between modern theories of cultural evolution and earlier ideas of unilineal cultural evolution
- The significant developments that led to the emergence of modern humans from our archaic ancestors
- Social and cultural changes associated with the domestication of plants and animals
- Changes that accompanied the beginnings of social complexity
- The significance of the rise of complex society
- Methods (excavation, dating, etc.) used to find and analyse archaeological materials

In your discussion of these topics, you will be expected to use examples drawn from a number of locations from around the world. You will be expected to write about these topics in essays and to be able to answer specific questions in short answer or multi-choice format. You will also be required to attend tutorials and participate in tutorial discussion.

Course Assessment

Assessment	Weight	Due date(s)	Week number
Tutorial tasks	5%	TBA	TBA
In-class test	15%	Monday 17 th August	Week 5
Essay	25%	4pm, Friday 2 nd October	Week 9
Peerwise	5%	Friday 16 th October	Week 11
Final exam	50%	TBA	TBA

Tutorial tasks (5%)

The tutorial tasks are short quizzes to be taken during tutorials sessions which will help you learn essential referencing and research skills for your major essay. In preparation for these tasks, it is recommended that you watch the short video tutorials on CECIL. These videos (between one and five minutes long) will show you how to search the relevant databases, and how to distinguish between different types of references. The Anthropology Undergraduate Writing Guide on CECIL also guides you through the referencing style. Two quizzes, each worth 2.5%, will be held during tutorial sessions. Dates will be announced during lectures.

In-class test (15%)

The in-class test is a combination of short answer and short paragraph questions, testing your knowledge of the course from weeks 1 – 4. Paragraph questions must be answered using complete sentences: lists, bullet points will not be accepted. Students will be given the duration of a one-hour course period to complete the test.

Essay (25%)

Students will choose an essay topic from a list to be distributed via CECIL during the fourth week of the course. It is expected that the essay will be approximately 1500-2000 words in length, with references cited where appropriate. Please consult the Essay Writing Guide on Cecil

for correct referencing and style, or see your tutors for questions about essay writing. We expect students to use the correct style and formatting for Anthropology.

Peerwise (5%)

Peerwise is an online tool used to help students study for exams. Students submit practice multi-choice questions drawn from the course material, answer questions developed by other students, and provide and receive feedback on questions.

For the Peerwise assignment, you will be awarded 5% if you complete the following before the due date:

- submit two questions, providing four possible answers for each question and explaining why the answer you have selected is the most accurate option for each question;
- answer 10 questions submitted by other students;

To access Peerwise, please follow the link on CECIL and log-in using your university credentials. For more information, please consult the instructional videos available on CECIL or contact the course lecturer.

Final exam (50%)

The final exam consists of multi-choice questions, and will be administered during the exam period at the end of the semester. The exam will cover topics from the entire course. Students will have two hours to complete the final exam. Information about applications for aegrotat or compassionate consideration can be found here:

<http://www.auckland.ac.nz/uoa/for/currentstudents/academiclife/aegrotatinfo.cfm>

Submitting assignments

The library assignment must be submitted digitally, but the essay must be submitted in **BOTH** digital and printed formats:

- Digital copies must be submitted via the course **Turnitin** page. Accepted document formats can be found here: http://turnitin.com/en_us/training/student-training/submitting-a-paper To submit an essay, go to <http://www.turnitin.com> to create an account, and then join the course with the following credentials.
 - Class ID:
 - Password:
- Printed copies must be handed in to the **Assignment Drop-Off Box in Arts 1**. Additional information on the topics and expectations of the essay will be provided in the tutorial sessions. Assignments must be accompanied by a faculty cover sheet. Instructions on generating a faculty cover sheet can be found here: https://cecil.auckland.ac.nz/help/cwi7student/home/activities_n_marks.htm#Tracking

Please note that plagiarism or the submission of essays that are not the original work of the student **will not be tolerated under any circumstances**. The University policy on academic honesty and plagiarism can be found here: <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students.html>

Course Outline


All course readings are expected to be completed before the start of their associated lecture. Any readings from the textbook are listed as chapters in *The Human Past*. Other readings are available on CECIL.

Week 1

1. Course Introduction and Orientation

2. History of Archaeology, Part I


Antiquarianism, the 19th century roots of archaeology and the establishment of high human antiquity.

 *The Human Past*, Chapter 1

Week 2


3. History of Archaeology, Part II

Diffusionism, evolution and the construction of an archaeological concept of culture.

 Sackett, 2000. Human antiquity and the Old Stone Age: The Nineteenth Century background to paleoanthropology. *Evolutionary Anthropology: Issues, News, and Reviews* 9(1):37-49.

4. Earliest Ancestors

The Basal Palaeolithic of Southern and Eastern Africa. Recent theories of human origins.


 *The Human Past*, Chapter 2

 Wood, B. 2015. Fifty years after *Homo habilis*. *Nature* 508: 31-33.

Week 3


5. The Early Archaics

Adaptive radiation from Africa before 1 mya. *Homo erectus* and the Acheulean. New theories from southern Africa. Hobbits in Indonesia.

 *The Human Past*, Chapter 3

6. The Later Archaic *Homo sapiens*

Neanderthals in Europe and Asia, and the concept of multiple culture bearing and tool using hominids. Are we related to Neanderthals?

 *The Human Past*, Chapter 3

 Callaway, E. 2014 The Neanderthal in the Family. *Nature* 507:414-416.

Week 4

7. The Origin of Anatomically Modern Humans

Adaptive radiation out of Africa to Eurasia. When did we become “modern”?

📖 *The Human Past*, Chapter 4

📖 Marean, C., 2012. When the sea saved humanity. *Scientific American* (August 2010):52-59

8. Settlement of Australia and Near Oceania

Anatomically modern humans expanding into new environments, arguments about the chronology of settlement.

📖 O’Connell, J. and J. Allen, 2012. The restaurant at the end of the universe. *Australian Archaeology* 74:5-17

Week 5

9. The Colonization of the New World

Debates over different migration routes, evidence for earliest settlement of the Americas.

📖 *The Human Past*, Chapter 4

📖 Pringle, H., 2012. The First Americans. *Scientific American* 305:36-45

IN-CLASS TEST ON MONDAY, 17 AUGUST 2015

Week 6

10. Complex Hunter-Gatherers

The Mesolithic and Epipalaeolithic periods of Europe and the Near East

📖 *The Human Past*, Chapter 5

11. The Beginning of Food Production

Theories for the origins of agriculture and pastoralism. Why did we start producing food?

📖 *The Human Past*, Chapter 5

📖 Balter, M. 2007 Seeking Agriculture’s Ancient Roots. *Science* 316: 1830-1835.

MID-SEMESTER BREAK: MONDAY 31 AUGUST – FRIDAY 11 SEPTEMBER 2015

Week 7

12. Origins of Agriculture in the Near East

Did the Near East provide special opportunities for the development of food production?

📖 *The Human Past*, Chapter 6

📖 Balter, M. 2010 The Tangled Roots of Agriculture. *Science* 327(5964):404-406.

13. Origins of Agriculture in the New World

What similarities and differences do we see with the record from the Near East?

📖 *The Human Past*, Chapter 9

📖 Piperno, D. R., A. J. Ranere, I. Holst, J. Iriarte and R. Dickau 2009 Starch grain and phytolith evidence for early ninth millennium B.P. maize from the Central Balsas River Valley, Mexico. *Proceedings of the National Academy of Sciences* 106(13):5019-5024.

Week 8

14. The Roots of Social Complexity

What are the consequences of village life? Does this change how we view culture?

📖 Price, T. D. and O. Bar-Yosef 2010 Traces of inequality at the origins of agriculture in the ancient Near East. In *Pathways to Power*, edited by T. D. Price and G. Feinman, pp. 147-168. *Fundamental Issues in Archaeology*. Springer New York

15. The Case for Complexity in Australia

How did life in Australia change during the Holocene? What might intensification look like without food production?

📖 Ulm, S., 2013. 'Complexity' and the Australian continental narrative: Themes in the archaeology of Holocene Australia. *Quaternary International* 285: 182-192.

Week 9

16. The Rise of the State

Theories for the origins of social complexity. Why do we see similarities in developments in different parts of the world?

📖 *The Human Past*, Chapter 12

17. Complex Societies of the Near East

Temples, city-states, and empires in Mesopotamia

📖 *The Human Past*, Chapter 12

ESSAY ASSIGNMENT DUE BY 4PM ON FRIDAY, 2 OCTOBER 2015

PLEASE SUBMIT TO TURNITIN AND TO ARTS 1 DROPBOX

Week 10

18. Complex Societies of the New World

Study of complex societies in Mesoamerica. Is it different from what we have seen elsewhere?

📖 *The Human Past*, Chapter 16

19. Complex Societies of East Asia

From the origins of rice and millet agriculture to walled cities and elaborate tombs

📖 *The Human Past*, Chapter 14

📖 Liu, L. 2009 State Emergence in Early China. *Annual Review of Anthropology* 38:217-232

Week 11

20. Complex Societies of South Asia

Harrapan, the Indus Valley and Buddhism: the emergence and re-emergence of urban life in the subcontinent.

📖 *The Human Past*, Chapter 15

📖 Smith, M. L., 2006. The archaeology of South Asian cities. *Journal of Archaeological Research* 14:97-142

21. Migration into Remote Oceania

Why did people sail beyond the horizon? What can we say about where the first Pacific Islanders came from?

📖 Sheppard, P. J., 2011. Lapita colonization across the Near/Remote Oceania boundary. *Current Anthropology* 52(6):799-840

PEERWISE ASSIGNMENT DUE BY 4PM ON FRIDAY, 16 OCTOBER 2015

Week 12

22. The Final Frontier: Settlement of East Polynesia

Origins and development of socio-cultural diversity in East Polynesia

📖 Kirch, P. V., 2010. Peopling of the Pacific: a holistic anthropological perspective. *Annual Review of Anthropology* 39: 131-148.

23. Course Review

Course Communications

We will communicate with you via email using CECIL. Please ensure that your correct e-mail address is in the system and that your inbox is not full. The University of Auckland policy is that once an email is sent, you are assumed to have received it. Failure to read a message will not be accepted as a reason for failure to perform.



University of Auckland Archaeology Field School at Ahuahu/Great Mercury Island