Course Description: Within the context of this course we will visit a number of important archaeological sites in the Old World including sites from Africa, Asia and Europe. Through their study and the study of a variety of related archeological concepts, we will examine the theoretical developments and current consensus on a number of seminal questions that have preoccupied archaeologists during the recent decades. Questions particularly relevant to this course relate to: a) the establishment of the early Homo sapiens cultures, b) the origins of agriculture and the transition to food producing economies, c) the rise of cities and the development of complex societies and d) the introduction of democratic political institutions.

Attendance: Attendance will be taken during each meeting. For each unexcused absence there will be a subtraction of 3 points from the total point count. “Unexcused” is any absence that does not meet the definition of an official or religious holiday, and any absence occurring without the prior approval of the instructor. Because of the nature of the material presented in the lectures, missed classes will inadvertently affect the student’s performance. It behooves anybody that has missed a class to obtain the lecture notes from another student and/or contact the instructor for help.

Student Projects: Projects entail a 10-minute presentation on a site or archaeological concept related to the course material. If a student chooses a site that is covered in class lectures, she/he will have to present a specific aspect of that site in more detail. All projects will be structured in consultation with the instructor. Teamwork (teams of 2) is acceptable but it has to be shown that a sufficient amount of work was accomplished by each team member and both have to present. Projects have to be presented on the assigned date to avoid pile-ups. Missed presentations will be graded one grade scale downward (i.e. from A to A-) for every meeting until presentation.

Testing: There will be 4 non-cumulative tests comprising of short definitions, multiple choice, true/false and slide/map identifications. The tests will be based on assigned readings, lecture material, and material presented in video. Make-up tests are strongly discouraged and grades on missed tests will be lowered by 3 points for every day until the make-up. This policy will not apply to cases of documented emergencies and only after consultation with the instructor before the test. Make-up tests are given at the Testing Center (N side of the SPS building) during the week before the class tests are returned. Any type of cheating will draw an F grade for the entire course and other disciplinary actions may be taken.

Grading: The maximum total of 500 points can be accumulated: four tests x 100 = 400, project = 100 points.
Grade A = 450-500, B = 400-449, C = 350-399, D = 300-349. Any point total below 300 draws an F grade.
**Withdraw/Failure:** Students who wish to drop with a W grade, should consult the instructor within the school deadlines for the appropriate paperwork. Extended absence periods, without student initiated withdraw, may result in a Y grade.

**Special Considerations:** For any special accommodations related to disabilities and potential impact on class-work, contact the instructor and the Disability Services and Resources Office located in TDS 100, ph# 845-3080.

**Audio Taping:** Audio taping of lectures is permitted but taped material may only be used for class purposes.

**Semester Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jan. 24</td>
<td>Introduction. Archaeology as science.</td>
<td>Ch. 1, Lecture</td>
</tr>
<tr>
<td>2. 31</td>
<td>Human Culture/Biological &amp; Cultural evolution</td>
<td>Ch. 2 (Introduction)</td>
</tr>
<tr>
<td>3. Feb. 7</td>
<td>Archaeological Theory/Methods/Ethnoarcheology</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>4. 14</td>
<td><strong>1st Test.</strong> The Middle and Upper Paleolithic. The emergence of modern Homo sapiens</td>
<td>Ch. 3 and 4</td>
</tr>
<tr>
<td>5. 21</td>
<td>President’s Day. Campus closed.</td>
<td></td>
</tr>
<tr>
<td>6. 28</td>
<td>The Upper Paleolithic/Hunters and Gatherers.</td>
<td>pp. 190-192</td>
</tr>
<tr>
<td>7. Mar. 7</td>
<td>The Transition to Agriculture</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>8. 14</td>
<td><strong>Spring Break. Campus closed</strong></td>
<td></td>
</tr>
<tr>
<td>9. 21</td>
<td><strong>2nd Test.</strong> Neolithic Europe</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>10. 28</td>
<td>Old World States (Mesopotamia)</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>11. Apr. 4</td>
<td>Old World States (Egypt)</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>12. 11</td>
<td><strong>3rd Test.</strong> Bronze Age Aegean</td>
<td>Ch. 11 (pp. 521-530)</td>
</tr>
<tr>
<td>13. 18</td>
<td>Bronze Age Aegean</td>
<td>Ch.11, Handout</td>
</tr>
<tr>
<td>14. 25</td>
<td>Bronze Age Aegean/Classical Athens</td>
<td>Ch.11, Handout</td>
</tr>
<tr>
<td>15. May. 2</td>
<td>Classical Athens</td>
<td>Handout</td>
</tr>
<tr>
<td>16. 9</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Course content may vary from the outline to meet the needs of this particular class.
Study Guide: 1st Test

1. Archaeology pp.1, 25-26
2. Human cultural systems p.5
3. Archaeological culture Ch. 1
4. Cultural evolution/change p.5
5. Archaeological record/data Ch.1
6. Archaeological Survey pp. 7-10
7. Artifact p. 5, 18-19
8. Biological Evolution pp. 6-7
9. Natural Selection
10. Charles Darwin
11. Excavation pp. 10-14
12. Feature p.18
13. Stratigraphy pp. 14-17
14. Archaeological Context
15. Dating techniques: relative/absolute pp. 48-49
16. C-14, Potassium Argon pp.143-144
17. Ethnoarchaeology: The Kalinga p. 25, lecture
18. Site formation/transformation lecture
19. Archaeological Analysis: Typology pp. 18-19
Study Guide: 2nd Test

Middle and Upper Paleolithic

1. *H. sapiens Neandertalensis* pp. 117-122
2. *H. sapiens sapiens*
3. Shanidar Cave pp. 123-125
4. Dolni Vestonice pp. 126-128
5. Lascaux pp. 129-134
6. Lithic Technology
7. Acheulean
8. Mousterian p.119
9. Levallois
10. Core/flake/blade tools
11. Upper Paleolithic art pp.134-135
12. Cultural innovations of modern *H. sapiens*
13. Hunters and Gatherers pp. 159, Handout

Old World Domestication

1. Fertile Crescent pp. 207-209
2. Ain Malaha pp. 205-206
3. Natufian Culture
4. Domestication pp. 195-197
5. Artificial Selection
6. Paleobotany/Wheat physiology pp. 214-216
Study Guide: 3rd Test

Neolithic Europe

1. Chatal Huyuk pp. 223-227
2. Franchthi Cave pp. 501-502
3. Spread of early farming to Europe pp. 497-498
4. Early open sea voyages
5. Obsidian trade

Mesopotamia

1. Eridu pp. 429-432
2. Uruk pp. 434-438
3. Geography and climate
4. Agriculture
5. The Institution of the Temple pp. 433
6. Cultural History (Ubaid: establishing the cultural pattern)
   (Uruk: intensification/growth/inventions)
   (Early Dynastic: shift of power/warfare)
7. Early writing pp. 439-441

Egypt

1. Hierakonpolis pp. 450-455
2. Giza pp. 456-458
3. Geography and climate
4. Agriculture
5. Narmer: the Unification of Upper and Lower Egypt
6. The Pyramids pp. 460-461
7. Comparisons between Mesopotamia/Egypt
Study Guide: 4th Test

Aegean Bronze Age  pp. 521-523
Early/ Middle/ Late Bronze Age

1. Knossos       pp. 524-526
2. Mycenae       pp. 527-530
3. Troy          Lecture/video
4. Ulu Burun     handout
5. Secondary Products revolution
6. Heinrich Schlieman
7. Shaft Grave Circle A
8. Linear A/ Linear B
9. Tholos (Beehive tomb)
10. Mycenaean Cultural System
11. Megaron
12. Cultural differences between Minoans/Mycenaens

Classical Athens  handout

1. The Agora
2. Solon
3. Peisistratus
4. Hoplite
5. Phalanx
6. Cleisthenes’ Institutions: Executive/legislative/judicial
7. Ostracism
8. The Persian Wars (Marathon/Salamis)
9. Trireme
10. Pericles
11. The Acropolis (Parthenon)