

ANTHROPOLOGY 2101B-650

Great Archaeological Sites

COURSE OUTLINE

Winter 2021



Painting of an auroch (bull) at the 16,000 year old site of Lascaux, France.

[Read more on the Lascaux site.](#)

Instructor: Dr. Peter Timmins (he/him)

Email: ptimmins@uwo.ca

Office Hours: Thursdays 10:00 a.m. – 12:00 noon on Zoom. Please email Prof. Timmins for an appointment.

Credit value: 0.5 credit

Mode of delivery: For 2020/2021 this course will be conducted online. It is *asynchronous*, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

Calendar Course Description: An examination of spectacular archaeological sites around the world, including many on the UNESCO World Heritage List. The course covers sites of complex hunter-gatherers and farmers, and early states and empires in Mesopotamia, Egypt, the Aegean, Asia and Mesoamerica, the Andes and the Classical World.

Antirequisites: None.

Prerequisites: None.

Note to Anthropology Students: This course is not eligible for credit towards any Anthropology module other than the Minor in Anthropology.

Course Syllabus:

This course examines great archaeological sites around the world, including many on the UNESCO World Heritage List. The sites are explored through video lectures and a variety of online resources including web pages, documentaries, video clips and readings. The course covers sites of complex hunter-gatherers and farmers, and early states and empires in Mesopotamia, Egypt, the Aegean, Asia and Mesoamerica, the Andes and the Classical World. Each site is placed within its cultural context and used to explore common themes in archaeology: death and ritual, the development of complex economies, the origins of writing and science, social inequality, religion and the meaning of monumental architecture. We will also problematize the concept of world heritage by looking at the effects of commodification of the past, the impacts of tourism, and the control and manipulation of heritage sites for political reasons, including the destruction of heritage sites by terrorist groups. A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course OWL site before the first day of classes.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Explain the origins of the World Heritage Convention and international efforts to protect world heritage;
- Understand the characteristics of hunter-gatherer and farming societies, as exemplified in a number of well known archaeological sites;
- Discuss the characteristics of several important archaeological sites that represent early states in the Middle East, Egypt and the Mediterranean;
- Understand the distinctive elements of well known archaeological sites that represent early state development in East Asia;
- Summarize the characteristic elements of early state level societies in Mesoamerica and the Andes as exemplified through important archaeological sites;
- Understand the problems associated with the promotion of world heritage and the impacts associated with tourist visitation at important archaeological sites around the world, along with the methods used to manage and preserve these sites.
- Discuss the ways that heritage sites are controlled, manipulated and sometimes destroyed for political reasons.

Course Materials:

As all of the sites discussed have a significant online presence, the weekly course work will be designed to utilize those online resources. Each week, students will view lectures presented as videos of slide shows with narration by the Instructor. These lessons will be supplemented by links to websites, documentaries and video clips, and selected readings. Registered students will be able to access additional information about specific course readings and other resources through the course's on-line OWL site before the first day of class.

Evaluation:

2 Reflection Papers	30% (15% each)
Weekly discussions	30%
Weekly quizzes	20%
Take-home exam	20%

Reflection Papers

Students will make weekly posts on discussion questions associated with the weekly lessons and associated resources to an online Discussion Forum. Students will select a discussion post from discussion questions in Weeks 1-6 and another post from discussion questions in Weeks 7-12 to expand into brief reflection pieces (approximately 500 words) which will be submitted for grading. Instructions for reflection papers will be provided on the OWL Assignments page two weeks in advance of the due dates and reflection papers will be submitted through the OWL Assignments page.

Reflection 1 (Weeks 1-6, instructions released Feb. 8; due on Feb. 26, 2021 at 5 pm; will be marked and returned by March 10th which is 3 days before the drop date) 15%

Reflection 2 (Weeks 7-12, instructions released Mar. 22; due on April 9, 2021 at 5 pm) 15%

There will be a 2% reduction of the assignment grade for each day that an assignment is late (including weekends and holidays). Unless accommodation is granted, assignments that are not handed in within 10 days of the due date (including weekends and holidays) may receive a grade of zero.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Weekly Discussions – 30%

Students are required to submit at least one primary post and one secondary post to the discussion forums each week. These contributions should be thoughtful comments that deal with the issues raised in the weekly course content. Primary posts should be approximately 150 words in length. The instructor will start the discussions by posting questions in a discussion forum at the beginning of each week. Students are encouraged to read and comment on the posts of others (considered secondary posts), however, you may not post more than three secondary posts in each weekly forum. Secondary posts should be between 50 and 100 words.

Discussion forums associated with each lesson will open at 9 am on Monday of each week and students must make their posts and comments before 11:55 pm on the following Sunday. The only exception is Discussion Question 5, which is open for two weeks because of Reading Week and is due at 9 am on Monday, Feb. 22. The Discussion forums will stay open for the duration of the course, but late contributions will not be marked.

The online discussions are designed to make the learning process interactive, engaging, and collaborative. They will draw out issues in the weekly lectures and other content so that students will learn not only from the course materials but from each other as well. In order to make the discussions more manageable, the class will be divided into groups of 10-12 students each and students will be required to post within their group. The Instructor, or a Teaching Assistant, will grade the discussion posts on a weekly basis. Cumulative grades for discussion participation will be posted at two points through the course: 15% after completing Weeks 1-6 (to be posted by March 10th), and 15% after completing Weeks 7-12. Discussions will be graded based on quality of argument and engagement with the course material and the class. Discussions will be worth 4 marks each week. Primary posts are evaluated out of 3, while secondary posts (comments on the posts of others) are worth a maximum of one mark. You are encouraged to make primary posts earlier rather than later in the week so that other students may respond to your post within the week. Early primary posts (those made prior to midnight on Thursday) will receive a half bonus mark in discussion evaluations. The marking scheme used to evaluate discussion posts will be detailed in an Introductory Memo available on the course OWL site prior to the first day of classes. The Introductory Memo should be reviewed as part of Lesson 1.

It is important that student posts are respectful. While your opinions and critiques are encouraged, they must be presented in a polite and respectful manner in the spirit of open scholarly debate. The Instructor will intervene if discussion posts are deemed inappropriate.

Weekly Quizzes – 20%

There will be 12 short weekly quizzes delivered via OWL based on the weekly course content. Quizzes will only be available during the week of the lesson to which they apply. Quizzes will open on Monday of each week and will close at 11:55 pm the following Sunday. The only exception is the Week 5 Quiz which will close at 9 am on Monday, February 22 due to reading week. If you do not do the weekly quiz within the time it is open, you will receive zero on the quiz for that week. Make-up quizzes are generally not permitted, however, in calculating the final quiz grade, only your best 10 quizzes will be counted.

Take-Home Exam – 20%

A final Take-Home Exam will be assigned during the final exam period. The specific timing for the due date for this exam will be announced when it becomes available. Late exams will not be accepted unless academic accommodation is granted.

Course Specific Conditions Required to Pass this Course

In order to pass this course students must submit the final take-home exam.

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where

appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Institutional Statements and Policies

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).

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