

Department of Anthropology

ANTHROPOLOGY 2101B-650 - Great Archaeological Sites

COURSE OUTLINE

Winter 2023



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

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

Version Date: January 10, 2023

Classes:

Mode of delivery: Online.

Credit value: 0.5 credit

Instructor:

Dr. Peter Timmins (he/him)

Office: SSC-3331

Office hours: Thursday, 1:00–3:00 pm on Zoom. Please email Prof. Timmins for an appointment.

Email: ptimmins@uwo.ca

Teaching Assistants:

Emily Henry

Office hours: On Zoom, TBD.

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Ashley Piskor

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Requisites:

None.

Course Description:

This online 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, early 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%
Final 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 topic from the discussion questions in Weeks 1-6 and another post from the discussion topics in Weeks 7-12 to expand into brief reflection pieces (approximately 600 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. Reflection papers will be submitted through the OWL Assignments page.

Reflection 1 (Weeks 1-6, released Feb. 13, 2023; due at 5 pm, Feb. 27, 2023) 15%

Reflection 2 (Weeks 7-12, released Mar. 27, 2023; due at 5 pm April 10, 2023) 15%

There will be a 2% reduction in 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.

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. The instructor will start the discussions by posting questions in a discussion forum at the beginning of each week. Primary posts in response to the discussion question should be approximately 150 words in length and are limited to one per student per week. Students are encouraged to read and comment on the posts of others (these are 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.

Further details on Weekly Discussions will be made available in a memo posted to OWL before the first week of classes.

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. Details of quiz release and closing dates are in the weekly schedule. 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.

Academic Statements and Policies

Course Specific Conditions Required to Pass this Course:

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

Academic Integrity - 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.

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](https://www.turnitin.com).

Use of OWL

The OWL course webpage will be used for providing the course outline (using the Syllabus page), providing pdf copies of weekly lecture slides (using Lessons pages), administering and grading weekly quizzes (using the Tests and Quizzes tool, linked to the Lesson pages), providing, submitting and returning assignments (using the Assignments page) and communications with the class (using the Announcements and Messages tools). All grades will be posted in the OWL Gradebook.

Accommodation Policies:

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.

All missed work must be made up by the end of the exam period in the applicable term.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Religious Accommodation:

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Academic Rights and Responsibilities

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness,

accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

WEEKLY TOPICS AND ASSOCIATED RESOURCES

Dates

Topics, Readings, other Resources

Note: This list is tentative. Some resources may be changed if deemed necessary by the Instructor. Advance notice of any changes will be provided.

Week 1, Jan. 9

Lecture 1: The UNESCO World Heritage Convention: Panacea or Problem?

Discussion Question 1 opens Jan. 9 at 9 am; closes Jan. 16 at 9 am.

Website: The UNESCO World Heritage Convention:

<https://whc.unesco.org/en/convention/>

The Global Strategy: <https://whc.unesco.org/en/globalstrategy/>

The Criteria for Selection: <https://whc.unesco.org/en/criteria/>

List of States Parties: <https://whc.unesco.org/en/statesparties/>

The List: <https://whc.unesco.org/en/list/>

SGang Gwaay: <https://whc.unesco.org/en/list/157>

Video: The Temples of the Rising Sun - Nubian Monuments from Abu Simbel to Philae (2:58)

http://www.unesco.org/archives/multimedia/?s=films_details&pg=33&id=876#.VNCj8WiG8Z0

Week 2, Jan. 16

Lecture 2: Hunter-Gatherers: Lascaux Cave

Discussion Question 2 opens Jan. 16 at 9 am; closes Jan. 23 at 9 am.

Readings: Leroi-Gourhan, Arlette, 1982, The Archaeology of Lascaux Cave. *Scientific American*, Vol. 246, No. 6, p. 104-113. Pdf on OWL.

Bahn, Paul (2008). Killing Lascaux. *Archaeology*, 61(3), 18-70. Pdf on OWL.

Websites: Official French Government website:

<https://archeologie.culture.gouv.fr/lascaux/en>

UNESCO World Heritage site: <https://whc.unesco.org/en/list/85>

Video: Why are these 32 symbols found in caves all over Europe | TED Talk by Canadian paleoanthropologist and rock art researcher Genevieve von Petzinger

<https://www.youtube.com/watch?v=hJnEQCMA5Sq> (12:05)

- Week 3, Jan. 23 Lecture 3: Hunter-Gatherers: Head-Smashed-In Buffalo Jump
 Discussion Question 3 opens Jan. 23 at 9 am; closes Jan. 30 at 9 am.
 Readings: Brink, Jack (2008) *Imagining Head-Smashed-In: Aboriginal Buffalo Hunting on the Northern Plains*, Chapter 1, p. 1-26. Available online at: <https://justmeat.co/docs/imagining-head-smashed-in-jack-w-brink.pdf>. Read Chapter 1 only. Also on Resources page.
 Government of Alberta, *Buffalo Tracks: Educational and Scientific Studies from Head Smashed in Buffalo Jump*. Available online at https://headsmashedin.ca/sites/headsmashedin/files/editor_files/Buffero%20Tracks.pdf (15 p.). Also on Resources page.
 Websites: UNESCO World Heritage Site: <http://whc.unesco.org/en/list/158>
 Video: The Big Kill, Wild Archaeology, Season 1, Episode 10, (22:00): <https://www.aptn.ca/wildarchaeology/video/season-1/> Scroll down through the episodes at the bottom right until you come to S01E10.
 CBC Digital Archives video (6:03):
<https://www.cbc.ca/player/play/1659651069>
- Week 4, Jan. 30 Lecture 4: From Hunting and Gathering to Farming: Gobekli Tepe
 Discussion Question 4 opens Jan. 30 at 9 am; closes Feb. 6 at 9 am.
 Readings: Schmidt, Klaus, 2010, Göbekli Tepe – the Stone Age Sanctuaries, *Documenta Praehistorica* XXXVII:239-256. Pdf on OWL.
 Website: Gobekli Tepe UNESCO WHS: <https://whc.unesco.org/en/list/1572>
 Video: What is Gobekli Tepe, Klaus Schmidt, TEDxPrague (17:06)
<https://www.youtube.com/watch?v=a2CDa5zRQR0>
- Week 5, Feb. 6 Lecture 5: From Hunting and Gathering to Farming: Çatalhöyük
 Discussion Question 5 opens Feb. 6 at 9 am; closes Feb. 13 at 9 am.
 Reading: Hodder, Ian, 2014, Çatalhöyük: The leopard changes its spots. *Anatolian Studies*, Vol. 64:1-22. Pdf on OWL.
 Websites: Project website <http://www.catalhoyuk.com/visit>
 Çatalhöyük UNESCO WHS: <http://whc.unesco.org/en/list/1405>
 Video: Origins of Settled Life; Göbekli and Çatalhöyük - Talks at Google (51:12) <https://www.youtube.com/watch?v=zKwSg7OyvoE>
- Week 6, Feb. 13 Lecture 6: Complexity without the State: Stonehenge
 Discussion Question 6 opens Feb. 13 at 9 am; closes Feb. 27 at 9 am.
 Readings: Darvill, T., P. Marshall, M. Parker Pearson & Geoff Wainwright, 2012, Stonehenge remodelled. *Antiquity* 86: 11021-1040. Pdf on OWL.
 Websites: English Heritage: <http://www.english-heritage.org.uk/visit/places/stonehenge/>
 UNESCO WHS: <http://whc.unesco.org/en/list/373>

Video: Secrets of Stonehenge, NOVA (53:11):
<https://www.youtube.com/watch?v=6awRsjrVN4w>

Feb. 19-26

Reading Week

Week 7, Feb. 27

Lecture 7: Egypt: The Pyramids of Giza

Discussion Question 7 opens Feb. 27 at 9 am; closes Mar. 6 at 9 am.

Readings: Clayton, Peter A., 2002, The Great Pyramid of Giza. In *The Seven Wonders of the Ancient World*, Chapter 1, p. 13-37. Routledge. Pdf on resources page. [Note – this reading may be switched for another.]

Websites: Ancient Egypt Research Associates website:
<http://www.aeraweb.org/>

UNESCO WHS: <https://whc.unesco.org/en/list/86>

Videos: National Geographic – Who Built the Pyramids?

<https://www.youtube.com/watch?v=Ur1MmXhi0hU> (24:51)

Heritage Key - Dr. Mark Lehner Searches for Information on the Pyramid Builders: <https://www.youtube.com/watch?v=r4L6A-IBPyk> (4:23)

Week 8, Mar. 6

Lecture 8: The Indus Valley: Harappa & Mohenjodaro

Discussion Question 8 opens Mar. 6 at 9 am; closes Mar. 13 at 9 am.

Readings online: Richard Meadow, Around the Indus in 90 Slides,
<https://www.harappa.com/indus2/intro.html>

Johnathon Kenoyer, Mohenjo-daro An Ancient Indus Valley Metropolis,
<https://www.harappa.com/mohenjo-daro/mohenjodaroessay.html>

Websites:

Mohenjodaro UNESCO WHS: <https://whc.unesco.org/en/list/138/>

Harappa UNESCO WHS: <https://whc.unesco.org/en/tentativelists/1878/>

Harappa.com: <https://www.harappa.com/>

Video: Archaeological ruins at Mohenjodaro (UNESCO)
<https://whc.unesco.org/en/list/138/video/> (2:38)

Mysteries of Mohenjo-Daro <https://www.youtube.com/watch?v=W-Xb7yoSWHA> (44:46)

Week 9, Mar. 13

Lecture 9: China: The Tomb of Qin Shi Huang (Terracotta Army) and the Great Wall of China

Discussion Question 9 opens Mar. 13 at 9 am; closes Mar. 20 at 9 am.

Readings: Lindsay, William, 2003, In the Shadow of the wall. *Archaeology*, 56(6), 36-41. Pdf on OWL.

Martinón-Torres, M., Li, X., Bevan, A., Xia, Y., Kun, Z., & Rehren, T. (2011). Making Weapons for the Terracotta Army. *Archaeology International*, No. 13/14, 2009-2011, 65-75. Pdf on OWL.

Websites: UNESCO WHS: Great Wall: <https://whc.unesco.org/en/list/438>

Tomb of Qin Shi Huang: <http://whc.unesco.org/en/list/441>

Video: National Geographic, The Great Wall of China (44:58)

<https://www.youtube.com/watch?v=VjlydnRqcmw&t=18s>

Nova – Emperor’s Ghost Army (53:03)

<https://uwo.kanopy.com/video/nova-emperors-ghost-army>

Week 10, Mar. 20

Lecture 10: The Classical World: Pompeii and Ephesus

Discussion Question 10 opens Mar. 20 at 9 am; closes Mar. 27 at 9 am.

Readings: Gates, C. (2011). *Ancient cities: the archaeology of urban life in the Ancient Near East and Egypt, Greece and Rome*. Taylor & Francis. E Book. Pdf on Resources page. Read sections on Pompeii (Chapter 22) and Ephesus (Chapter 24)

Povoledo, Elisabetta (2022). ‘the ancient city through a broader lens’: How Pompeii plans to move with the times. *The Independent*, March 15, 2022.

<https://www.independent.co.uk/news/science/archaeology/pompeii-tomb-roman-archaeologists-tech-b2035249.html>

Austrian Academy of Sciences (2023) Sensational find in Ephesus: more than 1,400-year-old district discovered. *Arkeonews*, January 4, 2023.

<https://arkeonews.net/sensational-find-in-ephesus-more-than-1400-year-old-district-discovered/>

Websites: UNESCO WHS, Pompeii: <https://whc.unesco.org/en/list/829>

UNESCO WHS, Ephesus: <https://whc.unesco.org/en/list/1018>

Video: The Fabulous Centers Of Hellenism (25:07)

<https://uwo.kanopy.com/video/secrets-archaeology-fabulous-centers-hellenism>

Rick Steves’ Europe, Ephesus, Turkey: Ancient City (4:34)

<https://www.youtube.com/watch?v=mvPCtrZ1K00&t=14s>

Pompeii: New Secrets Revealed with Mary Beard

https://www.youtube.com/watch?v=mnIY6AE4m6E&list=PLKJ9CzNTsDXd_1PD72vJkg_26FbakfXjb (59:00)

Week 11, Mar. 27

Lecture 11: Mesoamerica: Teotihuacan and Tikal

Discussion Question 11 opens Mar. 27 at 9 am; closes April 3 at 9 am.

Readings: Moran, Barbara, Lessons from Teo: What the ruins of a pre-Aztec metropolis can teach us about today's cities. Boston University.

<https://www.bu.edu/articles/2015/archaeology-teotihuacan-mexico/>

Seckel, Scott (2016), Teotihuacan Research Laboratory in Mexico a resource for scholars from around the world seeking answers to mysteries. ASU News, August 26, 2016. <https://news.asu.edu/20160826-discoveries-asu-teotihuacan-research-lab-mexico>

Websites: Teotihuacan UNESCO WHS: <http://whc.unesco.org/en/list/414>

Tikal UNESCO WHS: <http://whc.unesco.org/en/list/64>

Tikal National Park: <http://www.tikalnationalpark.org/>

UNESCO video: Pre-Hispanic city of Teotihuacan (2:36)

<http://whc.unesco.org/en/list/414/video>

Other Teotihuacan video: TBD

World Heritage: Fontainebleau & Tikal (25:47)

<https://uwo.kanopystreaming.com/video/world-heritage-fontainebleau-tikal>

Note that the segment on Tikal begins at 13:20.

Week 12, Apr. 3

Lecture 12: The Andes: Machu Picchu and the Inca, and

Problematizing World Heritage

Discussion Question 12 opens April 3 at 9 am; closes April 10 at 9 am.

Readings: Salazar, Lucy. 2004, Machu Picchu: Mysterious Royal Estate in the Cloud Forest. In *Machu Picchu, Unveiling the Mystery of the Incas*, R.L.Berger and L.C. Salazar, eds, pp. 21-48.

Reading on Problematizing World Heritage: TBD

Website: UNESCO WHS: <https://whc.unesco.org/en/list/274>

Machu Picchu, Seen through the eyes of Fernando Astete:

<https://www.machupicc.hu/>

Video: Machu Picchu 101 (3:33) <https://www.youtube.com/watch?v=cnMa-Sm9H4k>