

Department of Anthropology

ANTHROPOLOGY 2101B-650 - Great Archaeological Sites

COURSE OUTLINE

Winter 2024



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

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

Version Date: September 15, 2023

Instructor and class information:

Dr. Peter Timmins

Email: ptimmins@uwo.ca

Mode of delivery: Online

Credit value: 0.5 credit

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.

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 the weekly schedule and information about specific course readings and other resources through the course OWL site before the first day of class.

Evaluation:

Three Reflection Papers 45% (15% each)

Weekly discussions 30%

Weekly quizzes 25%

There is no final exam in this course.

Evaluation Details:

Please note that the evaluation methods described in this course outline are essential to the course and alternative assessments are generally not permitted.

Note also that the grade submission system will automatically round up final grades in certain cases (e.g., 74.6 becomes 75). Grades will not be adjusted on the basis of need (i.e. the need to obtain or maintain a scholarship). Students cannot complete extra work for extra credit or to "make up" for a course component that was missed or performed poorly. It is important to monitor your performance in the course.

Weekly Discussions – 30%

Students are required to submit at least one primary post and one secondary post to the online 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.

Reflection Papers 1, 2 and 3 (3 x 15 = 45%)

Students will write and submit three short reflection papers throughout the course. Topics for reflection papers will be selected from the discussion question topics, with the topic for Reflection 1 selected from Weeks 1 to 4, the Reflection 2 topic selected from Weeks 5 to 8, and the Reflection 3 topic from Weeks 9 to 12. The reflection papers will be approximately 700 words in length. Detailed instructions for reflection papers will be provided on the OWL Assignments page two weeks in advance of the due dates and the papers will be submitted through the OWL Assignments page. Assignment release and due dates are TBD.

Weekly Quizzes – 25%

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 will be 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.

Late Policy

To provide flexibility and negate the need to ask for short extensions, the Reflection Papers will each have a formal due date as well as an extended submission window of three days after the due date that students may use without penalty. Extended submission windows are not due dates and cannot be further extended through academic considerations. Any academic considerations must date from the formal due date of any assignment. There will be a 5% reduction of the assignment grade for each day that an assignment is submitted after the extended submission window (including weekends and holidays). Unless accommodation is granted, assignments that are not handed in within 10 days of the formal due date (including weekends and holidays) may receive a grade of zero.

Academic Statements and Policies

Course Specific Conditions Required to Pass this Course:

To pass this course students must submit at least two of the three reflection papers.

Academic Integrity - Statement on Plagiarism and Artificial Intelligence Tools:

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).

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately citing all sources of information and avoiding plagiarism. If an AI program refers to specific studies, students should review and cite the original sources. Essays, written assignments and/or reports should reflect the student's own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions. The same principles also apply to the use of translation software to support the writing of essays and other written assessments.

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.

Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

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](#).

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