



DEPARTMENT OF ANTHROPOLOGY
ANTH 2151 FAO Ancient Peoples and Places

Fall 2024

Tuesdays & Thursdays, 10 – 11:30 am

OA 1033

Instructor: Dr Timothy Kaiser

CONTACT INFORMATION

Office: OA 3008

Office Hours: By appointment, or by chance

Email: tkaiser@lakeheadu.ca

Course Website: MyCourseLink (D2L)

COURSE DESCRIPTION

An overview of Old and New World archaeology, with particular emphasis on the development of humans and culture from hunting/gathering to agricultural and ancient urban societies in Mesoamerica, Europe, Egypt, Mesopotamia, the Indus Valley and China.

SUPPLEMENTARY COURSE DESCRIPTION

To the list above, add North and South America.

This course is a survey of world prehistory. In comparative perspective, we will take up fundamental questions concerning the origins and development of culture after the appearance of *Homo sapiens*. What were Ice Age hunter-gatherers like? When and why did people become farmers? Why did urban settlements develop? What beliefs and customs characterized ancient societies? These questions will be examined in the light of the archaeological records of Africa, Eurasia, and the Americas. As we shall see, archaeologists have learned a lot about the lives of our ancestors. Along the way, they have uncovered a set of fascinating stories tracing humankind's path from past to present. This course delves into these stories.



Mayan "eccentric" flint (ca. 500-900 CE) H: 23 cm.
Dumbarton Oaks Research Library and Collection.

COURSE OUTCOMES

By the end of this course, students will be able to:

- demonstrate a practical and conceptual understanding of how archaeological methods and theories have been applied in the study of prehistory.
- articulate general and specific levels of knowledge regarding world prehistory.
- critically evaluate existing research results and methods.

REQUIRED MATERIALS

Michael Chazan (2021) *World Prehistory and Archaeology: Pathways Through Time*. 5th edition. NY: Routledge.

Other materials online (see MyCourseLink>MyReadings; Other readings; and specific URLs).



Tomb 1 at Tell Umm el-Marra, Syria, 2300 BCE.
http://www.naturalhistorymag.com/htmlsite/master.html?http://www.naturalhistorymag.com/htmlsite/0507/0507_feature.html

EVALUATION

- | | |
|-----------------------|------|
| • Tests 2 x 25 = | 50% |
| • Term Project | 15% |
| • Final Exam | 35% |
| • Bonus participation | ≤ 5% |

Tests:

Two in-class tests evaluate your understanding of material presented in lectures, the textbook, and other required readings. Test 1 covers Weeks 1-4 only (**October 3**). Test 2 covers Weeks 5-9 only (**November 14**). Formats TBA.

Term Project, Embedded in the Final Exam:

This semester you will learn more about an ancient people and/or an ancient place chosen from among the people and places treated in the textbook. Based on peer-reviewed sources (articles in scholarly periodicals and books), you will learn about (a) the archaeological evidence underpinning the culture history of an ancient people **or** (b) a prehistoric site as revealed by archaeological survey and excavation. *You will learn more than the textbook's account of (a) or (b). You will be able to provide a more extensive description, a fuller synthesis of current archaeological knowledge, and an assessment of the subject's significance.* Detailed instructions will be posted on MyCourseLink.

Submit your choice of topic for approval and advice on or before October 22. This is a required step. See MyCourseLink (Assignments tab).

You will demonstrate your knowledge of your topic by answering specific questions put to you on the final exam (see below).

Final Examination:

This course's final examination will take place during the December Examination Period at a time and place set by the Registrar's Office, **December 6-14, TBA**. The final examination consists of two parts. **Part 1** (worth 35% of your mark in this course) consists of questions covering the entire semester; they will be based on lectures, the textbook, and other required readings. Format TBA. **Part 2** (worth 15% of your mark in this course) consists of questions directly concerning the research you did for your term project.

Participation:

Extra marks may be given to students who participate notably by asking relevant questions or making apposite comments that advance our understanding of the archaeology of ancient peoples and places.

Important Dates:

Fall Study Break: Monday, October 14 – Friday, October 18, 2024. No classes.

Final Day to Drop This Course: Friday, November 8, 2024.

Exam Period: December 6 - 16, 2024.

DO NOT MAKE ANY TRAVEL PLANS UNTIL AFTER THE EXAM DATE FOR THIS COURSE HAS BEEN POSTED. IF APPROPRIATE, TELL YOUR FAMILY.



Summer solstice at Stonehenge

<https://www.english-heritage.org.uk>

Schedule

(Subject to change as circumstances warrant)

Week / Date		Topic
1	Sept 3	1 Introduction to archaeology and the past
	Sept 5	2 Basic concepts in archaeology Reading: M. Chazan (2021) <i>World Prehistory and Archaeology</i> , Ch. 1-2. Recommended, for ambitious readers, a completely different take on the standard account: Graeber, D. & D. Wengrow (2021) <i>The Dawn of Everything: A New History of Humanity</i> . New York: Farrar, Straus and Giroux.
2	Sept 10	3 Piecing together the past: case studies Reading: Editors (2024) Top 10 discoveries of 2023. <i>Archaeology</i> 77(1): 22-32. https://archaeology.org/collection/top-10-discoveries-of-2023/ Kaiser, T. & S. Forenbaier (2012). Recognizing ritual in the dark: Nakovana Cave and the end of the Adriatic Iron Age. In <i>Sacred Darkness: A Global Perspective on the Ritual Use of Caves</i> , edited by H. Moyes, pp. 263-274. Boulder: University of Colorado Press. D2L Other Readings.
	Sept 12	4 Origin of modern humans Reading: Chazan, Ch. 4 and Ch. 5 pp. 124-137. Handwerk (2021) An Evolutionary Timeline of Homo Sapiens. <i>Smithsonian Magazine</i> (February 2, 2021).
3	Sept 17	5 The Upper Palaeolithic Reading: Chazan, Ch. 5 pp. 137-151.

	Sept 19	6	Upper Palaeolithic art Reading: P. Bahn and P. Vertut, <i>Images of the Ice Ages</i> , pp 68-148. D2L Other readings. Scarre, R. "Lascaux". D2L Other readings. For Chauvet Cave, visit: http://www.culture.gouv.fr/culture/arcnat/chauvet/en/ Marchant, J. (2016) A Journey to the Oldest Cave Paintings in the World. <i>Smithsonian Magazine</i> (January 2016).
4	Sept 24	7	Peopling of new worlds: Australia, the Pacific and the Americas Reading: Chazan, Ch. 6. Swaminathan, N. (2014) "America, in the beginning." <i>Archaeology</i> 67(5): 22-29. Moreno-Mayar, J. V. et al. (2018). Early human dispersals within the Americas. <i>Science</i> 08 Nov 2018 eaav2621 Zimmer, C. (2021) Ancient footprints push back date of human arrival in the Americas. <i>New York Times</i> , September 23, 2021. Bennet, M.R., et al. (2021) Evidence of humans in North America during the last glacial maximum. <i>Science</i> 373 : 1528-1531.
	Sept 26	8	New worlds, continued Catch up on your reading.
5	Oct 1	9	The origins of food production Reading: Chazan, Ch 7. O. Dietrich, et al. (2012) The role of cult and feasting in the emergence of Neolithic communities: new evidence from Göbekli Tepe, south-eastern Turkey. <i>Antiquity</i> 86: 674–95. Idun, T. (2024) Discovering a new Neolithic world. <i>Archaeology</i> 77(2): 242-31. Richter & Arranz-Otaegui (2018) Following a new trail of crumbs to agriculture's origins. <i>Scientific American</i>
	Oct 3	10	TEST #1
6	Oct 8	11	Early agricultural societies Reading: Chazan, Ch. 8.

T.D. Price (2013) *Europe Before Rome*, pp. 124-127; and pp. 155-165.

Oct 10 12 Expanding Neolithic worlds

Reading:

Chazan, Ch. 9.

Oct 14-18 FALL STUDY BREAK – No classes

7 Oct 22 13 Origins of complex society – one or many?

Choice of Term Project topic due.

Reading:

Chazan, pp. 262-269 and Ch. 10

Gannon, M. (2020) Megasites of Ukraine. *Archaeology* 73(3): 33-37

Oct 24 14 Central and South American complex chiefdoms

Viewing:

BBC Lost Kingdoms of Central America: Kingdom of the Jaguar – The Olmecs.

<https://www.youtube.com/watch?v=gTuab0SNuPA>

BBC Horizon The Lost Pyramids of Caral - Full Documentary

<https://www.youtube.com/watch?v=ymW9ylyNNAo>

8 Oct 29 15 Models of urban state origins; Mesopotamia

Reading:

Chazan, pp. 296-308.

Oct 31 16 Mesopotamia, continued

Reading:

Lawler (2013a) The everlasting city. *Archaeology* 66(5): 26-32.

Editors (2016) The world's oldest writing. *Archaeology* 69(3): 26-33.

J. Oates, et al. (2007). Early Mesopotamian urbanism: a new view from the north. *Antiquity* 81: 565-600.

9 Nov 5 17 Egypt

Reading:

Chazan, pp. 308-322

Scarre & Fagan 2003: 87-117 D2L Other readings.

Powell (2020) In the reign of the sun kings. *Archaeology* 73(6): 44-51.

Nov 7 18 Other early states: Minoan Crete and Mycenaean Greece

Reading:

Chazan, pp. 323-330.

Lobell (2015) The Minoans of Crete. *Archaeology* 68(3): 28-35.

10 Nov 12 19 Asian state formation and early civilizations

Reading:

Chazan, Ch. 12.

Scarre & Fagan 2003:147-164; 170-196 D2L

Lawler (2013b) Mohenjo-Daro's new story. *Archaeology* 66(1): 32-37.

Gannon, M. (2021) An oasis civilization rediscovered. *Archaeology* 74(1): 40-47

Nov 14 20 TEST #2

11 Nov 19 21 Mesoamerican cities and states

Reading:

Chazan, Ch 13.

Recommended:

Shaer (2016) A secret tunnel found in Mexico may finally solve the mysteries of Teotihuacán. *Smithsonian Magazine*.

Jennings, et al. (2011) *Maya: Secrets of their ancient world*. D2L Other readings.

Zorich (2013) Uncovering a Maya warrior queen. *Archaeology* 66(3): 31-35.

Katz (2018) Laser Scans Reveal 60,000 Hidden Maya Structures in Guatemala. *Smithsonian Magazine* (February 5, 2018).

Vernimmen, T. (2020) Massive 3,000-year-old ceremonial complex discovered in 'plain sight' *National Geographic* (June 3, 2020).

Nov 21 22 Andean states and empires

Reading:

Chazan, Ch. 14.

Atwood, R. (2020) Inca power politics. *Archaeology* 73(1): 48-53.

12 Nov 26 23 North American complex societies

Reading:

Chazan, pp. 228-236; 279-290.

		<p>Kidder, et al. (2021) Multi-method geoarchaeological analyses at Poverty Point, <i>Southeastern Archaeology</i>, 40:3, 212-227</p> <p>Urbanus, J. (2021) Searching for the fisher kings. <i>Archaeology</i> 74(5): 36-41.</p> <p>Hodges, G. (2021) Why was the ancient city of Cahokia abandoned? New clues rule out one theory. <i>National Geographic</i>. April 12, 2021 D2L Other Readings</p>
Nov 28	24	<p>Conclusion</p> <p>Recommended (again) for any ambitious readers in the class:</p> <p>Graeber, D. & D. Wengrow (2021) <i>The Dawn of Everything: A New History of Humanity</i>. New York: Farrar, Straus and Giroux.</p>

TBA	FINAL EXAMINATION
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COURSE POLICIES

- It is your responsibility to attend classes and to do the readings. Regular absences may seriously affect your grade in this course.
- Any important announcements, including changes in due dates, will be announced in-class, and posted on MyCourseLink (D2L).
- To aid your review, course material will be posted on MyCourseLink at regular intervals.

GenAI Use Prohibited

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, sections 26 and 83 through 85. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Exam/Assignment Integrity

By being registered in ANTH 3235 you understand and agree that:

- (a) Unless otherwise allowed by the course instructor, you must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, you must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

You further understand and agree that, if you violate either of these two rules, or if you provide any false or misleading information about my completion of course assignments or exams, you may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

Copyright Compliance

By being registered in ANTH 3235, you agree to the following conditions of copyright compliance:

You understand and agree that all instructional, reference, and administrative materials to which you are given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law:

(a) You may access and download the course materials only for your own personal and non-commercial use for this course; and (b) You are not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

You further understand and agree that, if you infringe the copyright of the course materials in any way, you may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

STUDENT ACCESSIBILITY SERVICES

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

We respectfully acknowledge that Lakehead University campuses are located on the traditional lands of Indigenous peoples. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomini nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.



The Mnjikaning Fish Weirs, beneath the water in the Atherley Narrows between Lake Simcoe and Lake Couchiching, is the largest and best-preserved wooden fish weirs known in eastern North America and was in use from approximately 3300 BCE. “Mnjikaning” is an Ojibwe word meaning “the place of the fish fence.”

<https://www.simcoe.ca/Planning/Documents/Simcoe%20AMP%20Final%20Report%20-%20Council%20Endorsed.pdf>